

BOARD OF EDUCATION
CITY OF CHICAGO
SPECIAL EDUCATION ADVISORY COMMITTEE MEETING
(Zoom)
held on
September 11, 2024

STENOGRAPHIC REPORT OF PROCEEDINGS

had in the above-entitled cause held virtually
via Zoom, commencing at 6:07 p.m.

BOARD MEMBERS PRESENT:

MS. MARY FAHEY-HUGHES, Special
Education Advisory Committee Chairwoman

ALSO PRESENT:

MR. JOSHUA LONG, Chief of the Office for
Students with Disabilities

Reported By: Karen Fatigato, CSR

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COMMITTEE MEMBERS PRESENT:

MS. CHRISTINE PALMIERI

MR. FRANK LALLY

MS. DEANDREA FEDRICK

MS. NICOLE ABREU SHEPARD

MS. KIMBERLY WESTON DODD

MS. SANDRA HEIDT

MS. BARB COHEN

MS. TENESHA RAWLS (Virtually)



(Whereupon, the Special
Education Advisory Committee
Meeting convened at
6:07 p.m.)

MEMBER FAHEY HUGHES: Welcome to the
Chicago Board of Education Special Education
Advisory Committee Meeting. Notice of this
meeting was posted on September 9th, 2024 or at
least 48 hours before the meeting at South Side
Occupational High -- Academy High School, the
Board Office at One North Dearborn, 42 West
Madison Lobby and on the WWW.CPSBOE.ORG website.
Today is September 11th, 2004 -- 2024. We are
holding this meeting in the South Side
Occupational Academy school auditorium or
gym.

I'm Mary Fahey Hughes. I'd also like
to acknowledge the Committee Members who are
present tonight: Nicole Abreu Shepard, Barb
Cohen is on her way, I believe, Dee Fedrick,
Sandra Heidt, Frank Lally, Christine Palmieri
and Kimberly Weston Dodd. Tenesha Rawls may be
joining us virtually.

I also want to recognize the Chief of



the Office for Students with Disabilities,
Joshua Long. And on behalf of the Chicago Board
of Education, we thank you for joining us this
evening.

The order of the meeting will be as
follows: Opening Remarks, Announcements, Public
Participation, Office for Students with
Disabilities Update, Committee Discussion and
Questions and Adjournment.

Before we begin, I'd like to welcome
Principal Jennifer Bollinger to say a few words.

PRINCIPAL BOLLINGER: Hi, everyone.
Good evening. I just want to take a minute to
welcome you all to South Side. Like she said,
my name is Jennifer Bollinger, and I'm the proud
principal of South Side. I was really happy to
hear that South Side would be hosting this
Committee because I know this work is so
relevant and so important to the students of
CPS, and our work that we do here really
supports all that as well.

So again, I just want to take a moment,
I wanted to introduce you to our school
community since you're all in our space. So we



are a transition center. Our students are 18 to 22. We really do a lot of hands-on community-based learning experiences. We have a variety of classroom learning labs. We really, really are focusing on independent learning skills, work readiness skills, getting students out in the community as much as we possibly can. Our students are quickly approaching



those skills. We have a carpentry lab, a culinary lab. We have all these really hands-on experiences that we cultivated in the school.

We also go out weekly for community-based instruction trips. Like I said, our focus is really the community. We know the community will be so important to our students upon graduation so we really try to tie all that together. We also offer work-based learning experiences at our location on 27th and Dearborn. So we have right now 17 community partner sites that host our students three days a week for the entire year.

Our students go out into the community, they take CTA. So all the skills that go with that, learning how to navigate the different routes, downloading apps, looking at bus times. I mean, it's pretty amazing to see it, getting in their uniform, making sure they have everything before they go out to work for the day. They go off site, they spend their day usually working with a mentor. The teacher goes them or they might be working independently on their own. So again, that individual piece is



always at the forefront of what we do.



resource for anyone. Please reach out if you need us.

I do have to share some safety points and a few notes. So please note that the primary entrance and exit to this room is at the front of the room to your left. And if you are leaving the room, please walk along the perimeter to the exit. Please do not walk across the front of the room. Restrooms are located outside of the door you went through near the desk where you checked in at. During the meeting we ask that you keep all aisles and exits clear. And if you need any assistance during the meeting, please wave the attention of one of our security officers.

At this time I will turn it over to our Chairperson, Mary Fahey Hughes, to continue with the meeting agenda. Thank you.



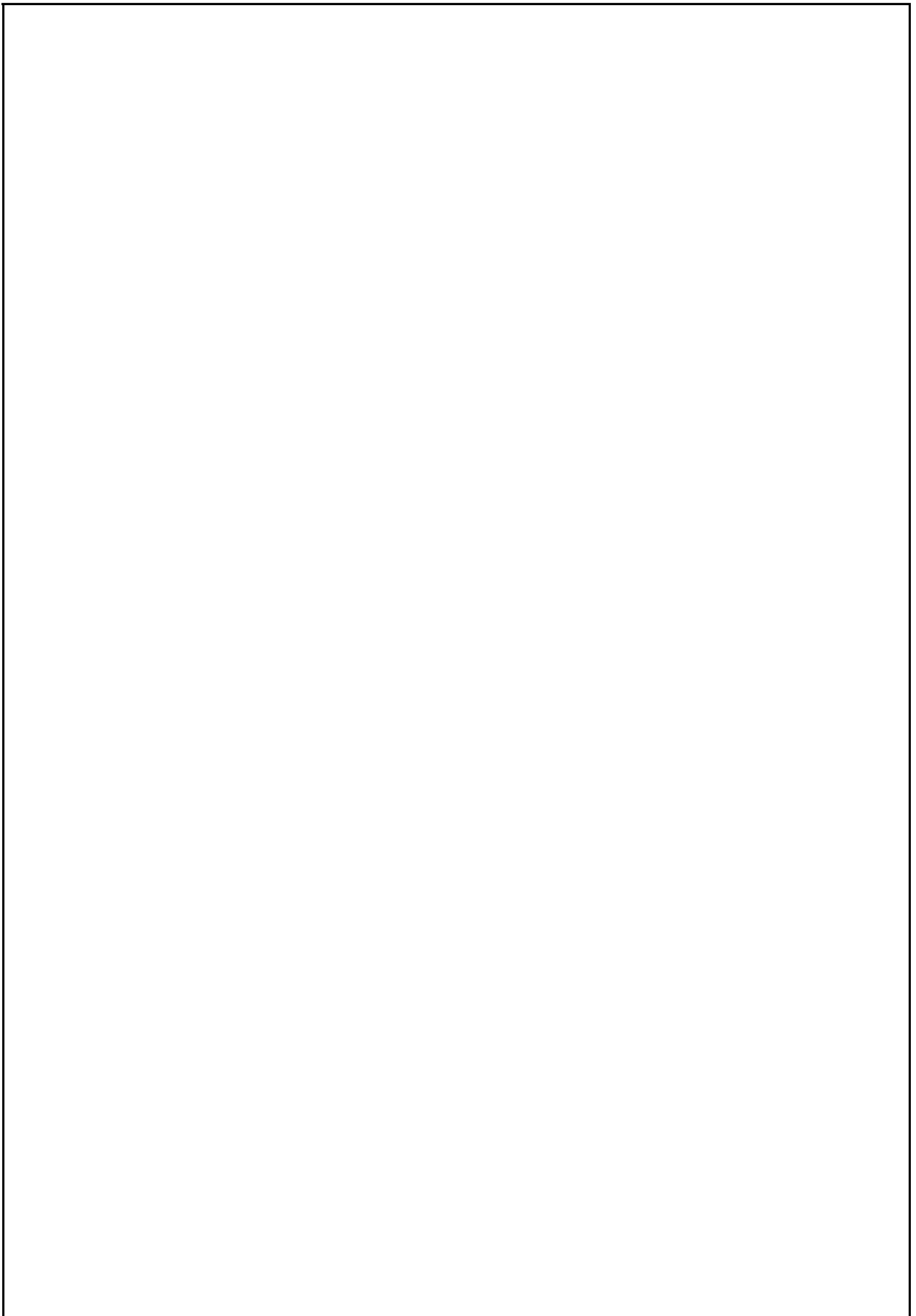
So having said that, I'll continue.

The next Special Education Advisory Committee Meeting is scheduled at 6:00 p.m. on Wednesday, November 13th, 2024 at Vaughn Occupational High School at 4355 North Lindor Avenue, Chicago, Illinois. You can find upcoming meeting information at WWW.CPSBOE.ORG on the Committee's tab. We also encourage you to e-mail BOESEAC@CPS.EDU with any comments or suggestions.

So let us now proceed with public participation. As a reminder, union representatives are allowed 10 minutes to speak before public participation and elected officials will speak after the conclusion of public participation.

The rules of public participation are as follows: Members of the public who registered to speak were given the option to attend in person or via an electronic format. Those who preferred to attend via an electronic format were given information to access this meeting by dialing a number and using their phone. We did this so that speakers with





unmute, please press star 6. Once you hear your name, please state your name for the record, then the 3-minute timer will start. Once the 3-minute time -- 3 minutes are over proceed to continue -- to conclude your remarks to allow for the next speaker to begin.

Thank you.

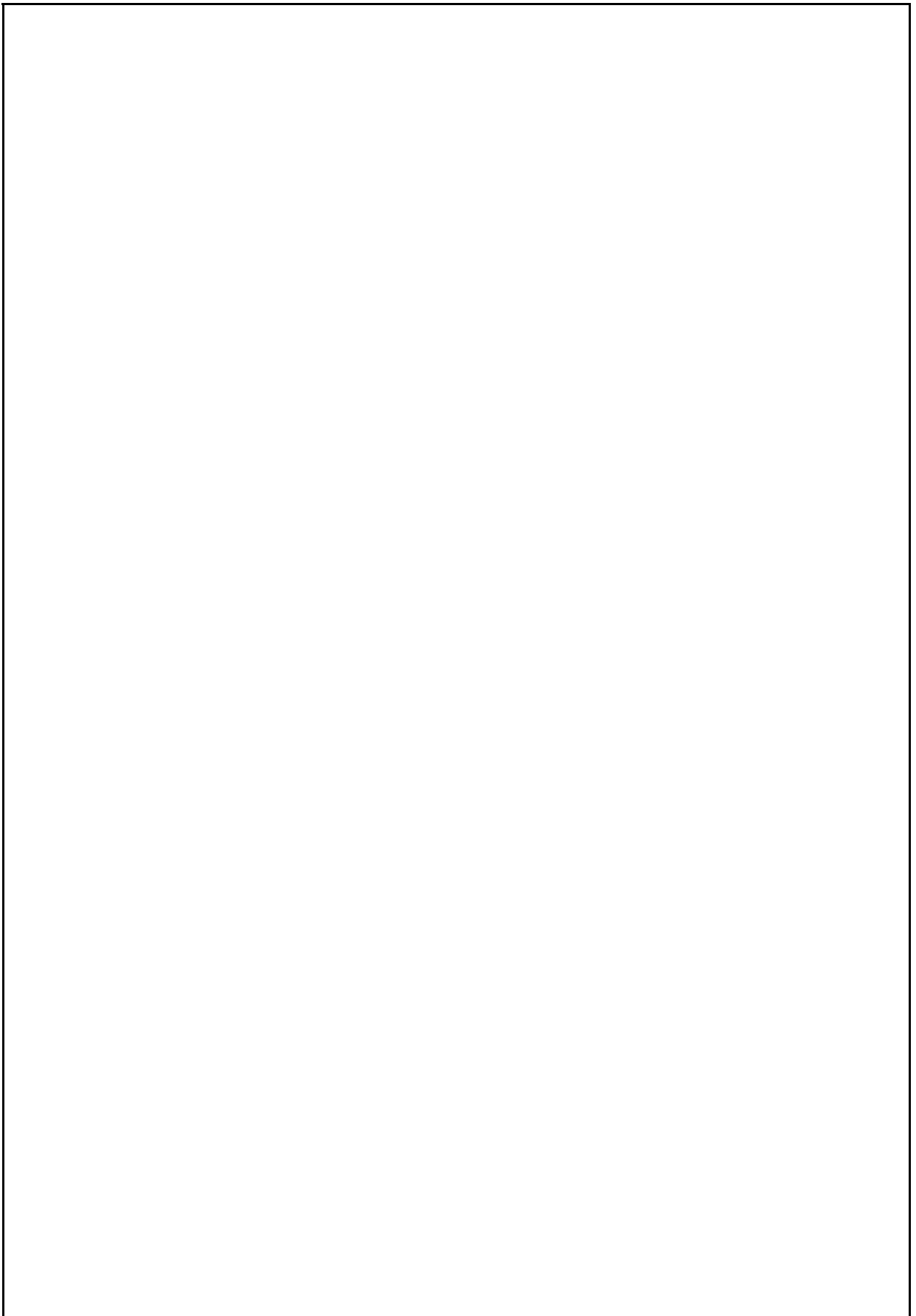
We are ready to call the registered speakers from the speakers' list. Speaker number 1 is Alicia Wilcoxson Davis, who is not here.

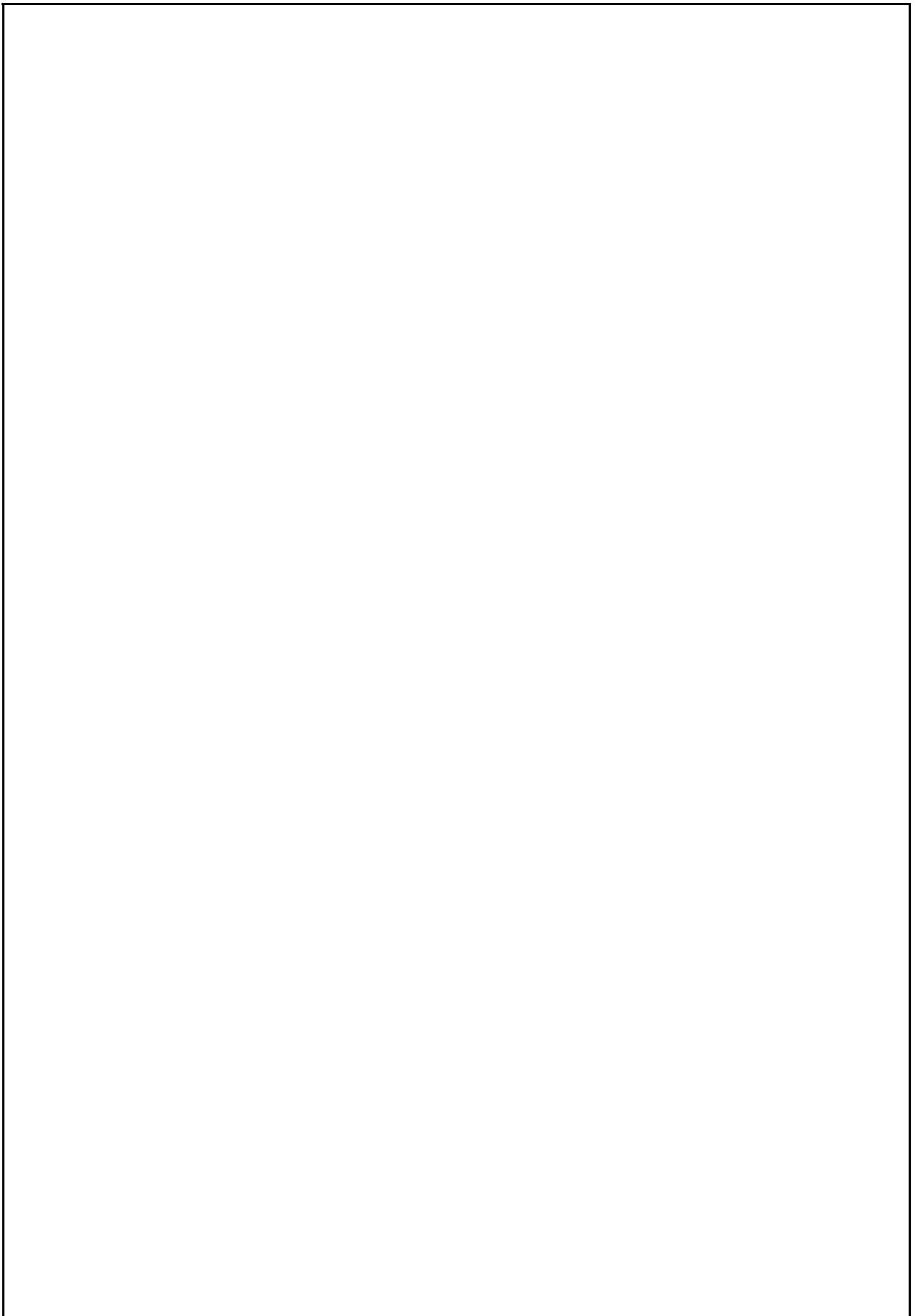
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the parent of two CPS children, but I'm coming
today mostly as a special education teacher
because I have concerns about how the city-wide





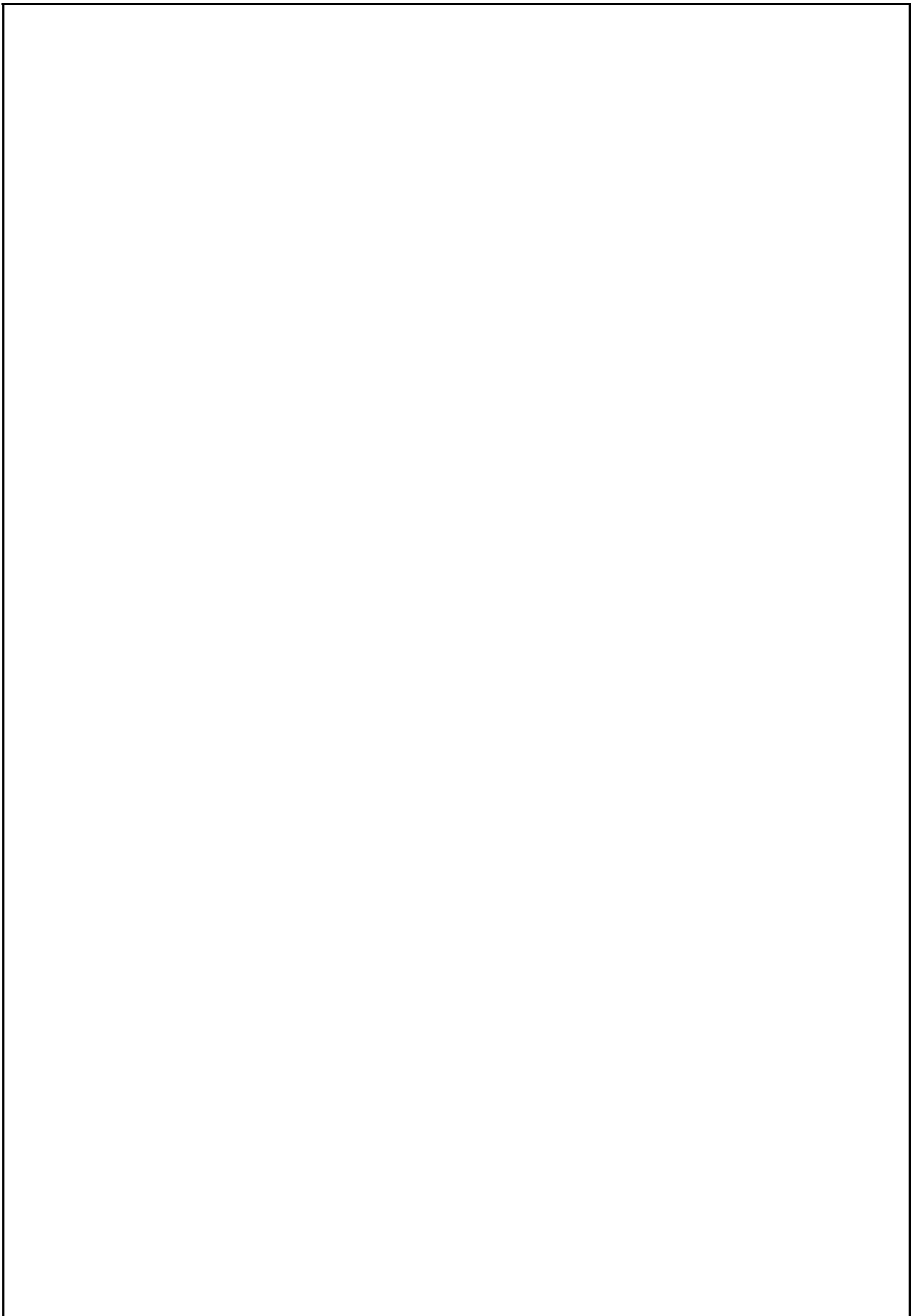




wanted a place for our parents to be able to give us feedback, but we also know that there's feedback to be given from a lot of people. And so we wanted to really increase the functionality of that survey and provide a space for principals, for school staff, for Network and Central Office leaders in addition to community members to provide us feedback.

And so the survey is completed and is live and will stay open forever. And the intention is that we will share this, it's going to be added to -- it's been directed and is being done where all OSD staff will have this in their signature line. We also will share this at the end of every OSD presentation. This will be shared with case managers and also will be shared with -- 6 5.52 Tm .001 2and also will beÑñ '1M eRZ Î Gdà i-P8-á0 9- @





of rightful presence. And, you know, as a



And if you don't know what this is, it's an equity-based justice-centered framework on behalf of students with disabilities that really focuses on, you know, something where if we think about typical practices of inclusion are something that we could say is kind of like a guest host dynamic, and the best way to describe this is, you know, we all have people come over to our house and we know what the rules of our house are and we know when we have guests come and sometimes the guests break those rules and we definitely notice when those guests leave and we've all been there.

And what we want to acknowledge is, you know, when we think about that guest host dynamic for students with disabilities being included and being educated in their least restrictive environment, often what happens is the rules are already predetermined for them to participate in a general education environment. And so when we think about rightful presence, rightful presence moves beyond traditional systems of inclusion and challenges one to start thinking about the notion that students with



disabilities actually have a right to be in that



the procedural manual, tried to add further description within those different models.

We also added details on specialty high schools and transition centers. We increased the information that we had about paraprofessionals and also added additional information about PUNS and DRS.

Here's a few pictures on the next slide from our -- my school visits from the beginning of the year. I had the pleasure of going to 15 different schools. I went to a lot of specialty



of course, I got to interact with a lot of amazing students. I was often one of the last ones to leave the room. I don't get to be around a lot of student in my job so I'm really, really happy to be around them when I go out for the visits.

I wanted to also provide some updates, I know we had been talking about the cluster indicator, which is still in motion, but there's some other things that we had already been working on that I'm really happy to announce. And one that I can tell you that I'm really happy to be standing in this space right now at South Side Occupational Academy because one thing that we had -- that we're aware of as when I was principal is that a lot of our families didn't really know about PUNS. And we all know that the State of Illinois is much less than perfect when it comes to funding for programs



application. So one of the first things that I



city of Chicago for all of our students with disabilities, you know, when the IEP is written we can make sure that we're having that conversation as early as that first IEP, which happens sometimes before the age of 3. So we're really excited about that.

Another thing that we're doing and that we've been working on is follow-up letters on our placement. One thing that happens is, you know, people are -- they move, people are unhappy with placement or people opt out of placement. But we really didn't have a legal way to continue to correspond with our families to make sure that they knew what their rights were for when they were ready to come back or the way that they would indicate to us that they were not going to be continuing with Chicago Public Schools. So this is something that we've been working on and that we'll also be rolling out.

Just a couple of notes about staffing.

We do -- I wanted to focus on cluster classrooms. We have talked about this but just so everybody is aware we have up to 13 students



in each class. There is one special education teacher. We start off with two paraprofessionals and there may be additional paraprofessionals based on student need.

In terms of enrollment, as I mentioned just a few minutes ago, we are continuing to see a rise in students who are recommended for placement in cluster. And as we move forward this year across the months of October and December -- I'm sorry, October and November, our District representatives and our special education administrators will be working with school teams and visiting all schools with cluster programs and observing all cluster classrooms to provide support to answer questions, you know, to help the teachers in identifying, you know, any strategies that they need. But that is a level of support that we will be providing, which is new coming out of our office.

Spending just a few minutes talking about least restrictive environment. You know, one bit of feedback that I had after the kickoff meeting, and this is -- I had a lot of feedback,



but one thing that someone said was, well, you told us about there's a big increase in students with disabilities and, you know, you told us that there's students being recommended for more restrictive settings, you know, what does that mean? And I said, well, what I said was we're noticing this data and it makes us wonder, but there is no space where we're saying I want you to identify less students or I want you to identify less students who need a cluster setting. What we want to make sure is that there are consistent practices happening across Chicago Public Schools for all students with disabilities.

And so, yes, we will continue to talk about least restrictive environment. We do have training that's coming out for co-teaching support, paraprofessional training, disability









wheelchair you get five. So if we have ten students on a route, everything is perfect and it only takes three minutes, that's 30 minutes to pick up the kids. Now, you still have to get to school, you can't really factor in any inclement weather. There's times when students need longer because, I mean, just like a teacher and paraprofessionals in the school the bus driver and the bus aide form relationships with the families. So if they know that the kid typically comes to school and they're going to be coming out soon, then, of course, they're going to give them a few minutes longer. But these are all things that really impact the routes and being on time and getting things done and are impacting them forming the routes now.

Our response to the Department of Transportation has continued for this year is the financial incentive program or the stipend as we called it before. And so students who are within this program, students who are greater than five miles from the school and not routed are eligible for this. And also students who are eligible for transportation who have not yet



been routed are also eligible for this.

And one last thing that I want to talk about is special education positions for this



continue to update. We created, just in an effort to be transparent, we created a school facing calculator that's in as a sim, that's that internal database, to show principals how many positions they need and how many they have with the effort of -- the intent of not having them always have to do an appeal each time they might need a new position.

So that's it from me. Anybody have any questions?

MEMBER FAHEY HUGHES: Yes, Sandra, go ahead.

MS. HEIDT: More of a statement. I know you're working hard on these deliverables, especially with the development of PUNS, but 2023-2024 there's legislation that districts should also provide able account information. So if nothing else, maybe you can get some flyers from the state and then have case managers at these meetings share this with

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MS. FEDRICK: This is exciting that OSD



like do something to her. So it would be nice just if they could see the different type of programs and like let school assignment know because school assignment I think -- I don't know what formula or what they use.

CHIEF LONG: Yeah, that's a good point. And definitely looking at the environment and thinking about the space and the students who



be transparent, so we'll put it out there. Yes,
of course. And it really clearly it is



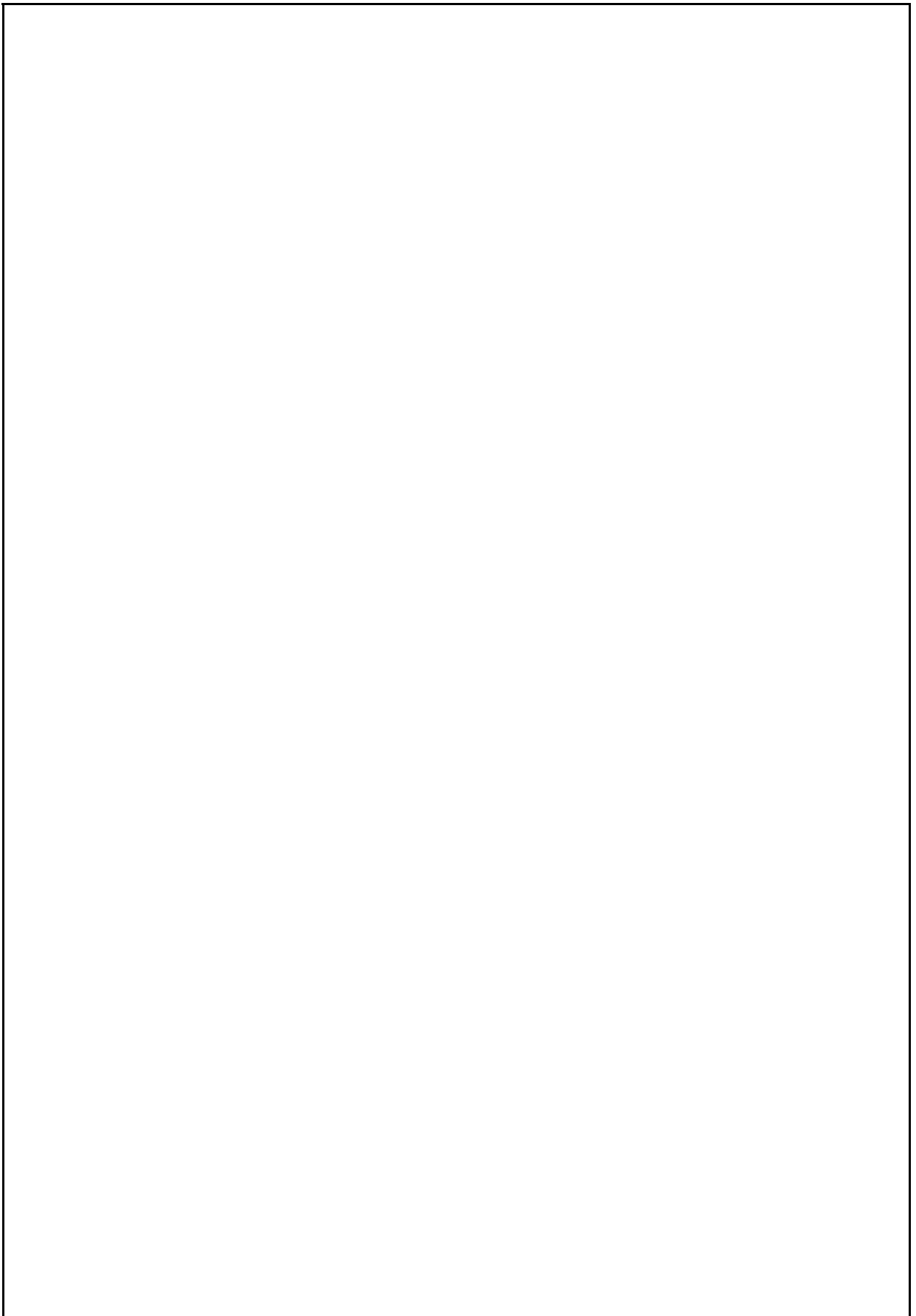
paraprofessionals but then not just the paraprofessionals we are building on a training for parents and for principals and for teachers too. Once we have that then what we'll start looking at is we've heard from paraprofessionals that they want training on different disabilities types, so we're going to -- and profiles and characteristics and behaviors, so that's already in place. And then as time goes on, you know, we can start thinking about data collection, student behavior management, supporting classroom instruction, forming closer relationships with a teacher and reinforcing instruction, so things like that, but absolutely.

MEMBER FAHEY HUGHES: Go ahead, Nicole.

MS. SHEPARD: With the survey being perpetually open, I was wondering is there a plan to periodically sort of collate, summarize and present like feedback in that period to this body or the FAB or whatever venue you guys are thinking?

CHIEF LONG: That's a good thought. One thing that we had considered was perhaps on





what you guys are thinking guidance from OSD on that.

CHIEF LONG: Well, current guidance is, you know, parents should know that they do not have to complete the IEP meeting until they feel the meeting is completed. So they're certainly able to step aside from their meeting, ask for it to be continued at a different time, so they shouldn't be forced to finish that. I think we can all sort of describe probably situations on both ends of the spectrum. You know, there's teachers who tell me that the IEP is too long. There's parents who maybe say the meetings went too long, I wish it was quicker and then vice versa. But what I think that's really important is the message that we are striking and making sure that all of our staff know and explaining to case managers is that we're here for supporting families and students with disabilities. And so if that means you need a three-hour meeting to go over everything, then you should be entitled to that.

MS. SHEPARD: Or alternatively like, you know, now that my daughter is in 7th grade



and the team kind of knows me well, I can think about like certain providers feel comfortable, like what do you think about this school, like talking about things outside the meeting via e-mail or a phone call so once we get to the table it's like pretty efficient with the people who collaborate like that. Like I'm thinking about those kind of guidelines might make parents still feel like heard but also expedite things. Just if that were, you know, I don't know the tip section, if there's such a thing.

My biggest question I think from -- I love all the -- I am going to look up this rightful presence. I mean, I've heard of it but I don't know the technical definition. But I feel even with all of my background that I like could not tell you what technically co-teaching means. And I think parents and I feel comfortable saying a lot of teachers aren't really quite sure what that's supposed to look like. I know there are different models and different ways you can deliver it, but I just feel as a parent I don't know what to expect like if my child is getting per minutes in a gen



ed setting.

And so, yeah, so I don't know, I'm happy that it's professional development, but I'd love some -- maybe through the parent universities or something that we could -- that parents can sort of learn like really like what they should be able to expect if their child is receiving co-taught minutes.

CHIEF LONG: Yeah, that's a great idea. I will say that, you know, acknowledging what you said, it's a lot clearer when we think about the relationship between a teacher and a paraprofessional just because by design, by the rules, the teacher introduces the instruction, paraprofessional reinforces that. But when you have a co-teaching relationship, you're right, there are multiple models and often it's based on the relationship between the co-teachers in addition to the content being covered, the needs of the child, perhaps even, you know, the mandates from the school. But that is something that really as a parent you should understand so that's a great tip. Thank you.

MEMBER FAHEY HUGHES: Go ahead,



Christine.

MS. PALMIERI: So I think I'm just going to be the person to give feedback regarding transportation and a couple of things.

So we definitely want to keep sharing these meetings and sharing on CPPc.



us missed that you -- there was a return to the FIP but you weren't automatically eligible. And that the District was going to determine so you could sign up for it, but then they were going to determine who would get the stipend to self-transport and who would be routed.

Obviously the goal and the requirement is to route everybody, but the confusion from families after they signed up for the stipend and then got a route but then weren't sure what was happening, we never should have been in that position.

I really appreciate things like writing out the ongoing factors that it could take three minutes per student, five minutes per student in



of what is required to route students with disabilities. They don't understand the impact it's having on FAPE for a lot of families, and I don't know how to help that. They're not a part of the Office for Students with Disabilities, but we need to do better. We have students who don't have harnesses. We have students who are not in medical transit vans. We have families who are routed but it's routed to the wrong school. We have families calling in to the



phone as well.

So this is all feedback, which I know you've gotten already, but I think it would be remiss if we didn't speak up about it.

I also think the strike is interesting, right. We need to do better for our bus drivers and aides, we all agree with that. They're instrumental parts of our students' day. And I'm interested about vendors not wanting to work with CPS any longer. So we've talked generally about making sure that aides have proper treating for the students and that we're doing enough to make this workable now that we are only transporting students with disabilities and students within temporary living communication. So the communication could have been better.

MS. SHEPARD: In a GoCPS school, I mean, so they're no longer --

MS. PALMIERI: Well, so there's a couple of things that we'll be chatting about that are -- so like, for example, you know, if a student lives within -- there are some things that don't align with IGA in our opinion. So, you know, if a student is required



transportation and they live within five miles
of the school, they're still required
transportation but the language in the way it's
written isn't clear. So the first line says if
you're -- you aren't eligible for the stipend if
you're only within five miles of the school.
But the second line says, you're not eligible



mean advocates and going back years, have been asking for more reasoning behind decisions. And I feel like in this presentation you've explained, you know, some of the reasoning behind the changes to the IEP. Some of the things that have happened regarding



on with transportation. While we do not have transportation under our office, we do work closely together. I did see that communication before it went out. I hear you loud and clear



cause of everything, but there's certainly practices within my office that we can do better and that would be doing those things better on behalf of students with disabilities.

And to the point about the five miles, my understanding is that Transportation was working to transport all students with disabilities in acknowledging there were going to be some that were further away that needed paratransit services that they were not going to be routed. They'd be able to route in time. I think what we're looking at now is, you know, they aspired to that but that didn't happen and so I know they're still working on that.

But I definitely hear the feedback and, you know, we want to do better and communicate more and be transparent, but we are trying to work together as much as possible.

MS. PALMIERI: I think too there is just one other piece that you mentioned. I think there is confusion, and again we don't know where that's coming from, but when you change policies -- not policies, but change the process -- it's not really a process, the



procedure, the informality of it all, so it does seem like when a student -- now, CPS is not bussing students who are in magnet, lottery, selective enrollment, if they are choosing decline of choice school, there is a group of families that were identifying but trying to figure out what's going on where they are a student with a disability who requires transportation as a related service but they're not at their neighborhood school. So they might be at a magnet or a choice or selective enrollment and they're being told that they're not eligible to receive transportation.

In my head I'm thinking, yes, in the gen ed world that might be where that message is coming from, but that does not apply to this student because that student has transportation on their IEP. We've seen some students having it removed, and that's inappropriate unless they don't require the service anymore. So again, just some of those pieces of nuances this year are having an impact.

CHIEF LONG: I know less about that, Christine, so thanks for telling me. I'll look



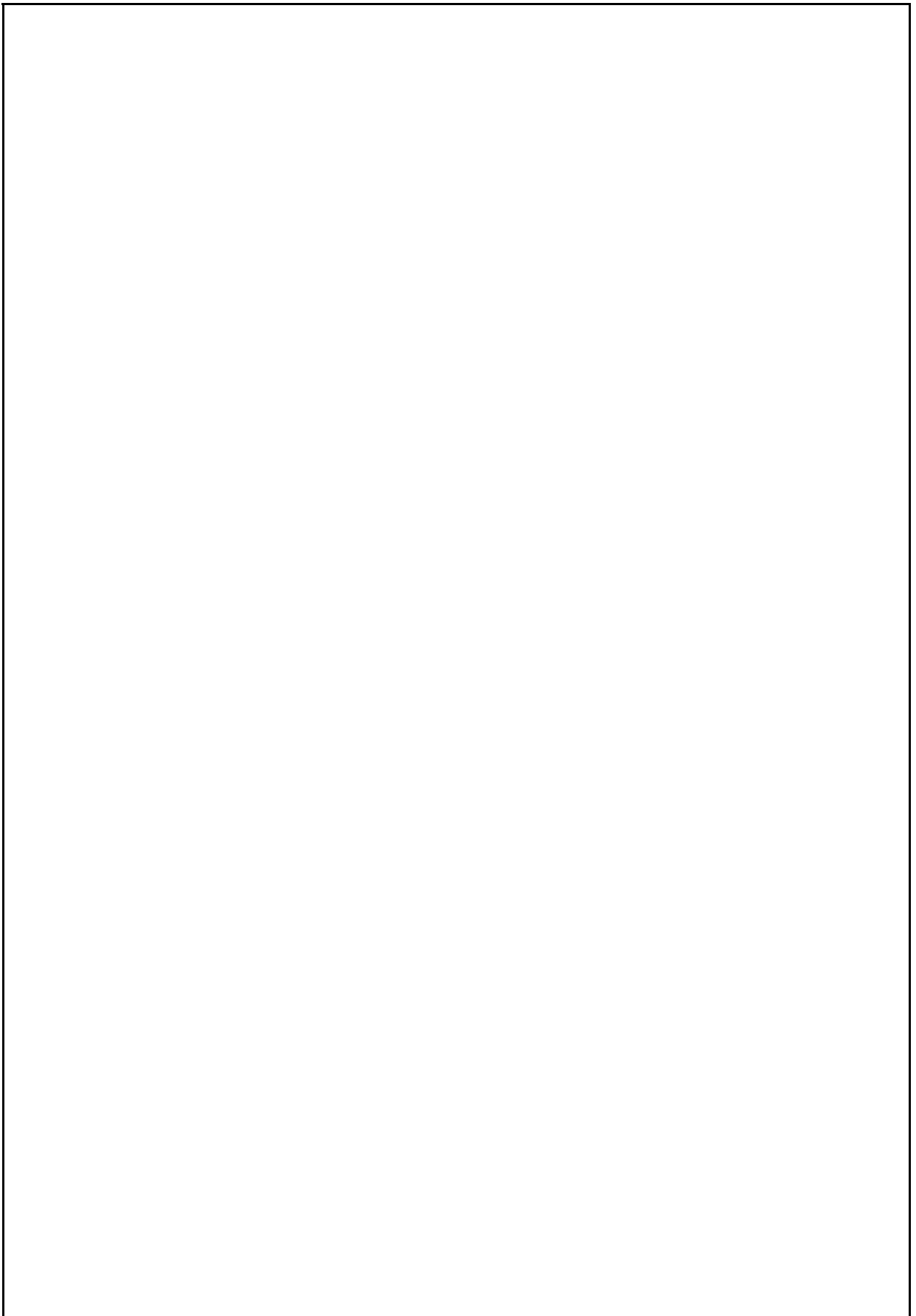
into that.

MEMBER FAHEY HUGHES: Yes, please.

MS. FEDRICK: I also -- I have one more question, it was following up with the caller -- the speaker, sorry, the speaker, how she was talking about special education cuts, but we opened all those new cluster programs so do we have any feedback because I know there was a shortage on special education teachers? Do we have any feedback on the new cluster programs that were opened and are they like fully staffed? Because it just -- you all see how it doesn't -- it's not making sense.

MS. SHEPARD: Dee, my question was like -- my last question was sort of I've gotten very confused because I know with the new funding program from the gen ed side, and I know at the Board people come to talk about it, about losing positions, but when I've talked to people they'll say, oh, my LSC said because of the new budget we lost three paras. But I'm like that's not how this works, like at least from my understanding, it's like -- unless those kids like left, you know.





building, right. But when you implement that, it's not working.

So maybe if there's any -- that's the third or fourth time we've heard something like that about a special ed teacher having a schedule that's not manageable where they can't meet the students' needs but it's expected. So, you know, not necessarily even in a resource environment where they only have like two or three kids with a grade band, sure, you can work on separate goals.

So I don't know if that's making any sense, but if there's something that is different about the way you're looking at scheduling this year that got misinterpreted.

CHIEF LONG: I can't speak to how principals or the scheduler is scheduling the students, you know, and the teachers.

What I can say is that our allocations of positions are consistent. They're based on student need. They're based on best practices for scheduling. It's something that, you know, we've rolled out across all schools. And while some schools may still be working through, you



know, how to schedule the students in line with, you know, what we have said as best practice, you know, by and large we're finding that schools are able to do this. And, you know, while we do hear from some teachers like the caller, that's not really the majority of people that we're hearing from.

MEMBER FAHEY HUGHES: Yes.

MS. FEDRICK: This is my last comment, I promise.

I just also want to say that I was happy to see that they're going to now be following up with placement letters for students who like drop the ball because it was a lot of newcomers at one time we were evaluating. And one still I wake up in the middle of the night thinking about her and her tragic story of coming to the United States and because no one followed up with her she's just now in the ether. And it's just nice to know that we're going to be able to follow up with the families, so I like that.

MEMBER FAHEY HUGHES: Thank you.

MS. PALMIERI: The other thing about





MS. APPLEBEE: Hello, everybody. As she said, I'm Annette Applebee. And my only concern is I'm a SECA at one of the schools, and I have an issue with SECAs being pulled out of the classroom and we supposed to be in the classroom with the students. And if we getting pulled out to go to another classroom for another student or going out to take attendance for another class or going to grade-level meeting, that's taking away from the minutes from the kids.

And for some reason this year I think the school I'm at we have a lot of kids that is coming in with IEPs. And I might have one student that I'm dedicated to but I help all of the kids in the room and they all need help, you know. So if we out of the room, how are they getting their minutes? Whether we're with one student, two students or whatever, we need to be in the classroom. And I think it's just important that we stay in the classroom. Like if it's meetings, you can do that after work. I feel, you know, after work, not on our lunch break but after work. But I just feel like it's



important for those students to get the minutes that they deserve and that they need because they need help in all areas and we are there to support them.

MEMBER FAHEY HUGHES: Thank you so much, appreciate your comments.

MS. RAWLS: I also had a question. Chief Long, who could the SECAs speak with at your office to get support with being pulled out of the classroom and asked to work outside our job descriptions on a daily basis?

CHIEF LONG: Honestly, they should speak to their union rep if they have concerns.

MS. RAWLS: I am the union rep.



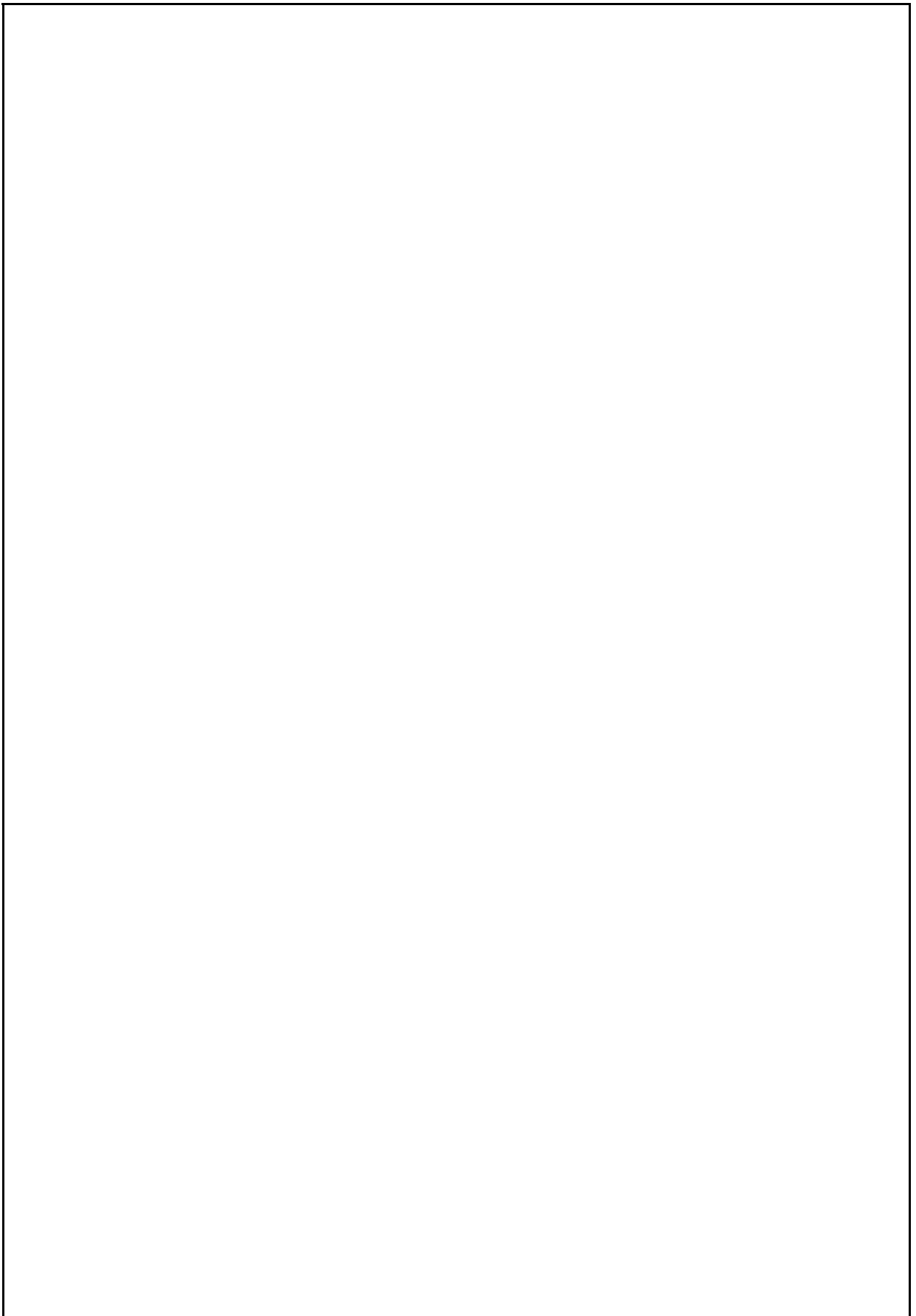


narrative about how LRE tends to work in CPS. So we can kind of start the conversation about having a more fluid LRE structure or a tendency to move students when appropriate from a more restrictive environment to a less restrictive environment as a matter of course. So any thoughts you have on that issue, I'd love to hear it.

Yes, go ahead, Barb.

MS. COHEN: So Chief Long has heard all of my thoughts a million times, but there's always a million and one. I really like the term rightful presence, and I'm not familiar with it but think about it as being very meaningful. And I'd like to say that the one







try to push for, I advocate for the parents.
And I can think of two parents right now, one who has spoken at our Committee meetings, but they fought. And I see nothing wrong with just giving the child the chance because I could speak on behalf of probably a lot of teachers when I say once a kid is in cluster, we really -- getting them out, I seldom see it.

So I would like to maybe push for, like you said, looking at maybe that guidance in the procedural manual about how we're just going to give the kids a chance first because a lot of times I'll admit on my end sometimes taking that data is hard, but I'd rather have the kid have a chance.

MS. SHEPARD: Well, I think, you know, speaking from the perspective of a mom of a child with significant disabilities of various kinds, I just want to push really -- I really think that if we're not -- if not pre-K, if not kindergarten, if not primary, like when? Like it only gets more difficult. And I think that it is really sold to parents of children with significant disabilities as your child will feel



more comfortable here. You'll have more support. There will only be 13 kids in the class. Instead of us as a system thinking how can we make gen ed classrooms a place where a child with disabilities can thrive, like thinking about sensory, thinking about all these other things.

And my daughter did go to gen ed -- is in a gen ed school and I've had to push back on that. And I'm glad it's called guidance and not criteria because I think even the word thrive can be loaded because what it means to thrive for one child is different for another. You know, what is a meaningful interaction with peers for one child might not look like a typical meaningful interaction but might hold a lot of meaning for that child who might be nonverbal or who has trouble making eye contact.

So I think we've had to push really hard to sort of even with people who are familiar with disability to sort of step out of like I don't think -- what do you do when, you know, the child -- I don't think your child is getting enough out of this to justify being in



gen ed, you know, whereas the child believes they are or the parents. So that's really tricky, and I don't have an answer for that except that some parents really, really want and love their cluster programs, and some parents have to fight tooth and nail to stay in their neighborhood schools. I don't know how much parent or family or student input can weigh on that.

MEMBER FAHEY HUGHES: I think the LRE issue with respect to clusters versus gen ed versus co-teaching is -- has a lot to do with just the culture of how things have worked. And opening up those possibilities can bring about a lot more opportunity for students to be fully included. And even looking at things like modification of curriculum, that there's no reason why you couldn't have a modified curriculum within a gen ed classroom. And if we can be more creative in forward thinking about it, it could make a huge difference.

Yes, go ahead, Christine.

MS. PALMIERI: And I think we're just hoping to share feedback. I know we've talked



and really appreciated you in this role because now we can have these conversations and -- but I would like for any families who are watching to be able to hear this discussion too.

So you touched on it right away is that oftentimes families hear that the place for me to receive the most support is in the cluster setting, but it might not be appropriate based on that student's needs. And we talk a lot just from our own lens of a student with autism who might have behavioral-based needs who might need curriculum in a different way but does not require significantly modified curriculum and students who may require access to modeling opportunities to be able to learn skills, practice them and generalize them in a gen ed environment.

What I have appreciated seeing some of, but it is impacted by budget cuts and staffing ability, is more students being identified for the pulled out setting for social studies and science. And so there's the continuum, and if a student requires a pulled out intensive support for reading, math, social studies and science,



then that's what they can receive and they can still be at their neighborhood school.

We have so many students who are being sent away to a school that's not their



need to ensure that families are educated on their opportunities and rights to be able to try and learn in the less restrictive setting. And obviously I think we've seen some progress in this.

You know, we have students who may be both in a cluster classroom and trialing in a gen ed or a pulled out social studies or science room in the afternoon. In the past if you tried to do something like that your indicator would move away from cluster and you would have to go back to your neighborhood school. And so there was this shift in sort of the procedure of that, we need some more flexibility for students moving forward.

MEMBER FAHEY HUGHES: Go ahead, Barb.

MS. COHEN: I just want to add one more thing.

In my experience going to an awful lot of IEP meetings for students who have behavioral issues and this school is interested in moving the student out of the gen ed setting, I've learned to ask as my first question always, can the child read? And almost invariably the



answer is no. And these are students who are maybe in middle school or upper elementary grades or sometimes -- right now I've got two 17 year olds who are having problems unsurprisingly. And it astonishes me how quickly the team jumps to the child has behavioral issues. When if I were in that child's shoes, I would be incredibly frustrated also, and I would not be functioning well in the classroom if I was being asked to do things that I simply could not do because I wasn't getting the right academic supports or the right sensory supports or the right level of calm to be available to learn.

So I really would like before we start moving kids to cluster programs to get a better sense of what's causing behaviors than the general two choices, which are seeks attention or avoiding work because that's what we always see with an FBA, it's either one of those. And there's almost never any effort to get behind why is the child -- why does the child want some attention? It's a fair question to ask before you say, oh, this is the kid not able to



function in the classroom. Is the kid not able to function with this level of -- with this kind of instruction and this kind of support in their classroom?

MEMBER FAHEY HUGHES: Along those lines, I always think of the term that behavior is communication and that there's so much we can learn if we stop and take a look at the source of the behavior.

So any other comments?

MS. SHEPARD: I know that a lot of schools now, I don't know what the percentage is, have like adopted Skyline to some extent or whatever. And there's been some talk about how it doesn't -- I mean, I would think because -- I think the whole thing is that it's -- I don't know if it's editable, but it's like an online thing so my mind as a parent, obviously not having the behind of scenes thing, thinking like, well, it will be even easier now for my daughter's SPED teacher to like adopt this, right. Tell them to write it in 1st grade reading level or whatever it is. But that's not like the feedback I'm really getting that it's



not, you know.

So to my understanding like a cluster teacher, they are the same, they're all LBS 1s, right. So when I hear like, oh, well, you know, I can't adapt this grade level to like 2nd grade. But I'm like, well, what's the -- like they're the same certification so I guess I don't really know what that bridge is, right, so I just like lose the hope of getting access to grade level content at all or themes. There's just so many questions as a parent that even having an education background I just can't answer for my own child. And so I think the LRE and understanding that. And even if you are in resource, knowing that you should -- your child should still be getting access to grade-level curriculum because we get told, well, I just have to work on the goal. And I'm like, okay, but what about like, you know, literature and learning about social science goals and stuff?

So I think it's -- and I think we have to remember, just like any field, it's so easy to like bust out the TLAs, the three letter



acronyms. And you just get lost so easily as a
parent, and so I don't know how we can have



phenomenal, we just want to make sure the right students are being placed there but guidance around what significantly modified curriculum is. So if families can have a better understanding of that, they can have a better understanding of whether or not cluster is appropriate.

MEMBER FAHEY HUGHES: Okay. Any other thoughts before we wrap this up?

MS. PALMIERI: I am so sorry, Mary.

So a parent asked for us to give more information on the process of having a student with a disability represented on this Committee.

MEMBER FAHEY HUGHES: So I thank you for bringing that up because I was remiss in not mentioning that earlier.

Right now the Board is in the process of reviewing all their policies around committees so it's on hold for the moment. But I'll be sharing the process once it gets in place or finalized.

So any other comments?

All right. Well, just to wrap up here,



if you're interested in continuing engagement with us or have questions, comments or suggestions, please e-mail us at BOESEAC@CPS.EDU.

If you know of people who couldn't attend this evening but would like to be engaged, please contact the Board Office at (773) 553-1600.

Thank you all for joining, and this meeting will be posted on the website going forward. Thank you.

(Whereupon, these were all the proceedings had at this time.)

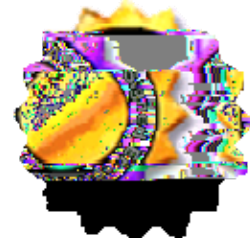


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COUNTY OF C O O K)

Karen Fatigato, being first duly sworn,
on oath says that she is a court reporter doing
business in the City of Chicago; and that she
reported in shorthand the proceedings of said
meeting, and that the foregoing is a true and
correct transcript of her shorthand notes so
taken as aforesaid, and contains the proceedings
given at said meeting.

Karen Fatigato

Karen Fatigato, CSR
LIC. NO. 084-004072





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