

BOARD OF EDUCATION
CITY OF CHICAGO
SPECIAL EDUCATION ADVISORY COMMITTEE MEETING
(Zoom)
held on
July 10, 2024

STENOGRAPHIC REPORT OF PROCEEDINGS
had in the above-entitled cause held virtually
via Zoom, commencing at 6:29 p.m.

BOARD MEMBERS PRESENT:

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

Reported By: Karen Fatigato, CSR
License No. : 084-004072

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COMMITTEE MEMBERS PRESENT:

MS. CHRISTINE PALMIERI	18:30:10
DR. MIQUEL LEWIS	18:30:13
MR. FRANK LALLY	18:30:15
COMMISSIONER RACHEL ARFA	18:30:16
MS. DEANDREA FEDRICK	18:30:19
MS. KAT BUITRON (Virtually)	18:30:22
MS. NICOLE ABREU SHEPARD (Virtually)	18:30:24
MS. KIMBERLY WESTON DODD (Virtually)	18:30:29
MS. SANDRA HEIDT (Virtually)	18:30:32
	18:30:32

1	(Whereupon, the Special	18:30:32
2	Education Advisory Committee	18:30:32
3	Meeting convened at	18:30:32
4	6:29 p.m.)	18:29:23
5	MEMBER FAHEY HUGHES: Hi, everyone.	18:29:23
6	Good evening. Sorry for the delay. Welcome to	18:29:24
7	the Chicago Board of Education Special Education	18:29:27
8	Advisory Committee Meeting. Notice of this	18:29:31
9	meeting was posted on July 8th, 2024 or at least	18:29:33
10	48 hours before this meeting AT George	18:29:38
11	Westinghouse College Preparatory High School,	18:29:42
12	the Board Office at One North Dearborn, 42 West	18:29:44
13	Madison Lobby and on WWW.CPSBOE.ORG.	18:29:49
14	Today is July 10th, 2024. We're	18:29:53
15	holding this meeting in the George Washington --	18:29:56
16	George Westinghouse College Preparatory High	18:29:59
17	School Auditorium. I'm Mary Fahey Hughes.	18:30:03
18	I would also like to acknowledge the	18:30:06
19	Committee Members who are here tonight:	18:30:08
20	Christine Palmieri, Dr. Miquel Lewis, Frank	18:30:10
21	Lally, Commissioner Rachel Arfa, Deandrea	18:30:16
22	Fedrick, Kat Buitron, who is joining virtually,	18:30:22
23	Nicole Abreu Shepard, who is joining virtually,	18:30:24
24	Kimberly Weston Dodd, who is joining virtually,	18:30:29

1 Sandra Hei dt, who i s j oi ni ng vi rtua lly. I al so 18:30:32
2 want to recog ni ze the Chi ef of the Offi ce for 18:30:35
3 Students wi th Di sabi li ti es, Joshua Long, who i s 18:30:38
4 present vi rtua lly. On beha lf of the Chi cago 18:30:40
5 Board of Educa ti on, thank you for j oi ni ng us 18:30:42
6 thi s eveni ng. 18:30:46

7 The order of the meeti ng wi ll be as 18:30:46
8 fol l ows: Openi ng Remarks, Announceme nts, Publ ic 18:30:47
9 Parti ci pa ti on, Offi ce for Students wi th 18:30:50
10 Di sabi li ti es Update, Commi ttee Di scussi on and 18:30:55
11 Questi ons and Adj ournment. 18:30:57

12 Before we begi n, I wou ld l i ke to 18:31:00
13 wel come Pri nci pal W. Terrel l Burgess to say a 18:31:02
14 few words. 18:31:10

15 PRINCI PAL BURGESS: Good eveni ng, 18:31:11
16 everyone. I' m pri nci pal Terrel l Burgess, and on 18:31:15
17 beha lf of our students and staff here at George 18:31:19
18 Westi nghouse Col l ege Prep, I wou ld l i ke to 18:31:22
19 extend a very warm wel come to al l of the members 18:31:23
20 of the Commi ttee, our execu ti ve leaders and our 18:31:27
21 disti ngui shed guests and i mportant stakehol ders. 18:31:30
22 What an honor i t i s for us to host you toni ght 18:31:34
23 for thi s speci al meeti ng. 18:31:37

24 It i s al so my disti nct honor to serve 18:31:39

1	as principal here as Westinghouse entering my	18:31:41
2	fourth year. Here as Westinghouse we are	18:31:43
3	unapologetically college prep, and our distinct	18:31:47
4	mission is to prepare our students for college	18:31:50
5	careers and beyond as leaders who will actively	18:31:52
6	participate and contribute to our global	18:31:56
7	society.	18:31:59
8	I would also like to share a few safety	18:31:59
9	points and notes. Please note that the primary	18:32:01
10	exits and entrance to the auditorium are behind	18:32:05
11	me, both doors will lead out. And if you need	18:32:08
12	to leave the room use those doors. During the	18:32:12
13	meeting we also ask that you keep all of the	18:32:15
14	aisles and exits clear. And if you need any	18:32:17
15	assistance during the meeting, please wave the	18:32:20
16	attention of one of the security officers. And	18:32:23
17	restrooms are located right outside of the	18:32:26
18	auditorium to the left.	18:32:28
19	And once again, what we say here at	18:32:29
20	Westinghouse every day, it is always a great day	18:32:32
21	to be a warrior.	18:32:34
22	MEMBER FAHEY HUGHES: Thank you,	18:32:36
23	Principal Burgess, you have a beautiful facility	18:32:37
24	here.	18:32:40

1 The next Special Education Advisory 18:32:43
2 Committee Meeting is scheduled for 6:00 p.m. on 18:32:45
3 Wednesday, September 11th, at a school location 18:32:48
4 to be determined. Once finalized we will update 18:32:52
5 the school location on the CPSBOE.ORG website on 18:32:56
6 the Committee's tab. You can find the upcoming 18:33:00
7 meeting information at WWW.CPSBOE.ORG. We also 18:33:03
8 encourage you to e-mail BOESEAC@CPS.EDU with any 18:33:09
9 comments, questions or suggestions. 18:33:17
10 Let's now proceed with public 18:33:20
11 participation. As a reminder union 18:33:22
12 representatives are allotted 10 minutes to speak 18:33:27
13 before public participation and elected 18:33:30
14 officials will speak after the conclusion of 18:33:32
15 public participation. 18:33:34
16 The rules of public participation are 18:33:36
17 as follows: Members of the public who 18:33:38
18 registered to speak were given the option to 18:33:41
19 attend in person or via an electronic format. 18:33:43
20 Those who preferred to attend via an electronic 18:33:47
21 format were given information to access this 18:33:51
22 meeting by dialing a number and using their 18:33:53
23 phone. We did this so that speakers with 18:33:55
24 limited or no access to the Internet or who may 18:33:57

1 have a weak Internet signal could still 18:34:01
2 participate using their phones. 18:34:05

3 For the record, advance registration to 18:34:07
4 speak at the Special Education Advisory 18:34:09
5 Committee Meeting began on Monday, July 8th, 18:34:12
6 2024 at 10:30 a.m. and closed on Tuesday, July 18:34:14
7 9th, 2024 at 5:00 p.m. or until five slots for 18:34:18
8 speakers and 100 slots for observers filled, 18:34:23
9 whichever occurred first. Individuals who 18:34:26
10 registered to speak will have 3 minutes to 18:34:29
11 comment. And I will call speakers in the order 18:34:31
12 of registration. 18:34:33

13 Members of the public may submit 18:34:35
14 written comments via the Written Comments Form 18:34:36
15 on the Board's website at WWW.CPSBOE.ORG or mail 18:34:39
16 your comments to One North Dearborn, suite 950, 18:34:46
17 by 5:00 p.m. Thursday, July 11th, 2024. 18:34:49

18 We will now move on to the registered 18:34:53
19 speakers' list. There are three public 18:34:55
20 participants registered to speak. I will call 18:34:58
21 your name and number when it is your turn to 18:35:01
22 speak. For speakers joining us virtually, to 18:35:03
23 unmute, please press star 6. Once you hear your 18:35:06
24 name, please state your name for the record, 18:35:13

1	then the 3-minute timer will start. Once the 3	18:35:15
2	minutes are over, proceed to conclude your	18:35:19
3	remarks to allow for the next speaker to begin.	18:35:21
4	Thank you.	18:35:24
5	We are now ready to call registered	18:35:25
6	speakers from the speakers' list. Speaker	18:35:27
7	number 1 is Dr. Angel Alvarez, who is here in	18:35:30
8	person. No, perhaps not, okay.	18:35:34
9	So moving on, speaker number 2 is Paul	18:35:40
10	Wargaski, who has joined us virtually. Please	18:35:44
11	press star 6 to unmute yourself. Please press	18:35:48
12	star 6 to unmute yourself. All right. We may	18:35:59
13	come back to Mr. Wargaski.	18:36:08
14	Speaker number 3 is Maria Ugarte, who	18:36:12
15	is here in person.	18:36:16
16	(Whereupon, the following	18:36:16
17	speaker spoke in Spanish which	18:36:16
18	was translated into English.)	18:39:03
19	MEMBER FAHEY HUGHES: Thank you. If	18:39:03
20	you'd like to submit those in writing, we can	18:39:08
21	make sure --	18:39:11
22	THE TRANSLATOR: I'm here for	18:39:15
23	translating.	18:39:17
24	MEMBER FAHEY HUGHES: You're welcome to	18:39:17

1 go ahead and share in English. Oh, you do. I'm 18:39:20
2 sorry, I didn't know that. I apologize. 18:39:23
3 THE TRANSLATOR: Can you hear me? 18:39:24
4 MEMBER FAHEY HUGHES: Yes. 18:39:25
5 THE TRANSLATOR: Okay. Good evening, 18:39:26
6 Board Members, my name is Maria Luisa Ugarte, 18:39:30
7 and I am the LSC Vice Chair at Inter-American 18:39:34
8 Magnet School. I am here once again regarding 18:39:37
9 our budget and the lack of support from every 18:39:39
10 CPS department on how to rectify the wrong that 18:39:42
11 is being done to the students at our school, 18:39:45
12 especially our diverse learners. 18:39:48
13 The budget submitted by our principal 18:39:50
14 without the approval of our LSC does not reflect 18:39:53
15 the needs of our students, especially the 18:39:56
16 diverse learners, nor does it align to our 18:39:58
17 Continuous Improvement Work Plan. The budget 18:40:01
18 was not approved by the LSC, which is a direct 18:40:05
19 violation of CPS policy and the Illinois School 18:40:08
20 Code. It's a budget that was created solely by 18:40:11
21 our principal without taking into consideration 18:40:14
22 the stakeholders' feedback. 18:40:16
23 The budget that was not approved by the 18:40:19
24 LSC directly affects our diverse learners who 18:40:21

1 are the most vulnerable in the CPS system. The 18:40:25
2 District cut three core teaching positions based 18:40:28
3 on the index that also should not apply to our 18:40:31
4 school since we are a magnet school and most of 18:40:35
5 our students live on the west and south side of 18:40:38
6 Chicago. These cuts meant three classrooms were 18:40:41
7 closed and class sizes were increased which 18:40:44
8 denies the services the students need in a dual 18:40:46
9 language school and the needs of our diverse 18:40:49
10 learners. 18:40:51
11 Our LSC recommends using the flex funds 18:40:52
12 given to us to cover those three positions. 18:40:55
13 However, the principal, the Network Chief, LSC 18:40:59
14 Relations and the CEO have not listened to what 18:41:02
15 is best for our students. Where is the justice? 18:41:06
16 Where is the equity? Where is the 18:41:08
17 accountability that the District talks about all 18:41:10
18 the time? 18:41:12
19 Many policies have been violated and 18:41:13
20 nothing has been done about it. This decision 18:41:16
21 is now in your hands. Please review our school 18:41:19
22 budget and consider what is best for our 18:41:23
23 students. Listen to what has been recommended 18:41:26
24 by the LSC, by teachers and parents at our 18:41:29

1 school and do what is best for every single 18:41:31
2 student. 18:41:34

3 We ask you to please direct CEO Pedro 18:41:35
4 Martinez to acknowledge that the budget that was 18:41:39
5 submitted by our principal without the approval 18:41:42
6 of the elected body of this Local School Council 18:41:44
7 was in direct violation of CPS policy and in 18:41:46
8 violation of the Illinois State School Code, 18:41:49
9 that it will be rescinded and replaced by the 18:41:54
10 budget that was approved by the LSC with the 18:41:56
11 input of the teachers and the parents of the 18:41:58
12 school. 18:42:01

13 Thank you. 18:42:01

14 MEMBER FAHEY HUGHES: Thank you. Now 18:42:02
15 let's go back to see if speaker number 2, Paul 18:42:05
16 Wargaski has joined us virtually. Please press 18:42:09
17 star 6 to unmute yourself. All right. Then 18:42:13
18 we're moving on. We have no elected officials 18:42:24
19 registered to speak. This concludes public 18:42:27
20 participation. 18:42:29

21 We will now proceed with an update from 18:42:32
22 chief Joshua Long from the Office for Students 18:42:34
23 with Disabilities. Chief Long. 18:42:40

24 CHIEF LONG: Good evening, everybody. 18:42:41

1 Can you hear me okay? Wonderful. It's nice to 18:42:43
2 be here with you. I hope you all appreciate my 18:42:46
3 background. I have a slide later in my deck, 18:42:50
4 but you can see that I'm very proudly showing 18:42:54
5 our new name, the Office for Students with 18:42:56
6 Disabilities. So I'm super, super excited for 18:42:59
7 this and have been celebrating as much as 18:43:01
8 possible to use our name and also just making 18:43:05
9 sure we point out the intentionality of the word 18:43:07
10 for when we are stating our title. A couple of 18:43:10
11 people have said of, and I said, no, I need to 18:43:15
12 correct you, the word is for. So thank you all 18:43:19
13 for your advocacy on that. I'm very, very 18:43:21
14 excited to move forward with this and other 18:43:21
15 parts of the deliverables. You can go ahead and 18:43:25
16 start, whoever is advancing. Thank you. 18:43:26
17 I just wanted to provide a few updates, 18:43:29
18 you know, we are in the summertime so we are 18:43:31
19 doing ESY. In terms of the numbers -- I'm 18:43:33
20 sorry, I thought this was going to be -- give me 18:43:39
21 one second just to pull that up. We have 54 18:43:43
22 sites this year, and within those 54 sites we 18:43:57
23 are in our second week -- sorry, I'm just 18:44:03
24 pulling up the deck so I can see it too. Sorry, 18:44:06

1 bear with me here. There we go. Sorry, I'm less 18:44:27
2 familiar with Zoom. 18:44:28
3 So we are -- we do have 54 sites. 18:44:31
4 We're in ESY right now, and within ESY we are 18:44:34
5 offering between a four- and a six-week program. 18:44:39
6 Next year we have made some changes to the IEP, 18:44:42
7 so in line with all of the other general 18:44:45
8 education students within CPS who are doing 18:44:47
9 summer programming. The program will move to 18:44:50
10 five weeks and five days a week. So we look 18:44:53
11 forward to having that alignment with all of the 18:44:56
12 other summer programs, but we just weren't able 18:44:58
13 to get that taken care of for this year. 18:45:01
14 In terms of enrollment, we currently 18:45:03
15 have 4,833 students across all of those sites. 18:45:05
16 All right. Next slide, please. 18:45:10
17 All right. As I already started to 18:45:15
18 talk about, super excited, we do have the name 18:45:17
19 change, which I know that, Mary, you announced 18:45:20
20 at the Board of Education Meeting, thank you for 18:45:22
21 letting everybody know. We are in the process 18:45:24
22 of updating all of our documents proudly and 18:45:26
23 going through our website and just as 18:45:32
24 everything, you know, new documents come up we 18:45:34

1 will be putting those on the letterhead and 18:45:37
2 communicating that widely as we continue to move 18:45:39
3 forward. 18:45:42
4 Next slide. 18:45:42
5 Parent survey, so I know that you all 18:45:49
6 gave me a draft of the Satisfaction Survey, and 18:45:52
7 I shared at the last meeting that we were 18:45:56
8 working through that. So that made it's way -- 18:45:59
9 it's kind of, you know, a bit of a process once 18:46:02
10 we send something out as an office, but we did 18:46:04
11 need to get that checked by some different 18:46:07
12 people. So Communications helped me take a look 18:46:10
13 at it, recommended a few changes. It's 18:46:12
14 currently being reviewed by our legal team. And 18:46:14
15 then I will have a draft to be able to submit 18:46:17
16 back to you I'd say within the next couple of 18:46:19
17 weeks. 18:46:21
18 I did want to point out that we were 18:46:22
19 going back and forth with the name. I know 18:46:24
20 that, you know, originally you had titled it 18:46:26
21 Satisfaction Survey. One thing that we were 18:46:28
22 thinking about with satisfaction is, you know, 18:46:31
23 that sort of implies, you know, that it's a 18:46:33
24 positive or a negative, and so the 18:46:36

1 recommendation was to think about calling it a 18:46:39
2 Feedback Survey. And so after I finish talking 18:46:41
3 and we move to Q and A I would be happy to hear 18:46:44
4 your thoughts about that. But our goal is 18:46:48
5 definitely on pace and I believe your goal also 18:46:51
6 was to get this released for the beginning of 18:46:53
7 the school year. 18:46:55
8 Next slide, please. 18:46:56
9 Procedural manual, so this, you know, 18:46:57
10 if this is such a thing as a textbook of the 18:47:00
11 services that we offer or, you know, that we 18:47:02
12 follow, this is certainly the one for Chicago 18:47:04
13 Public Schools, and this is something that we 18:47:08
14 distribute to all of our schools, encourage our 18:47:11
15 families. I know advocates read this too and 18:47:13
16 just really it's a comprehensive document that 18:47:16
17 outlines the policies and procedures within the 18:47:19
18 Office for Students with Disabilities and, you 18:47:22
19 know, those that parents and guardians should be 18:47:24
20 given when they're engaging in the IEP process 18:47:27
21 for their children. 18:47:30
22 We just concluded the open comment 18:47:31
23 period, and so now the open comments are 18:47:33
24 being -- the comments that were submitted are 18:47:36

1 being reviewed. We will be revising the 18:47:38
2 procedural manual and the SY 25 version will be 18:47:42
3 ready at the beginning of August so just in 18:47:47
4 about a month. 18:47:49
5 Next slide. 18:47:50
6 Some organizational shifts, there will 18:47:54
7 be more, but just a couple of the things that I 18:47:55
8 wanted to make sure that I updated all of you 18:47:58
9 on. So you may or may not know that we have -- 18:48:01
10 so we have an office -- offices, Office for 18:48:04
11 Students with Disabilities, and within that 18:48:07
12 office we have seven different departments. One 18:48:09
13 of those departments has historically been 18:48:11
14 called our Office of Instructional Quality. And 18:48:14
15 much like the Satisfaction Survey versus the 18:48:18
16 title of Feedback Survey that I just talked 18:48:20
17 about, instructional quality does have an 18:48:23
18 implication of either a positive or a negative. 18:48:25
19 And when we really thought about the services 18:48:28
20 that we are offering to our schools, it's more 18:48:30
21 about the support and instructional supports. 18:48:33
22 And so we have renamed that department to be 18:48:36
23 Instructional Supports. And we have also 18:48:38
24 aligned a few other of our teams with the 18:48:42

1 Instructional Supports since we moved them over. 18:48:45
2 So now the PRT0, the Physical Restraint and Time 18:48:49
3 Out Team, which provides training (Connection 18:48:53
4 Issue) to create more opportunities for 18:48:55
5 professional learning within this department. 18:49:07
6 Next slide. 18:49:10
7 All right. And like I said, we have a 18:49:13
8 summertime presentation, so not a lot of 18:49:15
9 updates, but certainly wanted to keep you all 18:49:18
10 posted. I'd be happy to take any questions from 18:49:21
11 the group that you may have. 18:49:35
12 MEMBER FAHEY HUGHES: All right. 18:49:35
13 Thanks, Chief Long. 18:49:35
14 Committee Members, do you have any 18:49:35
15 questions or comments? Yes, go ahead, 18:49:35
16 Christine. 18:49:36
17 MS. PALMIERI: I just had a question. 18:49:37
18 It was mentioned that ESY this year, this 18:49:40
19 summer, is four- to six-week programs, and I 18:49:44
20 think at one point it was mentioned that 18:49:46
21 everyone was going to have access to six weeks 18:49:48
22 of a program. So if you can just describe if 18:49:50
23 that's a change or if like a family has the 18:49:54
24 option to only opt into four versus six? 18:49:56

1 And then second I think I heard you say 18:50:01
2 that next year you're aiming for five weeks -- 18:50:02
3 or, sorry, five days a week for five weeks of 18:50:06
4 ESY, and if you can go into more detail about 18:50:10
5 that. 18:50:13

6 CHIEF LONG: Yeah, that was really 18:50:14
7 something that started before my time and, 18:50:15
8 Christine, you've been around for a while so you 18:50:16
9 know that there's always been some misalignment 18:50:19
10 with summer school or, you know, teams were able 18:50:22
11 to choose four weeks, six weeks, and that became 18:50:24
12 really confusing for schools and teams 18:50:26
13 especially. So the shift was really made to 18:50:29
14 align our summer program with the programming 18:50:31
15 that was happening for all of our students, gen 18:50:35
16 ed peers. And so the intention was that we 18:50:38
17 would run concurrently. So it would be five 18:50:42
18 days a week and for five weeks just like our 18:50:45
19 other programs are running for our gen ed 18:50:48
20 students. 18:50:51

21 There were updates that needed to 18:50:52
22 happen with the IEPs, and when we started 18:50:53
23 looking at that there were -- there was about 18:50:56
24 three to three-and-a-half months of IEPs that 18:50:58

1 had been generated across the District that 18:51:02
2 still had our previous way of documenting ESY 18:51:04
3 and so that's why we made the decision to just 18:51:04
4 offer the six-week program for this year four 18:51:07
5 days a week much like we have in the past 18:51:09
6 knowing that we will be moving in the future. 18:51:11
7 MS. PALMIERI: And then I think just 18:51:16
8 one piece of feedback that we have received, so 18:51:18
9 this summer, for example, and it's a smaller 18:51:20
10 group of students, but if you wanted to access 18:51:24
11 Kickoff to Kindergarten, Kickoff to Kindergarten 18:51:26
12 happens at the same time as ESY so we don't want 18:51:29
13 our students with disabilities to have to choose 18:51:32
14 one or the other. Just something to think about 18:51:34
15 for the future too. 18:51:38
16 CHIEF LONG: Thank you. 18:51:40
17 MEMBER FAHEY HUGHES: Any other 18:51:41
18 questions? 18:51:42
19 Go ahead, Dee. 18:51:43
20 MS. FEDRICK: Hi, Chief Long. I hope 18:51:45
21 all is well. 18:51:48
22 That is a good idea to make just the 18:51:49
23 program just flat five days five weeks because 18:51:51
24 you're right, a hundred percent right, that the 18:51:56

1 students get confused, parents get confused, 18:51:59
2 teachers get confused, principals get confused, 18:52:02
3 bussing gets confused. And if it was just like 18:52:07
4 a flat five days a week for five weeks, I think 18:52:10
5 that would be optimal. So I'm in agreement with 18:52:14
6 you if you could make that happen, but I know 18:52:16
7 everything is a stepping stone. 18:52:19
8 I just had a question. With the 18:52:21
9 changes that happen with the organization, will 18:52:23
10 you be able to provide possibly a new 18:52:27
11 organizational chart so parents could get access 18:52:31
12 to like see where they could get information or 18:52:36
13 who is who? I don't even know if that could be 18:52:40
14 on the website but maybe just a thought. 18:52:46
15 CHIEF LONG: That's a great idea, Dee. 18:52:49
16 We certainly have an internal document that 18:52:51
17 shows this, but you're absolutely right, we, you 18:52:54
18 know, just in line with transparency, we want to 18:52:56
19 make sure that we are getting that information 18:52:58
20 out to parents. So noted and we'll work on 18:53:00
21 that. 18:53:02
22 MS. FEDRICK: Thanks. 18:53:04
23 MEMBER FAHEY HUGHES: Any other 18:53:05
24 comments? Go ahead, Frank. 18:53:08

1 MR. LALLY: Sure. This is Frank Lally. 18:53:10
2 Thanks, Chief Long, for the updates. 18:53:12
3 I'll just say I wasn't part of the 18:53:15
4 original group that put the survey together, but 18:53:16
5 I would support the change from -- the change to 18:53:19
6 Feedback Survey as opposed to Satisfaction 18:53:24
7 Survey, I think it fits better with what we're 18:53:27
8 looking to accomplish, so I think that's a good 18:53:30
9 idea. 18:53:33
10 CHIEF LONG: Thank you, Frank. 18:53:34
11 MEMBER FAHEY HUGHES: Go ahead, 18:53:35
12 Christine. 18:53:37
13 MS. PALMIERI: I would just say an 18:53:37
14 organizational chart would be amazing. It has 18:53:40
15 been something we've been asking for for some 18:53:42
16 years. Even just to hear that there are seven 18:53:45
17 departments under the Office for Students with 18:53:48
18 Disabilities, I didn't know that. So I think 18:53:50
19 that that would be wonderful. It would 18:53:52
20 definitely be very helpful. 18:53:56
21 And I really appreciate and just want 18:53:57
22 to call out Starnet, they're an amazing 18:53:59
23 opportunity, they're amazing access, they're an 18:54:01
24 amazing team, so I think it's really appropriate 18:54:04

1 that they be under Instructional Supports. 18:54:06

2 And I have a question, and maybe we can 18:54:10

3 wait until the end if it's not appropriate, but 18:54:12

4 because a public speaker was signed up to talk 18:54:14

5 about transportation, you know, it would be 18:54:17

6 helpful if there's any transportation updates 18:54:20

7 specifically to if students might be offered a 18:54:23

8 stipend in the fall or if all students with 18:54:25

9 disabilities are planned to be routed. 18:54:28

10 CHIEF LONG: So not to sound like a 18:54:29

11 broken record but you do know that -- well, all 18:54:31

12 know that transportation is not within the 18:54:34

13 Office for Students with Disabilities, but we do 18:54:36

14 work closely together. The -- and I've been 18:54:39

15 asking this too and what I've been told is so 18:54:41

16 there is -- we know a couple of things, that 18:54:44

17 students new to CPS or newly identified within 18:54:48

18 CPS, there is a cutoff for guaranteeing that we 18:54:52

19 will have transportation for the first day of 18:54:58

20 school, and that cutoff is July 15th. And that 18:55:00

21 is because they are in motion with creating the 18:55:04

22 route so that we can make sure that there are 18:55:08

23 routes for all of our existing students. So 18:55:10

24 there may be some delays for the students who 18:55:13

1 are identified, say those students who are 18:55:15
2 identified new during summer assessment post 18:55:17
3 7:15. 18:55:21
4 For all of our other students the 18:55:23
5 intention that I've been told from the 18:55:25
6 Department of Transportation is they intend to 18:55:27
7 route all students. And so I have not heard any 18:55:30
8 talk or any confirmation of issuing a stipend at 18:55:33
9 this time but, you know, we'll provide more 18:55:37
10 updates as time goes on and those are provided 18:55:39
11 to me also. 18:55:42
12 MEMBER FAHEY HUGHES: Thank you, Chief 18:55:45
13 Long. 18:55:47
14 Go ahead Dr. Lewis. 18:55:47
15 DR. LEWIS: Thank you, Chairwoman Fahey 18:55:49
16 Hughes. 18:55:53
17 Chief Long, thank you for giving us the 18:55:53
18 visibility on these organizational shifts. I am 18:55:56
19 particularly interested in learning more about 18:55:58
20 the shifts in how these particular interventions 18:56:00
21 will be supporting students, the Physical 18:56:04
22 Restraint and Time Out and the behavioral 18:56:06
23 supports. And so perspectively, if you will, 18:56:10
24 give us updates not only in terms of where these 18:56:12

1 interventions have landed in your organizational 18:56:16
2 structure but how the philosophy and the design 18:56:19
3 of these interventions will be offered to 18:56:22
4 students going forward. 18:56:25

5 CHIEF LONG: Yeah, noted. And I can 18:56:28
6 even make a plan for our next meeting to review 18:56:30
7 with all of you the organizational chart and 18:56:34
8 kind of walk through the rationale with, you 18:56:37
9 know, why things are organized the way that they 18:56:40
10 are. 18:56:44

11 I will tell you that, you know, without 18:56:44
12 having that visual prepared for us today, I will 18:56:46
13 tell you that we have been very intentional, and 18:56:49
14 I believe I've said some of this at our previous 18:56:53
15 meetings, but we've been very intentional to 18:56:56
16 acknowledge the compliance measures that we 18:56:59
17 have. And those are necessary and we need those 18:57:01
18 guardrails, we need those measures, and a lot of 18:57:04
19 time those are measures of, you know, are we 18:57:07
20 doing the right thing, are our teams performing 18:57:09
21 correctly? 18:57:12

22 But what we are really thinking about 18:57:12
23 and we've been talking a lot about is how can we 18:57:14
24 organize our office to not focus solely on 18:57:18

1 compliance as the central focus but to think 18:57:22
2 about instructional supports for our students 18:57:25
3 with disabilities? And that is reflected in the 18:57:26
4 shift both from the name of Instructional 18:57:30
5 Quality to Instructional Support, but then also 18:57:33
6 being very deliberate about thinking about our 18:57:35
7 teams within OSD that are really well-positioned 18:57:38
8 to not only provide those supports to students 18:57:46
9 but to provide those supports to educators and 18:57:48
10 families. And that's where Starnet has come in 18:57:50
11 and that's why we put them in to that team. 18:57:53
12 And then really with our behavior team, 18:57:56
13 they provide supports to schools but then also 18:57:59
14 do training. And also with PRT0, the Physical 18:58:01
15 Restraint and Time Out, you know, there is a 18:58:04
16 compliance piece where there are forms that need 18:58:06
17 to be filled out in a certain amount of time and 18:58:08
18 submitted both within CPS system but then also 18:58:11
19 to the Illinois State Board of Education. But 18:58:13
20 then there's also a training component. There's 18:58:15
21 a reactive training component, if a staff member 18:58:17
22 was involved in a PRT0 incident and was not 18:58:21
23 trained, so there is a time period where we need 18:58:24
24 to get them trained and be in compliance. But 18:58:26

1 then there's also a piece of, you know, a 18:58:28
2 principal saying, hey, I really want this person 18:58:29
3 to get trained at my school, I want them to sign 18:58:31
4 up and go and take this training. 18:58:34
5 And so I can talk -- I appreciate that, 18:58:37
6 and I will make sure that I'm prepared to talk 18:58:37
7 more about that next time but just to give you a 18:58:41
8 snapshot of the thinking with the update that I 18:58:43
9 provided. 18:58:46
10 DR. LEWIS: Thank you for that, Chief 18:58:46
11 Long, I appreciate it. 18:58:48
12 MEMBER FAHEY HUGHES: I think Sandra 18:58:51
13 and then Kat have comments. 18:58:52
14 MS. HEIDT: Hi, I'm Sandra Heidi. I 18:58:55
15 have a cold so I'm at home tonight. Thank you 18:58:58
16 for being here, Dr. Long. And I actually wanted 18:59:01
17 to say thank you as well for your organizational 18:59:04
18 shifts. I know that Physical Restraint and Time 18:59:07
19 Out is a huge legislation issue, and I try to 18:59:10
20 follow policy and legislation, stay abreast, so 18:59:14
21 I like the new direction that you're going into. 18:59:17
22 And then also kudos to Starnet, they 18:59:20
23 are doing great things. I partnered with them 18:59:23
24 on other -- with other organizations, and I 18:59:29

1 recently attended a sibling play date that they 18:59:30
2 had about a week or two ago and it was wonderful 18:59:35
3 to see, you know, where siblings can also learn 18:59:38
4 how to interact with their disabled brothers or 18:59:41
5 sisters, so kudos to them as well. 18:59:44
6 CHIEF LONG: Thank you. 18:59:47
7 MEMBER FAHEY HUGHES: Kat, did you have 18:59:51
8 something you wanted to say? 18:59:52
9 MS. BUITRON: Hi, everyone. I just 18:59:55
10 wanted to echo what Christine mentioned about 18:59:58
11 transportation. We know that CPS's -- our 19:00:01
12 office, it's independent from the student 19:00:08
13 transportation office, but most parents don't 19:00:11
14 know that, which is why we really need that 19:00:14
15 chart. And that chart needs to have clear 19:00:17
16 information that is easily accessible for 19:00:20
17 parents in their language to direct questions to 19:00:22
18 the appropriate person. It's very frustrating 19:00:26
19 when you're a parent and you are trying to 19:00:29
20 figure out who to escalate, who to ask and you 19:00:31
21 don't know, that's one thing. 19:00:35
22 Also, I know, Mr. Long, you mentioned 19:00:37
23 the July 15th deadline for transportation. 19:00:40
24 However, for those -- for those parents who are 19:00:45

1 receiving already transportation from CPS, it 19:00:49
2 has been cemetery silent, nobody has heard 19:00:52
3 anything. I'm one of those parents, I don't 19:00:56
4 know what's happening next year. And for those 19:00:58
5 of us who have to make arrangements, which I 19:01:00
6 will say is 99 percent of parents, we have to 19:01:04
7 make previous arrangements, we really hope to 19:01:07
8 not only get information sooner rather than 19:01:09
9 later, but we would also like to have a more 19:01:13
10 transparent process. And even though we're 19:01:16
11 separate offices from Transportation, most of 19:01:20
12 the students who are getting transportation are 19:01:22
13 kids that have an IEP or 504 mandated 19:01:24
14 transportation, and we should be doing better by 19:01:28
15 servicing everyone that needs that service. 19:01:33
16 If you'll excuse me I'm going to say 19:01:35
17 now in Spanish, I know we have somebody, Maria 19:01:37
18 will do the Spanish. 19:01:41
19 (Whereupon, the speaker spoke 19:01:41
20 in Spanish, which is not herein 19:01:41
21 translated.) 19:02:35
22 MEMBER FAHEY HUGHES: Thank you. 19:02:35
23 Go ahead, Dee. 19:02:36
24 CHIEF LONG: Mary -- I'm sorry, Dee, 19:02:37

1 would you mind if I responded to Kat real quick? 19:02:40

2 MEMBER FAHEY HUGHES: Absolutely. Go 19:02:43

3 ahead. 19:02:45

4 CHIEF LONG: All right. Thank you. 19:02:45

5 For everybody on the call and Kat, you 19:02:46

6 do not have to go through the cumbersome task to 19:02:48

7 figuring out who to reach out to for questions. 19:02:51

8 Anyone with any questions you can call our 19:02:53

9 office, (773) 553-1800. Typically what happens 19:02:55

10 is that goes to voicemail which then goes to our 19:02:59

11 e-mail box, we have people checking that e-mail 19:03:02

12 every day, or you can send an e-mail and that's 19:03:05

13 OSD@CPS.EDU. So we will figure it out. So I 19:03:07

14 have people who monitor that box, that's the 19:03:13

15 easiest way to get ahold of everybody. We are 19:03:15

16 getting back to everybody. And then we will 19:03:18

17 make sure that we get you to the right person. 19:03:20

18 Regarding transportation, I also can 19:03:22

19 find out when they're going to notify families. 19:03:24

20 I know from my days which were really not too 19:03:26

21 long ago, about a year ago as a principal, I was 19:03:30

22 talking to families who were finding out a 19:03:34

23 couple of days before school started when the 19:03:36

24 pickup time would be. So I could certainly find 19:03:38

1 out, you know, when they're thinking they're 19:03:42
2 going to be able to release that information. 19:03:44
3 MS. BUITRON: Thank you. 19:03:46
4 Yes, I know that there's an e-mail and 19:03:47
5 most parents know that there's an e-mail. I'm 19:03:49
6 talking as a whole not from my personal 19:03:51
7 experience, I'm talking about most parents in 19:03:54
8 the District or most guardians in the District 19:03:56
9 who feel that they call and they e-mail and 19:04:00
10 they're not getting feedback, they're not 19:04:03
11 getting answers. The whole point of all 19:04:05
12 these -- all of us sitting in this place is to 19:04:07
13 share for those parents who are not here. 19:04:13
14 And those of us who have been in any 19:04:17
15 capacity with CPS for a long time, we hear these 19:04:21
16 from the parents at the schools where our 19:04:24
17 children attend, the neighborhood parents, even 19:04:28
18 people that work with us. So in my experience, 19:04:31
19 personal, I haven't experienced that. I know 19:04:34
20 how to be seen and how to be heard, but we are 19:04:38
21 here as advocates for everyone. And believe me, 19:04:42
22 everybody needs more transparency and easier way 19:04:47
23 of communicating and finding out information for 19:04:50
24 their children when it comes to summer school, 19:04:53

1 when it comes to transportation and when it 19:04:55
2 comes to everything that has to do with services 19:04:57
3 for children that have IEPs and 504s. Thank you 19:05:02
4 for your answer. 19:05:06
5 CHIEF LONG: No, I appreciate the 19:05:06
6 detail and, you know, it's my hope that over 19:05:08
7 time that perception will change. 19:05:10
8 MEMBER FAHEY HUGHES: Thank you. 19:05:14
9 Are there anymore questions from the 19:05:15
10 Commi ttee? 19:05:17
11 Yes, go ahead, Dee. 19:05:19
12 MS. FEDRICK: Josh, I know I'm probably 19:05:21
13 going to open a big can of worms, but I want to 19:05:23
14 know has CEO Martinez thought about how students 19:05:26
15 are being viewed getting on the bus? Because 19:05:34
16 now it's been identi fied as only students with 19:05:39
17 IEPs and 504s get transportation, so then it's 19:05:41
18 like now that stigma that's now attached to 19:05:47
19 that. And the only reason why I'm bringing thi s 19:05:52
20 up is because I was in a high school one of the 19:05:54
21 last days of school and I asked a student who 19:05:57
22 got transportation why they haven't been coming 19:06:01
23 to school and it was for that said reason. Has 19:06:06
24 the Di strict thought about that and how it's 19:06:10

1 kind of like bringing back like the stigma of, 19:06:13
2 you know, secluding the kids now? 19:06:18

3 CHIEF LONG: Yeah, I can't say that 19:06:21
4 I've heard anybody talk about that, Dee. I know 19:06:23
5 that, you know, the District is focused on 19:06:26
6 making sure that the students who have 19:06:29
7 transportation as a related service within their 19:06:31
8 504 or their IEP are bussed like they're 19:06:34
9 supposed to be. But, no, I can't say that I've 19:06:37
10 heard anyone speak about that. 19:06:39

11 MS. FEDRICK: Okay. Thank you. 19:06:41

12 MEMBER FAHEY HUGHES: Josh, I have a 19:06:42
13 couple of questions. 19:06:43

14 I'm really happy to hear that the 19:06:45
15 procedure manual will be ready by August, and 19:06:47
16 I'm wondering what kind of feedback you got on 19:06:52
17 it and how it will be -- how parents will be 19:06:55
18 informed and educated about the new procedural 19:07:02
19 manual? 19:07:06

20 CHIEF LONG: So the last time I looked 19:07:08
21 we only had six comments. I did check with my 19:07:10
22 team and they said that there were quite a few 19:07:13
23 more that came in right at the deadline. I know 19:07:15
24 that the one comment I saw was in regards to 19:07:17

1 community-based instruction and whether or not 19:07:21
2 that actually meant that those minutes were 19:07:24
3 being provided with their gen ed peers or if 19:07:28
4 they were being provided along with their 19:07:32
5 special ed peers and so that was just a comment. 19:07:34
6 So I can't speak to anything else yet, but I 19:07:38
7 certainly will be able to the next time once I 19:07:40
8 see that list. 19:07:43

9 We do have plans to make sure that we 19:07:44
10 develop a training for that for parents, and my 19:07:46
11 hope is that we, and really my mandate, would be 19:07:50
12 that we develop something that is not just a one 19:07:54
13 off training. And so even if we present it live 19:07:57
14 the first time that it will be recorded and then 19:08:00
15 something that can be viewed by people because 19:08:03
16 obviously we all have much different schedules 19:08:06
17 and can't always make those trainings. So I 19:08:09
18 want to make sure that we're really just 19:08:11
19 capturing that. 19:08:13

20 And so I guess the question that we 19:08:14
21 haven't decided yet is -- or the answer that we 19:08:16
22 haven't decided on yet is, do we just go ahead 19:08:18
23 and record something and then just send it out 19:08:20
24 or do we do something live and then tape it? 19:08:21

1 That's what we're still trying to figure out. 19:08:24

2 MS. PALMIERI: And I think our feedback 19:08:27

3 would be any changes made, so anything that's 19:08:30

4 removed from last year's procedural manual or 19:08:31

5 anything that's added, if there can be 19:08:34

6 indicators of that somehow within -- 19:08:36

7 CHIEF LONG: Yes, that's a good point. 19:08:39

8 And, Frank, you actually helped calling that 19:08:41

9 out. Do you want to tell the Committee just 19:08:44

10 what you pointed out to us? 19:08:46

11 MR. LALLY: Yeah, sorry. So there's 19:08:48

12 the summary of changes, are you talking about 19:08:51

13 that, Chief Long, that's on the website? 19:08:54

14 CHIEF LONG: Yeah. 19:08:54

15 MR. LALLY: And so there's a summary of 19:08:56

16 changes which is on the website that Chief Long 19:08:58

17 made sure to get up there for the draft compared 19:09:01

18 to last year's. But I think -- you know, I 19:09:05

19 don't know if there's anymore changes will 19:09:08

20 happen as a result of the public comment so I 19:09:10

21 don't know if that will need to be amended or 19:09:13

22 updated at all. 19:09:14

23 CHIEF LONG: It sounds like -- and 19:09:16

24 thank you again for that, Frank, because we 19:09:17

1 didn't know so I'm happy that you told us that. 19:09:20
2 It sounds like from the Committee you all are 19:09:23
3 saying that we should update that summary of 19:09:25
4 changes just to make sure that it's clear for 19:09:27
5 everybody, is that right that I'm hearing that? 19:09:29
6 MR. LALLY: Yeah, if there's any 19:09:31
7 changes that result -- like as a result of the 19:09:33
8 public comment. You know, obviously if nothing 19:09:36
9 changes as a result of public comment, I suppose 19:09:39
10 the existing summary of changes is sufficient 19:09:41
11 but, you know, just so people can compare based 19:09:44
12 on what the document was last year compared to 19:09:47
13 what the final document is this year. 19:09:50
14 CHIEF LONG: That sounds reasonable to 19:09:53
15 me. 19:09:54
16 MR. LALLY: Thank you. 19:09:56
17 MEMBER FAHEY HUGHES: Any other 19:09:57
18 questions or comments for Chief Long? 19:09:59
19 All right. Thank you, Chief Long. 19:10:03
20 CHIEF LONG: Thank you, all. 19:10:05
21 MEMBER FAHEY HUGHES: Appreciate you 19:10:06
22 being here. 19:10:07
23 CHIEF LONG: Thank you so much. 19:10:08
24 MEMBER FAHEY HUGHES: Okay. I'm going 19:10:09

1 to back up again and go back to public comment 19:10:11
2 because I see that Dr. Alvarez is here. So if 19:10:14
3 you'd like to come up for public comment that 19:10:17
4 would be great. You've got 3 minutes to speak 19:10:21
5 and please. Proceed thanks. 19:10:26

6 DR. ALVAREZ: Thank you so much. I 19:10:30
7 really appreciate the work this Committee is 19:10:33
8 doing, it's important. And I really want to 19:10:35
9 emphasize the need for CPS to listen to the 19:10:37
10 concerns of the constituency that we serve. 19:10:40

11 Students with disabilities are still 19:10:44
12 underserved by CPS. I appreciate the 19:10:45
13 committee woman's concern saying that having 19:10:48
14 bussing only for students with disabilities does 19:10:50
15 present the possibility for further 19:10:53
16 stigmatization. There should be no 19:10:55
17 stigmatization. Disability exists on the human 19:10:58
18 spectrum. There's no more problem with it than 19:11:02
19 being tall or short, having blue eyes or green 19:11:06
20 eyes. It's a part of the human condition, but 19:11:10
21 it's important that we recognize the significant 19:11:13
22 disparities that exist. 19:11:16

23 I showed you some analysis just in the 19:11:17
24 admissions data, just in the applicant data for 19:11:21

1 selective enrollment and gifted schools. If you 19:11:24
2 look in that, students with IEPs make up less 19:11:27
3 than 3 percent of those who test. Now, it's a 19:11:30
4 family's choice and it's a child's right to 19:11:33
5 decide where they want to apply or not, but you 19:11:36
6 can't tell me that these significant disparities 19:11:38
7 reflect a difference in motivation to want to go 19:11:41
8 and apply for these programs. 19:11:44

9 Part of the problem is CPS does a 19:11:46
10 horrible job in identifying as they are required 19:11:48
11 to do under Child Find early on and identifying 19:11:51
12 the students who have disabilities who need 19:11:55
13 support. And the reason this is doubly 19:11:57
14 problematic is that early intervention is one of 19:12:00
15 the best ways of mitigating the harms of failing 19:12:03
16 to have properly inclusive instruction and an 19:12:06
17 inclusive environment. 19:12:10

18 If you also look at that data you 19:12:12
19 should also note that this is also problematic. 19:12:15
20 Anyone who knows neurological development knows 19:12:18
21 that essentially particularly for twice 19:12:19
22 exceptional students you have higher 19:12:21
23 representation of neuro diverse students 19:12:23
24 particularly in the higher IQ range. So the 19:12:27

1 fact that you have this distribution, if you 19:12:29
2 look on the right about gifted for students with 19:12:31
3 IEPs and non IEPs, that shows you that you're 19:12:34
4 not accurately capturing all the students, 19:12:37
5 you're not accurately selecting for the neuro 19:12:42
6 divergent population and this also needs to 19:12:46
7 change. 19:12:48
8 I also want to point out that CPS's new 19:12:49
9 budget formula while focused on equity, we were 19:12:53
10 promised better equity, we were promised better 19:12:56
11 transparency, but they are just releasing the 19:12:59
12 budget now. What they fail to do is account for 19:13:01
13 the significant changes this new funding formula 19:13:04
14 will cost schools for the support staff that 19:13:06
15 serves students with disabilities. And trying 19:13:10
16 to retroactively change it and trying to massage 19:13:12
17 it later is too late. It shows that students 19:13:15
18 with disabilities were an after thought, that's 19:13:17
19 a problem. And I want to go and ask this 19:13:19
20 Committee to increase the efforts to make sure 19:13:22
21 that all students are represented, all students 19:13:24
22 are cared for and all students are provided the 19:13:27
23 opportunity to learn. 19:13:30
24 Thank you so much. 19:13:31

1 MEMBER FAHEY HUGHES: Thank you, 19:13:32
2 Dr. Alvarez. 19:13:33
3 And I'm going to try another time for 19:13:34
4 speaker number 2, Paul Wargaski, if you're on 19:13:38
5 can you press star 6? 19:13:43
6 All right. I'm going to move on then. 19:13:48
7 We -- sorry, we will briefly discuss the 19:13:57
8 potential or the plan for Special Education 19:14:07
9 Advisory Committee Student Representative. The 19:14:12
10 chief search working group is finalizing the 19:14:15
11 details of an application process to select a 19:14:19
12 student representative for this Committee. We 19:14:22
13 anticipate that the application form will be 19:14:25
14 live in August 2024. We will share more 19:14:29
15 information at that time. Applicants must be in 19:14:34
16 high school, at least 16 years of age by the 19:14:37
17 start of the 24-25 school year and have an IEP, 19:14:40
18 a 504 Plan or self identify as a person with a 19:14:46
19 disability. 19:14:50
20 Lastly, we will share the updated name 19:14:52
21 of the Chief Search Working Committee at our 19:14:55
22 next Committee meeting. Are there any comments 19:14:58
23 or questions about that? 19:15:01
24 MS. PALMIERI: Exciting. 19:15:07

1 MEMBER FAHEY HUGHES: It is exciting. 19:15:07
2 I'm looking forward to having a student 19:15:08
3 representative. 19:15:11
4 All right. Any other comments 19:15:12
5 before -- go ahead. 19:15:13
6 COMMISSIONER ARFA: Hi, everyone. This 19:15:16
7 is Commissioner Rachel Arfa. I was thinking 19:15:18
8 about the name change at CPS, and I want to ask 19:15:22
9 to consider the name of the committee to be 19:15:26
10 lined with that, maybe Students with 19:15:30
11 Disabilities -- CPS Students with Disabilities 19:15:33
12 Advisory Committee. What do you think? 19:15:36
13 MEMBER FAHEY HUGHES: I think it's 19:15:42
14 definitely something that we can talk about. 19:15:43
15 MR. LALLY: We can't gavel it down 19:15:49
16 right here, it needs a little more time. 19:15:52
17 MEMBER FAHEY HUGHES: Exactly, but I 19:15:55
18 appreciate that. Thank you, Commissioner. 19:15:56
19 All right. Any other comments or 19:15:58
20 questions? 19:16:01
21 MS. PALMIERI: I guess I would just 19:16:03
22 say, you know, for public comments, you know, we 19:16:05
23 really want to encourage families to come. This 19:16:07
24 is an opportunity, this is a safe space to share 19:16:10

1 your feedback, share the heartache, share the 19:16:12
2 frustration, share the confusion. We really 19:16:15
3 appreciate the public comments we received 19:16:18
4 today. These are all really relevant topics and 19:16:20
5 they're taken to heart and we really want to be 19:16:23
6 able to share. You know, we're super 19:16:25
7 appreciative of where we've come in the past 19:16:28
8 year. Has it been a year? 19:16:31
9 MEMBER FAHEY HUGHES: Yes, it's almost 19:16:32
10 a year. 19:16:33
11 MS. PALMIERI: And we're making a lot 19:16:34
12 of progress, but we -- this is a great place to 19:16:36
13 come and share your public comment and share 19:16:38
14 your concerns. There's a lot of great people 19:16:40
15 within this room. We hope to see -- usually 19:16:42
16 Chief Long is in person. We'd love to see the 19:16:46
17 CEO, the CEO, other Board Members attend as we 19:16:48
18 start the school year. 19:16:51
19 MEMBER FAHEY HUGHES: Thank you. 19:16:53
20 All right. If you are interested in 19:16:53
21 continued engagement with us or have questions, 19:16:57
22 comments or suggestions please e-mail 19:17:00
23 BOESEAC@CPS.EDU. If you know of people who 19:17:04
24 couldn't attend this evening but would like to 19:17:10

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be engaged with us please contact the Board
Office at (773) 553-1600. And thank you,
everyone, for being here today both in person
and online. I appreciate you.

19:17:13
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(Whereupon, these were all the
proceedings had at this time.)

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STATE OF ILLINOIS)
) SS:
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

A				C	
a.m 7:6	allotted 6:12	3:17 5:10,18	August 16:3 32:15 39:14	bussing 20:3 36:14	Child 37:11
able 13:12 14:15 18:10 20:10 30:2 33:7 41:6	allow 8:3	B			child's 37:4
above-entitled 1:9	Alvarez 8:7 36:2,6 39:2	back 8:13 11:15 14:16,19 29:16 32:1 36:1,1			children 15:21 30:17,24 31:3
abreast 26:20	amazing 21:14,22,23,24	background 12:3			choice 37:4
Abreu 2:8 3:23	amended 34:21	based 10:2 35:11			choose 18:11 19:13
absolutely 20:17 29:2	amount 25:17	bear 13:1			Christine 2:2 3:20 17:16 18:8 21:12 27:10
access 6:21,24 17:21 19:10 20:11 21:23	analysis 36:23	beautiful 5:23			City 1:2 43:7
accessible 27:16	Angel 8:7	began 7:5			class 10:7
accomplish 21:8	announced 13:19	beginning 15:6 16:3			classrooms 10:6
account 38:12	Announcements 4:8	behalf 4:4,17			clear 5:14 27:15 35:4
accountability 10:17	answer 31:4 33:21	behavior 25:12			closed 7:6 10:7
accurately 38:4,5	answers 30:11	behavioral 23:22			closely 22:14
acknowledge 3:18 11:4 24:16	anticipate 39:13	believe 15:5 24:14 30:21			Code 9:20 11:8
actively 5:5	anybody 32:4	best 10:15,22 11:1 37:15			cold 26:15
added 34:5	anymore 31:9 34:19	better 21:7 28:14 38:10,10			college 3:11,16 4:18 5:3,4
Adjournment 4:11	apologize 9:2	beyond 5:5			come 8:13 13:24 25:10 36:3 40:23 41:7,13
admissions 36:24	applicant 36:24	big 31:13			comes 30:24 31:1,2
advance 7:3	Applicants 39:15	bit 14:9			coming 31:22
advancing 12:16	application 39:11,13	blue 36:19			commencing 1:10
Advisory 1:3,15 3:2,8 6:1 7:4 39:9 40:12	apply 10:3 37:5,8	Board 1:1,13 3:7,12 4:5 9:6 13:20 25:19 41:17 42:1			comment 7:11 15:22 32:24 33:5 34:20 35:8,9 36:1,3 41:13
advocacy 12:13	appreciate 12:2 21:21 26:5,11 31:5 35:21 36:7,12 40:18 41:3 42:4	Board's 7:15			comments 6:9 7:14,14,16 15:23 15:24 17:15 20:24 26:13 32:21 35:18 39:22 40:4,19,22 41:3,22
advocates 15:15 30:21	appropriate 21:24 22:3 27:18	body 11:6			Commissioner 2:5 3:21 40:6,7,18
aforesaid 43:11	approval 9:14 11:5	BOESEAC@CPS.E... 6:8 41:23			committee 1:3,15 2:1 3:2,8,19 4:10,20 6:2 7:5 17:14 31:10 34:9 35:2 36:7 38:20 39:9 39:12,21,22 40:9,12
age 39:16	approved 9:18,23 11:10	box 29:11,14			Committee's 6:6
ago 27:2 29:21,21	Arfa 2:5 3:21 40:6,7	briefly 39:7			committeewoman's 36:13
agreement 20:5	arrangements 28:5,7	bringing 31:19 32:1			communicating 14:2 30:23
ahead 9:1 12:15 17:15 19:19 20:24 21:11 23:14 28:23 29:3 31:11 33:22 40:5	asked 31:21	broken 22:11			Communications 14:12
ahold 29:15	asking 21:15 22:15	brothers 27:4			community-based 33:1
aiming 18:2	assessment 23:2	budget 9:9,13,17,20,23 10:22 11:4,10 38:9,12			compare 35:11
aisles 5:14	assistance 5:15	Buitron 2:7 3:22 27:9 30:3			compared 34:17 35:12
align 9:16 18:14	attached 31:18	Burgess 4:13,15,16 5:23			compliance
alignd 16:24	attend 6:19,20 30:17 41:17,24	bus 31:15			
alignment 13:11	attended 27:1	business 43:7			
	attention 5:16	bussed 32:8			
	auditorium				

30:15 36:9,12 37:9 40:8,11 CPS's 27:11 38:8 CPSBOE.ORG 6:5 create 17:4 created 9:20 creating 22:21 CSR 1:23 43:15 cumbersome 29:6 currently 13:14 14:14 cut 10:2 cutoff 22:18,20 cuts 10:6	18:4 31:6 details 39:11 determined 6:4 develop 33:10,12 development 37:20 dialing 6:22 difference 37:7 different 14:11 16:12 33:16 direct 9:18 11:3,7 27:17 direction 26:21 directly 9:24 disabilities 4:3,10 11:23 12:6 15:18 16:11 19:13 21:18 22:9,13 25:3 36:11,14 37:12 38:15 38:18 40:11,11 disability 36:17 39:19 disabled 27:4 discuss 39:7 Discussion 4:10 disparities 36:22 37:6 distinct 4:24 5:3 distinguished 4:21 distribute 15:14 distribution 38:1 District 10:2,17 19:1 30:8,8 31:24 32:5 divergent 38:6 diverse 9:12,16,24 10:9 37:23 document 15:16 20:16 35:12,13 documenting 19:2 documents 13:22,24 Dodd 2:9 3:24 doing 12:19 13:8 24:20 26:23 28:14 36:8 43:6 doors 5:11,12 doubly 37:13 Dr 2:3 3:20 8:7 23:14,15 26:10,16 36:2,6 39:2 draft 14:6,15 34:17 dual	10:8 duly 43:5	E	e-mail 6:8 29:11,11,12 30:4,5 30:9 41:22 early 37:11,14 easier 30:22 easiest 29:15 easily 27:16 echo 27:10 ed 18:16,19 33:3,5 educated 32:18 education 1:1,3,15 3:2,7,7 4:5 6:1 7:4 13:8,20 25:19 39:8 educators 25:9 efforts 38:20 either 16:18 elected 6:13 11:6,18 electronic 6:19,20 emphasize 36:9 encourage 6:8 15:14 40:23 engaged 42:1 engagement 41:21 engaging 15:20 English 8:18 9:1 enrollment 13:14 37:1 entering 5:1 entrance 5:10 environment 37:17 equity 10:16 38:9,10 escalate 27:20 especially 9:12,15 18:13 essentially 37:21 ESY 12:19 13:4,4 17:18 18:4 19:2,12 evening 3:6 4:6,15 9:5 11:24 41:24 everybody 11:24 13:21 29:5,15,16 30:22 35:5	Exactly 40:17 example 19:9 exceptional 37:22 excited 12:6,14 13:18 exciting 39:24 40:1 excuse 28:16 executive 4:20 exist 36:22 existing 22:23 35:10 exists 36:17 exits 5:10,14 experience 30:7,18 experienced 30:19 extend 4:19 eyes 36:19,20	F	facility 5:23 fact 38:1 Fahey 3:5,17 5:22 8:19,24 9:4 11:14 17:12 19:17 20:23 21:11 23:12,15 26:12 27:7 28:22 29:2 31:8 32:12 35:17,21,24 39:1 40:1,13,17 41:9,19 FAHEY-HUGHES 1:14 fail 38:12 failing 37:15 fall 22:8 familial 13:2 families 15:15 25:10 29:19,22 40:23 family 17:23 family's 37:4 Fatigato 1:23 43:5,15 Fedrick 2:6 3:22 19:20 20:22 31:12 32:11 feedback 9:22 15:2 16:16 19:8 21:6 30:10 32:16 34:2 41:1 feel 30:9 figure	27:20 29:13 34:1 figuring 29:7 filled 7:8 25:17 final 35:13 finalized 6:4 finalizing 39:10 find 6:6 29:19,24 37:11 finding 29:22 30:23 finish 15:2 first 7:9 22:19 33:14 43:5 fits 21:7 five 7:7 13:10,10 18:2,3,3 18:17,18 19:23,23 20:4,4 flat 19:23 20:4 flex 10:11 focus 24:24 25:1 focused 32:5 38:9 follow 15:12 26:20 following 8:16 follows 4:8 6:17 foregoing 43:9 form 7:14 39:13 format 6:19,21 forms 25:16 formula 38:9,13 forth 14:19 forward 12:14 13:11 14:3 24:4 40:2 four 17:24 18:11 19:4 four- 13:5 17:19 fourth 5:2 Frank 2:4 3:20 20:24 21:1,10 34:8,24 frustrating 27:18 frustration 41:2 funding 38:13 funds 10:11 further 36:15	G	future 19:6,15	gavel 40:15 gen 18:15,19 33:3 general 13:7 generated 19:1 George 3:10,15,16 4:17 getting 20:19 28:12 29:16 30:10,11 31:15 gifted 37:1 38:2 give 12:20 23:24 26:7 given 6:18,21 10:12 15:20 43:12 giving 23:17 global 5:6 go 9:1 11:15 12:15 13:1 17:15 18:4 19:19 20:24 21:11 23:14 26:4 28:23 29:2,6 31:11 33:22 36:1 37:7 38:19 40:5 goal 15:4,5 goes 23:10 29:10,10 going 12:20 13:23 14:19 17:21 24:4 26:21 28:16 29:19 30:2 31:13 35:24 39:3,6 good 3:6 4:15 9:5 11:24 19:22 21:8 34:7 great 5:20 20:15 26:23 36:4 41:12,14 green 36:19 group 17:11 19:10 21:4 39:10 guaranteeing 22:18 guardians 15:19 30:8 guardrails 24:18 guess 33:20 40:21 guests 4:21	H	hands 10:21 happen 18:22 20:6,9 34:20 happening 18:15 28:4 happens
--	---	-----------------------------	----------	--	---	----------	--	---	----------	--------------------------	---	----------	--

19:12 29:9	identifying	17:4 26:19	39:20	looking	Monday
happy	37:10,11	issuing	late	18:23 21:8 40:2	7:5
15:3 17:10 32:14 35:1	IEP	23:8	38:17	lot	monitor
harms	13:6 15:20 28:13 32:8		lead	17:8 24:18,23 41:11,14	29:14
37:15	39:17	J	5:11	love	month
hear	IEPs	job	leaders	41:16	16:4
7:23 9:3 12:1 15:3	18:22,24 31:3,17 37:2	37:10	4:20 5:5	LSC	months
21:16 30:15 32:14	38:3,3	joined	learn	9:7,14,18,24 10:11,13	18:24
heard	Illinois	8:10 11:16	27:3 38:23	10:24 11:10	motion
18:1 23:7 28:2 30:20	9:19 11:8 25:19 43:1	joining	learners	Luisa	22:21
32:4,10	implication	3:22,23,24 4:1,5 7:22	9:12,16,24 10:10	9:6	motivation
hearing	16:18	Josh	learning	M	37:7
35:5	implies	31:12 32:12	17:5 23:19	Madison	move
heart	14:23	Joshua	leave	3:13	7:18 12:14 13:9 14:2
41:5	important	4:3 11:22	5:12	magnet	15:3 39:6
heartache	4:21 36:8,21	July	left	9:8 10:4	moved
41:1	Improvement	1:6 3:9,14 7:5,6,17	5:18	mail	17:1
Heidt	9:17	22:20 27:23	legal	7:15	moving
2:10 4:1 26:14,14	incident	justice	14:14	making	8:9 11:18 19:6
held	25:22	10:15	legislation	12:8 32:6 41:11	N
1:5,9	inclusive	K	26:19,20	mandate	name
helped	37:16,17	K	let's	33:11	7:21,24,24 9:6 12:5,8
14:12 34:8	increase	43:3	6:10 11:15	mandated	13:18 14:19 25:4
helpful	38:20	Karen	letterhead	28:13	39:20 40:8,9
21:20 22:6	increased	1:23 43:5,15	14:1	manual	necessary
hey	10:7	Kat	letting	15:9 16:2 32:15,19	24:17
26:2	independent	27:12	13:21	34:4	need
Hi	27:12	Kat	Lewis	Maria	5:11,14 10:8 12:11
3:5 19:20 26:14 27:9	index	2:7 3:22 26:13 27:7	2:3 3:20 23:14,15	8:14 9:6 28:17	14:11 24:17,18 25:16
40:6	10:3	29:1,5	26:10	Martinez	25:23 27:14 34:21
high	indicators	keep	LIC	11:4 31:14	36:9 37:12
3:11,16 31:20 39:16	34:6	5:13 17:9	43:16	Mary	needed
higher	Individuals	Kickoff	License	1:14 3:17 13:19 28:24	18:21
37:22,24	7:9	19:11,11	1:24	massage	needs
historically	information	kids	limited	38:16	9:15 10:9 27:15 28:15
16:13	6:7,21 20:12,19 27:16	28:13 32:2	6:24	meant	30:22 38:6 40:16
holding	28:8 30:2,23 39:15	Kimberly	line	10:6 33:2	negative
3:15	informed	2:9 3:24	13:7 20:18	measures	14:24 16:18
home	32:18	kind	lined	24:16,18,19	neighborhood
26:15	input	14:9 24:8 32:1,16	40:10	meeting	30:17
honor	11:11	Kindergarten	list	1:3 3:3,8,9,10,15 4:7	Network
4:22,24	instruction	19:11,11	7:19 8:6 33:8	4:23 5:13,15 6:2,7,22	10:13
hope	33:1 37:16	know	listen	7:5 13:20 14:7 24:6	neuro
12:2 19:20 28:7 31:6	instructional	9:2 12:18 13:19,21,24	10:23 36:9	39:22 43:9,12	37:23 38:5
33:11 41:15	16:14,17,21,23 17:1	14:5,9,19,20,22,23	listened	meetings	neurological
horrible	22:1 25:2,4,5	15:9,11,15,19 16:9	10:14	24:15	37:20
37:10	intend	18:9,10 20:6,13,18	little	member	new
host	23:6	21:18 22:5,11,12,16	40:16	3:5 5:22 8:19,24 9:4	12:5 13:24 20:10 22:17
4:22	intention	23:9 24:9,11,19	live	11:14 17:12 19:17	23:2 26:21 32:18
hours	18:16 23:5	25:15 26:1,18 27:3	10:5 33:13,24 39:14	20:23 21:11 23:12	38:8,13
3:10	intentional	27:11,14,21,22 28:4	Lobby	25:21 26:12 27:7	newly
huge	24:13,15	28:17 29:20 30:1,4,5	3:13	28:22 29:2 31:8	22:17
26:19	intentionality	30:19 31:6,12,14	Local	32:12 35:17,21,24	nice
Hughes	12:9	32:2,4,5,23 34:18,19	11:6	39:1 40:1,13,17 41:9	12:1
3:5,17 5:22 8:19,24 9:4	Inter-American	34:21 35:1,8,11	located	41:19	Nicole
11:14 17:12 19:17	9:7	40:22,22 41:6,23	5:17	members	2:8 3:23
20:23 21:11 23:12,16	interact	knowing	location	1:13 2:1 3:19 4:19 6:17	non
26:12 27:7 28:22	27:4	19:6	6:3,5	7:13 9:6 17:14 41:17	38:3
29:2 31:8 32:12	interested	knows	long	mentioned	North
35:17,21,24 39:1	23:19 41:20	37:20,20	4:3 11:22,23,24 17:13	17:18,20 27:10,22	3:12 7:16
40:1,13,17 41:9,19	internal	kudos	18:6 19:16,20 20:15	mind	note
human	20:16	26:22 27:5	21:2,10 22:10 23:13	29:1	5:9 37:19
36:17,20	Internet	L	23:17 24:5 26:11,16	minutes	noted
hundred	6:24 7:1	lack	27:6,22 28:24 29:4	6:12 7:10 8:2 33:2 36:4	20:20 24:5
19:24	intervention	9:9	29:21 30:15 31:5	Miquel	notes
I	37:14	Lally	32:3,20 34:7,13,14	2:3 3:20	5:9 43:10
idea	interventions	2:4 3:21 21:1,1 34:11	34:16,23 35:14,18,19	misalignment	Notice
19:22 20:15 21:9	23:20 24:1,3	34:15 35:6,16 40:15	35:20,23 41:16	18:9	3:8
identified	25:22	landed	look	mission	notify
22:17 23:1,2 31:16	IQ	24:1	13:10 14:12 37:2,18	5:4	29:19
identify	37:24	language	38:2	mitigating	number
39:18	issue	10:9 27:17	looked	37:15	6:22 7:21 8:7,9,14
		Lastly	32:20		

6:22 7:21 8:7,9,14 11:15 39:4 numbers 12:19	original 21:4 originally 14:20 OSD 25:7 OSD@CPS.EDU 29:13 outlines 15:17 outside 5:17	24:2 phone 6:23 phones 7:2 Physical 17:2 23:21 25:14 26:18 pickup 29:24 piece 19:8 25:16 26:1 place 30:12 41:12 plan 9:17 24:6 39:8,18 planned 22:9 plans 33:9 play 27:1 please 5:9,15 7:23,24 8:10,11 10:21 11:3,16 13:16 15:8 36:5 41:22 42:1 point 12:9 14:18 17:20 30:11 34:7 38:8 pointed 34:10 points 5:9 policies 10:19 15:17 policy 9:19 11:7 26:20 population 38:6 positions 10:2,12 positive 14:24 16:18 possibility 36:15 possible 12:8 possibly 20:10 post 23:2 posted 3:9 17:10 potential 39:8 preferred 6:20 prep 4:18 5:3 Preparatory 3:11,16 prepare 5:4 prepared 24:12 26:6 present 1:13 2:1 4:4 33:13 36:15 presentation 17:8 press 7:23 8:11,11 11:16 39:5 previous	19:2 24:14 28:7 primary 5:9 principal 4:13,15,16 5:1,23 9:13 9:21 10:13 11:5 26:2 29:21 principals 20:2 probably 31:12 problem 36:18 37:9 38:19 problematic 37:14,19 procedural 15:9 16:2 32:18 34:4 procedure 32:15 procedures 15:17 proceed 6:10 8:2 11:21 36:5 proceedings 1:8 42:6 43:8,11 process 13:21 14:9 15:20 28:10 39:11 professional 17:5 program 13:5,9 17:22 18:14 19:4,23 programming 13:9 18:14 programs 13:12 17:19 18:19 37:8 progress 41:12 promised 38:10,10 properly 37:16 proudly 12:4 13:22 provide 12:17 20:10 23:9 25:8 25:9,13 provided 23:10 26:9 33:3,4 38:22 provides 17:3 PRTO 17:2 25:14,22 public 4:8 6:10,13,15,16,17 7:13,19 11:19 15:13 22:4 34:20 35:8,9 36:1,3 40:22 41:3,13 pull 12:21 pulling 12:24 put 21:4 25:11 putting 14:1	17:17 20:8 22:2 33:20 questions 4:11 6:9 17:10,15 19:18 27:17 29:7,8 31:9 32:13 35:18 39:23 40:20 41:21 quick 29:1 quite 32:22	10:14 release 30:2 released 15:6 releasing 38:11 relevant 41:4 remarks 4:8 8:3 reminder 6:11 removed 34:4 renamed 16:22 replaced 11:9 REPORT 1:8 reported 1:23 43:8 reporter 43:6 representation 37:23 representative 39:9,12 40:3 representatives 6:12 represented 38:21 required 37:10 rescinded 11:9 responded 29:1 Restraint 17:2 23:22 25:15 26:18 restrooms 5:17 result 34:20 35:7,7,9 retroactively 38:16 review 10:21 24:6 reviewed 14:14 16:1 revising 16:1 right 5:17 8:12 11:17 13:4 13:16,17 17:7,12 19:24,24 20:17 24:20 29:4,17 32:23 35:5 35:19 37:4 38:2 39:6 40:4,16,19 41:20 room 5:12 41:15 route 22:22 23:7 routed 22:9 routes 22:23 rules 6:16 run 18:17 running
<hr/> O <hr/> 43:3,3 oath 43:6 observers 7:8 obviously 33:16 35:8 occurred 7:9 offer 15:11 19:4 offered 22:7 24:3 offering 13:5 16:20 office 3:12 4:2,9 11:22 12:5 14:10 15:18 16:10,10 16:12,14 21:17 22:13 24:24 27:12,13 29:9 42:2 officers 5:16 offices 16:10 28:11 officials 6:14 11:18 Oh 9:1 okay 8:8 9:5 12:1 32:11 35:24 once 5:19 6:4 7:23 8:1 9:8 14:9 33:7 online 42:4 open 15:22,23 31:13 Opening 4:8 opportunities 17:4 opportunity 21:23 38:23 40:24 opposed 21:6 opt 17:24 optimal 20:5 option 6:18 17:24 order 4:7 7:11 organization 20:9 organizational 16:6 20:11 21:14 23:18 24:1,7 26:17 organizations 26:24 organize 24:24 organized 24:9	<hr/> P <hr/> p.m 1:10 3:4 6:2 7:7,17 pace 15:5 Palmieri 2:2 3:20 17:17 19:7 21:13 34:2 39:24 40:21 41:11 parent 14:5 27:19 parents 10:24 11:11 15:19 20:1 20:11,20 27:13,17,24 28:3,6 30:5,7,13,16 30:17 32:17 33:10 part 21:3 36:20 37:9 participants 7:20 participate 5:6 7:2 participation 4:9 6:11,13,15,16 11:20 particular 23:20 particularly 23:19 37:21,24 partnered 26:23 parts 12:15 Paul 8:9 11:15 39:4 Pedro 11:3 peers 18:16 33:3,5 people 12:11 14:12 29:11,14 30:18 33:15 35:11 41:14,23 percent 19:24 28:6 37:3 perception 31:7 performing 24:20 period 15:23 25:23 person 6:19 8:8,15 26:2 27:18 29:17 39:18 41:16 42:3 personal 30:6,19 perspectively 23:23 philosophy	30:12 41:12 9:17 24:6 39:8,18 22:9 33:9 27:1 5:9,15 7:23,24 8:10,11 10:21 11:3,16 13:16 15:8 36:5 41:22 42:1 12:9 14:18 17:20 30:11 34:7 38:8 34:10 5:9 10:19 15:17 9:19 11:7 26:20 38:6 10:2,12 14:24 16:18 36:15 12:8 20:10 23:2 3:9 17:10 39:8 6:20 4:18 5:3 3:11,16 5:4 24:12 26:6 1:13 2:1 4:4 33:13 36:15 17:8 7:23 8:11,11 11:16 39:5 30:12 41:12	<hr/> Q <hr/> 16:14,17 25:5 quality 16:14,17 25:5 question	<hr/> R <hr/> Rachel 2:5 3:21 40:7 range 37:24 rationale 24:8 reach 29:7 reactive 25:21 read 15:15 ready 8:5 16:3 32:15 real 29:1 really 15:16 16:19 18:6,12,13 21:21,24 24:22 25:7 25:12 26:2 27:14 28:7 29:20 32:14 33:11,18 36:7,8 40:23 41:2,4,5 reason 31:19,23 37:13 reasonable 35:14 received 19:8 41:3 receiving 28:1 recognize 4:2 36:21 recommendation 15:1 recommended 10:23 14:13 recommends 10:11 record 7:3,24 22:11 33:23 recorded 33:14 rectify 9:10 reflect 9:14 37:7 reflected 25:3 regarding 9:8 29:18 regards 32:24 registered 6:18 7:10,18,20 8:5 11:19 registration 7:3,12 related 32:7 Relations	

18:19	5:8 9:1 30:13 39:14,20 40:24 41:1,1,2,6,13 41:13	14:23 sound 22:10 sounds 34:23 35:2,14 south 10:5 space 40:24 Spanish 8:17 28:17,18,20 speak 6:12,14,18 7:4,10,20 7:22 11:19 32:10 33:6 36:4 speaker 8:3,6,9,14,17 11:15 22:4 28:19 39:4 speakers 6:23 7:8,11,22 8:6 speakers' 7:19 8:6 special 1:3,14 3:1,7 4:23 6:1 7:4 33:5 39:8 specifically 22:7 spectrum 36:18 spoke 8:17 28:19 SS 43:2 staff 4:17 25:21 38:14 stakeholders 4:21 stakeholders' 9:22 star 7:23 8:11,12 11:17 39:5 Starnet 21:22 25:10 26:22 start 8:1 12:16 39:17 41:18 started 13:17 18:7,22 29:23 state 7:24 11:8 25:19 43:1 stating 12:10 stay 26:20 STENOGRAPHIC 1:8 stepping 20:7 stigma 31:18 32:1 stigmatization 36:16,17 stipend 22:8 23:8 stone 20:7 structure 24:2 student 11:2 27:12 31:21 39:9 39:12 40:2 students 4:3,9,17 5:4 9:11,15	10:5,8,15,23 11:22 12:5 13:8,15 15:18 16:11 18:15,20 19:10 19:13 20:1 21:17 22:7,8,13,17,23,24 23:1,4,7,21 24:4 25:2 25:8 28:12 31:14,16 32:6 36:11,14 37:2 37:12,22,23 38:2,4 38:15,17,21,21,22 40:10,11 submit 7:13 8:20 14:15 submitted 9:13 11:5 15:24 25:18 sufficient 35:10 suggestions 6:9 41:22 suite 7:16 summary 34:12,15 35:3,10 summer 13:9,12 17:19 18:10,14 19:9 23:2 30:24 summertime 12:18 17:8 super 12:6,6 13:18 41:6 support 9:9 16:21 21:5 25:5 37:13 38:14 supporting 23:21 supports 16:21,23 17:1 22:1 23:23 25:2,8,9,13 suppose 35:9 supposed 32:9 sure 8:21 12:9 16:8 20:19 21:1 22:22 26:6 29:17 32:6 33:9,18 34:17 35:4 38:20 survey 14:5,6,21 15:2 16:15 16:16 21:4,6,7 sworn 43:5 SY 16:2 system 10:1 25:18	10:17 tall 36:19 tape 33:24 task 29:6 teachers 10:24 11:11 20:2 teaching 10:2 team 14:14 17:3 21:24 25:11 25:12 32:22 teams 16:24 18:10,12 24:20 25:7 tell 24:11,13 34:9 37:6 terms 12:19 13:14 23:24 Terrell 4:13,16 test 37:3 textbook 15:10 thank 4:5 5:22 8:4,19 11:13 11:14 12:12,16 13:20 19:16 21:10 23:12,15 23:17 26:10,15,17 27:6 28:22 29:4 30:3 31:3,8 32:11 34:24 35:16,19,20,23 36:6 38:24 39:1 40:18 41:19 42:2 thanks 17:13 20:22 21:2 36:5 35:9 thing 14:21 15:10 24:20 27:21 things 16:7 22:16 24:9 26:23 think 15:1 17:20 18:1 19:7 19:14 20:4 21:7,8,18 21:24 25:1 26:12 34:2,18 40:12,13 thinking 14:22 24:22 25:6 26:8 30:1 40:7 thought 12:20 16:19 20:14 31:14,24 38:18 thoughts 15:4 three 7:19 10:2,6,12 18:24 three-and-a-half 18:24 Thursday 7:17 time 10:18 17:2 18:7 19:12 23:9,10,22 24:19 25:15,17,23 26:7,18 29:24 30:15 31:7 32:20 33:7,14 39:3 39:15 40:16 42:6 timer 8:1 title	12:10 16:16 titled 14:20 today 3:14 24:12 41:4 42:3 told 22:15 23:5 35:1 tonight 3:19 4:22 26:15 topics 41:4 trained 25:23,24 26:3 training 17:3 25:14,20,21 26:4 33:10,13 trainings 33:17 transcript 43:10 translated 8:18 28:21 translating 8:23 TRANSLATOR 8:22 9:3,5 transparency 20:18 30:22 38:11 transparent 28:10 transportation 22:5,6,12,19 23:6 27:11,13,23 28:1,11 28:12,14 29:18 31:1 31:17,22 32:7 true 43:9 try 26:19 39:3 trying 27:19 34:1 38:15,16 Tuesday 7:6 turn 7:21 twice 37:21 two 27:2 Typically 29:9
				U	
				Ugarte 8:14 9:6 unapologetically 5:3 underserved 36:12 union 6:11 unmute 7:23 8:11,12 11:17 upcoming 6:6 update 4:10 6:4 11:21 26:8 35:3 updated 16:8 34:22 39:20 updates 12:17 17:9 18:21 21:2 22:6 23:10,24	

updating 13:22 use 5:12 12:8 usually 41:15 <hr/> V <hr/> version 16:2 versus 16:15 17:24 Vice 9:7 viewed 31:15 33:15 violated 10:19 violation 9:19 11:7,8 virtually 1:9 2:7,8,9,10 3:22,23 3:24 4:1,4 7:22 8:10 11:16 visibility 23:18 visual 24:12 voicemail 29:10 vulnerable 10:1 <hr/> W <hr/> W 4:13 wait 22:3 walk 24:8 want 4:2 14:18 19:12 20:18 21:21 26:2,3 31:13 33:18 34:9 36:8 37:5 37:7 38:8,19 40:8,23 41:5 wanted 12:17 16:8 17:9 19:10 26:16 27:8,10 Wargaski 8:10,13 11:16 39:4 warm 4:19 warrior 5:21 Washington 3:15 wasn't 21:3 wave 5:15 way 14:8 19:2 24:9 29:15 30:22 ways 37:15 we'll 20:20 23:9 we're 3:14 11:18 13:4 21:7 28:10 33:18 34:1 41:6,11 we've	21:15 24:15,23 41:7 weak 7:1 website 6:5 7:15 13:23 20:14 34:13,16 Wednesday 6:3 week 12:23 13:10 18:3,18 19:5 20:4 27:2 weeks 13:10 14:17 17:21 18:2 18:3,11,11,18 19:23 20:4 welcome 3:6 4:13,19 8:24 well-positioned 25:7 weren't 13:12 west 3:12 10:5 Westinghouse 3:11,16 4:18 5:1,2,20 Weston 2:9 3:24 whichever 7:9 widely 14:2 wonderful 12:1 21:19 27:2 wondering 32:16 word 12:9,12 words 4:14 work 9:17 20:20 22:14 30:18 36:7 working 14:8 39:10,21 worms 31:13 writing 8:20 written 7:14,14 wrong 9:10 WWW.CPSBOE.ORG 3:13 6:7 7:15 <hr/> X <hr/> Y <hr/> Yeah 18:6 24:5 32:3 34:11 34:14 35:6 year 5:2 12:22 13:6,13 15:7 17:18 18:2 19:4 28:4 29:21 35:12,13 39:17 41:8,8,10,18 year's 34:4,18 years 21:16 39:16 <hr/> Z <hr/> Zoom	1:4,10 13:2 <hr/> 0 <hr/> 084-004072 1:24 43:16 <hr/> 1 <hr/> 1 8:7 10 1:6 6:12 10:30 7:6 100 7:8 10th 3:14 11th 6:3 7:17 15th 22:20 27:23 16 39:16 <hr/> 2 <hr/> 2 8:9 11:15 39:4 2024 1:6 3:9,14 7:6,7,17 39:14 24-25 39:17 25 16:2 <hr/> 3 <hr/> 3 7:10 8:1,14 36:4 37:3 3-minute 8:1 <hr/> 4 <hr/> 4,833 13:15 42 3:12 48 3:10 <hr/> 5 <hr/> 5:00 7:7,17 504 28:13 32:8 39:18 504s 31:3,17 54 12:21,22 13:3 553-1600 42:2 553-1800 29:9 <hr/> 6 <hr/> 6 7:23 8:11,12 11:17 39:5 6:00 6:2 6:29 1:10 3:4 <hr/> 7 <hr/> 7:15 23:3 773 29:9 42:2 <hr/> 8 <hr/> 8th 3:9 7:5 <hr/> 9 <hr/> 950 7:16 99 28:6 9th 7:7
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