



Board of Education

CITY OF CHICAGO

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June 18, 2024 Agenda Review Committee Follow-Ups

Agenda Review Committee (ARC) follow-ups are shared publicly so that members of the public can view responses to issues that directly impact the CPS community in advance of the Board’s consideration at regular Board meetings. Follow-ups are unanswered questions asked by Board Members during a public meeting. See the June 2024 ARC follow-ups and responses below.

Item Description	Follow-Up Question	District Response	Responding Department
Agenda Item 4 - Aquatic Activity Safety Policy	We have 51 of 81 schools operating in the district - What opportunities are there to partner with sister agencies to get the remaining pools back operating for student and community use?	The CPS Department of Facilities is prioritizing aquatics repairs within their current capital projects. They are ensuring our pools are not only functional, but also exceed safety standards. CPS has also piloted a partnership with the Chicago Park District to teach students how to swim during their physical education classes. This creates a pipeline for students to become future lifeguards, which can help reduce the number of pools that aren't in service because of a lifeguard shortage. The CPS Office of College and Career Success is also contributing to this goal by identifying high school students that can become certified lifeguards.	Teaching & Learning - Health & Physical Education
Agenda Item 15 - Chicago Collegiate Charter School	Have there been explicit conversations with Fenger HS, the community, and other stakeholders?	Chicago Collegiate Charter School and the CPS Office of Innovation and Incubation have been working since January to involve Fenger in this process, including attempting to set up a meeting with the school's leadership and inviting its stakeholders to a town hall. Fenger has not responded or expressed an opinion on the move. The District will continue these efforts to ensure that community stakeholders are engaged as much as possible.	Innovation & Incubation

Item Description	Follow-Up Question	District Response	Responding Department
General	How do we empower students with disabilities to know about and advocate for their rights?	Special education teachers are well-versed in how to teach self-advocacy skills. They receive training, support, and curricular materials that cover this topic. Furthermore, special education teams are encouraged to include students in Individual Education Program (IEP) meetings to learn about the goals of their IEP. Related service providers, such as speech-language pathologists, social workers, and psychologists, also collaborate on these goals to further empower students to advocate for themselves.	Office for Students with Disabilities (ODS)
General	How can we start to track the financial implications of Agenda Items in different ways going forward (e.g. time, building capacity, etc.)?	Financial implications are typically addressed through the budget process, both in terms of dollars and the other resources needed to support District priorities.	Budget & Management Office