



## Board of Education | City of Chicago

### September 10, 2025 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 September 2025 ARC follow-ups and responses below.

Item Description	Follow-Up Question	District Response	Responding Department
N/A	Request for an update on the situation at Inter-American Magnet School.	Due to confidentiality, the Law Department provides updates to the Board on this matter directly.	Law Department
N/A	How many students are not in school as a result of there not being cluster classes or programs?	<p>Currently, 293 students are awaiting placement in cluster programs. Of these, 140 placement requests have been submitted since the start of the school year. The OSD team is actively working with schools and networks to identify new placements, expand program capacity, and match students to appropriate classrooms as quickly as possible.</p> <p>For students who are waiting, services remain available in their neighborhood schools so that supports are not interrupted.</p>	Office for Students with Disabilities
N/A	How many positions in special education are vacant? Where are these vacancies located?	<p>Of the 5,213 Full-Time Employee (FTE) Sped Teaching Positions, 189 are vacant. There are 16 additional .5 FTEs that are also vacant for a 3.9% vacancy rate</p> <p>This is down from last year where we had 262 FTE vacancies, and 20 additional .5 FTE vacancies for a 5.3% vacancy rate.</p>	Office for Students with Disabilities

Item Description	Follow-Up Question	District Response	Responding Department
N/A	What is being done to make sure all minutes are covered and that schedules allow SECAs to have needed breaks?	School teams are expected to build daily schedules that ensure all instructional and support minutes are covered while also embedding contractual and legally required breaks for SECAs. OSD has provided guidance to principals and Special Education Coordinators on how to stagger assignments, use shared coverage across classrooms, and schedule lunch/recess periods so that SECAs receive uninterrupted breaks.	Office for Students with Disabilities
N/A	How are ensuring that students with IEPs and Multilingual Learners are getting their needs met?	<p>OSD partners with schools, networks, and central office teams to provide wraparound services that support the whole child. Special Education Coordinators work with network teams to deliver resources, tools, and guidance for students with disabilities, and often collaborate with network EL Specialists on strategic planning, compliance monitoring, and professional learning.</p> <p>The “language and cultural consideration” section of the IEP (Section 7) outlines how teams address the unique needs of English Learner students with disabilities. OSD and OMME are strengthening collaboration through policy and guidance development—including IEP bilingual service models, dual language program allocations, and revisions to the Bilingual Handbook Procedural Manual. Together, OSD and OMME also lead districtwide projects such as the ILT Institute, Skyline Professional Learning, and assessment protocols to support schools in implementing best practices at both the network and school level.</p>	Office for Students with Disabilities
<b>Item 2:</b> Amendment of the Agreement for ALOPs	Could we get an itemization or breakdown for a projection of each of the primary factors that are related to an increase in funding?	Itemized budget information is confidential and was shared with Board Members privately. Enrollment and attendance factors that impact funding are difficult to predict for this population of highly mobile students that are more susceptible to disruptions in their education. The estimated total funding for the ALOP programs in FY26 is \$33,237,428.00.	Office of Network Supports

Item Description	Follow-Up Question	District Response	Responding Department
<b>Item 6:</b> Apple Inc.	What is the breakdown of hardware versus software?	FY24: Hardware = \$14,895,185; Software = \$412,970 = FY24 Total \$15,308,155 FY25: Hardware = \$2,752,908; Software = \$1,599,680; FY25 Total = \$4,352,588 FY26 YTD: Hardware = \$1,204,663; Software = \$0 = FY26 YTD Total = \$1,204,663	Information and Technology Services