

EXECUTIVE SUMMARY

RENAISSANCE 2010

AND

STUDENTS WITH DISABILITIES



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Our research found that all CPS-approved proposals lacked clearly defined reading intervention and remediation programs targeting students with disabilities. Of the high school proposals approved by Renaissance 2010, just one, if only merely in passing, discusses providing supportive transition services for students with disabilities in their passage from school to work. Some approved proposals include budgets with EMO fees intended for unclear special education supervision from administrators located in other states; and one proposal approved by the Board of Education was not approved by the Office of New Schools (ONS) internal review process. In addition, numerous approved proposals are simply not complete. For example, there is no final location specified for one particular school. In fact, one proposal was withdrawn by the submitter due to the inability to secure a site for the proposed schools. In addition, we found several proposals that contain disciplinary processes that are problematic at best. For example, students with emotional/behavioral disorders have shown a great deal of difficulty functioning as a response to several of what we believe to be inappropriate disciplinary measures, and the system's numbers of students with these disabilities are very low in these schools with harsher disciplinary policies.