

January 24, 2018

 Two years ago, CPS initiated a process to address three issues that impact CPS and schools throughout the country

Uniform Guidelines:

 CPS needed to develop uniform, objective guidelines for building IEPs to ensure student needs are identified and addressed in a consistent manner across the district.

Early Interventions:

 A process to consistently implement early interventions was needed to ensure students received proper resources quickly and to prevent students from inappropriately being placed in a restrictive environment.

Racial over-identification:

 Nationally and in CPS, African American and Latino male students are more likely to be pulled from the classroom.

Special Education Guideline Updates

- Transportation
 - Initial change in September 2016
 - o Criteria updated in mid-September in response to feedback
- Paraprofessional Justification Form
 - Rolled out in late September 2016
 - o Following discussions with CTU, adjusted criteria in mid-October

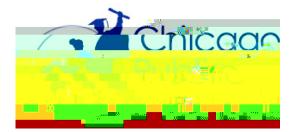
Special Education Procedural Manual

- Procedural manual had not been updated since 2002, lacked clear, objective criteria
 - In July 2017, CPS posted draft update, incorporating feedback from advocates
 - Subsequent update released in December 2017, reflecting additional feedback

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65 New Positions to Support Special Ed

- Additional assistance to help meet student needs
 - 56 School-Based Positions; Nine Citywide Positions
 - Resources will build capacity at schools with high English Learner populations and schools in need of additional Social and Emotional Learning resources.
- New positions will supplement work being done by current teachers and support staff
- \$5.2 million annual investment will continue in subsequent years



ISBE Review: