



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
 - Criteria updated in mid-September in response to feedback

- **Paraprofessional Justification Form**

- Rolled out in late September 2016
 - 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: