




ISBE MONITOR ANNUAL
REPORT: CHICAGO PUBLIC
SCHOOLS CORRECTIVE ACTION
PLAN



Executive Summary

The Illinois State Board of Education Monitor Annual Report (Report) highlights the progress and results of the Chicago Public Schools Corrective Action Plan from the 2018-19 school year (Corrective Action Plan). The Report provides background information regarding the Public Inquiry that was conducted by the Illinois State Board of Education (ISBE) during the 2017-18 school year.

The Report also provides information and updates on engagement activities and the specific components of the Corrective Action Plan, which addresses the following strands: **Strand A** – ISBE Appointed Monitor, **Strand B** – IEP Meetings, **Strand C** – Electronic IEP System Use, **Strand D** – Data Collection, **Strand E** – Procedural Manual and Guidance, **Strand F** – Budgeting, **Strand G** – Stakeholder Involvement, **Strand H** – Additional Training Plan, **Strand I** – Student Specific Corrective Action. Overarching items to note in connection with the above Strands include:

- The CPS electronic IEP system (SSM) no longer includes “locks and blocks,” which prohibited IEP teams from accessing certain sections of electronic IEP document until obtaining certain administrative approval or a certain amount of time passed. One exception, however, is that the SSM system continues to include a required approval prior to placing a student in an environment where the student is removed from the general education placement for 100% of the school day, called a Separate Day School (SDS) placement by CPS. The Monitor continues to ensure this locked function does not constitute noncompliance with the IDEA.
- CPS’ Procedural Manual has been updated with input from the ISBE Appointed Monitor. The [CPS Procedural Manual](#) , which was published in September 2018, contains the Board of Education of the City of Chicago’s current policies, procedures, and guidelines for special education. The 2019-20 Procedural Manual is slated to be published in October 2019. The timing of the 2019-20 Procedural Manual provides the opportunity for the Manual to address and incorporate information on Student Specific Corrective Action.
- During the 2018-19 school year, CPS complied with a requirement to train staff members on developing legally compliant IEPs. The total number of staff trained to-date is 25,478. The training addressed the requirement to convene IEP teams with appropriate members and to make whole-team data-driven decisions by consensus and appropriate IEP procedures and determinations. The training sessions were also available via webinar, which remains [accessible](#), and through which attendance was tracked. Beyond the mandated training for all staff, CPS convened additional trainings for a variety of audiences and stakeholders through its Law Conference, Case Manager Kickoff, Parent University workshops, and other venues.

The 2019-20 compliance monitoring activities build upon the established components of the Corrective Action Plan but focus on student specific corrective action. Overarching items to note in connection with 2019-20 compliance monitoring activities include:

- CPS continues to present a variety of trainings, with input and oversight from the ISBE Appointed Monitor, to ensure that IEP teams develop IEPs and corrective action plans that meet legal requirements.
- In September 2019, CPS is preparing to deliver correspondence to parents/guardians connected to the identification of students who may be eligible for student-specific corrective action. Student specific corrective action meetings are scheduled to begin in October 2019. Training for executing the student specific corrective action was provided during 2019-20 CPS Law Conference, convened for Principals, Assistant Principals, and other CPS Office of Diverse Learner Supports and Services (ODLSS) representatives, as well as during the 2019-20 Case Manager Kickoff, convened for the individual case managers of each school.

ISBE remains committed to ensuring that all students with disabilities receive a free appropriate education designed to meet their unique needs through public education in an equitable school environment where they are valued, supported, and encouraged.

Background

Illinois State Board of Education Public Inquiry

ISBE conducted a Public Inquiry regarding Chicago Public Schools' (CPS) special education policies and procedures. The Public Inquiry's 42-page [Final Report](#) issued detailed factual findings over the course of several months during a transparent investigative process including evidence and testimony provided by parents, special education advocates, and Chicago Public Schools staff. The Final Report addressed and discussed the findings regarding four primary issues identified earlier by the Public Inquiry Team:

- Whether **CPS's electronic IEP system**, either alone or in conjunction with CPS's Policies and Procedures, resulted in an unlawful denial or delay of required services or limitations on the required continuum of services to students;
- Whether CPS's **documentation and data collection requirements** resulted in unlawful denial or delay in the identification of eligibility or provision of special education and related services to students;
- Whether CPS's **budgeting system** resulted in unlawful denial or delay in the provision of special education and related services to students; and
- Whether CPS's **policies regarding transportation** resulted in an unlawful denial or delay in the provision of needed transportation services to students.

ISBE Monitor

The ISBE Public Inquiry Team issued an 11-page [Corrective Action Report](#) in May 2018, which resulted in the appointment of an ISBE Appointed Monitor (Monitor) to implement ISBE's specified recommendations, serve as a liaison for special education between ISBE and CPS, and coordinate with ISBE staff to oversee compliance and technical assistance activities within CPS.

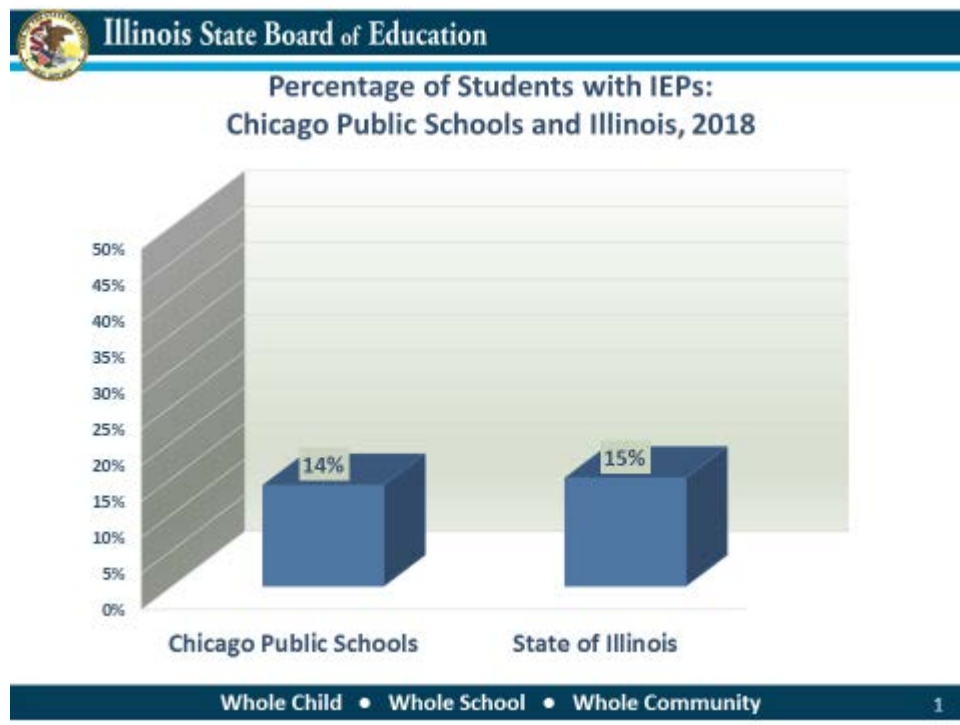
The Monitor is also accessible to parents and CPS staff in the capacity that the Monitor gathers information regarding specific complaints or concerns related to special education practices and procedures within CPS. The Monitor utilizes this information to identify trends within specific schools, Networks, and departments in order to develop targeted corrective actions and CPS staff trainings.

The Monitor's role is not intended to supplant IEP team decisions, nor take the place of Parents' procedural remedies such as Mediation, State-based complaints, and Due Process hearings. The Monitor's primary role is to implement the recommendations pertaining to the specific issues identified by the Public Inquiry Team's findings.

CPS Demographic Information

Illinois has approximately 2,001,529 students,¹ 289,903 of whom – roughly 15% (see **Fig. 1**) – are eligible to receive special education services through an Individualized Education Program (IEP). CPS, which serves approximately 372,214 students, is the largest school district in Illinois and the third largest school district in the United States. CPS has approximately 52,530 students – roughly 14% (see **Fig. 1**) – who are eligible to receive special education services through an IEP.

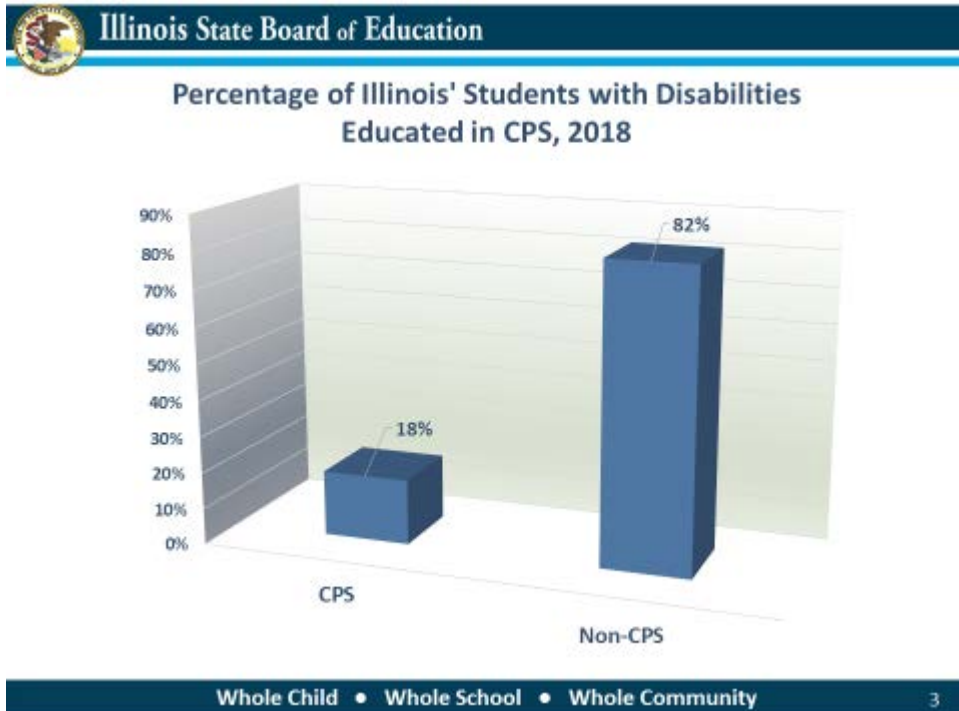
Fig. 1



¹ Demographic data is taken from the most recent publish Illinois Report Card.

CPS' IEP-eligible students comprise 18% of the total number of special education students served in the State of Illinois. See **Fig. 2**.

Fig. 2



Corrective Action Plan Status Update

The Corrective Action Plan is organized into nine strands, organized as Strands A through I. Each Strand corresponds to a specific section of the Corrective Action and Recommendation section of the Corrective Action Report: **Strand A** – ISBE Appointed Monitor, **Strand B** – IEP Meetings, **Strand C** – Electronic IEP System Use, **Strand D** – Data Collection, **Strand E** – Procedural Manual and Guidance, **Strand F** – Budgeting, **Strand G** – Stakeholder Involvement, **Strand H** – Additional Training Plan, **Strand I** – Student Specific Corrective Action.

Strand A – ISBE Appointed Monitor

ISBE appointed a Monitor to implement the provisions of corrective action and recommendations adopted in the Corrective Action Report. The Monitor's placement is monitored on an ongoing basis, and will be evaluated after three years, at which time ISBE will determine the necessity of the Monitor on a prospective basis.

Status
ISBE appointed its Monitor on July 2, 2018. The Monitor is currently overseeing the compliance with each strand of the Corrective Action Report. ISBE is actively seeking to

hire two additional staff members to fulfill obligations under the Corrective Action Report, including overseeing the Student Specific Corrective Action Plan (**Strand I**).

In July 2018, a dedicated email address for the Monitor was created: isbemonitor@isbe.net. The Monitor oversees that account, as well as a webform that went live in September 2018, which can be utilized to anonymously submit reports and complaints via the ISBE Monitor website. The ISBE Corrective Action/Progress Monitoring website went live on September 19, 2018: <https://www.isbe.net/monitor>.

On July 20, 2018, the Monitor was given access to CPS' SSM system to independently monitor the system, access reports, and review CPS student IEPs throughout the school year. The level of access provided to the monitor is as an "Administrator," meaning the Monitor has access to all IEP content, evaluations, and most SSM-based District Reports.

Prior to the beginning of the 2018-19 school year, the Monitor reviewed and approved revisions to the [CPS Procedural Manual](#) prior to its release in September 2018. According to the Procedural Manual, its purpose is to provide "guidance on how to implement consistent, high quality, data driven, legally compliant special education and related services across the entire Chicago Public Schools (CPS) system...[and] contains the Board of Education of the City of Chicago's current policies, procedures and guidelines for special education and is aligned to the Individuals with Disabilities Education Act (IDEA), Illinois law and related regulations." The 2019-20 Procedural Manual is slated to be published in October 2019. The timing of the 2019-20 Procedural Manual provides the opportunity for the Manual to address and incorporate information on student specific corrective action (**Strand I**).

In July and August 2018, through the 2018-19 school year, and during July and August 2019, CPS provided the Monitor with the dates for all trainings related to special education. In January and February 2019, the Monitor reviewed materials relating to progress monitoring and attended one of the first training sessions.

The monitor attends meetings on a weekly, monthly, and quarterly basis as described further under Strand G of this Report.

In addition to publishing this Report, the Monitor published monthly reports via the [Monitor website](#).

ISBE is expanding the Monitoring team through additional hiring, which is ongoing. The expanded Monitoring in Year Two of the Corrective Action will coincide with the Monitor's duties, which include the review of student specific corrective action determinations made by CPS IEP teams.

Strand B – IEP Meetings

ISBE required that members of the IEP team who are necessary to make a decision be present at every IEP meeting, unless parents/guardians execute a valid excusal. The Corrective Action Report required the physical presence of the LEA representative – the individual with the authority to bind the school district – at the IEP meeting. ISBE also required that CPS' ODLSS District

Representatives receive training regarding facilitating IEP meetings, then provide similar training to Case Managers.

Status						
<p>During summer 2018, ODLSS offered 13, three-hour IEP development training sessions across all District Networks on June 25, 2018; July 11-12, 17-20, 23, 25, and 31, 2018; August 8, 20 and 30, 2018. The training addressed the requirement to convene IEP teams with appropriate members and to make whole-team decisions by consensus.</p>						
<p>In collaboration with Key2Ed, ISBE provided training on IEP facilitation to all ODLSS District Representatives and ODLSS Parent Involvement Specialists on October 18, 2018.</p>						
<p>Prior to the 2018-19 school year, CPS modified the SSM system to remove functions that were locked for IEP team users for particular periods of the year or required administrator authorization to open the function.² CPS personnel received training on the SSM changes prior to and during the 2018-19 school year.</p>						
<p>The 2019-20 Case Manager Kickoff training included a session titled, “Facilitating IEP Meetings,” which had an objective of training Case Managers on IEP facilitation, including setting a positive tone and creating environments that encourage meaningful parent participation.</p>						
<p>During the 2018-19 school year, but focused during the second semester of the year, the Monitor attended IEP meetings per week to conduct compliance checks. The monitor selected meetings to attend based upon multiple measures, including requests by the Parent, District Representative (DR), or School. The Monitor also selected meetings based on concerns reported via written complaints and reports, including anonymous complaints. Total meetings attended during the 2018-19 school term was 66.</p>						
	School Visits	IEP meetings	Case Manager Meetings	School-Based Corrective Action	Professional Development Meeting	Mediation
December 2018	3	1	1			
January 2019	6	2	1			
February 2019	3	2			1	
March 2019	7	2		2		1
April 2019	3	4	2	1		
May 2019	8	8		1		
June 2019	1	5		1		
TOTALS	31	24	4	5	1	1
<p>The Monitor will continue to attend IEP meetings in Year Two of the Corrective Action. ISBE is expanding the Monitoring team through additional hiring and the additional</p>						

² One locked function continues to exist in the SSM system. Approval continues to be needed prior to student placement in an environment where the student is removed from the general education placement for 100% of the school day, called a Separate Day School (SDS) placement by CPS.

Monitoring staff will, in part, review the IEP student specific corrective action determinations made by CPS IEP teams.

Strand C – Electronic IEP Use

The Corrective Action Report outlines ISBE’s requirement that CPS allow IEP teams full access to the SSM electronic IEP system (SSM) during the IEP meeting. The full access will allow IEP teams to enter decisions and information in the electronic system as determined by the team.

Status
<p>Previously, certain sections in the SSM system could not be accessed until a specific action was undertaken by an administrator in CPS or until a set period of time had elapsed. These restrictions were removed during and after the Public Inquiry. ISBE personnel confirmed removal of the SSM system “locks and blocks,” and the inclusion of the IEP Notes page, during its review and approval of the revision to CPS’ 2018-19 Procedural Manual and during the Public Inquiry meetings convened on May 18, 2018, June 1, 2018, and June 20, 2018. One locked function continues to exist in the SSM system. Approval continues to be needed prior to student placement in an environment where the student is removed from the general education placement for 100% of the school day, called a Separate Day School (SDS) placement by CPS. The Monitor continues to ensure this locked function does not constitute noncompliance with the IDEA.</p> <p>Training has occurred in all levels of CPS, including administration, teaching personnel, related service providers, and families. All CPS Principals were trained on the SSM changes and the Procedural Manual revision, including new IEP team expectations, during the Summer CPS 2018 Law Conference that was presented by ODLSS and the CPS Law Department on July 11-13, 2018 and July 18-20, 2018. Citywide trainings on the SSM changes and the Procedural Manual revision were convened for all CPS teachers and related services providers on August 27 - 31, 2018. Two training sessions were held per day and the trainings were held on the North, South, and West sides of Chicago.</p> <p>During summer 2018, ODLSS offered 13 IEP development training sessions across all District Networks on June 25, 2018; July 11-12, 17-20, 23, 25, and 31, 2018; August 8, 20, and 30, 2018. The training addressed the requirement to convene IEP teams with appropriate members and to make whole-team decisions by consensus and appropriate IEP procedures and determinations. ODLSS conducted in-person follow-up sessions for all Case Managers during the September 2018 Case Manager meetings. Case Manager meetings occur monthly for each CPS Network. The training sessions were also available via webinar, through which attendance was tracked via sign-in and delivery of certificates upon completion, and via an additional in-person session on November 2, 2018. In total, 25,478 CPS staff members were trained on the SSM changes and new expectations during the 2018-19 school year. The webinar remains available to staff on the ISBE and ODLSS websites.</p> <p>Additional training on appropriate IEP procedures was also available to CPS staff and parents through Parent University training sessions. The Parent University provides six training sessions each month in different locations throughout Chicago, each featuring a</p>

different topic. IEP facilitation and meaningful participation has been highlighted throughout the Parent University Trainings.

All training materials, including the webinar, are available online on the [Monitor website](#) and the ODLSS website.

Strand D – Data Collection

ISBE expects IEP teams to use data to support decisions.

Status

As described in Strand C, CPS provided 13 full-day data-based training sessions during the 2018-19 school year, which included sessions focused on "Progress Monitoring in Special Education," "Using Data to Address Challenging Behavior," and "Special Education Teacher 101 Tool Box."

Qualitative and quantitative data was defined and described in the ISBE-provided teacher training sessions and parent workshops. Training sessions on data-driven decisions will continue to be an area of focus during the 2019-20 school year to better equip IEP teams with information and resources to write high quality IEPs and to fully understand and integrate the critical purpose of progress monitoring.

ISBE is expanding the Monitoring team through additional hiring and the additional Monitoring staff will, in part, focus on obtaining and reviewing data connected to student specific corrective action determinations made by CPS IEP teams.

Strand E – Procedural Manual and Guidance

CPS' Procedural Manual, with appropriate translations, is to be updated and must be publicly posted on the CPS website, with printed copies available upon request.

Status

Prior to the beginning of the 2018-19 school year, the Monitor reviewed and approved revisions to the [CPS Procedural Manual](#) prior to its release in September 2018. According to the Procedural Manual, its purpose is to provide "guidance on how to implement consistent, high quality, data driven, legally compliant special education and related services across the entire Chicago Public Schools (CPS) system...[and] contains the Board of Education of the City of Chicago's current policies, procedures and guidelines for special education and is aligned to the Individuals with Disabilities Education Act (IDEA), Illinois law and related regulations." The 2019-20 Procedural Manual is slated to be published in October 2019. The timing of the 2019-20 Procedural Manual provides the opportunity for the Manual to address and incorporate information on student specific corrective action (**Strand I**).

The 2018-19 ODLSS Procedural Manual is available in English, Spanish, Urdu, Polish, Arabic, and Chinese. Appropriate translations of the October 2019 Procedural Manual are expected to be published contemporaneously with publication, or shortly thereafter.

Strand F – Budgeting

ISBE reviewed CPS' budget plans for FY 2019, including the special education staffing/allocation formula, which must be clear and transparent.

Status
<p>ODLSS presented its staffing/allocation formula, as well as details of the position request and appeals process to ISBE during budget meetings in August 2018. ODLSS also compiled a comprehensive budget vision and position request processes for the 2018-19 school year and presented it to the ISBE Monitor over a number of sessions in fall 2018, as well as in January and February 2019. ISBE determined that the formula, position request process, and appeals process is clear and fair. To increase transparency, the Monitor recommended that ODLSS include the budget information in process in a webinar for public access. The webinar is posted on the ODLSS website and can be accessed via this link.</p> <p>CPS published its FY 2019 budget in August 2018. Following publication, on August 13, 2018, and the Monitor met with the ODLSS Budget Team to review the FY19 special education position request and appeals processes and make any necessary corrections.</p> <p>For CPS' FY 2019, position requests were submitted as follows:</p> <ul style="list-style-type: none">• 224 special education teachers, of which, ODLSS approved 160 requests and denied 64 requests.• 671 paraprofessionals, of which, CPS approved 507 requests and denied 164 requests. <p>Beginning on March 25, 2019, the post-budget appeals process commenced. During the post-budget appeals process, and as of June 25, 2019, appeals were submitted as follows:</p> <ul style="list-style-type: none">• 84 special education teachers, of which CPS approved 35 and denied 23; 26 appeals were "pending review."• 227 paraprofessionals, of which, CPS approved 129 and 66 denied; 32 appeals were "pending review."

Strand G – Stakeholder Involvement

The Corrective Action Report addresses the expectation that CPS will engage with various stakeholder groups at regular intervals.

Status
<p>As a primary vehicle to gauge CPS' response to the Corrective Action and in to determine compliance with Strand G, ISBE participates in meetings with stakeholders and constituents. Over the past year, the Monitor and ISBE personnel have met with:</p> <p><u>Weekly Meetings</u></p> <ul style="list-style-type: none">• CPS leadership: ISBE personnel meet on a weekly basis with a team of CPS personnel usually consisting of the ODLSS Chief, a Senior General Counsel, the ODLSS Executive Director and the Due Process Manager.• CPS District Representatives (DR): ISBE personnel meet on a weekly basis with DRs, who are CPS employees in the ODLSS who are responsible for

providing oversight and guidance to networks, schools, and IEP teams to develop IEPs that meet legal requirements.

Monthly Meetings

- **CPS/Parent Advocate Group/CTU/SEIU:** On a monthly basis, ISBE personnel – including the Legal Officer, Director of Program Services, and the Monitor – meet with CPS officials and a stakeholder group consisting of representatives of the parent advocates, CTU, SEIU, and the CPAA.
- **CPS Special Education Advisory Council:** This Advisory Council is a volunteer group of CPS parents and caregivers who meet with ODLSS to discuss diverse learner issues and provide input to CPS on policy, training and special education programming that would be of interest to parents
- **CPS Parent University:** Parent Universities provide engagement to parents and community members to better engage in the learning process. The Parent Universities are free to the parents of CPS students and seek to improve educational outcomes for all students by establishing open communication and collaboration and providing capacity building opportunities.
- **CPS Network Chiefs and/or Principals:** CPS is divided into 13 elementary school networks (numbered 1-13) and four high school networks (numbered 14-17), along with networks for Independent Schools Principals, Academy for Urban Leadership, and the Charter, Contract and Options School Network. The networks provide administrative support, strategic direction, and leadership to the schools within a set geographic coverage area and each are headed by a Network Chief and often a Deputy Network Chief.

Quarterly Meetings

- **Illinois Network of Charter Schools (INCS):** INCS is an advocacy organization that engages a coalition of policymakers, school leaders, parents, and community members on issues impacting its charter members.

The Monitor and additional ISBE personnel will continue to attend these meetings during the 2019-20 school year.

Strand H – Additional Training Plan

CPS is expected to initiate three-year training plan for staff regarding State and federal special education laws.

Status

Information on training sessions is addressed above in response to **Strands B and C.**

In summary, ISBE continues to assist in reviewing CPS’ training on State and federal special education laws. Every year, Case Manager meeting materials include legal topics and mandates on instruction. Training at the Principals’ Law Conference, occurred in the summers of 2018 and 2019 and included training on State and federal special education laws and the Corrective Action requirements. The Monitor is participating in the 2019-20 school year training plan and will attend training sessions accordingly.

Strand I – Student Specific Corrective Action

Students whose services were delayed or denied as a result of practices that are inconsistent with the IDEA are to be identified and offered opportunity to remedy the delay or denial, when appropriate.

Status

Overview

The purpose of Student Specific Corrective Action (SSCA) is to identify and provide a remedy for students with disabilities who were adversely impacted during the 2016-17 and/or 2017-18 school years by special education procedural changes and “locks and blocks” in the electronic IEP system in one or more of the five areas identified by the ISBE Public Inquiry.

Identification

With ISBE approval, CPS is using SSM data to identify a class of students who were potentially impacted in one or more of the five areas. Currently, approximately 13,000 students have been identified as potentially impacted in one or more of the five areas. CPS has been overly inclusive in their data pulls to ensure that potentially impacted students are not overlooked.

Notification

ODLSS provided a list of students that have potentially been impacted to schools in early September 2019.

Parents will be notified in September 2019 regarding the SSCA process. Three different types of notices will be disseminated:

- A letter to parents of students identified by ODLSS as being potentially impacted,
- An additional letter to all parents of current students with disabilities with information regarding the SSCA process.
- A notice to all CPS parents/guardians regarding the SSCA process.

A parent/guardian may request that their child be considered for student specific corrective action if the parent/guardian believes their child was impacted by a denial and/or delay of services.

SSCA meetings will commence in October 2019.

Methodology

IEP Meetings

Beginning in October 2019, IEP teams will be responsible for conducting the SSCA meetings. Parents may request an SSCA meeting occur at any time. Absent parent request, the SSCA meetings may be held in conjunction with a student’s annual IEP meeting. Mandatory IEP team members include parents, local school district representative, special education teacher, general education teacher, and any other member determined to have essential knowledge regarding the student to make a fully informed decision regarding SSCA.

The Notice of Conference for any IEP meeting that also includes an SSCA meeting must explicitly state the purpose of the meeting including the consideration of SSCA. The IEP team must determine if a denial/delay occurred **and** whether the student made expected progress in light of his/her unique circumstances. If those two conditions are met, a student will be eligible for remedies as determined by the IEP team.

2019-20: Goals and Objectives

Based upon the outcomes from the 2018-19 corrective action, along with thoughtful consideration of the continuing need to take action that can create sustained and positive change in CPS' system of special education, ISBE is expanding Monitoring during the 2019-20 school year through additional hiring, monitoring CPS' student specific corrective action, and meeting the following goals and objectives. The following is not intended to be an exhaustive list of ISBE's goals and objectives during the second year of Corrective Action:

Conduct Student Specific Corrective Action Compliance Monitoring

During the 2019-20 school year, ISBE will review student specific corrective action (SSCA) IEP documents from each CPS Network to review IEP teams' SSCA determinations and analysis. The Monitor will focus on schools that have high numbers of students who were identified by ODLSS as potentially impacted via data pulled in July and August, as described above under **Strand I**. The Monitor will also coordinate IEP reviews with the centralized ODLSS SSCA team, which is projected to consist of an ODLSS DR, an ODLSS attorney, an administrative assistant, and the ODLSS Parent Involvement Specialists. This team will be reviewing SSCA meeting compliance and decisions, as well as providing technical assistance to IEP teams and support to parents/guardians during the SSCA process. The Monitor will also focus on schools, if any, that parents, advocates, and/or CPS staff identify as problematic in their SSCA decision-making process or IEP team processes in general.

The Monitor retains the authority to overturn IEP team decisions granting or denying remedial opportunities, or she may direct the IEP team to conduct further analysis. The Monitor will also follow CPS' tracking of SSCA meetings and team decisions. It is anticipated that this tracking process will be accomplished by reviewing SSM reports that indicate which SSCA meetings have occurred at each school and across the District.

Track Data

An utmost priority during the second year of the Corrective Action is ensuring that IEP teams are making data-driven decisions to meet students' needs, including their SSCA needs. The Monitor's initial data tracking will focus on, but not be limited to, the four main focus areas of the Corrective Action Report:

- Whether **CPS's electronic IEP system**, either alone or in conjunction with CPS's Policies and Procedures, resulted in an unlawful denial or delay of required services or limitations on the required continuum of services to students;
- Whether CPS's **documentation and data collection requirements** resulted in unlawful denial or delay in the identification of eligibility or provision of special education and related services to students;

- Whether CPS's **budgeting system** resulted in unlawful denial or delay in the provision of special education and related services to students; and
- Whether CPS's **policies regarding transportation** resulted in an unlawful denial or delay in the provision of needed transportation services to students

Provide and Monitor Additional Training

The Monitor will continue to review and approve all special education related training materials. In addition, the Monitor will attend training sessions across CPS' Networks at the Monitor's discretion. The Monitor will continue to track the need for additional training based on observations at schools and IEP meetings, as well as the continued feedback and reports from parents/guardians, CPS staff, ODLSS staff, and ISBE colleagues.

Prior to October, ODLSS will record an SSCA training webinar that will be accessible to all CPS staff throughout the school year in order to assist them with the SSCA process, given that students' annual review meetings occur during every month of the school year.

In addition, ODLSS and ISBE are offering parents/guardians SSCA training at schools in six areas across Chicago at the September Parent University workshops. Daytime workshops will be held on September 11, 13, 24, 26, and 27, 2019, while an evening session will be offered on September 19, 2019. School locations are Richards High School, Cleveland Elementary School, Washington High School, Michele Clark High School, Bouchet Elementary School, and Bogan High School.

Deliver Guidance

The Monitor will continue to oversee and provide guidance to CPS to effectively implement student specific corrective action with fidelity, fairness, and consistency across the District. As described above, the purpose of SSCA is to provide students whose services were delayed or denied, as defined in the Public Inquiry, with access to a remedy that addresses the specific delay or denial per the directives and guidance of the U.S. Department of Education's Office of Special Education Programs.

Deliver Professional Development

Another Monitor goal is to further develop the Additional Training Plan (**Strand H**) by assisting CPS with professional development for the 2019-20 school year that addresses key special education issues within CPS. The professional development will focus on components of special education issues identified through mediations, State Complaints, and the reports to the Monitor submitted via the monitoring email (ISBEMONITOR@ISBE.NET) or ISBE's [Form](#).

The Monitor met with the ODLSS professional development teams on three occasions over the summer to discuss these components, which led to planning for more robust training in progress monitoring methods, how to effectively utilize data to drive instruction and IEP development, and individualized development and implementation of accommodations and modifications. Other topics include: a focus on general education teacher input and implementation, data-based decision making with a focus on data-justified service minutes, student-based need for a significantly modified curriculum and communication of the school assignment process to

parents/guardians, and successfully navigating difficult IEP discussions to reach team consensus with full and meaningful parent participation.

Partner with Stakeholders

The Corrective Action activities stem from allegations raised by concerned advocates, and ISBE recognizes the value in communicating with advocates and stakeholders to ensure that CPS' continued policies, procedures and practices are consistent with the requirements of the IDEA, Illinois' Article 14 of the School Code, and their respective implementing regulations.

Coordinate with CPS

An essential component of the Corrective Action Plan is ISBE's work with CPS & ODLSS to correct practices, improve data-based IEP team decisions, and focus on improving and strengthening all CPS schools' capacities and abilities to provide rigorous academic and behavioral supports and services to students with disabilities.

The Monitor aims to meet with the 17 CPS Network Chiefs and school administrators to direct effective school-level corrective action and oversight regarding special education practices. In addition, the Monitor will continue meetings with CPS' new Office of Network Supports' (ONS) Chief Schools Officer to ensure continued, appropriate response to the Corrective Action Plan Strands. Finally, the Monitor will work closely with CPS' new ODLSS Chief and Deputy Chief, who were both appointed in mid-August 2019.