



NOTES 5.12.2020 re RYH SpEd Community Zoom Call

Tuesday, 5/12/2020, 1-2:30pm

Zoom Link: <https://us02web.zoom.us/meeting/register/uJlkcuorj4i1VupSvqXvgwckmHomEse0Q>

Feedback Form (Optional): <https://forms.gle/e7BRS2VnGq2kdHmTA>

NOTE: This is Mary Hughes and I am cleaning up these notes to the best of my ability. I do not have clarity on the details of Dr. Jones' budget presentation below, so I am simply sharing the notes and slides as written.

Dr. Stephanie Jones, Chief of ODLSS, gave a presentation on CPS' 2020/2021 Special Education Budget.

- **Class Size**

- Class size of 28 students for Elementary School
- Class Size of 31 students for High School
- CPS wants to deliver on the the ISBE 70/30 inclusion rule [meaning in a general education classroom no more than 30% of the students in a given classroom can have IEP's]
 - For Elementary Schools, in a classroom of 28 students, there can only be 8 students with IEP's
 - For High Schools, in a classroom of 31 students, there can only 11 students with IEP's

- **Elementary Teacher Formula**

- Rounded to the nearest 1 FTE
- 13:1 instructional class ISBE Guidance
- Expanded Grade bands from 2-3 (K-2, 3-5, 6-8)
- Implemented min minutes allocation per section at 0.5 of weekly recommended minutes
- **Methodology Impact for Elementary**

Methodology Impact for Elementary

- The methodology allows us to account for the maximum amount of minutes identified in a group of students based on IEP minutes per grade level and content area. The allocation is directly aligned with the number of classes required to provide instruction.
- The methodology supports at minimum providing half of the district allocation per grade level and content area and build a class(es) based on the number of students requiring support.

Example - ELA recommended minutes for 2nd grade is 600:

Example 1:

- If we have 10 students in the 2nd grade requiring ELA support and 8/10 students require 600 minutes and the other 2 require 300 minutes. We will open 2 classrooms to support students for up to 600 minutes.
- This allows Principal/Scheduler flexibility in programming students
- This allows for up to 6 new 2nd grade students entering the school to transition to an existing class with 600 minutes of support built into the classes to meet their unique needs.

Methodology Impact for Elementary - Continued

Example 2:

- If we have 10 students in the 2nd grade requiring ELA support and 8/10 students require 200 minutes and the other 2 require 150 minutes. We open 2 classes both with 300 minutes, which is half of the district recommended minutes for ELA.
 - This allows Principal/Scheduler flexibility in programming students
 - This allows for up to 6 new 2nd grade students with 300 minutes or less per their IEP to transition into one of these existing classes with 300 minutes of built in support to meet their unique needs.

Schools program inclusive classrooms to meet the ISBE guidance as follows:

- For programming schools program eight students in a classroom of 28. Every ninth student triggers the opening of another classroom.
- The methodology budgets for 7 students in a classroom of 28. Every eighth student triggers the opening of another classroom.
- This allows Principal/Scheduler flexibility in the programming of students.

Formula:

Total student instructional minutes per IEP **divided by** 1,480 (teacher instructional work week)

- Every 8th student triggers the opening of another classroom

HS Teacher Formula

- Same rounding, 2 grade bands (9-10, 11-12)
- 13:1 for instructional classes

High School Teacher Formula

High Schools: 5 classes

- Rounding of teacher allocation as mentioned above
- 2 Grade bands for instructional classes
- Follow ISBE guidance of 13:1 for instructional classes
- Calculates minutes for core academic subjects based on student IEP
- Ex. Schools were allocated per content areas and grade level, indicative of the areas of need in student IEPs.
- Formula: All sections required for core instructional support per IEP and divided by 5 (total section teacher).

Highlights

- All teacher allocations are rounded to the nearest 1 FTE
- Inclusive of grade Bands (Instructional Classrooms) 9-10, 11-12
- Allocated per content areas and grade level
- Supports resources allocated for 12th grade students remain in school

- Highlights

Highlights

- All teacher allocations are rounded to the nearest 1 FTE
- Grade Bands calculated as 9-10 and 11-12 (Instructional Classrooms)
- Implemented minimal minute allocation per section at 0.5 of weekly recommended minutes. See district instructional allotment guidance.
- Budgeting for eight students, the ninth student supports opening of another section
- **Supports for resources allocated for 12th grade students remain in school**

Additional supports:

- This allows Principal/Scheduler flexibility in programming students
- Supports students being provided a rigorous instructional practices that uniquely designed to meet their needs.

- Schedule

Student Schedule

Student Day (7 hours): Elementary

- 6 hours of instruction
- 45 minutes of recess and lunch
- 15 minutes of non-instructional activities (i.e., passing periods, bathroom breaks)
 - Total 2,100 minutes per week
- Total Instructional: 1,800 = 6hrs. X 60 min. = 360 min x 5 days = 1,800 minutes per wk
- Total Non-Instructional: 2,100 - 1,800 = 300 minutes per week

High School Student

Student Day (7.25 hours):

- 7 classes @ 50 min. = 350 min. of instruction
- 50 minutes of lunch
- 35 min. of passing periods

Weekly Total

- Total 2,175 minutes per week
- Total Instructional: 7 per. X 50 min. = 350 min x 5 days = 1,750 minutes per wk
- Total Non-Instructional: 2,175 Bell-To-Bell - 1,750 Instructional = 425 minutes per week

- Paraprofessionals

Paraprofessional per ISBE

ISBE Guidelines:

Special education paraprofessionals are employees who provide instructional support to students with disabilities including those who:

- Provide one on one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher.
- Assist with classroom management, such as organizing instructional and other materials.
- Provide instructional assistance in a computer laboratory.
- Conduct parental involvement activities.
- Provide support in a library or media center.
- Act as a translator.
- Provide instructional support services under the direct supervision of a teacher.

Paraprofessionals/SECA Per CPS/SEIU Contract

- SECA's are entitled to three (3) hours of planning time on each of the following days: the first Friday of SECA attendance (August 30th), report card pick-up days (November 13th/14th and April 22nd/23rd), and the third-quarter teacher-directed professional development day (April 17th). Planning time is for meeting with teachers, reviewing and creating lesson plans, professional development, reviewing IEPs, etc.
- To the extent operationally possible, no bargaining unit employee will be required to take their first fifteen-minute break within their first hour of work.
- SECA's to assist with the instruction and personal care needs of students with disabilities in accordance with IEP/504 plan.
- Not to be used as substitute teachers, clerks, school operations staff, or fire drill monitors.
- Student absence days: SECA's may be assigned general supervision duties or duties that support IEP/504 plan administration.
- SECA's may not be assigned clerk or general cleaning duties.

Paraprofessional Clarification

- There is no language in the current contract regarding specific paraprofessional start or end times.
- School Administrators determine SECA schedules based on the needs of special education students as outlined in the IEP.
- One option for schools is the staggering of SECA schedules in order to provide sufficient support for students based on their IEP.
- Paraprofessional Formula (Elementary & High School)
- Paraprofessional minutes calculated at 2,025 overall which is a change from previous years.

Paraprofessional/SECA Work Day/Week

7.75 Clock Hours
-0.5 Unpaid Lunch
7.25 Paid Hours
-0.5 Less 2, 15 Minute Paid Breaks
6.75
x 60 Minutes Per Hour
405 Paid Minutes Per Day
x 5 Days Per Week
2,025 Paid Minutes Per Week

- Total minutes were divided by 2,025 (total wkly paraprofessional minutes).

Para - Staffing Formula

Paraprofessional-Elementary Formula

- Instructional Minutes Allowed: $\leq 1,800$ mpw
- Behavior Supports for Instruction included.
- Separate Behavioral Minutes Allowed: ≤ 300 mpw
- Totaled Instructional, Separate Behavioral, and Personal Care
- Total can not exceed 2,100mpw (ES bell to bell)
- Allows for 8 students per grade & classroom-This process is similar to ES teacher formula
- Every 9th student creates a new classroom - duplicate minutes for calculation
- Divide the total by 2,025 minutes to equal the number of paraprofessionals needed. (Round Up Allocation).

Paraprofessional - High School Formula

- Instructional Minutes Allowed: $\leq 1,750$ mpw
- Behavior Supports for Instruction included in Instructional Minutes
- Separate Behavioral Minutes Allowed: ≤ 425 mpw
- Totaled Instructional, Separate Behavioral, and Personal Care
- Total can not exceed 2,175mpw (High School Bell to Bell Minutes)
- Allow for 8 students per grade & classroom
- Every 9th student creates a new classroom - duplicate minutes for calculation
- Divide the total by 2,025 minutes to equal the number of paraprofessionals needed. (Round Up followed).

Phase In Methodology - Shift

School Level phase-in Methodology:

- Schools projected for a decrease of 1 will have no change.
- Schools projected for a decrease of 2 will have a change of -1.
- Schools projected for a decrease of more than two will be held at 2 (no change more than 2).
- Schools projected for an increase will receive all allocations.
- Any vacant position that was included in the original formula and was scheduled to be closed will be closed.

Staffing Impact

Staffing Impacts

	POSITON CLOSING	VACANCY CLOSING	STAFFED POSITION CLOSINGS	REMAINING VACANCIES	NEW POSITION OPENINGS	TOTAL AVAILABLE POSITIONS
PARA	318	164	154	145	211	356
TEACHER	180	98	82	194.5	239.5	434
TOTAL	498	262	236	339.5	450.5	790

Q&A for Dr. Jones via Chat - Budget or General

- Q: What if you have 1 child with 600 ELA min, but others have 300 or fewer?
- A: The class will be built with the maximum number
- Q: You do not account for incoming pre k students?
- A: We would not be able to account for incoming students. Staffing is based on current needs of students in the building. Every student does not go to their neighborhood school for pre-k.
- Q: The challenge is going to be if the Governor states that if schools open their needs to be smaller class sizes or staggered times.
- A: Not sure
- Q: What about kids who are not in the classroom but get their minutes met in the resource room?
- A: The same formula applies as the instructional classroom setup.
- Q: Why not just allow Admin to plan the staff they need in their own buildings? Why is a network chief approval needed to submit an appeal?
- A: Schools are choosing programming but district
- Q: How about elementary minutes? Is elementary formula count graduating 8th graders' resources?
- A: They are remaining in the building
- Q: Also, for under-enrolled schools who may have much fewer than 28 in elementary, does this just scale down? For ex, my daughter's gen ed class only has 16 students.
- A: We will definitely look at the smaller schools.
- Q: My child has minutes all over the place in varying classes, there is no way to build out his schedule right now with the allotted positions our school received (cuts to staff). So this means he will have mins cut to meet the resources in the school. You continually say resources will be avail based on iep mins. This formula is in contradiction to that.

A: That's not true. We can account for the minutes in the gen ed or resource classroom. Staffing doesn't dictate a reduction in minutes. This is based on the minutes for every student in the school, that's how the formula predicted the staffing.

Dr. Jones cites this slide as the way to build in flexibility

Student Schedule

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 - Total 2,100 minutes per week
- Total Instructional: 1,800 = 6hrs. X 60 min. = 360 min x 5 days = 1,800 minutes per wk
- Total Non-Instructional: 2,100 - 1,800 = 300 minutes per week

Q: What about SECA's having to have a ½ hour lunch and 2 15-minute breaks within the 7 hours the students are in school?

A: There is no specific language in contract for start or end times. Administrators can set the schedule depending on the needs - the administrators can stagger the minutes.

Q: What about schools that are already non compliant? There are students at Lincoln Elementary who have not had minutes pretty much the entire year. ISBE is aware of this as well.

A: Not a budget question. Dr. Jones did not answer.

Q: But what if you have a classroom with only 3 students in it? And 2 of those students have dedicated aides.

A: Then they would have 2 dedicated aides

Q: What is the total number of Special ed teacher FTEs? How about SECA FTEs?

A: Dr. Jones will follow up

Dr. Jones had to leave for another call.

Questions Not Answered from the Chat.

- Q: Why would ODLSS cut sped staffing to schools knowing that many children will be due comp ed upon return to the physical bldg. Wouldn't it make sense to allow schools to have all staff requested? And not make cuts.
- Q: Also none of this allows for individual IEP needs. How are you allowed to have a "formula" after the ISBE investigation showed this was a flawed system in 2016?
- Q: Many students do not do well if they have 2/3 diff paras each day. Matching kiddos w a para that would be a good fit is a decision that a Principal can make when looking at a buildings schedule. Your formula does not allow for individual decisions made based on best practice, can you answer to this?

- Q: In the new faq 3.0 it clearly says all staff can meet 1:1 w students as long as parent/guardian is present. A CM just said this does not apply to sped teachers and secas

Welcome/Objectives

Welcome everyone for joining us. In case you have to leave before we get to it, just want to mention:

We have collected a list of resources [here](#). I know there are many more, so, if you have any to add, please share links in the chat.

Objectives for this call:

1. Discuss Dr. Jones' Budget Information
2. Discuss ODLSS FAQ 3.0 for Remote Special Ed 5/8/2020
3. Share Out:
 - a. Improvements/things that are working/new discoveries/strategies
 - b. How are things going with RSP's, especially Speech, OT, PT?
 - c. Compile a list of concerns and questions to share with CPS.

Introductions.

Who are you, what is your role and why are you here?

[Attendees Share]

Teacher: At 1:30PM, there will always be a CPS/CTU meeting, maybe we can collaborate so Dr. Jones would have more time with us.

Ground-setting & context

- Norms
- Best Practices on Zoom

Presentation Debrief

Thoughts from Parties on Call

- I believe that part of the ISBE corrective actions requested that "ODLSS get stakeholder feedback" Right now it feels like they are checking a box but not really listening to or accepting input. It would be beneficial for reporters to view the ISBE investigation report, and the corrective action info as it relates to stakeholder input and budget.
- Archia Lucas testified in the ISBE hearing and she is still in charge of budget appeals. Also budget appeals window was only one week. A DR must review a schools schedule before it can be submitted. DRs are currently swamped with remote learning questions and trainings etc. Then a network chief must review and approve the appeal and schedule before the form can be submitted (I thought this was not allowed anymore after the inquiry?) To create a school DL schedule takes a

LONG TIME and it takes even longer now that staff is virtual. If a full schedule is not submitted correctly then your appeal is delayed. It really feels like this was a purposeful effort to cut staff.

- The March staffing number is the lowest number - only about sp.ed teachers/SECA
 - This formula makes an estimate of positions per school
 - Not subtracting the graduating IEP minutes for graduating students is **positive**.
 - Schools are more able to plan more strategically now
- Every school has such different situations and needs - the presentation was a general calculation - it doesn't address the specific situation.
 - Does this calculation formula actually work for these school-specific situations?
- One more issue about budgeting is the ongoing vacancies. On average there are 300 special ed teacher vacancies throughout the year - so the total number of positions does not really matter when they are short of 300 teacher. CPS also "lays off" teachers and secas every year when they have ongoing vacancies.
 - Kids are not getting their minutes
- ODLSS Sped PAC presentation is happening also Thursday, 5/14/2020, 6:00 - 7:30 p.m. Link: <https://us02web.zoom.us/j/72701270127>
- Budget appeals window closed May 11th

Questions

- Where is Dr. Clark during this time? What does he do?
- Can we invite the ISBE monitors to this session?

New Guidance

[ISBE FAQ's re Remote Special Education 5/8/2020](#)

[CPS FAQ 3.0 May 08, 2020](#)

- Still no SECA support outside the classroom time with a teacher. SECA's do support students under the guidance of a teacher, but they also support students outside the direct vision of a teacher ALL THE TIME. They assist with transitions, reinforcing lessons, providing multiple opportunities, and providing emotional support.
- If a teacher does a digital lesson 1/week for 40 minutes, the SECA is only responsible to that child for 40 minutes (as it is modeled from the IEP - not in the spirit of the SECA)
- SECAs should be available during the 4 hour window when school is in session to support the kid
- Co Teaching can be a direct service model -

- What about pull out minutes for math, reading, and other services
- What is the analogous intervention for the small group
 - There should be more small group time
- If there is remote learning next year, this current model is not acceptable
- CPS needs to provide more professional development and training to get teachers ready for the Fall.

Parents/Teachers Share Out:

- Improvements/things that are working/new discoveries/strategies?
- How are things going with RSP's, especially Speech, OT, PT?
 - Will start 15 min slots every other week (1 parent)
 - Another parent said Yes
 - Another is meeting with SLP tomorrow for the first time
 - Another parent said Speech starts tomorrow - 15 minutes every other week
 - "We have been receiving vision services since April, speech started today. Mostly it has been decent and they are trying, but the para is being underutilized . we have heard nothing about remote plans."
- Remote Learning Plans
 - Has anyone gotten an RLP for students with IEPs yet?
 - Some have gotten a filled-out plan and the family signs it.
 - "I got an email offering a meeting to create one. Hands full, so I haven't even responded yet, but her teachers are doing a pretty good job."
 - Link for refusing learning plan hmm
<https://docs.google.com/document/d/1mUSxnw1G-p4cGskUsZP5nIHl1WmtZvQBeW90ru riXs/edit>
 - Cant open
 - Does the student need a Remote Learning Plan?
 - If no,
 - Click no
 - Click the check box: Parent refusal of Remote Learning Plan

- Click the check box: The IEP/504 team determined that the current IEP or 504 can be implemented as written. The Remote Learning Plan is not warranted at this time.
- Please Specify
- Note: The user may select both checkboxes.
- the link is embedded within here :
 - <https://cps.edu/diverselearners/Documents/ODLSS-FAQ-ISBE-Guidance-2020-0508-English.pdf>
 - This is an issue legally across the country
 - Compile a list of concerns and questions to share with CPS

Contact Hierarchy

1. Teacher
2. Principal
3. Network Chief
4. Dr. Stephanie Jones, Chief of ODLSS (snjones4@cps.edu)
5. Dr. Janice Jackson, CPS CEO (ceo-jackson@cps.edu)
6. CPS Board of Education
 - a. Board of Education Comments - Boe@cps.edu
 - b. mdelvalle2@cps.edu
 - c. srevuluri@cps.edu
 - d. arome1@cps.edu
 - e. dtruss1@cps.edu
 - f. etoddbreland@cps.edu
 - g. lmelendez9@cps.edu
 - h. lsotelo11@cps.edu

ISBE Monitors

1. Laura Boedeker (lboedeker@isbe.net)
2. Lisa Armonda (larmonda@isbe.net)

Find out when your virtual LSC meetings are happening, get your concerns in the minutes during the public comment..

To contact Media, here is the list:

<https://docs.google.com/spreadsheets/d/1x4-FcFj-bzebvkn1sqqPeE-l9XXXGd2K0fhGq3uREvo/edit#gid=0>

Join the LSC Solidarity Call

This is an open-space for LSC, parents and school stakeholders to build synergy across Chicago school communities. On Thursday, we will focus on the persistent equity gaps around technology and communication amid COVID-19. Registration URL:

https://us02web.zoom.us/meeting/register/tZwscuygpzgiGdDC5lQDsoKqVn_D9l-MotYp

LSC-Community Solidarity Call: Thursday 5/21 at 6pm

Joys and Sorrows

- How was Mother's Day?

RYH Ask

ACTION ALERT - Raise Your Hand is requesting parents do 2 things that should take about 5 minutes total:

1. **Complete our survey regarding your school experiences with the COVID-19 regarding remote education. It takes 5 minutes and the survey is translated into Chinese, Spanish, Urdu, Arabic, and Polish.** <https://bit.ly/CPSprogressreport>
2. **Sign onto our CPS Stakeholder letter/Carta de Firma para Participantes de CPS. COVID-19 has magnified the inequities that have persisted for too long in CPS. All of Chicago's children, particularly those most vulnerable and marginalized, deserve equal access to appropriate and quality learning.**

Link: https://www.ilraiseyourhand.org/rl_accountability

Resources

If you put any resources in the chat, we will send it out too.

[RYH List of SpEd Resources for Remote Learning](#)

Other Resources

RYH SpEd FB Page: <https://www.facebook.com/groups/RYHSpecialEd/>

ODLSS PAC Meeting Th, May 14, 6PM:

<https://us02web.zoom.us/meeting/register/tZwtc-CurDqvGdfCX4uW4yoUGj2FIOIF05DC>

Advocacy Agencies

- ” [Family Resource Center on Disabilities](#)

” [Equip for Equality](#)

- | <https://www.equipforequality.org/covid-19-and-special-education/>
- | Contact our Helpline at 1-866-KIDS-046 (1-866-543-7046) or specialed@equipforequality.org

” [Legal Council for Health Justice](#)

Links to Guidance on the COVID-19 school shut down from CPS

- [Coronavirus: Special Education Guidance for Diverse Learners](#)
- [CPS Remote Learning Packets w/Materials for Diverse Learners](#)
- [Special Education Guidance to Remote Learning Procedures, Standards & Instructional Quality in English and Spanish](#)
- [Supplemental Remote Learning Resources for Diverse Learners](#)
- [Coronavirus: CPS TV](#)
- [Acceptable Use Policy: Acceptable Use Policy: Staff Policy](#)
- [Acceptable Use Policy: Acceptable Use Policy: Student Policy](#)
- [CPS Remote Learning Guide](#)
- [ODLSS Frequently Asked Questions Following ISBE Guidance March 22, 2020](#)
- CPS ODLSS Frequently Asked Questions, April 20, 2020 [English](#) | [Spanish](#)

Links to the most recent guidance on the COVID-19 school shut down from ISBE
[ISBE Education-Related Guidance for Illinois Schools and School Districts Regarding Coronavirus/COVID-19](#)

Links to the most recent guidance on the COVID-19 school shut down from USDOE

- [Federal Guidance on Special Education during COVID19 school shutdown](#)

Resources by Subject

Completing/Organizing/Supporting School Work

- Sample Schedule developed by CPS Teacher with parent input: Holistic teaching model (includes exercise, art, chores, academics, etc.) [Sample Schedule developed by CPS Teacher](#)
- [Emergency Home School Kit from the Autism Helper](#)
- [Free 30-day trial to Boardmaker Online](#)
- Explore artistic expression by creating art, dancing, enjoying music, going on [virtual museum tours](#), etc.
- [Possible Accommodations/Modifications for Academic Work](#)
- Work on skills for your child with Dyslexia - Illinois State [Dyslexia HANDBOOK](#)
- [Suntimes Imagination Art Contest for Students](#)

Keeping Track of Remote Learning

- [Classroom Work Plan](#) to keep track of work completed daily and weekly
- Legal Council for Health Justice's **Tips for Protecting Your Child's IEP Services** During COVID-19 in English [and Spanish](#)
- Equip for Equality [Your Special Education Rights During the COVID-19 Pandemic](#), which includes links to [a variety of resources](#)

Social/Emotional Well Being

- Blogpost written by teacher Olivia Mulcahy: [Care IS the Curriculum](#)
- Short video explaining mindfulness practices: [Mind the Bump: Mindfulness Practices](#)
- [Read alouds for social-emotional learning](#)
- For adults and children managing [anxiety](#).
- [ISBE Mental Health Resources](#)

Physical Fitness

- [Special Olympics Illinois 21 Day Fit Challenge](#)