

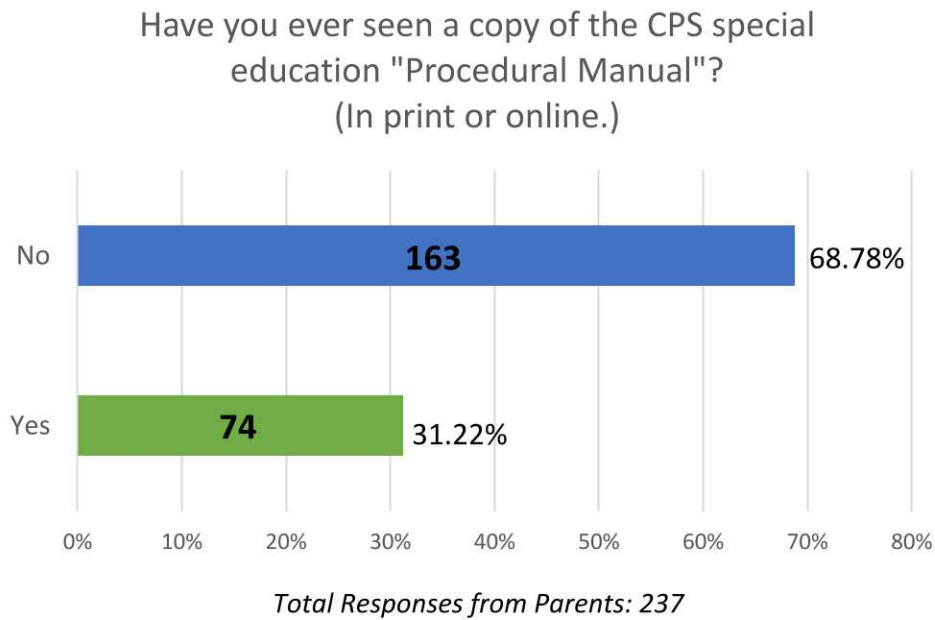
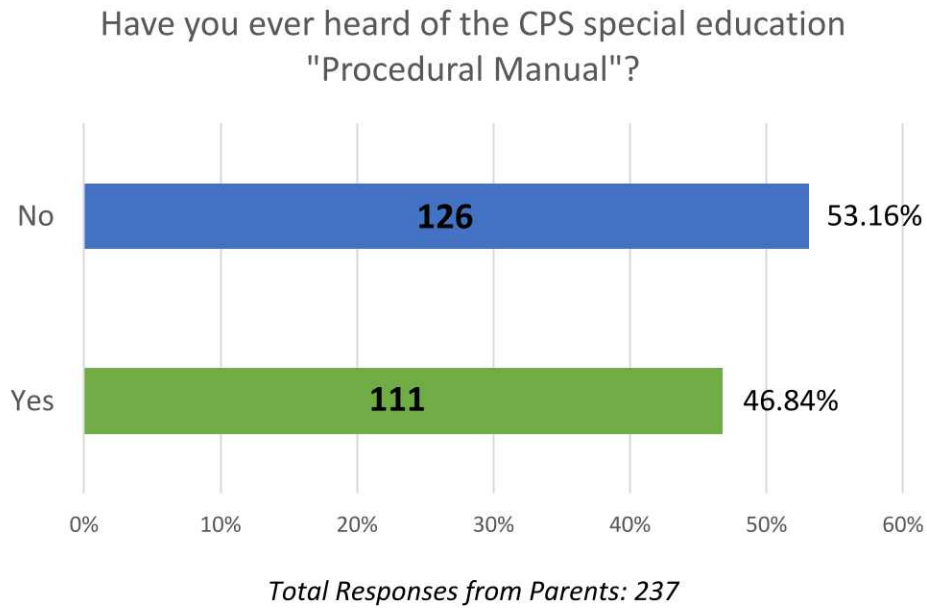
## Final Report on “Current CPS Special Education Issues” Survey Results

May 9, 2018

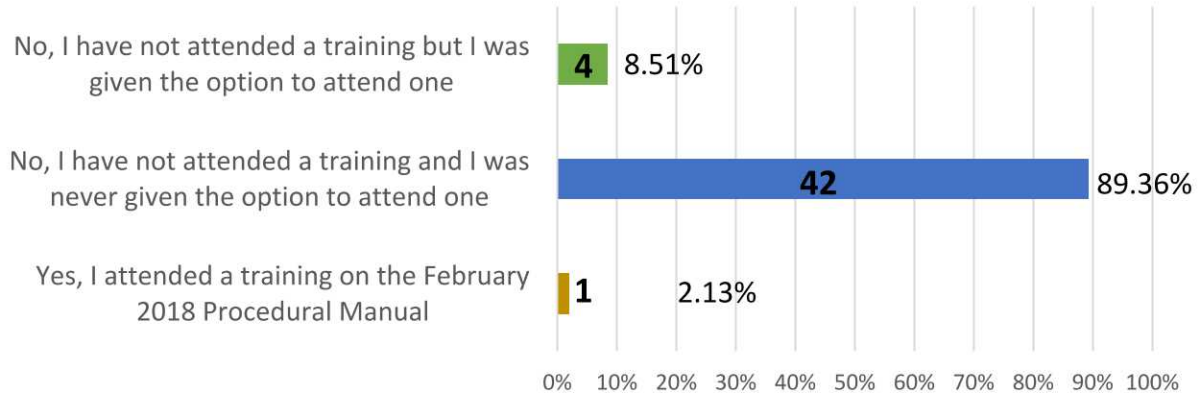
Survey instrument was prepared by the Legal Advocates and published on-line via SurveyMonkey through legal, teacher and parent advocacy networks. Survey was open from April 23, 2018 to May 4, 2018 and was available in English and Spanish. There were 2469 total respondents: 237 parents, 2000 teachers, 55 administrators, 2 students with a disability, 175 other (other and students with a disability data not included in this report).

## Data for Parents

Total number of parents who took the survey: **237**

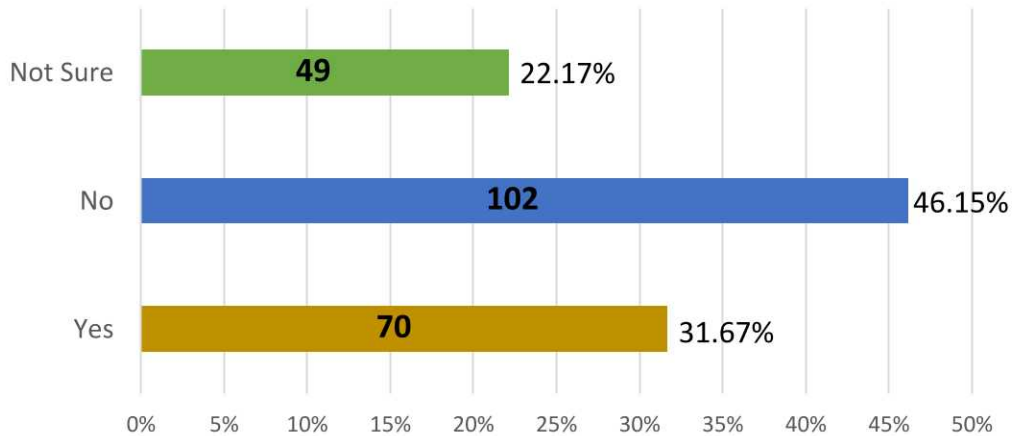


If you are a CPS teacher, administrator, or other staff: Have you attended a training on the new CPS special education Procedural Manual (dated February 2018)?



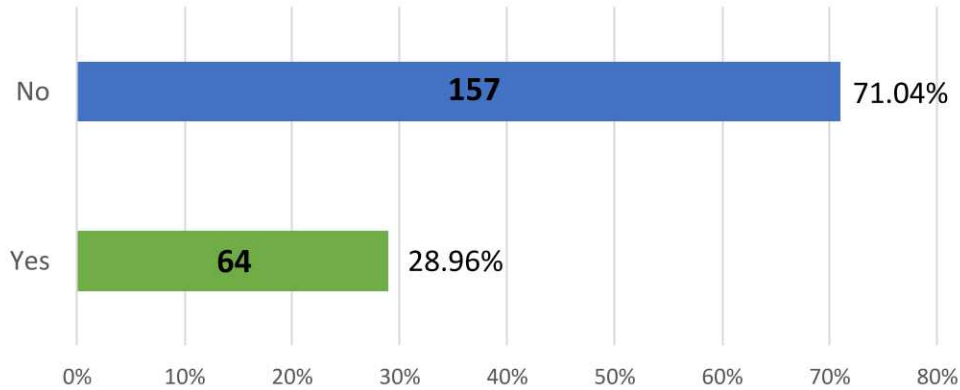
*Total Response from Parents: 47 (this data reflects parents who are employed by CPS)*

If you are a Parent of a CPS Student with a Disability: Is your child consistently receiving the services indicated on her/his IEP this school year?



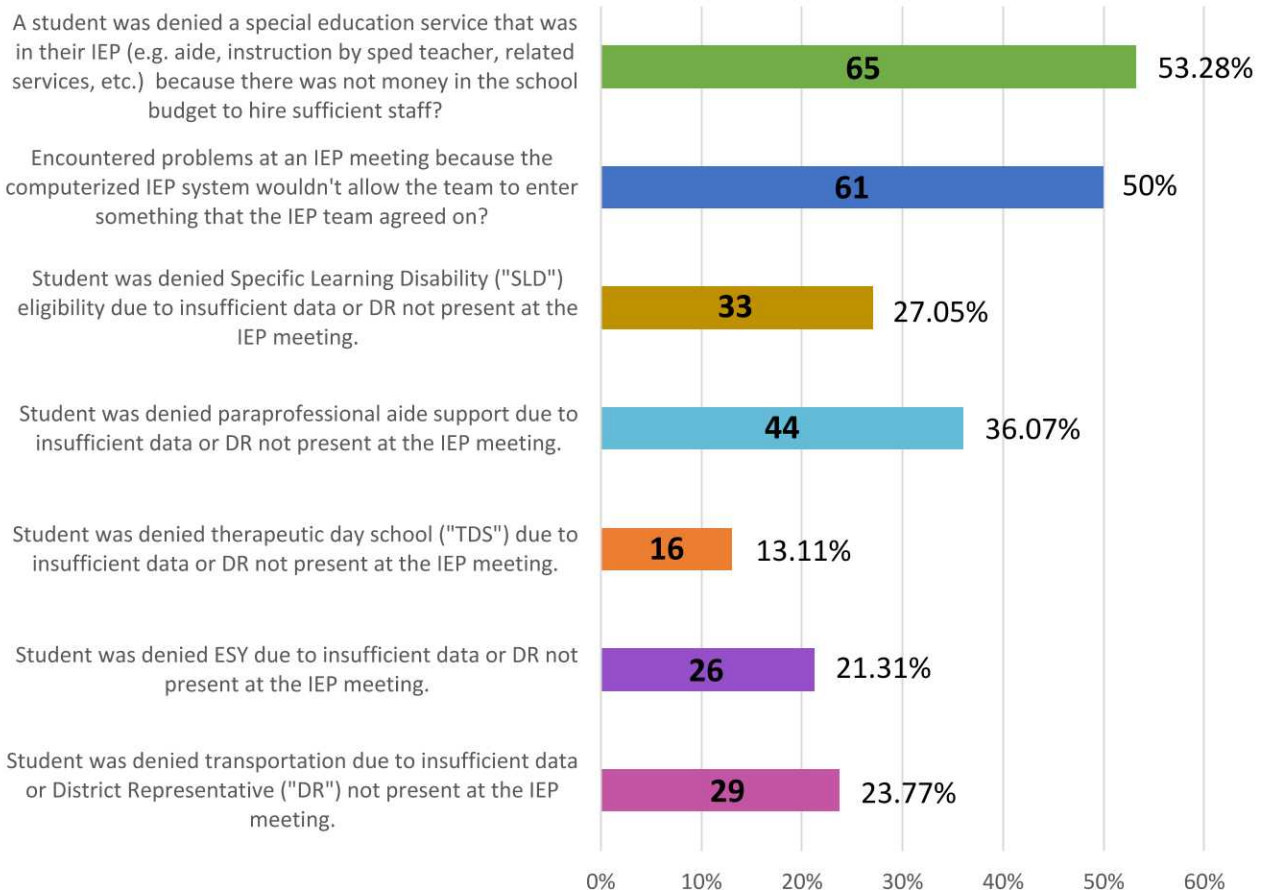
*Total Responses Parents: 221*

If you are a Parent of a CPS Student with a Disability: Have you heard of the new CPS Special Education "Parent Advisory Council"?



Total Responses from Parents: 221

For Everyone: Have you seen, this school year, the following issues (select all that apply):

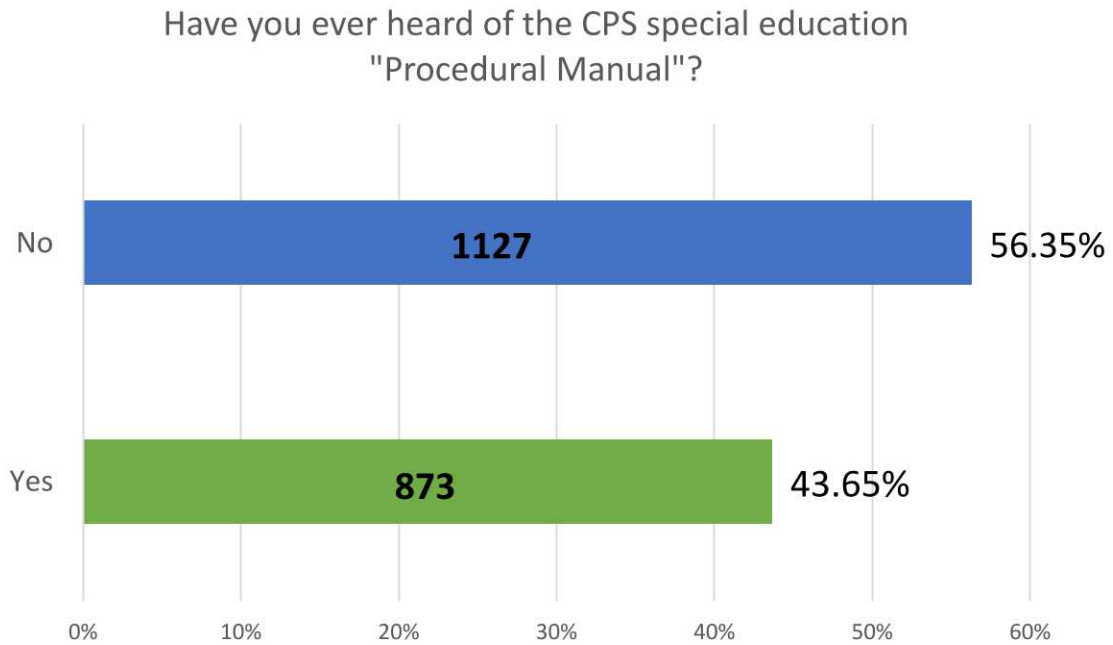


Total Responses from Parents: 122

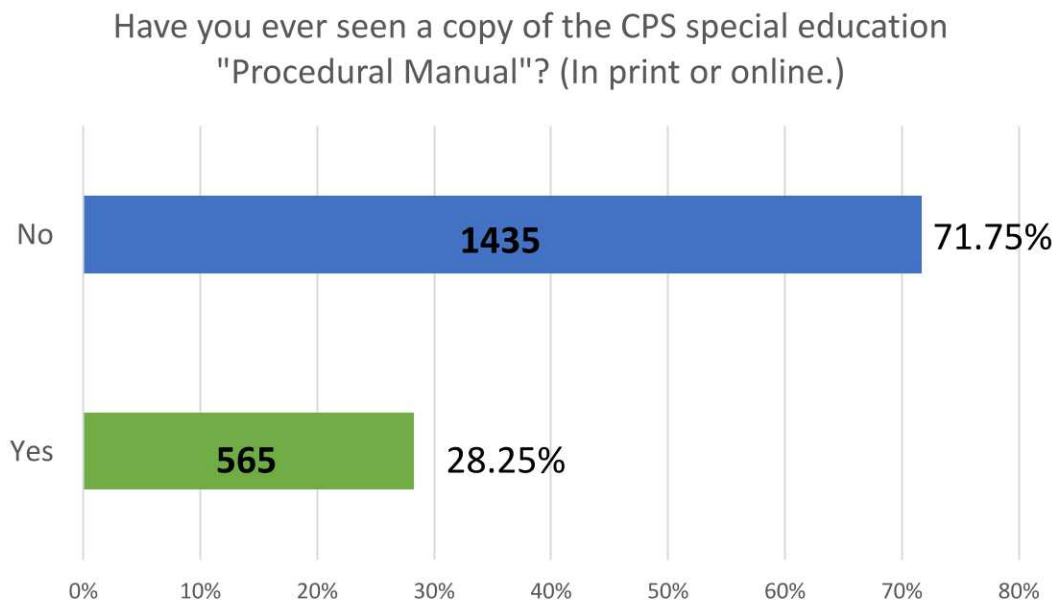
Numbers inside bars represent # of incidences based on 122 responses

## Data for CPS Teacher or Staff

Total number of CPS Teachers who took the survey: **2000**

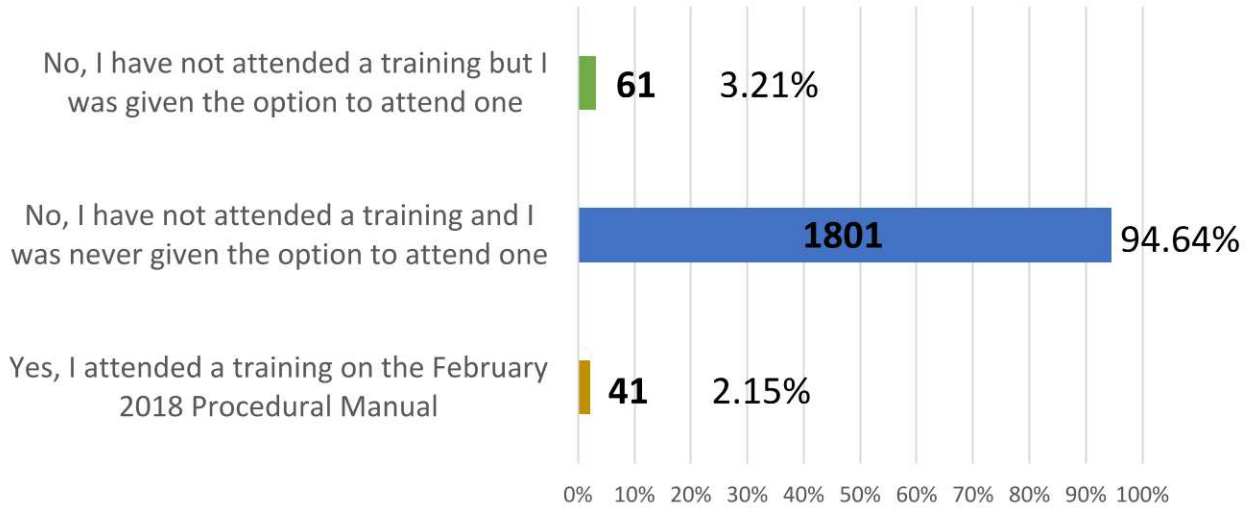


*Total Responses from Teachers: 2000*



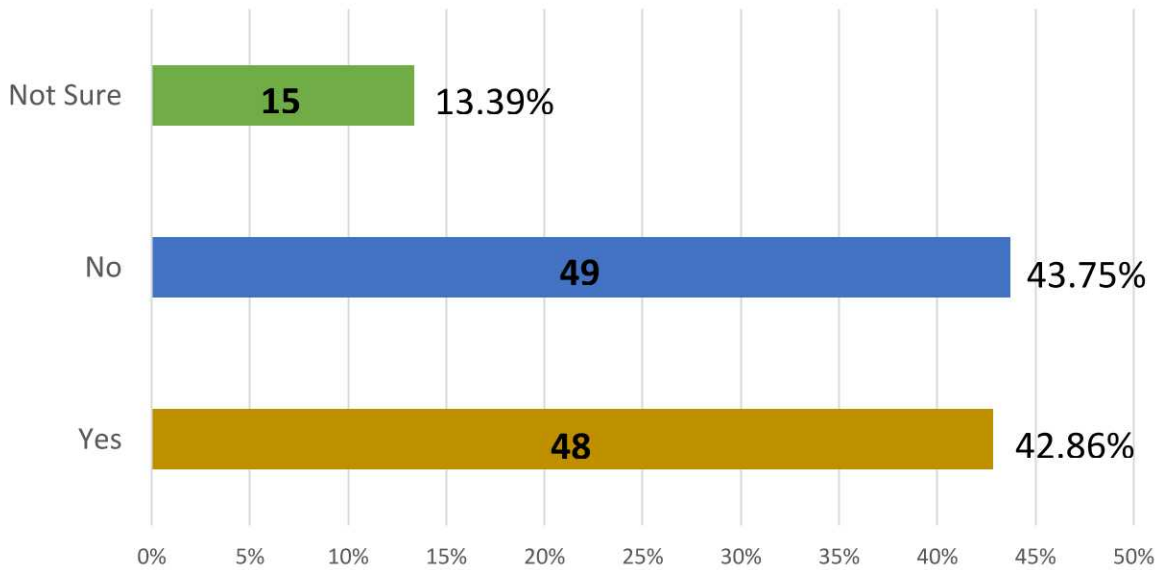
*Total Responses from Teachers: 2000*

If you are a CPS teacher, administrator, or other staff: Have you attended a training on the new CPS special education Procedural Manual (dated February 2018)?



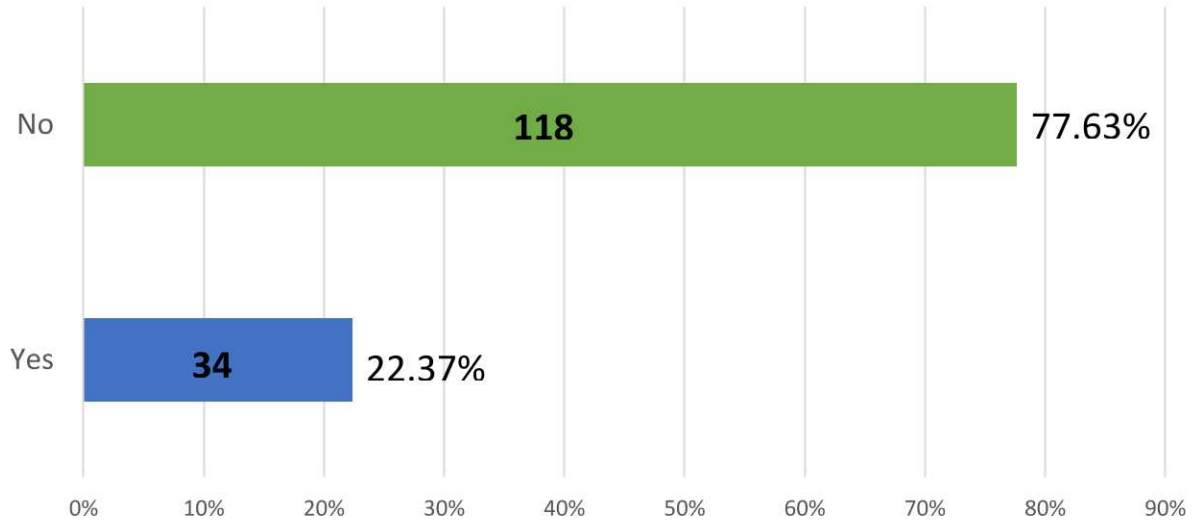
Total Responses from Teachers: 1903

If you are a Parent of a CPS Student with a Disability: Is your child consistently receiving the services indicated on her/his IEP this school year?



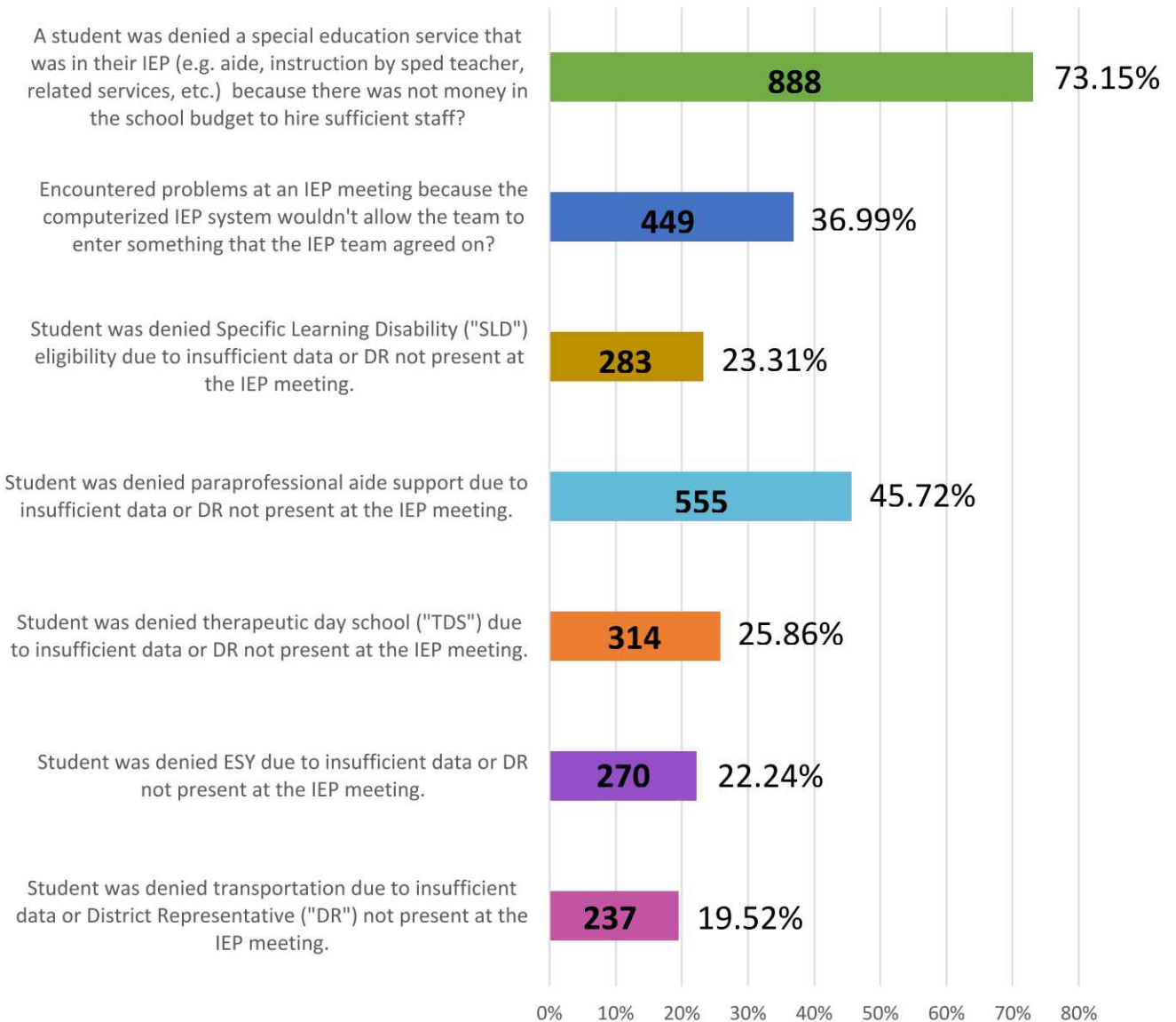
Total Responses from Teachers: 112  
 (this data reflects teachers who are  
 CPS parents of students with  
 disabilities)

If you are a Parent of a CPS Student with a Disability: Have you heard of the new CPS Special Education "Parent Advisory Council"?



*Total Responses from Teachers: 152  
(this data reflects teachers who are  
CPS parents of students with  
disabilities)*

For Everyone: Have you seen, this school year, the following issues  
(select all that apply):



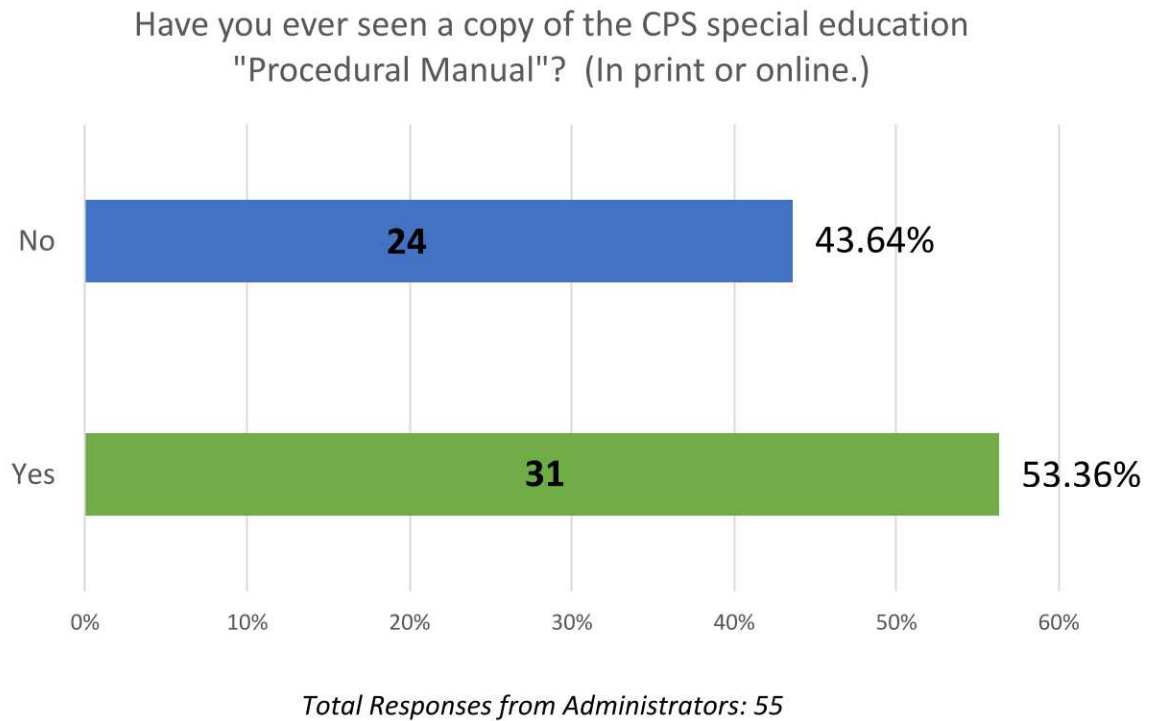
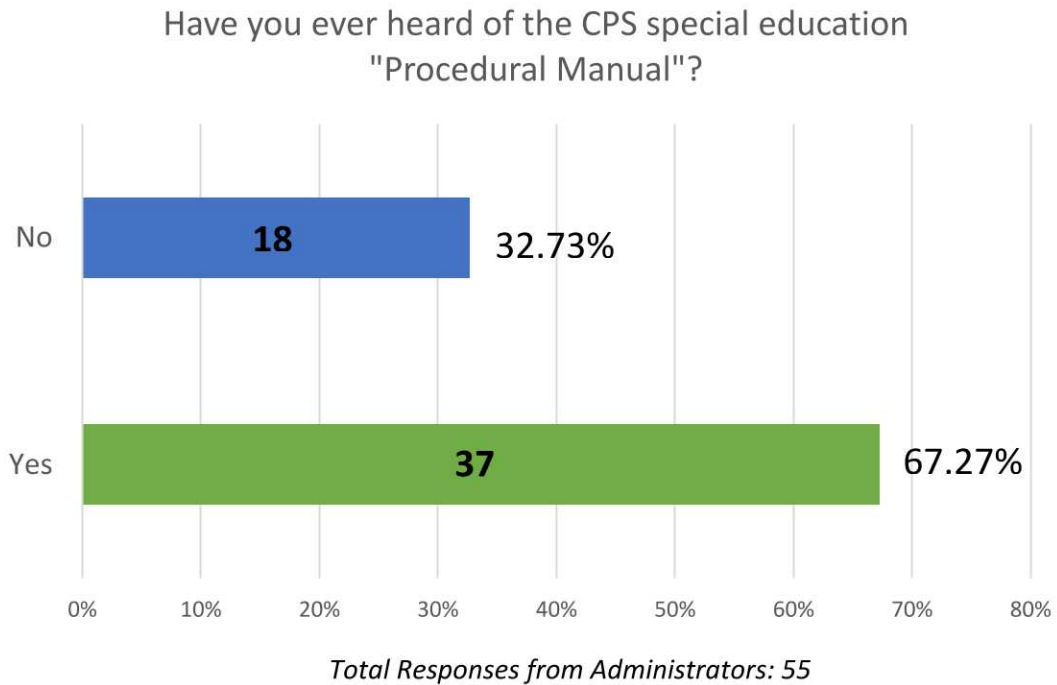
*Total Responses from Teachers: 1214*

*Numbers inside bars represent # of incidences based on 1214 responses*

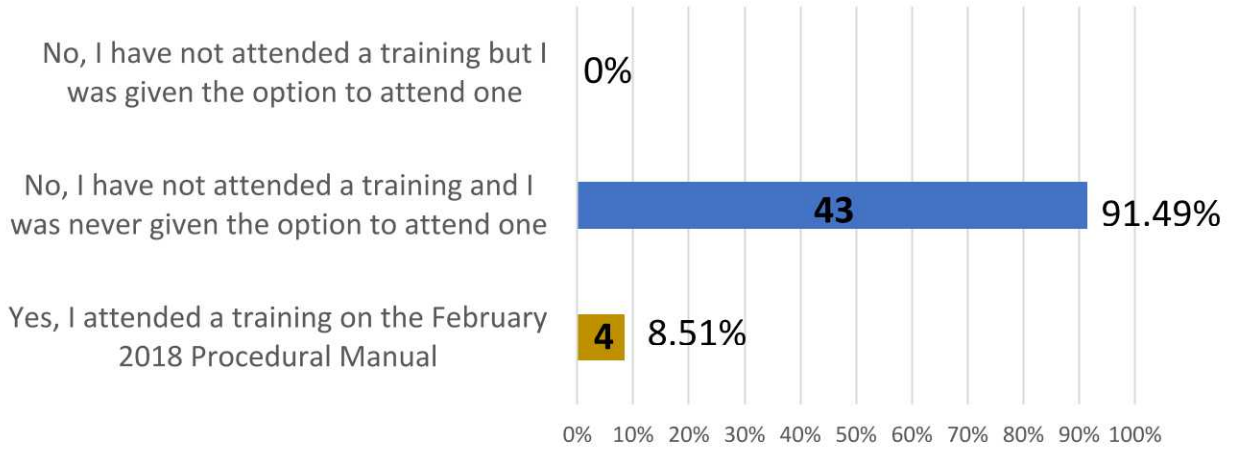


## Data for CPS Administrators

Total number of CPS administrators who took the survey: 55

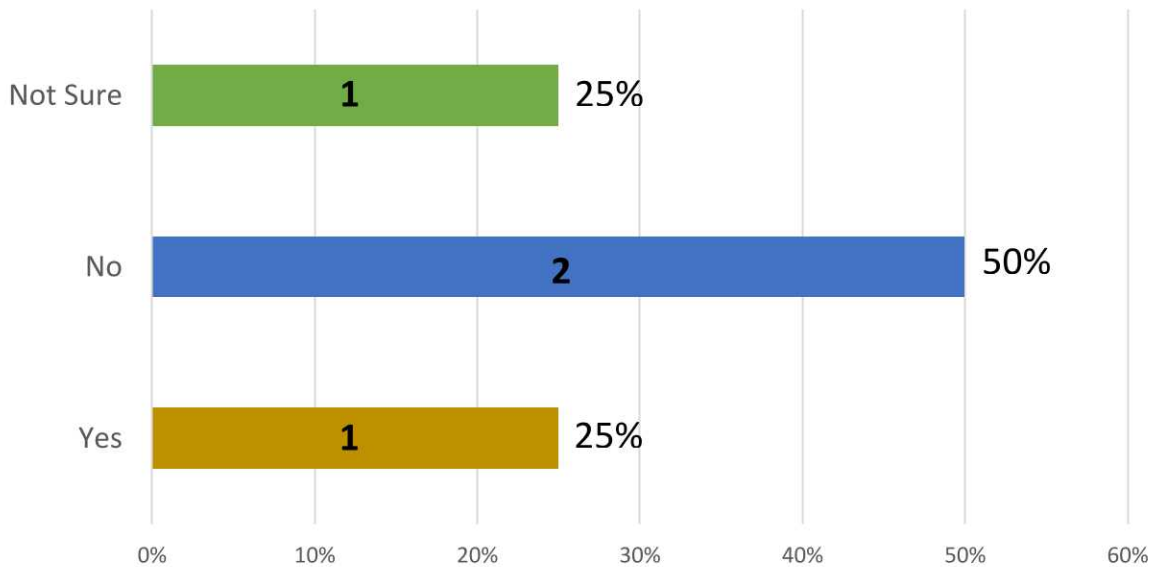


If you are a CPS teacher, administrator, or other staff: Have you attended a training on the new CPS special education Procedural Manual (dated February 2018)?



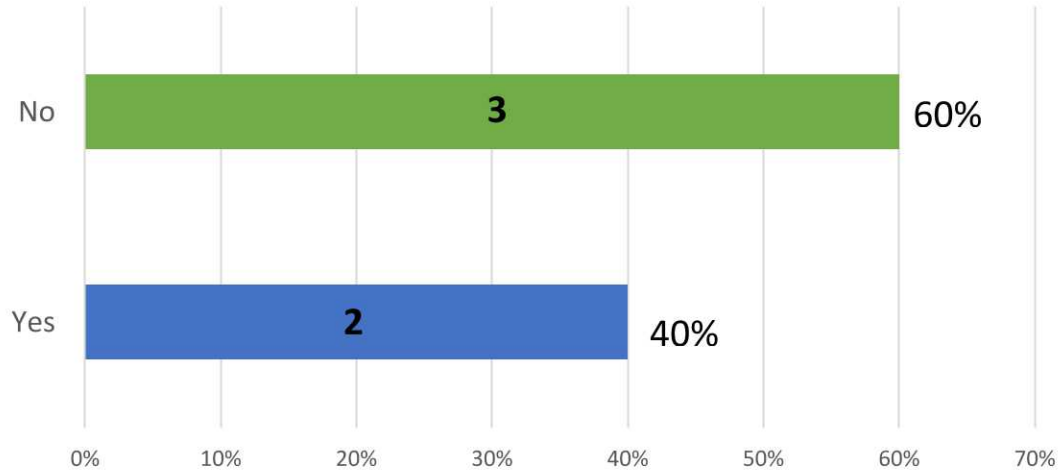
Total Responses from Administrators: 47

If you are a Parent of a CPS Student with a Disability: Is your child consistently receiving the services indicated on her/his IEP this school year?



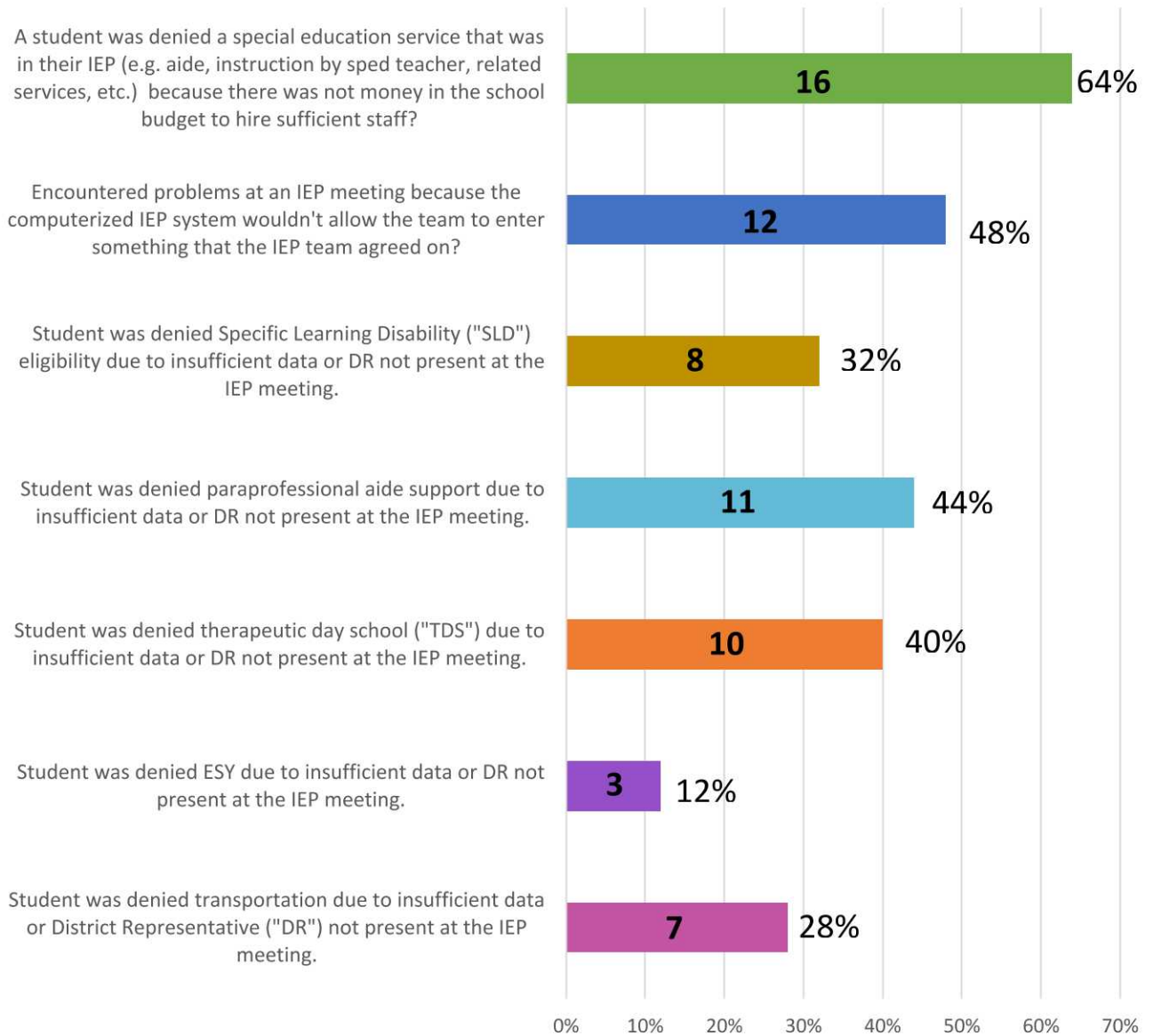
Total Responses from Administrators: 4 (this data reflects administrators who are CPS parents of students with disabilities)

If you are a Parent of a CPS Student with a Disability:  
Have you heard of the new CPS Special Education  
"Parent Advisory Council"?



*Total Responses from Administrators: 5  
(this data reflects administrators who  
are CPS parents of students with  
disabilities)*

For Everyone: Have you seen, this school year, the following issues  
(select all that apply):



Total Responses from Administrators: 25

Numbers inside bars represent # of incidences based on 25 responses

## Select Comments on Last Survey Question: Please describe below any current issues or concerns you have regarding CPS special education

*Separated by CPS parents, teachers, and administrators*

### CPS Parent Comments - (141 total comments)

- I have been trying to get my son re-evaluated for services since October. It has been delayed over and over again. They keep telling me the delay is because CPS is understaffed and the psychologists aren't readily available. He has gone almost an entire school year without services. We finally have a meeting scheduled at the end of this month.
- Consistent dismissal of concerns from school principal who has said under oath that he is not obligated to deal with mental health issues in that school
- Difficult to understand the process and what are my rights. Wish workshops for parents were held near home
- We have been concerned that she needed an IEP for an entire year. The school discouraged us from requesting an evaluating, even into December 2017, saying the MTSS was sufficient. After not seeing progress, we requested one in December. The process since had been frustratingly slow, although she finally now has an IEP in place as of 4/30/2018. Unfortunately, school staff didn't have everything completed that needed to be entered in the online system at a meeting on 4/16/2108 (or even before the meeting on 4/30) or she could have had services in place a couple weeks earlier. This is distressing to us because she's at risk of having to repeat 3rd grade and feel like this could have been prevented with an IEP in place earlier in the year. We were at the school for 3 hours on 4/30, primarily waiting for school team to enter things into the online system. Luckily our jobs are understanding but I know that is not the case for every family! Additionally, we have had the luxury of an attorney to represent her, which has been tremendously helpful. I don't know how we would have navigated the system without her.
- My son has not been receiving his special education learning because his Special Education teacher has other duties like being a substitute teacher for a teacher that called in sick. He has only been with his SpEd teacher about half of the instructional days.
- My son spend 3-4 out of 5 lunch and recess periods sitting in the principals office due to his behavior. I was not made aware of this for 3 weeks. When I finally found out, I asked if they had followed the interventions and accommodations outlined in his IEP. The administrator was surprised he had an IEP. This was over 2 months into the school year and I had already had a conversation with this administrator about my son's IEP.
- Not having a transition rep at iep because told no one was in the department No transition services offered at 19 years old. No area rep was in attendance at iep. Not allowing for computer education to be added because school does not offer it.
- It is clear to me that if I were not CONSTANTLY monitoring my child's school for IEP compliance, the IEP would not be followed. It is abundantly clear that there are not enough staff to meet special ed needs at our school.
- My son, who has a diagnosis of SLD, receives no services. When I meet with his general education teachers to ask if he receives Modifications and Accommodations, I frequently hear the

response, "Oh, I did not know he has an IEP." As a School Social Worker, I observe students in classrooms that are supposed to be "Inclusion" yet there is rarely, if ever, a Special Education Teacher in the room. When I ask the reason for this, I am told we have a shortage of special education teachers in this school.

- There is a serious lack of aides, I have had to keep my child home from school because there was no 1:1 aide to support her at school on several occasions. Rather than being with her peers, my daughter has spent numerous lunch and recess periods this year sitting essentially isolated from her peers during what is supposed to be "inclusion minutes", sitting alone with an adult due to the a lack of available 1:1 aides
- The principal is aware that the IEP is not being followed. The District Representative tried to roll back the IEP to make the school compliant instead of compelling the school to comply. I was told that information could not be included in the plan because the software would not allow it. CPS cannot be trusted to monitor itself.

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### CPS Teacher Comments - ( 1,092 total comments)

- There is official lip-service to the idea that the special education school team should "recommend the services the child needs and the staff/support will be found," but we are basically told to change IEP recommendations that will require more of either. The most blatant of these is with respect to paraprofessional support (the box to check on the IEP for paraprofessional support was actually set to "no" and couldn't be changed; my paraprofessional hasn't been in my classroom since January because he is used as an administrative staff assistant - doing everything from bulletin boards to subbing for absent teachers).
- Sped Teachers are always pulled out of the classroom to function as substitute teacher in the general education classes. The minutes missed for our special education students are never made up. Paraprofessionals have multiple kids with severe needs which prevents the students from receiving quality services
- CPS has made it impossible for our students to go to ESY with the new requirements. Our students are missing critical skills, but can't go to ESY because they meet the IEP goals. However, if goals are not met, the IEP is supposed to be rewritten, therefore, they will never meet this criteria.
- The inclusion model being utilized is very problematic. All DL students are placed into the same general education classroom and there is only a special education teacher present long enough to cover their daily/weekly minutes. Then the special education goes to another classroom to cover other student's minutes. This creates a situation where there are 35 students in a classroom, 6-10 with special needs, and only one teacher there to support all these different learning needs, styles, and behaviors. This is not sustainable.
- This year case management has been difficult as case managers were not properly trained, if they were new to the position, therefore adding to clinical staff the responsibility to "train/aid" the case managers. Meetings were not scheduled as needed, parents were not provided appropriate paperwork in a timely manner and paperwork was not completed on time due to lack of case management training and/or computer (system) difficulties.
- I teach a special education self-contained classroom and my classroom numbers are much higher than legally allowed. I am also required to teach in multiple settings including self-contained and resource at the same time, along with additional inclusion minutes. Because of the

multiple settings, high case-load, and illegally high class size, none of my students are getting their minutes met fully. Not one student on my caseload of 32 has had their minutes met properly this year.

- Paraprofessionals - having the principal be the final say in the process makes it extremely difficult as principals oftentimes will refuse a para due to budget constrictions. This is seen especially in co-taught settings where even if data was collected and proved the student needed a para, principals did not provide a para claiming two bodies in the room can meet the needs of the student. Therefore the principals are no longer allowing the iep to be written to best meet the needs of the child but for their budget
- **CPS Administrator Comments - (24 total comments)**
  - SSM has been a problem all year, with Case Manager unable to enter or finalize IEPs. I am currently trying to open a SECA position and being told no, despite having collected and reviewed data and decided at the IEP meeting to add, and have had to wait until data could be collected (either because the student has attendance issues or we couldn't find a qualified staff member to take the data when the teacher had too many other things going on to take.)
  - The procedure for qualifying students for an aide truly discourages an aide being assigned. These are procedures described in the procedural manual that if taken literally denies the need for an aide. It is expected that aides are shared for students requiring more intensive services.
  - We have not had an OT in the school for several months, despite our numerous requests. In addition, school desperately need case managers to handle the caseloads of the students.
  - Not enough staff present at weekly meetings to ensure students are tested and evaluated. We have a nurse only one day out of the week but have students daily who take medication and insulin.