



What is Student Specific Corrective Action (SSCA)

Presented by: Chicago Public Schools & the Illinois State Board of Education (ISBE)



SY 2020-2021



Agenda

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- How Did We Get Here?
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Acronyms to Know

- **ODLSS**- Office of Diverse Learner Supports and Services
- **ISBE**- Illinois State Board of Education
- **USDOE**- United States Department of Education
- **SLD**- Specific Learning Disability
- **ESY**- Extended School Year
- **SSCA**- Student Specific Corrective Action
- **UER**- Universal Enrichment Remedy
- **SDS/TDS** - Separate/Therapeutic Day School

STUDENT SPECIFIC CORRECTIVE ACTION

What is the Purpose of Student Specific Corrective Action (SSCA)?

Identify and provide a remedy for students with disabilities whose services were delayed or denied during the 2016-17 and/or 2017-18 school years by special education procedural changes identified in the ISBE Public Inquiry Report.

SSCA Areas

The ISBE Public Inquiry found during the 2016-17 & 2017-18 that IEP teams may have been prevented from making determinations in the following “SSCA Areas”:

- Transportation,
- Extended school year (ESY),
- Paraprofessional support,
- Identification of a student with a specific learning disability (SLD), and
- Placement in a therapeutic day school setting.
- Delayed or denied services of a paraprofessional or special education teacher due to the position funding and budget appeals processes in the 2016-17 and 2017-18 school years.

How Did We Get Here?

ISBE Public Inquiry Findings and Corrective Action Timeline:

- **November 2017** – Advocates bring concerns to ISBE Board
- **December 2017** – ISBE General Counsel announces Public Inquiry
- **January 2018** – ISBE meets with parties/collects evidence
- **March 2018** – Public Hearing held (3 dates)
- **April 2018** – Issues and Public Inquiry Findings released



How Did We Get Here?

- **May 2018** – Corrective Action Report released
- **July 2018** – First ISBE Monitor assigned
- **October-November 2019** -45 Day public comments on initial proposed SSCA procedures
- **November 2019** – Second ISBE Monitor assigned
- **December 2019- Aug 2020** Review and revise procedures in collaboration with ISBE & Advocates
- **August- September 2020** - 45 Day public comment period revised SSCA Procedures

Student Specific Corrective Action Timeline



Evolution of SSCA

- Summer 2018 – ISBE & the United States Department of Education (USDOE) determines IEP teams should conduct SSCA Meetings to determine appropriate remedies
- Oct 16, 2018 – Advocates request written guidance and clarification from the USDOE regarding IEP team involvement
- Jan 31, 2019 – USDOE responds to request, reiterating that IEP Teams are “well positioned” to make determinations of SSCA
- Spring 2019 – discussions resume regarding SSCA process, rollout, and training

Student Specific Corrective Action Timeline



Evolution of SSCA (cont.)

- Spring/Summer 2019 – ISBE & CPS develop a process to identify students potentially impacted during 16-17 and 17-18 SYs
 - Processes discussed with stakeholders to obtain additional input
 - Training sessions developed for school staff and parents
- July 2019 - CPS posts SSCA overview and details on cps.edu
- July/ Aug 2019 – Principals & Case Managers trained on SSCA guidelines and processes for IEP Teams
 - CPS begins numerous rounds of data pulls and analysis to identify potentially impacted students
 - CPS, ISBE, and stakeholders begin to draft parent SSCA letters

Student Specific Corrective Action Timeline

- Evolution of SSCA (cont.)

- Sept 2019 – CPS sends out 3 letters to parents:

- Letter to parents/guardians of students identified by CPS data run as being potentially impacted and requiring an SSCA meeting;
- Letter to all other parents of active/current students with disabilities with information regarding the SSCA process; and
- Notice to **all** CPS parents/guardians regarding the SSCA process, via website notification and “backpack notice.”

- Sept 2019 – ISBE and CPS hold SSCA training for parents at six Parent University sessions (two evening)

- Sept 2019 - CPS sends Principals a list of students identified in data run who currently attend their school

Student Specific Corrective Action Timeline

- Evolution of SSCA (cont.)

- Oct 1, 2019 – Expected roll-out of SSCA process and meetings
 - Delayed by new requirements of Public Act 101-0515: CPS must publish all new guidelines/procedures (e.g. SSCA) for a 45-day public comment period prior to moving forward
- Oct 17-30, 2019 – CTU strike period
- Nov 2019 – new language in proposed CPS-CTU contract states that CPS “will not increase workload for bargaining unit members due to the Student Specific Corrective Action.”
- Nov/Dec 2019 - CPS, ISBE, CTU, Parents, and Advocates engage in SSCA overhaul discussions



How were Students Identified?

- CPS conducted a data-pull to identify potentially impacted students. That data-pull was **not** conducted to determine if an IEP Team made a “correct” IEP decision.
- The focus was in fact to determine if a process or procedure may have **prevented or delayed** an IEP Team from making an IEP decision in the areas identified by the Public Inquiry.

What Data was used to Identify Students?

A student's 2015-16 IEP was the starting point:

The review compared services students had during SY 2015-2016

If the student's 2015-16 IEP had ESY, paraprofessional, and/or transportation, the student's 2016-17 and 2017-18 IEPs were reviewed to see if those services were removed.

Universal Enrichment Remedy (UER)

Criteria areas

Area	Criteria
Extended School Year	The student had ESY on their 2015-16 IEP but did not have ESY on the last finalized IEP in the 2016-17 and/or 2017-18 school year(s).
Transportation	The student had transportation on their 2015-16 IEP but the service was not on the 2016-17 and/or 2017-18 IEP(s) and the student was not enrolled in his/her neighborhood school.
Paraprofessional	<p>The student had paraprofessional support on their 2015-16 IEP but the service was not on the 2016-17 and/or 2017-18 IEP(s) AND paraprofessional support was not noted in Section 10: Accommodation & Modifications or Section 11: Specialized Instruction (goal).</p> <p>OR</p> <p>The student's record includes a paraprofessional justification form that was left in draft during the 2016-17 and/or 2017-18 school year(s).</p>
Specific Learning Disability	The student's record includes a Learning Environment Intervention's (LEI) or Learning Environment Screening (LES) that was left in draft during the 2016-17 and/or 2017-18 school year(s).

How Were Students Identified?

ESY, Paraprofessional, and Transportation

- **ESY** - if the student's final 2016-17 and/or 2017-18 final IEP did not include ESY
- **Transportation** - if any IEP during the 2016-17 and/or 2017-18 school year did not include transportation and the student was not at the zoned school
- **Paraprofessional** - if any IEP during the 2016-17 and/or 2017-18 school year did not include paraprofessional OR a paraprofessional justification form was left in draft

How were students identified?

Extended School Year (ESY)

- Regression/Recoupment - ESY section of the IEP was only open to the team during certain times of the SY
- Critical Skills/Special Circumstances - ESY section was only open from January to last day of school
 - Critical Skills - principal confirmed
 - Special Circumstances - ODLSS DR had to approve
- Team must have completed (finalized) at least one of the ESY data collection documents in order to recommend ESY

How were students identified?

Specific Learning Disability (SLD)

- IEP teams could **only** complete their review of students who might be eligible under the SLD category if they collected certain amounts of data after specified periods of time.
- The data pull identified some potentially impacted students who may have been eligible under the SLD category, and those parents/guardians will either receive a UER telephone call or an automatic SSCA meeting.
- If parents believe their child should have been included in this group, they may request an SSCA meeting.

How were students identified?

Therapeutic Day School - TDS

- CPS was not able to complete data analysis for students that may have been impacted by an improper delay or denial of placement in a Therapeutic Day School.
- Parents that determined their child was delayed or denied a TDS placement can request an SSCA meeting.



Budget Impacted Students

Chicago Public School's special education position funding and budget appeals processes during the 2016-17 and 2017-18 school years may have caused:

- paraprofessional support or specialized instruction required by the student's IEP to be delayed or denied.
- If parents believe their child should have been included in this group, they may request an SSCA meeting.



SSCA Notice to Parents

- The District identified groups of students who will automatically be offered an SSCA meeting or a Universal Enrichment Remedy (UER) Conference Call
- The District notified all parents if they believe their child should have been included, they may request an SSCA meeting.
 - » General Letter
 - » Automatic SSCA Meeting Letter
 - » Universal Enrichment Remedy Letter

SSCA General Letter

SSCA Draft February Parent General Letter - ALL PARENTS/STUDENTS

February 12, 2020

Dear CPS Families,

As part of our commitment to support students with disabilities, the district notified families in September 2019 about the district's Student Specific Corrective Action (SSCA) process to support students who may be eligible for a remedy as a result of a potential delay or denial of special education services during the 2016-17 and/or 2017-18 school years. After gathering additional feedback from parents, advocates, and the Illinois State Board of Education, CPS made additional improvements to our SSCA process to better serve students.

To ensure families who may be eligible for a remedy to receive additional supports as quickly as possible, the district will offer automatic remedies to students who may have been impacted by changes to the district's electronic Individualized Education Program (IEP) system in prior years. These services will be called a Universal Enrichment Remedy (UER). Beginning today and through the next week, we will be notifying eligible families directly to offer a UER to ensure they have access to these supplemental

SSCA UER Letter

**Important Parent Notice of Special Education Services:
Student Specific Corrective Action - UER - WILL RECEIVE A PHONE CALL**

Subject Line: Important Notice: Your child qualifies for a Universal Enrichment Remedy

Dear Parent or Guardian of XXXXX,

As part of our commitment to support students with disabilities, the district notified families in September 2019 about the district's Student Specific Corrective Action (SSCA) process to support students who may be eligible for a remedy as a result of a potential delay or denial of special education services in five primary areas during the 2016-17 and/or 2017-18 school years:

- Transportation
- Extended school year (ESY)
- Paraprofessional (aide)
- Identification as a student with a specific learning disability (SLD), and
- Placement in a therapeutic day school (TDS).

To ensure your child receives additional supports as quickly as possible, the district is offering your child a Universal Enrichment Remedy (UER). UERs may include supports such as tutoring, social/emotional learning, art programs, and physical fitness.]

Beginning later this month, CPS will send you a notice with a proposed date and time for a conversation by phone. Along with this notice, you will receive additional resources which includes a list of CPS-approved UER service providers available to your child. Please review these materials prior to the scheduled call so you are prepared to discuss your options and make an informed decision about the resources to best support your child.

If the scheduled date and time is not convenient for you or have any questions about the SSCA or UER process, please email the Office of Diverse Learner Supports and Services (ODLSS) at ssca@cps.edu to reschedule.

UER Students

- Chicago Public Schools have identified students that will be offered a University Enrichment Remedy (UER).
- The Universal Enrichment Remedy is being offered to students who may have been impacted by the violations identified in the ISBE Public Inquiry Report.

Student Specific Corrective Action 2020

Universal Enrichment Remedies (UER)

- Automatic remedy options to students identified as potentially adversely impacted during the 2016-17 and/or 2017-18 SYs in areas identified by public inquiry
 - The majority of these students were previously identified as automatically receiving an SSCA meeting; now are identified as those eligible to receive UER
- **Services will be offered in the areas of academic tutoring, social emotional learning, arts and cultural enrichment, and Transition Services**

Automatic SSCA Meeting Letter

Important Parent Notice of Special Education Services: Student Specific Corrective Action - MEETING

Important Parent Notice of Special Education Services: Student Specific Corrective Action - Meeting

As part of our commitment to support students with disabilities, the district notified families in September 2019 about the district's Student Specific Corrective Action (SSCA) process to support students who may be eligible for a remedy as a result of a potential delay or denial of special education services during the 2016-17 and/or 2017-18 school years. After gathering additional feedback from parents, advocates, and the Illinois State Board of Education, CPS made additional improvements to our SSCA process to better serve students.

We would like to invite you to a meeting to discuss your child's eligibility for additional supports. At this meeting you will help decide if your child should get additional supports. Beginning in late March, Notices of Conferences will be mailed to schedule a meeting. The notice will also tell you which services we will talk about which may include:

- Transportation,
- Extended school year (ESY),
- Paraprofessional (aide),
- Identification as a student with a specific learning disability (SLD), and
- Placement in a therapeutic day school (TDS).

If you have any questions about SSCA or UER process, please email SSCA@cps.edu or the Illinois State Board of Education at isbemonitor@isbe.net.



SSCA Meeting



Two questions will be answered during the SSCA meeting:

1. Was the student denied/delayed services during the 2016-17 and/or 2017-18 school year(s) because of the procedural changes?
2. If the student was denied or delayed services, did the student make expected progress during the 16-17 and/or 17-18 school year(s) in light of their unique circumstances?



Four SSCA Meeting Categories

1. Students offered a UER and whose Parents or guardians request an SSCA meeting.
2. Parents/guardians of students who were not part of the UER group and who received the September 2019 letter indicating that an SSCA meeting would be held



SSCA Meeting Categories

3. Parents/guardians of students who have been identified by the District for an automatic SSCA meeting based on a possible delay or denial of dedicated paraprofessional services due to the budget position funding and budget appeals processes in the 2016-17 and/or 2017-18 school year(s)



SSCA Meeting Categories

4. Parent or guardian request a meeting based on the following criteria:

- Prior to scheduling an SSCA meeting, CPS will verify that the student was enrolled and attended a CPS school, which includes a therapeutic day school placement by CPS via the student's IEP, during the 2016-17 and/or 2017-18 school year(s).
- CPS will also verify that the student has not already waived his/her claims as a result of a due process hearing order, settlement agreement, and/or mediation agreement.
- For requests related to the budget appeal process, CPS will verify that the student has not already received a compensatory education meeting addressing the same issue. CPS will also verify that the student attended a school that submitted a budget appeal related to a paraprofessional or special education teacher in the 2016-17 or 2017-18 school year, and that the student had that service on his/her IEP at that time.

September 2020 Notice

SY 2020-2021



Dear CPS Families,

As part of our commitment to support students with disabilities, the district is implementing its Student Specific Corrective Action (SSCA) process to identify students who may be eligible for a remedy as a result of a potential delay or denial of special education services during the 2016-17 and/or 2017-18 school years. You may have already received a notice for a Universal Enrichment Remedy (UER) call or an SSCA meeting. The district will be providing additional notices this fall.

To ensure families who may be eligible for a remedy receive additional support as quickly as possible, the district is offering automatic remedies or UERs to students who may have been impacted by specific changes to the district's electronic Individualized Education Program (IEP) system in 2016-17 and 2017-18. The district also identified a smaller group of students who are eligible automatically for an SSCA meeting but are not being offered an automatic UER.

Eligible families were notified in February of 2020. The district is continuing to notify eligible families to discuss and provide remedies. If you believe you are eligible, but you do not receive a notice for a UER call or an automatic SSCA meeting, please request a meeting if you believe your child was:

- impacted by special education policies and procedures during the 2016-17 and/or 2017-18 school years, including those related to extended school year services (ESY), paraprofessional support, transportation, identification as a student with a specific learning disability (SLD), placement in a therapeutic day school,
- or if your child was delayed or denied services as a result of the budget and budget appeals process in effect during those school years.

Parents or Guardians may request an SSCA Meeting or ask questions by:

- Emailing SSCA@CPS.EDU
- Calling the SSCA Helpline voicemail: **773-553-1843**
- For current information on Student Specific Corrective Action please visit: [**www.cps.edu/SSCA**](http://www.cps.edu/SSCA)

Parents or Guardians can contact ISBE at:

- ISBE Monitor email: isbemonior@isbe.net
- Check out the ISBE Monitor Website at:
<https://www.isbe.net/monitor>