

Enhanced General Supervision Plan

Commencing with the 2022-23 school year, the Chicago Public Schools (CPS) and the Illinois State Board of Education (ISBE) are collaboratively transitioning from the previously separate monitoring activities of the ISBE Public Inquiry Corrective Action (2018-2022) and ongoing ISBE Special Education Accountability and Support System to a consolidated Enhanced General Supervision Plan (EGSP) of CPS special education, as permitted by the *Individuals with Disabilities Education Act* (IDEA) and the *Illinois School Code*. The primary goal of the EGSP is for CPS and ISBE to work in collaboration to meaningfully improve outcomes for students with disabilities and their families across the Chicago Public Schools.

While ISBE conducts a spectrum of general supervision activities with all Illinois School Districts to ensure compliance with the IDEA, it also serves as the *Regional Office of Education* (ROE) for CPS under the *School Code*. Together, ISBE and CPS have woven the CPS Office of Diverse Learner Supports and Services' (ODLSS) Goals & Priorities together with the eight components¹ of ISBE's general supervision system to create this EGSP.

The items that follow reflect the work CPS and ISBE will be conducting and tracking together, in tandem with CPS families and other internal and external stakeholders (e.g., Chicago Teachers Union, SEIU Local 73, ODLSS Family Advisory Board, special education advocates, and others). The EGSP is neither a complete nor exhaustive list of efforts and activities to be conducted by both CPS and ISBE in the area of special education. Rather, the Plan is intended to represent key areas of focus and improvement this school year for CPS students with disabilities and their families.

ODLSS Goals/Priorities

Through strong collaborative partnerships with stakeholders, ODLSS will ensure every student has access to a high quality instructional experience in alignment with the instructional core CPS vision and services per their IEP by improving educational practice, progress, and outcomes.

Goal 1: ODLSS will focus on indicator 1 and will work towards increasing the graduation rate from 90 percent to 92 percent as measured in Indicator 1 within one year.

Goal 2: ODLSS will ensure students receive access to high quality instructional practices through intentional teacher and leader development. This will be achieved by means of students with IEPs receiving high quality instruction in the least restrictive environment, which is in alignment to the district LRE goal of 53 percent of students with disabilities being educated in general ed classrooms 80% or more of their day within one year.

Goal 3: ODLSS will ensure students receive high quality services delivered through intentional assessment, progress monitoring, and implementation. ODLSS will strive to complete 100 percent of initial evaluations and IEPs as applicable within 60 school days.

In service of the CPS ODLSS goals, the following priorities will be the focus of the work in SY23:

1. Instructional Quality

- Ensure all Special Education Teachers, Special Education Classroom Assistants, and Related Service Providers have access to high quality professional learning opportunities rooted in adult learning theory
 - ISBE will notify ODLSS of available professional learning opportunities funded by ISBE IDEA grants or offered free of charge to LEAs by technical assistance centers funded by the US Department of

¹ State Performance Plan; Policies, Procedures, and Effective Practices; Effective Dispute Resolution; Data on Processes and Results; Integrated Monitoring Activities; Targeted Technical Assistance and Professional Development; Improvement, Correction, Incentives, and Sanctions; and Fiscal Management and Accountability.

Education Office of Special Education Programs.

- ODLSS will submit to ISBE a quarterly list of Professional Learning opportunities provided
- Continue to partner with City Colleges of Chicago and St. Francis University on bilingual endorsement and certification through ISBE
 - ODLSS will report to ISBE the number of special educators gaining bilingual credentials
 - ISBE will inform ODLSS of new or expanded learning partnerships or credential criteria
- Enhance cross departmental efforts to support building connectedness and well-being of our students and ensure every student experiences physical and emotional safety and relational trust.
 - ODLSS will continue to increase and enhance partnerships within the district to support the success of students with disabilities
- Improve the quality of IEP writing and development for individualized services via high quality instructional practices and progress monitoring
 - ISBE will conduct a sampling of IEP reviews using the ISBE IEP review checklist and provide timely feedback to ODLSS
 - ODLSS will provide educators with the information registering for the online University of Illinois' IEP-Q Tutorial funded by ISBE IDEA grant
 - ODLSS will correct any non-compliance issues found in IEPs reviewed within 1 year
 - ISBE will provide training for special educators and schools administrators in IEP quality, with an emphasis on post-secondary transition
- Strengthen our instructional core to center on identity, community, and relationships to ensure rigorous and relevant learning experiences for all students
 - ODLSS will align with the district professional learning strategy in strengthening the instructional core

2. Service Delivery

- Improve quality of service delivery as driven by improved IEP quality
 - ODLSS will ensure that the service delivery decisions and implementation will be informed by data
 - ODLSS will establish a protocol for staff assignments based on student need and an equitable distribution of assignments which leverage high need services, such as Bilingual/ESL providers
 - ISBE will provide feedback on alignment of supports and services to individual student needs, following IEP reviews
- Strengthen our practices to build the capacity of our talented educators and related services providers and recruit the highest quality and most diverse educator force in the country
 - ODLSS will partner with Talent to fill hard-to-staff vacancies: SpEd teachers, paraprofessionals, nurses, social workers, and related service providers, bilingual ESL providers
 - ISBE will partner with ODLSS/Talent in a root cause analysis to identify systemic staffing issues and develop an action plan to address the findings
- Redesign the position appeals process to increase transparency in process and reduce decision time
 - ODLSS will consult with ISBE while designing appeals process
- Continue to increase Diverse Learner access to academic opportunities, including Selective Enrollment, CTE, Dual Credit and Dual Enrollment
 - ISBE will support ODLSS efforts by increasing communication among ISBE Departments of Career and Technical Education, Standards and Instruction, Special Education Operational Support, Special Education Programmatic Support, and ODLSS
- Leverage ISBE Technical Assistance and Professional Development for Service Delivery
 - ISBE will assist ODLSS in conducting a data review of the trends of performance on the indicators of the State Performance Plan and other special education data to determine strengths and needs in order to inform professional learning and improvement efforts
 - ISBE will provide ODLSS a list of ISBE funded Technical Assistance and Professional Development Providers funded by ISBE IDEA grants and other online ISBE resources, and will assist ODLSS in selecting such providers and resources for utilization in meeting ODLSS' goals

3. Accountability & Process Redesign

- Strengthen the collaborative relationship with the ISBE Team via regularly scheduled meetings
 - ISBE and ODLSS will identify a team of representatives from special education leadership, legal,

- dispute resolution, monitoring, fiscal, data, and other departments as needed to attend meetings.
- ISBE and ODLSS teams will meet on a monthly basis.
- Progress monitor the efficacy of services students receive against established process improvement goals
 - ISBE will consult with the ODLSS data team on accuracy and timeliness in reporting.
 - ODLSS will continue to maintain an updated data dashboard to ensure consistency with ISBE data and provide current data to school leaders.
- Effectively communicate to stakeholders to share ideas and inform on updates via platforms such as virtual town halls and newsletters
 - ODLSS will share links to stakeholders to collect agenda items and questions prior to joint meetings, town halls, etc.
- Encourage use of early dispute resolution options and improve timely correction of non-compliance as identified by ISBE dispute resolution data.
 - ISBE will assist ODLSS in a review of dispute resolution data as provided by ISBE, identifying the most common reasons for mediation, due process, and complaint investigations.
 - ODLSS will promote IEP facilitation practices.
 - ISBE will provide monthly updates on incomplete corrective action items from individual and systemic complaint investigations findings.
 - ODLSS will submit the required corrective action by the required timelines specified in each letter of finding.