

Dr. Stephanie Jones, Chief Officer

TO: Principals
Network Chiefs

FROM: Dr. Stephanie Jones
Chief Officer for the Office of Diverse Learner Supports & Services

DATE: January 31, 2020

RE: **Special Education Workload Reduction Funds**

Article 45-4.7 of the CTU collective bargaining agreement sets aside \$2,500,000 each fiscal year to be used to reduce workloads of CPS' special education teachers, case managers, and clinicians.

The Joint CTU-CPS Committee on Special Education, Case Management, and Clinicians have agreed that the workload reduction funds will be distributed to schools for a local decision on how to provide assistance to special education teachers, case managers, and clinicians based on local circumstances. Each school will receive approximately \$43.99 per IEP or 504 plan in their schools as of October 1, 2019. (There are a total of 56,830 IEPs and 504 Plans at district-run schools.)

The workload reduction funds will be uploaded to your school's budget by Friday, February 7, 2020 and can be found on the following budget line: xxxxx.114.51320.290001.000151. This is a bucket position pointer line, and the funds have been loaded on this budget line because schools most often use these funds for bucket positions, although other uses are permissible too. If the funds will be used to open bucket positions, please note that you will need to transfer a portion of the funds to the benefits pointer line.

The plan on how to use these funds should be devised by agreement of the principal, the special education teachers, case managers, and clinicians at each school who should also consult with and receive input from the PPC at the school. If an agreement cannot be reached two options should be given to the special education teachers, case managers, and clinicians at the school to vote on and the choice of the majority implemented.

The amount of funds available are very limited, which limits options, but the funds could be used to (1) fund a substitute to give special education teacher(s) extra preparations, (2) fund staff overtime and distribute work to a greater number of people or to provide needed clerical or other assistance, or (3) for any other creative solution that the affected teacher groups and principal can devise at the local level. A copy of the agreed-upon protocols with CTU is set forth below.

**PROCEDURE FOR DETERMINING USE OF SPECIAL EDUCATION TEACHER,
CASE MANAGER AND CLINICIAN WORKLOAD FUNDS**

Workload funds will be allocated to schools on per special education pupil basis. Special education pupil means any pupil with an IEP or a 504 plan. To obtain the per pupil amount, \$2,500,000 per year will be divided by the total number of CPS students with IEPs or 504 plans.

Schools shall determine how workload funds are to be used as follows:

The special education teachers and clinical staff and the principal shall develop a plan for use of the funds to decrease the workload of special education teachers and clinicians. The plan must provide relief to special education teachers', case managers' and clinicians' workloads.

The special education teachers, case managers and clinicians and principal shall consult with and seek input from the PPC on a plan for use of the funds.

In the event an agreement cannot be reached among special education teachers, case managers, and clinicians, or between teachers and the principal, the choices shall be put to a secret ballot vote by special education teachers, case managers, and clinicians, which shall be conducted in the same manner as a contract waiver vote (i.e., conducted by the Union delegate and certified by the delegate and principal). Nothing shall prohibit the school from having more than two choices and conducting run-off votes in the event a majority has not voted for one choice. The funds shall be expended in accordance with the choice of a majority of special education teachers, case managers, and clinicians voting.

Sincerely,

A handwritten signature in black ink, appearing to read 'Stephanie Jones', with a stylized flourish at the end.

Stephanie Jones, PhD
Chief of Diverse Learner Supports and Services
Chicago Public Schools