



MEMO

To: Principals, Network Chiefs, OCCS, BCC

From: Dr. Stephanie Jones, Chief Officer

Subject: Special Education Workload Reduction Funds Added to School Budgets on 10/18

Date: October 18, 2022

Dear Colleagues,

As you may know, Article 45-4.7 of the CTU collective bargaining agreement sets aside \$2,500,000 each fiscal year to reduce the workloads of CPS special education staff, including special education teachers, itinerant teachers, case managers, and clinicians. Individual schools can decide how to use these funds to best support their own special education staff. **This year's special education workload reduction funds will be added to each school's budget on Tuesday, October 18.**

- There is a total of 56,130 students with IEPs and 504 Plans at district-run schools
- Each school will receive approximately \$44.54 per student with an IEP or 504 Plan attending their school
- These funds will be added on the budget line **XXXXX-114-51320-127725-000151**.
 - The funds will be loaded on this bucket position pointer line because schools most often use these funds for bucket positions, but a limited number of other uses are also permissible.
 - If your school uses the funds to open bucket positions, **please note that you will need to transfer a portion of the funds to the benefits pointer line.**

How should schools use these funds?

First, principals must notify all relevant staff that the workload reduction funds have been added to the budget. School leaders will then work together with their special education staff and their school's Professional Problems Committee (PPC) to develop a plan on how to best use the funds and decrease the workload of special education staff. Please note that principals should work to ensure that all the itinerant staff members who support their school are made aware of this funding allocation and have the opportunity to participate in these discussions about disbursement.

If the group cannot reach a decision, the principal should ask their special education teachers, itinerant teachers, case managers, and clinicians to vote between the proposed options. Once each school has determined how to use their allotted workload reduction funds, they should fill out [this form](#) to confirm their selection.

While available funds are very limited, schools could use this money in any of the following ways:

1. Fund a substitute to give special education teacher(s) extra preparation time.
2. Fund staff work outside of normal work hours, distribute work to a greater number of people, or provide needed clerical or other assistance.



- a. If this option is selected, the distribution must be done equitably across eligible staff members (with part-time and itinerant staff receiving a pro-rata allocation)
 - b. Please note that staff may complete these hours off-site from a CPS facility. You may also retroactively provide payment for off-hours work completed since the beginning of the school year, if such work can be confirmed (through CPS records or other existing documentation).
3. Any other creative solution that the affected teacher groups and principal can devise at the local level.

Schools should aim to expend these funds throughout the school year, as opposed to waiting until the close of benchmark periods or the end of the school year.

If a school agrees to utilize the funds for substitute coverage or extended day non-instructional rate, they should follow the same operating procedures as used for all other payments of this type. Additionally, if itinerant or citywide staff (i.e., Related Service Providers, VI, DHH, EC) perform work for a school under workload reduction, pay allocated through this program should be paid as an extended day program (EXT), with hours reported daily. The bucket should be opened at a non-instructional flat rate under the workload reduction article.

If you have any questions, please email our office at odlss@cps.edu. For more details, please review the special education workload reduction fund processes* agreed upon by CPS and CTU listed below.

Thank you for your attention to this matter.

Sincerely,



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

*45-4.7 Workload Reduction Funding: The BOARD agrees to commit \$2,500,000 per year during this Agreement to fund costs associated with workload reduction as jointly recommended by the Special Education Committee, the Counselor and Case Management Committee, and the Clinician Workload Committee.

