REQUEST FOR STATE COMPLAINT INVESTIGATION  
(This form is not the form to use to file for a due process hearing)

Per federal regulations at 34 CFR 300.509, this form has been developed to assist parents and other parties in filing a State complaint. The use of this form is recommended, but not required. The completed form should be sent to the address, listed below, at the Illinois State Board of Education (ISBE). A copy of the form must also be forwarded to the child’s local school district or to the public agency that is serving the child.

For more information about the complaint investigation process, or for assistance in completing this form, please contact our agency at 217-782-5589, or use our agency’s toll-free number at 866-262-6663. More information about the complaint investigation process can also be found at http://www.isbe.net/spec-ed/html/complaint_investigation.htm.

SECTION 1

To: Complaint Coordinator  
Special Education Services Division  
Illinois State Board of Education  
100 N. First Street  
Springfield, IL 62777-0001

*You must also send a copy of this complaint to your local school district superintendent.

To: [Local School District Information]

Date Sent: 01/11/2012

SECTION 2

COMPLAINANT INFORMATION (Please Print or Type)

Name: ___________________________ Phone Number: ___________________________

Address: ___________________________

Email Address (Optional): ___________________________

Relationship to Student: [ ] Parent/Guardian [ ] Advocate [ ] Attorney [ ] Other (Explain)

Consent is Attached (see note below): [ ] Yes [ ] No [ ] NA

Note: Complaints regarding a specific child lodged by an individual other than the parent/guardian must be accompanied by a letter of consent from the parent/guardian in order for ISBE to share information with the complainant regarding the results of the complaint investigation. Likewise, if an individual files a complaint on behalf of a student who is eighteen (18) years of age or older, it must be accompanied by a letter of consent from the student in order for ISBE to share information with the complainant regarding the results of the complaint investigation.
SECTION 3

STUDENT INFORMATION (Please Print or Type)

Name: ___________________________ Phone Number: ___________________________

Address: ___________________________ ___________________________

SIS ID (if known): ______________________ Gender: __________ Race/Ethnicity: __________

Birthdate: ___________________________ Grade: _______ Eligibility Category: ___________________________

Is the Child Currently Enrolled in School? □ Yes □ No

Name of School District: 303 Name of School: ___________________________

SECTION 4

COMPLAINT INFORMATION

Your complaint must allege a violation of a special education law, rule, or regulation contained in the Individuals with Disabilities Education Act (IDEA) or its implementing regulations, Article 14 of the Illinois School Code, or Title 23 of the Illinois Administrative Code. The violation that is alleged must have occurred not more than one year prior to the date the complaint is received by ISBE, and can involve an individual student or group of students.

A. Date of alleged violation: 12/16/2009

B. Description of the Alleged Violation(s) and Supporting Facts (Attach additional pages if necessary)

   The district sought out to put in a permanent place to live, Take out of home with facility.

C. Description of the Resolution or Action you are Seeking (Attach additional pages if necessary)

   Note: The proposed resolution will be taken into consideration. However, the final resolution of the complaint will be determined by the Illinois State Board of Education. Following

   to go to school in School District
D. Please list school officials you have contacted regarding these issues:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>atten</td>
<td>Special Edu.</td>
</tr>
<tr>
<td>John K</td>
<td>Special Edu.</td>
</tr>
<tr>
<td>Laura</td>
<td>Special Edu.</td>
</tr>
</tbody>
</table>

Signature of Person Filing Complaint (Required)

Date

CHECKLIST

(Before mailing your request, please make sure that the items below have been completed.)

☐ You have provided a copy of your complaint to the school district (Section 1).
☐ You have provided your name, address, and contact information where you can be reached (Section 2).
☐ You have provided the student's name, contact information, and name of the school district and school the student attends (Section 3).
☐ You have mailed your complaint to ensure that ISBE receives the complaint no later than ONE YEAR from the occurrence of the alleged violation (Section 4).
☐ You have provided detailed information as to when, where, and how the alleged violation took place (Section 4).
☐ You have provided a proposed solution to the problem (Section 4).
☐ You have signed the complaint (Section 4).
February 21, 2012

Re:

Dear

The Illinois State Board of Education, Special Education Services Division, is in receipt of your letter regarding the placement of your . You requested that this agency conduct an investigation. However, Federal regulations require that only alleged violations occurring not more than one year prior to the date on which the complaint is received be investigated. Since the alleged violation occurred in 2009, this issue cannot be investigated as part of the complaint process. Any concerns regarding this matter must be addressed with the local school district.

If you have further questions, please feel free to contact me at (217) 782-5589 or khandy@isbe.net.

Sincerely,

Karen Handy
Principal Education Consultant
Special Education Services Division
REQUEST FOR STATE COMPLAINT INVESTIGATION
(This form is not the form to use to file for a due process hearing)

Per federal regulations at 34 CFR 300.509, this form has been developed to assist parents and other parties in filing a State complaint. The use of this form is recommended, but not required. The completed form should be sent to the address, listed below, at the Illinois State Board of Education (ISBE). A copy of the form must also be forwarded to the child’s local school district or to the public agency that is serving the child.

For more information about the complaint investigation process, or for assistance in completing this form, please contact our agency at 217-782-5589, or use our agency’s toll-free number at 866-262-6663. More information about the complaint investigation process can also be found at http://www.isbe.net/spec-ed/html/complaint_investigation.htm.

SECTION 1

To: Complaint Coordinator
   Special Education Services Division
   Illinois State Board of Education
   100 N. First Street
   Springfield, IL 62777-0001

*You must also send a copy of this complaint to your local school district superintendent.

To: Donald Schlomann
   Name of School District

Date Sent: 10-29-12

SECTION 2

COMPLAINANT INFORMATION (Please Print or Type)

Name: _______________________________ Phone Number: _______________________________

Address: ____________________________________________________________

Email Address (Optional): _____________________________________________

Relationship to Student:  __ Parent/Guardian  __ Advocate  __ Attorney  __ Other (Explain)

Consent is Attached (see note below):  _____Yes  _____No  _____NA

Note: Complaints regarding a specific child lodged by an individual other than the parent/guardian must be accompanied by a letter of consent from the parent/guardian in order for ISBE to share information with the complainant regarding the results of the complaint investigation. Likewise, if an individual files a complaint on behalf of a student who is eighteen (18) years of age or older, it must be accompanied by a letter of consent from the student in order for ISBE to share information with the complainant regarding the results of the complaint investigation.
SECTION 3

STUDENT INFORMATION (Please Print or Type)

Name: __________________________ Phone Number: _______________________
Address: __________________________

SIS ID (if known) __________________ Gender: __________ Race/Ethnicity: __________
Birthdate: __________________ Grade: ______ Eligibility Category: ______________

Is the Child Currently Enrolled in School? ☑ Yes ______ No____

Name of School District: CUSD #303 Name of School: St. Charles East H.S.

SECTION 4

COMPLAINT INFORMATION

Your complaint must allege a violation of a special education law, rule, or regulation contained in the Individuals with Disabilities Education Act (IDEA) or its implementing regulations, Article 14 of the Illinois School Code, or Title 23 of the Illinois Administrative Code. The violation that is alleged must have occurred not more than one year prior to the date the complaint is received by ISBE, and can involve an individual student or group of students.

A. Date of alleged violation: 8-22-12 to present

B. Description of the Alleged Violation(s) and Supporting Facts (Attach additional pages if necessary)

Violation of IEP. IEP states that student shall have an ______ No has been present since the onset of the school year. As a result, student has endured repeated verbal harassment from other students during ______ Student was also ______ When student's case manager was questioned about assignment of ______ he claimed he was unaware of the IEP requirement.

C. Description of the Resolution or Action you are Seeking (Attach additional pages if necessary)

Note: The proposed resolution will be taken into consideration. However, the final resolution of the complaint will be determined by the Illinois State Board of Education.

Enforcement of IEP; assignment of an ______
D. Please list school officials you have contacted regarding these issues:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Max Payleitner</td>
<td>Case Manager</td>
</tr>
<tr>
<td>Jennifer Hervey</td>
<td>Special Education Supervisor</td>
</tr>
</tbody>
</table>

Signature of Person Filing Complaint (Required)

10-29-12

Date

CHECKLIST

(Before mailing your request, please make sure that the items below have been completed.)

- ✔ You have provided a copy of your complaint to the school district (Section 1).
- ✔ You have provided your name, address, and contact information where you can be reached (Section 2).
- ✔ You have provided the student's name, contact information, and name of the school district and school the student attends (Section 3).
- ✔ You have mailed your complaint to ensure that ISBE receives the complaint no later than ONE YEAR from the occurrence of the alleged violation (Section 4).
- ✔ You have provided detailed information as to when, where, and how the alleged violation took place (Section 4).
- ✔ You have provided a proposed solution to the problem (Section 4).
- ✔ You have signed the complaint (Section 4).
November 2, 2012

Ms. Carla Cumblad  
Director of Special Education  
Mid-Valley Special Education Cooperative  
1304 Ronzheimer Road  
Saint Charles, IL 60174-4450

and

Dr. Donald Schloemann  
Superintendent  
Saint Charles Community Unit School District #303  
201 South 7th Street  
Saint Charles, IL 60174

Re: Case Number

Dear Ms. Cumblad and Dr. Schloemann:

This agency is in receipt of a complaint from regarding the special education services for Federal regulations require that the State Board of Education adopt procedures for investigating and resolving complaints alleging a violation of one of the statutes or regulations regarding the provision of special education to students.

**Early Resolution**

Early resolution is an informal means for districts and parents to resolve complaints at the local level. As part of the complaint procedures, the school district has the opportunity to provide a resolution to the issues in the complaint. Additionally, the parent(s) and school district have the opportunity to engage in mediation, including State-sponsored mediation, in an effort to resolve the areas of concern. Should the parties wish to participate in a State-sponsored mediation, please contact the mediation coordinator at 217/782-5589 or 866/262-6663.

If the parties pursue mediation or other alternative means of conflict resolution, please inform the complaint investigator as soon as possible.
Copy of Complaint for School District

The Federal Regulations at 34 CFR, 300.153(d) require that the party filing a complaint with this agency also forward a copy of the complaint to the school district that is serving the child. The Request for State Complaint Investigation form submitted to this agency indicated that a copy of the complaint has already been forwarded to the district.

Complaint Timelines

Federal regulations require that only alleged violations occurring not more than one year prior to the date on which the complaint is received be investigated. Any issues prior to that time will not become a part of the investigative process.

Federal regulations require that complaints be investigated and findings identified within sixty (60) days, unless exceptional circumstances require an extension of time to properly investigate and resolve the complaint. Such extensions will be determined on an individual basis by the complaint investigator. An extension must be granted if the parties involved agree to extend the complaint timeline in order to engage in mediation or other alternative means of resolution.

Summary of Complaint

According to the complaint, the student's Individualized Education Program (IEP) included a requirement for . The parent stated that this provision had not been implemented on behalf of the student since the beginning of the current school year.

The parent further reported that the special education case manager assigned to the student had been approached regarding the situation. However, that staff person indicated no awareness of this particular IEP requirement.

Possible Violations

The following requirements are relevant to the investigation of this complaint:

23 Illinois Administrative Code, 226.200, which states, Each school district shall provide special education and related services to eligible children in accordance with their IEPs.

34 Code of Federal Regulations, 300.323(d)(1-2), which states, Accessibility of child's IEP to teachers and others. Each public agency must ensure that-1) The child's IEP is accessible to each regular education teacher, special education teacher, related services provider, and any other service provider who is responsible for its implementation; and 2) Each teacher and provider described in paragraph (d)(1) of this section is informed of-
i) His or her specific responsibilities related to implementing the child's IEP; and
ii) The specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP.

**Requested Information**

In order to determine whether there have been any violations of any statutes or regulations, the district/cooperative must provide me with the following documents and information as soon as possible, but no later than **November 28, 2012**.

1. A response to each of the issues identified in the complaint.
2. A copy of the IEP(s) in effect for the student from the beginning of the 2012-2013 school year to present.
3. An explanation regarding the from the beginning of the current school year to present.
4. A description of the typical procedures utilized within the student's attendance center to provide IEP-related information to relevant school personnel.
5. Verification that the service providers assigned to this student received necessary information pertaining to the requirements of the student's IEP during the current school year.
6. Any additional documentation you would like to provide relative to the issues in this case or an explanation of any resolutions regarding this complaint.

In the event that the requested documentation is not received within the identified time frame, the agency will proceed with the investigation based upon the information previously submitted by the parties and issue a letter of findings within the original timeline.

**Additional Issues/Findings**

If information reviewed during the course of the investigation identifies a possible additional area of noncompliance not alleged by the complainant, the assigned complaint investigator will contact the district/cooperative to request additional information/documentation to support or refute the suspected area(s) of concern. Additionally, if needed, the assigned complaint investigator will contact the complainant for further clarification of the issue(s). If, after reviewing the additional information, ISBE determines that the district is not in compliance with an additional area that was not alleged in the original complaint, the issue will be addressed in the letter of finding and corrective action will be required. This will occur within the required sixty (60) day timeline, unless extended due to exceptional circumstances.

**Complaint Issues in a Due Process Hearing**

Federal regulations at 34 CFR 300.152(c) explain that when a written complaint is received that is also the subject of a due process hearing, the State must set aside the
issues in the complaint that are being addressed in the due process hearing until the conclusion of the hearing. Further, the regulations explain that the due process hearing decision is binding. If either the district or parent(s) involved requests a due process hearing during this complaint investigation, the complaint investigator should be notified immediately.

Retaliation

All parties involved in the complaint are reminded that persons who may initiate a complaint or a due process hearing or provide information or testimony at such hearings are protected from retaliation. No person may discharge, intimidate, retaliate, threaten, coerce, or otherwise take adverse action against any person because such person has filed a complaint, testified, furnished information, assisted or participated in any manner in a meeting, hearing, review, investigation, or other activity related to the administration of, exercise of authority under, or right secured by the Individuals with Disabilities Education Act (IDEA), P.L. 108-446. Issues involving harassment, discrimination and/or retaliation may be addressed through the Office for Civil Rights at 312/730-1560.

Closing

Should either party have additional documentation which they would like to have reviewed as part of the investigation, please submit the information to my attention by the date noted above. I look forward to working with you to resolve these issues in an expeditious manner. If you have any questions regarding this matter, I can be reached at 217/782-5589 or mkelley@isbe.net.

Sincerely,

Marcia L. Kelley
Principal Education Consultant
Special Education Services Division

cc: Parent
Ms. Beth Jones, Associate Director for Student Support Services, Saint Charles Community Unit School District #303
Response to Issue: The District takes responsibility for failure to put an accommodation in place during class for . This accommodation was written into the most recent IEP for the 2012-2013 school year. An adult was to be assigned in order to monitor

made a phone call to the case manager at St. Charles East High School stating that an accommodation was not in place. This need had been discussed at the IEP meeting and had been documented in the current IEP. As a result of this contact, the case manager spoke with the supervisor for special education and an adult was assigned in order to support during these times.

Beth Jones contacted upon receiving the ISBE complaint. During this conversation, Beth Jones admitted that had not been assigned at the start of the school year and that the District took action to correct the error that had been made immediately by assigning an adult to the in order to support as stated in the IEP.

stated that understood that the situation had been corrected, but still wanted to follow through with the complaint. An IEP meeting was scheduled in order to review the IEP and discuss any other concerns with . agreed to meet with the IEP team. Upon conclusion of the meeting, stated that felt much more comfortable with our special education team and process at St. Charles East High School.

Explanation of Assignment of : During the transition meeting from , the IEP determined the need for an adult in order to support . This was written into the IEP and was documented on the notes provided to the individuals who complete the scheduling for . It was due to human error that the assignment of was overlooked. Therefore, there was no adult assigned to

When this error was brought to the attention of the case manager, he stated that he was unsure and would have to check the IEP. The case manager stated to Beth Jones that he did realize that there was a need for , but since , he took on the responsibility of checking with the to make sure that there were no issues. He felt that he should take that on, assuming that his supervisor made the decision to not place a reason unbeknownst to him. He is a second year teacher, which may have impacted his decision to question his supervisor regarding this matter. He understands that he should have brought it to her attention as soon as he realized the error and should not have attempted to take care of the situation on his own. His intentions may have been good, but he understands that it was a violation of the IEP not to have the accommodation in place.

Description of Typical Procedures: At the beginning of each school year and following each annual review, the case manager is required to send out student information sheets to the teachers of all students in general education. The information sheets, specifically including the present levels of
performance, the goal sheets, the transition plan, behavior intervention plan and the accommodations page(s) are sent out in order to inform staff of the needs of their students.

**Verification:** The staff who teach these students are provided the information as a read receipt, meaning that an email is sent to the case manager informing him/her that the information has been received. In this situation, the individuals who complete the scheduling did receive the information, but they overlooked it during the actual scheduling process. It was due to human error, not due to the information not being shared.

**Additional Information:** In my conversations with stated that was frustrated with the District. It appeared that had lost faith and trust in us, overall. Beth Jones suggested that we meet for an IEP meeting in order to give the opportunity to share concerns and for us to bridge the existing gap and work collaboratively once again. At the IEP meeting, we re-worked the schedule for second semester, including in this process. We were able to work collaboratively in order to design a schedule that would meet identified needs from the IEP and be the best educational program for . Additionally, we identified, along with those individuals at St. Charles East High School whom provide support to throughout day, expressed that felt very comfortable speaking with dean, Mr. Hofer and the social worker. also stated that was comfortable with some of teachers. identified a strong support system, overall, from the staff.

In addition, the case manager followed up with in an email after the IEP meeting. responded to him by stating that felt very comfortable with our process at this point. We expressed our sincere apologies for our error to over the phone and again at the start of our IEP meeting. The District understands our error and we took prompt measures to correct the situation in order to provide the support as listed in the IEP.

Finally, the IEP team obtained consent from to complete an FBA. We discussed the need for a BIP due to the fact that this would be one more measure to ensure that the staff was all responding to behaviors in a consistent manner. agreed that this was an appropriate step.
December 13, 2012

Ms. Carla Cumblad  
Director of Special Education  
Mid-Valley Special Education Cooperative  
1304 Ronzheimer Road  
Saint Charles, IL  60174-4450

and

Dr. Donald Schlomann  
Superintendent  
Saint Charles Community Unit School District #303  
201 South 7th Street  
Saint Charles, IL  60174

Re: Case Number

Dear Ms. Cumblad and Dr. Schlomann:

The Illinois State Board of Education, Special Education Services Division, has completed its investigation of the complaint lodged by regarding the special education services for . Authority for conducting this investigation is the Individuals with Disabilities Education Act, P.L. 108-446, 34 CFR 300.151 - 300.153.

The review focused on the following requirements:

**23 Illinois Administrative Code, 226.200**, which states,  
*Each school district shall provide special education and related services to eligible children in accordance with their IEPs.*

**34 Code of Federal Regulations, 300.323(d)(1-2)**, which states,  
*Accessibility of child's IEP to teachers and others. Each public agency must ensure that*

1) The child's IEP is accessible to each regular education teacher, special education teacher, related services provider, and any other service provider who is responsible for its implementation; and
2) Each teacher and provider described in paragraph (d)(1) of this section is informed of-
   i) His or her specific responsibilities related to implementing the child's IEP; and
   ii) The specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP.

Background and Summary of Allegations

According to the complaint, the student's Individualized Education Program (IEP) included a requirement for . The parent stated that this provision had not been implemented on behalf of the student since beginning of the current school year.

The parent further reported that the special education case manager assigned to the student had been approached regarding the situation. However, that staff person was not aware of this particular IEP requirement.

Action Taken in Response to the Complaint

During the course of the investigation, telephone communications regarding the issues in the complaint occurred with the parent and the district's special education administrator.

Documentation Reviewed

The following documentation, submitted by the parties, was reviewed as part of the investigation:

Received from District:
1. A written summary which provided an overall response to the complaint and more specific information relative to each of the identified issues.
2. The formal paperwork specific to IEP meetings conducted on behalf of the complaint, dated

Received from Complainant:
1. The completed Request for State Complaint Investigation form.

Findings/Conclusions

Issue 1 – General Requirements [23 IAC, 226.200]

The district acknowledged failure to comply with the requirements as explained below:

The parent alleged that , as per the requirements of the student's IEP.
The district submitted a copy of the IEP in effect for the student at the beginning of the school year, dated . Upon review of this paperwork, the IEP team had developed the student’s IEP to encompass the remainder of the student’s and the student’s movement to school year. As per the Educational Services and Placement portion of this IEP specific to , the student would participate in the within the general education setting with . This support was also reflected within a listing of the student’s course schedule, as detailed within the Additional Notes/Information section of the IEP. This section also included the clarification that the student required a

Based upon the information provided, the parent had contacted the student’s special education case manager in order to raise concerns that had not been provided. Subsequently, as of late October 2012, an

The district fully acknowledged that this component of the student’s IEP had not been implemented properly at the beginning of the school year and attributed this failure to a basic oversight. In particular, relevant school personnel were aware of the need for , as determined during the IEP meeting conducted on . However, this requirement was apparently overlooked during in relation to the beginning of the 2012-2013 school year.

As the result of communications between the parent and the district’s special education administrator in conjunction with this complaint investigation, an IEP meeting was convened on behalf of the student on . As per the formal paperwork specific to this meeting, the participants, including the parent, the student, another family member, relevant service providers and building and/or district administrators, reviewed various aspects of the student’s current educational program. In particular, the team discussed social interactions with peers and conflictual situations, as well as supports available from school personnel, and agreed to initiate a functional behavior assessment for the student. With regard to overall coursework, the participants reviewed written summaries provided by the student’s teachers, which detailed the student’s current grades, classroom performance, strengths and areas of concern, and revised the student’s course schedule for the second semester.

**Issue 2 - When IEPs must be in effect. [34 CFR, 300.323(d)(1-2)]**

The following violation is found as explained below:

The parent stated that the assigned special education case manager had been unaware of the need for , in accordance with the IEP.
The district described the typical procedures utilized within the student's attendance center to provide IEP-related information to relevant school personnel. In particular, at the beginning of each school year and subsequent to each annual review IEP meeting, the special education case manager would be responsible for the provision of relevant information to the general education teachers in order to ensure staff awareness of specific student needs. Such information, in the form of a “student information sheet”, would include the student's present levels of performance, annual goals, a behavioral intervention plan and identified accommodations, as related to the individual student. According to the district, this information would be provided to general education teachers through the internal e-mail system with a “read receipt” requirement to ensure receipt of the materials.

As noted above, the parent had questioned the special education case manager regarding the lack of. The district explained that the case manager had been aware of the requirement for, but assumed that other determinations had occurred at the administrative level. The case manager had consulted directly with the regarding any potential concerns for the student within the class.

Based upon the information provided, the district has established an appropriate internal system in order to ensure that school personnel have access to necessary IEP-related information for individual students. In this circumstance, the failure to appeared to be the result of a basic oversight during scheduling activities. In addition, it was clear that a lack of internal communication also contributed to the situation.

**Corrective Action**

The district must develop and initiate a plan to ensure that the situation described within this complaint does not occur in the future. The plan must involve the relevant school personnel (i.e., special education administrators, special education case managers, individuals with responsibilities for scheduling general education staff and/or administrators, as needed) and should include the following specific components:

- The review of individual IEP requirements.
- Those responsibilities assigned to administrators and/or staff.
- Appropriate oversight.

The following materials will serve as verification of compliance with all parts of the corrective action order:

1. A written description of the identified plan, as detailed above.
The above listed materials should be sent to my attention, Special Education Services Division, no later than **January 11, 2013**.

Cooperation from both parties during this investigation is appreciated. Use of this complaint process does not preclude an eligible party such as a parent, school district, or a student from requesting a special education due process hearing. If you have any questions regarding this response, I can be reached at 217/782-5589 or mkelley@isbe.net.

Sincerely,

Marcia L. Kelley  
Principal Education Consultant  
Special Education Services Division

**CC:** Parent  
Ms. Beth Jones, Associate Director of Special Education Programs and Student Support Services, Saint Charles Community Unit School District #303
1. Case Managers will be provided time within the first two non-attendance days for students on August 19th and 20th to review IEP's. During this time, the Case Managers will be required to complete a spreadsheet documenting the annual review dates, the re-evaluation dates, social work minutes, speech/language minutes, medical needs, BIP's, the need for adult assistance, hearing itinerant services, and visual itinerant services for each of the students on their caseloads. (See attached spreadsheet).

2. Case Managers will print out forms 9, 9A and the notes from the IEP meeting for each student on their caseloads.

3. A copy of the spreadsheet, forms 9, 9A and the notes page from the IEP will be given to the Administrative Assistant for Special Education in order for the Special Education Supervisor to review and cross-check against schedules within the first week of the 2013-2014.

4. The Special Education Supervisor will meet with the case managers to review general IEP compliance and consistencies on an on-going basis throughout the 2013-2014 school year. The supervisor will block out time in the schedule by providing two hour blocks for case managers to meet with the supervisor in order to review individual IEP's from students on their caseloads.

5. The District is providing training from our District attorneys regarding IEP compliance and running IEP meetings on March 1, 2013. All special education staff members are required to attend. This includes special education teachers, speech/language pathologists, social workers, psychologists, nurses and special education administrators. The contents of the training are included below:

The IEP Process: A Practical Guide

6. The Special Education Supervisor revised the form used to document the need for an in order to highlight that need. See attached form.
Name of Student: ________________________________

Middle School: ________________________________

Related Services: Y    N ________________________

Proposed Classes for 2013-2014 School Year:

1) ___________ English 9 _________________________

2) ___________ Global Issues ____________________

3) ___________ Algebra I _________________________

4) ___________ Science __________________________

5) ___________ PE/Health _________________________

6) ___________ Lunch/Study ______________________

7) ___________ Elective __________________________

8) ___________ Elective __________________________

Counselor: ________________________________

Social Worker: ______________________________

Dean: ________________________________

Notes: ______________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
January 14, 2013

Ms. Carla Cumblad  
Director of Special Education  
Mid-Valley Special Education Cooperative  
1304 Ronzheimer Road  
Saint Charles, IL  60174-4450

and

Dr. Donald Scholomann  
Superintendent  
Saint Charles Community Unit School District #303  
201 South 7th Street  
Saint Charles, IL  60174

Re:  
Case Number

Dear Ms. Cumblad and Dr. Scholomann:

With regard to the identified complaint investigation, the Illinois State Board of Education, Special Education Services Division, received your response to the corrective action required in the letter of findings, dated December 13, 2012. The following information outlines the corrective action and provides an explanation of the documentation submitted:

1. The district was directed to develop and initiate a plan to ensure that school personnel are aware of and fully implement the requirements of each student's Individualized Education Program (IEP). The plan was expected to involve relevant school personnel (i.e., special education administrators, special education case managers, individuals with responsibilities for scheduling general education staff and/or administrators, as needed) and include specific components related to the review of individual IEP requirements, administrator/staff responsibilities and appropriate oversight.

The district submitted a copy of a written plan which referenced the involvement of relevant administrators/staff and included the identified components related to ensuring the delivery of special education and related services, as well as other
necessary supports and/or accommodations (i.e., ). Upon review, this plan detailed the specific actions to be initiated by special education case managers and appropriate oversight to be provided by district-level special education administrators. The district also submitted copies of particular forms (either newly developed or revised) that would be incorporated into the overall plan. In addition, the district reported that all special education staff members would participate in a training event, scheduled for March 1, 2013, that would focus upon IEP compliance and the facilitation of IEP meetings.

This addresses all of the required actions and provides the documentation necessary to close this complaint. Your courtesy and cooperation were appreciated. If you have any questions regarding this response, I can be reached at 217/782-5589 or mkelley@isbe.net.

Sincerely,

Marcia L. Kelley
Principal Education Consultant
Special Education Services Division

cc: , Parent
Ms. Beth Jones, Associate Director of Special Education Programs and Student Support Services, Saint Charles Community Unit School District #303