



Cyclical Monitoring Comprehensive Assessment of Special Education Policies and Procedures

Purpose of the Comprehensive Assessment of Special Education Policies and Procedures

The Department of Special Education at the Illinois State Board of Education (ISBE) is responsible for general supervision and monitoring the implementation of the Individuals with Disabilities Education Act (IDEA) in accordance with the provisions at 34 CFR 300.604(a)(1) and (a)(3), (b)(2)(i) and (b)(2)(v), and (c)(2), and the Illinois regulations found at 23 Ill. Adm. Code 226.710, which outlines the requirements for each Local Education Agency (LEA) and/or special education cooperative to develop policies and procedures that conform to the requirements of subsection (b) of the statute. In school year 2024-25, ISBE introduced the cyclical monitoring model to its current processes to ensure each LEA receives comprehensive monitoring within the six-year period of the State Performance Plan (SPP) Cycle. Each LEA will be assigned to a cohort in which they will be required to complete cyclical monitoring activities. While LEAs will be assigned to a cohort, they may be moved to a different cohort if ISBE determines this is necessary.

ISBE has developed the Comprehensive Assessment of Special Education Policies and Procedures as part of its cyclical monitoring process. This tool must be completed by each LEA that is identified for the current cohort. The Comprehensive Assessment of Special Education Policies and Procedures provides a framework for each LEA to analyze trend data and internal policies and procedures to identify the impact on students with disabilities outcomes.

To ensure compliance with state and federal regulations, each LEA is required to review their written policies and procedures and provide evidence ensuring compliance.

Definition	Example
LEA Policy: Policy provides a framework for LEA staff to ensure the provision of a Free Appropriate Public Education (FAPE).	Comprehensive Program: LEA provides and maintains appropriate and effective educational programs. These programs ensure that every eligible child with a disability who is between the ages of 3 and 15, resides within LEA 010, and requires special education and related services to address the adverse effects of the disability on their education receives a free appropriate public education.

Definition	Example
LEA Procedures: Procedures are specific processes or detailed steps that staff implement to fulfill established LEA policies. LEAs should have procedural manuals that detail roles and responsibilities while outlining specific guidelines regarding the provision of special education services and supports for students with disabilities.	Scheduling a Special Education Eligibility Meeting: An evaluation team member is responsible for scheduling the eligibility meeting. The eligibility meeting must be scheduled within 60 school days of the date that parents gave written consent for the evaluation. Parents must be invited to this meeting. If staff anticipate that the eligibility meeting will also include writing an Individualized Education Program (IEP), check the box on the meeting notice for developing an IEP/placement as well as considering eligibility. Send Notification of Conference to parent. Ensure IEP team members receive a copy of the Notification of Conference. Examples of potential evidence: Procedural manuals, guidelines provided to staff, and/or professional development outlining procedures

Directions for Completing the Comprehensive Assessment

- ☐ The Comprehensive Assessment can be downloaded from ISBE's [Special Education Cyclical Monitoring webpage](#). The document and all links contained within it must be accessible to the assigned principal consultant.
- ☐ Complete all LEA contact information
- ☐ **Column 1:** Review all LEA policies and associated documents that are relevant to the regulation(s) identified in each section
- ☐ **Column 2:** Review all LEA procedures and associated documents that are relevant to the regulation(s) identified in each section
- ☐ **Column 3:** Provide analyzed information about specific evidence reviewed. Attach a link to the evidence that supports compliance
- ☐ **Column 4:** Determine if policies, procedures, and associated documentation(s) meet all requirements of the identified regulation(s)
- ☐ Check **"Yes"** if all requirements are met. Check **"No"** if all requirements are not met
- ☐ **Column 5:** Provide a statement of identified noncompliance (if applicable)
- ☐ **Contact your assigned ISBE principal consultant when you are ready to submit your completed assessment. The consultant will send you a secure link for your submission**
- ☐ **Prior to sending, ensure the Comprehensive Assessment of Special Education Policies and Procedures has been signed and dated by the superintendent**
- ☐ Consult [23 Ill. Adm. Code 226](#) and [34 CFR 300](#) as needed for additional information

Contact Information

LEA Name	Mailing Address (Include City, State, ZIP Code)	Submission Date
Superintendent Name	Email	Phone (Include Area Code)
State-Approved Special Education Director	Email	Phone (Include Area Code)
LEA Contact Person Name	Email	Phone (Include Area Code)
ISBE Principal Consultant Name	Email	Phone (Include Area Code)

Special Education Personnel Requirements

Personnel Required to be Qualified – [23 Ill. Adm. Code 226.800](#)

1) Each school district, or the special education cooperative of which it is a member, shall employ sufficient professional personnel and personnel not holding Illinois educator licensure to deliver and supervise the full continuum of special education and related services needed by the eligible students who reside in the district or districts served by the cooperative. The number and types of personnel employed shall be based on students' need rather than administrative convenience.

3) Each school district or special education cooperative shall develop and implement a comprehensive personnel development program for all personnel involved with the education of children with disabilities.

**1. Policies reviewed
(check all that apply)**

- ☐ LEA maintains a policy requiring its schools to meet the regulatory requirements of **Personnel Required to be Qualified** – [23 Ill. Adm. Code 226.800](#).

**2. Procedures reviewed
(check all that apply)**

- ☐ LEA hiring procedures for special education personnel
- ☐ LEA staffing procedures for special education personnel
- ☐ LEA job vacancy postings
- ☐ Teacher licensure and special education teaching assignments
- ☐ LEA administrative procedures for ensuring number of special education staff are equivalent to number of service minutes required through the IEP
- ☐ LEA procedures for ensuring training/professional development (PD) for all services providers responsible for implementation of the IEP
- ☐ LEA 70/30 deviation requests
- ☐ Other (specify)

3. Provide information about the specific evidence reviewed. Include a link to the evidence or attach the evidence reviewed.

4. Does the documentation provide sufficient evidence that all regulatory requirements are met?

☐ Yes ☐ No

If no, please explain.

Special Education Personnel Requirements: Directors and Assistant Directors

Personnel Required to be Qualified: Directors and Assistant Directors of Special Education – [23 Ill. Adm. Code 226.800\(f\)](#)

Each school district, or the special education cooperative of which it is a member, shall employ a full-time director of special education who shall be the chief administrative officer of the special education programs and services of the district or cooperative entity.

- *Each director or assistant director of special education shall hold a valid professional educator license endorsed for director of special education issued pursuant to 23 Ill. Adm. Code 25.365 and a master's degree, including 30 semester hours of coursework distributed among all the areas specified in 23 Ill. Adm. Code 25.365(b). Beginning July 1, 2005, directors and assistant directors of special education shall be subject to the requirements of 23 Ill. Adm. Code 29.140 (Director of Special Education).*
- *Each school district or the special education cooperative of which it is a member, shall submit to the State Board of Education a letter identifying the individual employed as the director of special education by full name and Illinois Educator Identification Number. If the individual is qualified as required, the State Board shall confirm that the individual is the State-approved director of special education for the school district or special education cooperative.*

1. Policies reviewed

(check all that apply)

- ☐ LEA maintains a policy requiring its schools to meet the regulatory requirements of **Personnel Required to be Qualified: Directors and Assistant Directors of Special Education – [23 Ill. Adm. Code 226.800\(f\)](#)**

2. Procedures reviewed

(check all that apply)

- ☐ LEA/cooperative staffing and hiring procedures for directors of special education
- ☐ ISBE's confirmation of State approved Director of Special Education
- ☐ Other (specify)

3. Provide detailed information about the specific evidence reviewed. Include a link to the evidence or attach the evidence reviewed.

4. Does the documentation provide sufficient evidence that all regulatory requirements are met?

☐ Yes ☐ No

If no, please explain.

Identification of Eligible Children: Child Find

Child Find Responsibility – 23 Ill. Adm. Code 226.100

Each school district shall be responsible for actively seeking out and identifying all children from birth through age 21 within the district (and those parentally-placed private school children for whom the district is responsible under 34 CFR 300.131) who may be eligible for special education and related services. Procedures developed to fulfill child responsibility shall include:

- *Annual and ongoing screenings of children under the age of five for the purpose of identifying those who may need early intervention or special education and related services*
- *Ongoing review of each child's performance and progress by teachers and other professional personnel, in order to refer those children who exhibit problems that interfere with their educational progress or their adjustment to the educational setting, suggesting that they may be eligible for special education and related services*
- *Ongoing coordination with early intervention programs to identify children from birth through two years of age who have or are suspected of having disabilities, in order to ensure provision of services in accordance with applicable timelines. Each local school district shall participate in transition planning conferences arranged by the designated lead agency under 20 U.S.C. 1437(a)(9) in order to develop a transition plan enabling the public school to implement an IFSP or IEP by the third birthday of each eligible child or, for a child with a birthday between May 1 and August 31 who continues to receive early intervention services past the third birthday, by the beginning of the school year following that birthday.*

1. Policies reviewed (check all that apply)

☐ LEA maintains a policy requiring its schools to meet the regulatory requirements of **Child Find Responsibility – 23 Ill. Adm. Code 226.100** (e.g., Child Find responsibilities, coordination with early intervention programs, screening procedures, Child Find communication, and MTSS).

2. Procedures reviewed (check all that apply)

☐ LEA procedures to address child find responsibilities, including procedures for coordination with early intervention programs

☐ LEA screening procedures for students under the age of 5

☐ LEA Child Find communication procedures

☐ LEA MTSS procedures

3. Provide detailed information about the specific evidence reviewed. Include a link to the evidence or attach the evidence reviewed.

4. Does the documentation provide sufficient evidence that all regulatory requirements are met?

☐Yes ☐No

If no, please explain.

Identification of Eligible Children: Evaluation Procedures

Evaluation Procedures – 23 Ill. Adm. Code 226.110

Each school district shall develop and make known to all concerned persons procedures by which an evaluation may be requested. These procedures shall:

- 1) Designate the steps to be taken in making a request for an evaluation;*
- 2) Designate the persons to whom a request may be made;*
- 3) Identify the information that must be provided;*
- 4) Provide any assistance that may be necessary to enable persons making requests to meet any related requirements established by the district; and*
- 5) Identify the process for providing the parents with notice of their rights with respect to procedural safeguards.*

Additional Procedures for Students Suspected of or Having a Specific Learning Disability – 23 Ill. Adm. Code 226.130

Provided that the requirements of this subsection (b) are met, each district shall implement the use of a process that determines how the child responds to scientific, research-based interventions or multi-tiered systems of support as part of the evaluation procedure described in 34 CFR 300.304. When a district implements the use of a process of this type, the district shall not use any child's participation in the process as the basis for denying a parent's request for an evaluation.

Additional Procedures for Students Suspected of or Having an Intellectual Disability – 23 Ill. Adm. Code 226.135

In addition to the requirements set forth in Sections 226.110 and 226.120, the district shall ensure that a psychological evaluation has been conducted and a recommendation for eligibility made by a school psychologist for any child who is suspected of or determined to have an intellectual disability.

1. Policies reviewed (check all that apply)

☐ LEA maintains a policy requiring its schools to meet the regulatory requirements of **Evaluation Procedures – 23 Ill. Adm. Code 226.110**, **Additional Procedures for Students Suspected of or Having a Specific Learning Disability – 23 Ill. Adm. Code 226.130**, and **Additional Procedures for Students Suspected of or Having an Intellectual Disability – 23 Ill. Adm. Code 226.135**

2. Procedures reviewed (check all that apply)

☐ LEA procedures for requesting initial evaluations

☐ LEA procedures for evaluating students suspected of having a Specific Learning Disability

☐ LEA MTSS procedures

☐ LEA procedures for evaluating students suspected of or having an intellectual disability by a school psychologist, designated by the LEA

☐ Other (specify)

3. Provide detailed information about the specific evidence reviewed. Include a link to the evidence or attach the evidence reviewed.

4. Does the documentation provide sufficient evidence that all regulatory requirements are met?

☐ Yes ☐ No

If no, please explain.

Individualized Education Program (IEP)

General Requirements – [23 Ill. Adm. Code 226.200](#)

Each school district shall provide special education and related services to eligible children in accordance with their IEPs.

IEP Team – [23 Ill. Adm. Code 226.210](#)

The composition of the IEP Team for a particular child, and the participation, attendance, and excusal of the team members and other individuals in the IEP meeting, shall conform to the requirements of 34 CFR 300.321, 300.322, 300.324, and 300.325.

- a) *The general education teacher who serves as a member of a child's IEP Team shall be a teacher who is, or may be, responsible for implementing a portion of the IEP, so that the teacher can participate in discussions about how best to instruct the child.*
- b) *For a child age three through five years who has not yet entered the primary grades, the team shall include an individual qualified to teach preschool children without identified disabilities.*
- c) *If the child is receiving only speech and language services, the speech and language pathologist shall fulfill the role of the special education teacher set forth at 34 CFR 300.321(a)(3).*
- d) *The representative of the public agency required by 34 CFR 300.321(a)(4) must, in addition to the requirements set forth in that portion of the federal regulations, have the authority to make commitments for the provision of resources and be able to ensure that the services set out in the IEP will be implemented.*
- e) *The IEP Team shall include a qualified bilingual specialist or bilingual teacher, if the presence of such a person is needed to assist the other participants in understanding the child's language or cultural factors as they relate to the child's instructional needs. If documented efforts to locate and secure the services of a qualified bilingual specialist are unsuccessful, the district shall instead meet the requirements set forth in Section 226.150(b) of this Part.*
- f) *In the case of a child whose behavior impedes his or her learning or the learning of others, the team shall include a person knowledgeable about positive behavior strategies.*

1. Policies reviewed (check all that apply)

☐ LEA maintains a policy requiring its schools to meet the regulatory requirements of **General Requirements – [23 Ill. Adm. Code 226.200](#)** and **IEP Team – [23 Ill. Adm. Code 226.210](#)**

2. Procedures reviewed (check all that apply)

☐ LEA procedures for notifying parents regarding the absence of an IEP team member on the Notification of Conference, including securing a written signature from the parent/guardian on the excusal form

☐ LEA procedures for ensuring general education teachers and service providers who are responsible for implementation of the IEP

1. Policies reviewed (check all that apply)	2. Procedures reviewed (check all that apply)
	☐ LEA monitoring procedures for ensuring students with IEPs, who are in specialized placements (e.g., charter, therapeutic, and/or residential placements), under the jurisdiction of the LEA, receive the special education services required, as outlined in the IEP ☐ Other (specify)
3. Provide detailed information about the specific evidence reviewed. Include a link to the evidence or attach the evidence reviewed.	

4. Does the documentation provide sufficient evidence that all regulatory requirements are met?

☐ Yes ☐ No

If no, please explain.

SAMPLE

Parentally- Placed Private School Children with Disabilities

Service to Parentally-Placed Private School Students – 23 Ill. Adm. Code 226.350

"Parentally-Placed Private School Students" shall be defined as set forth in 34 CFR 300.130. As noted in Section 226.100 of this Part, school districts shall conduct child find for parentally-placed private school students in conformance with the requirements of 34 CFR 300.131. Each school district shall also conform to the requirements of 34 CFR 300.132 through 300.144. In fulfilling the requirements of 34 CFR 300.134 (Consultation) and 300.135 (Affirmation), school districts that are members of the same special education joint agreement are permitted to conduct jointly their consultation with private school and parent representatives. However, even when multiple districts' funds are pooled by a joint agreement, the amounts that are required to be used for services to parentally-placed private school students must be spent in accordance with each member district's "proportionate share" obligation. School districts that are members of the same special education joint agreement shall be prohibited from aggregating proportionate share funds when determining services for parentally-placed private school students.

1. Policies reviewed (check all that apply)

☐ LEA maintains a policy requiring its schools to meet the regulatory requirements of **Service to Parentally-Placed Private School Students – 23 Ill. Adm. Code 226.350**

2. Procedures reviewed (check all that apply)

- ☐ LEA procedures for timely, meaningful consultation
- ☐ Documentation of timely, meaningful consultation including communication logs and signed documents
- ☐ LEA template for timely, meaningful consultation including example of communication logs and example of signed document
- ☐ LEA service plan template and example of a completed plan
- ☐ Other (specify)

3. Provide detailed information about the specific evidence reviewed. Include a link to the evidence or attach the evidence reviewed.

4. Does the documentation provide sufficient evidence that all regulatory requirements are met?

☐ Yes ☐ No

If no, please explain.

Behavior Intervention and Discipline Procedures

Behavioral Intervention – [105 ILCS 5/14-8.05](#)

*Each school board shall (i) furnish a copy of its local policies and procedures to parents and guardians of all students with individualized education plans within 15 days after the policies and procedures have been adopted by the school board, or within 15 days after the school board has amended its policies and procedures, or at the time an individualized education plan is first implemented for the student, and (ii) require that each school inform its students of the existence of the policies and procedures annually. **Provided, at the annual individualized education plan review, the school board shall (1) explain the local policies and procedures, (2) furnish a copy of the local policies to parents and guardians, and (3) make available, upon request of any parents and guardians, a copy of local procedures.***

Disciplinary Action – [23 Ill. Adm. Code 226.400](#)

With respect to disciplinary action concerning children with disabilities, school districts shall conform to the requirements of 34 CFR 300.530 through 300.536, as well as Section 10-22.6 of the School Code [105 ILCS 5/10-22.6]. In addition, upon the occurrence of any act that may subject the student either to expulsion from school or suspension resulting in more than ten cumulative days of suspension during any one school year, the district shall be required to convene a meeting of the IEP Team to review the student's behavioral intervention plan or, if a behavioral intervention plan has not yet been developed, to develop one.

1. Policies reviewed (check all that apply)

☐ LEA maintains a policy requiring its schools to meet the regulatory requirements of **Behavioral Intervention – [105 ILCS 5/14-8.05](#) and Disciplinary Action – [23 Ill. Adm. Code 226.400](#)**

2. Procedures reviewed (check all that apply)

☐ LEA procedures ensuring the provision of the LEA's Behavior Intervention Policy in accordance with 105 ILCS 5/14-8.05

☐ LEA procedures ensuring discipline procedures for students with IEPs for short-term removals of fewer than 10 days and procedures for students with IEPs for long-term removals of greater than 10 days

☐ LEA procedures for the use of positive behavioral interventions and supports for students with disabilities whose behavior impedes their learning

☐ Other (specify)

3. Provide detailed information about the specific evidence reviewed. Include a link to the evidence or attach the evidence reviewed.

4. Does the documentation provide sufficient evidence that all regulatory requirements are met?

☐ Yes ☐ No

If no, please explain.

Procedural Safeguards

Language of Notification – 23 Ill. Adm. Code 226.500

- a) *The notices to individual parents required in this Subpart F shall conform to the requirements of 34 CFR 300.503(c).*
- b) *Written translation of the Vital Documents List into the ten most commonly spoken languages in Illinois, other than English, must be provided to Limited English Proficiency parents of children with disabilities. This requirement includes translation of the individualized substance of documents on the Vital Documents List. A translated Parent/Guardian Notification of Conference Recommendations form and all other applicable elements of the IEP forms must be provided simultaneously with English IEP documents and all reasonable efforts to provide the IEP within seven school days after the IEP meeting must be made, or as soon as possible thereafter. All other vital IEP documents must be translated and provided to parents as soon as practicable but not more than 30 school days after the IEP meeting.*
- c) *Parents may request translation of documents not on the Vital Documents List that have a vital relation to the child's educational planning through the same process identified on the Notification of Conference form, and school districts must make reasonable efforts to provide the requested translations in a timely manner.*
- d) *All translations must be performed by competent translators who have undergone sufficient professional training regarding special education terminology and processes, or by outside vendors that are commercially recognized as providing competent translation services; or, if a school district elects to utilize an automated translation program or application, the results must be reviewed and edited, as needed, by an individual qualified to determine the accuracy of the translation. All translations must be certified to be true and accurate by the translator to the best of the translator's knowledge or ability.*

1. Policies reviewed (check all that apply)

☐ LEA maintains a policy requiring its schools to meet the regulatory requirements of **Language of Notification – 23 Ill. Adm. Code 226.500** (e.g., parents are provided Vital Documents in their native language, notified of their right to request translation of documents not on the Vital Documents List, and translations are completed by individuals who meet ISBE training requirements)

2. Procedures reviewed (check all that apply)

- ☐ LEA procedures to ensure all Vital Documents are provided in the parent's native language
- ☐ LEA procedures to ensure parents are notified of their right to request translation of documents not on the Vital Documents List (include example of template)
- ☐ LEA procedures to ensure translations are completed by individuals who meet ISBE training requirements
- ☐ Other (specify)

3. Provide detailed information about the specific evidence reviewed. Include a link to the evidence or attach the evidence reviewed.

4. Does the documentation provide sufficient evidence that all regulatory requirements are met?

☐ Yes ☐ No

If no, please explain.

Procedural Safeguards, PUNS, and ABLE

Notification of Parents Rights – 23 Ill. Adm. Code 226.510

A copy of the notice of procedural safeguards available to parents of a child with a disability shall be given to the parents in accordance with, and shall conform to the requirements of, 34 CFR 300.504.

Development, Review, and Revision of the IEP – 23 Ill. Adm. Code 226.220

If a student has an intellectual disability or a developmental disability, as defined under Section 1-106 of the Mental Health and Developmental Disabilities Code [405 ILCS 5], the student's IEP team shall determine the student's Priority of Urgency of Need for Services (PUNS) registration status at the annual IEP review based upon information provided by the student's parents or guardian or by the student. If it is determined that the student is not registered for the PUNS database or if it is unclear whether the student is registered for the PUNS database, the parents or guardian and the student shall be referred to a designated employee of the public school who shall provide the student's parents or guardian and the student with the name, location, and contact information of the appropriate intermediate service center to contact in order to register the student for the PUNS database, as well as other relevant information provided in Section 2-3.163(c-5) of the School Code. (Section 2-3.163(a-5) of the School Code)

Achieving a Better Life Experience (ABLE) Accounts – 105 ILCS 5/14-8.02i

Beginning with the 2026-2027 school year, a school district shall provide informational materials about the Illinois Achieving a Better Life Experience (ABLE) account program established under Section 16.6 of the State Treasurer Act:

(1) to the parent or guardian of a student at the

student's annual individualized education program (IEP) review meeting, whether the annual review meeting is held in person, convened remotely, or convened in any other manner, using the same distribution methods employed to transmit other documents and information related to an IEP meeting to the parent or guardian

1. Policies reviewed (check all that apply)

☐ LEA maintains a policy requiring its schools to meet the regulatory requirements of **Notification of Parents Rights – 23 Ill. Adm. Code 226.510**, **Development, Review, and Revision of the IEP – 23 Ill. Adm. Code 226.220**, and **Achieving a Better Life Experience (ABLE) Accounts – 105 ILCS 5/14-8.02i**

2. Procedures reviewed (check all that apply)

☐ LEA procedures to ensure parents receive a copy of the procedural safeguards available to parents of a child with a disability **at least annually** and as otherwise required (**e.g., initial evaluations, request for evaluation, state complaint filing, due process filing, disciplinary procedures, and upon parent request**)

1. Policies reviewed (check all that apply)	2. Procedures reviewed (check all that apply)
	☐ LEA procedures ensuring information regarding Understanding PUNS: A Guide to Prioritization for Urgency of Need for Services was provided to the parent/guardian at the annual IEP meeting (required for every student with an IEP) ☐ LEA procedures ensuring ABLE account information is provided to the parent or guardian of a student at the student's annual IEP review meeting ☐ Other (specify)
3. Provide detailed information about the specific evidence reviewed. Include a link to the evidence or attach the evidence reviewed.	
4. Does the documentation provide sufficient evidence that all regulatory requirements are met? ☐ Yes ☐ No If no, please explain.	

Procedural Safeguards: Parent Participation

Parent Participation – 23 Ill. Adm. Code 226.530

*With respect to parents' participation in meetings, school districts shall conform to the requirements of 34 CFR 300.322 and 300.501. For purposes of 34 CFR 300.322(a)(1), "notifying parents of the meeting early enough to ensure that they will have an opportunity to attend" means the district shall provide written notification no later than ten days prior to the proposed date of the meeting. **No later than 3 school days prior to a meeting to determine a child's eligibility for special education and related services or to review a child's IEP, or as soon as possible if an IEP meeting is scheduled within 3 school days with written consent of the child's parent or guardian, the local education agency must provide the child's parent or guardian with copies of all written material that will be considered by the IEP team at the meeting so that the parent or guardian may participate in the meeting as a fully-informed member. The parent or guardian shall have the option of choosing from the available methods of delivery, which must include regular mail and picking up the materials at school. For a meeting to determine the child's eligibility for special education, the written material must include all evaluations and collected data that will be considered at the meeting. For a child who is already eligible for special education and related services, the written material must include a copy of all IEP components that will be discussed by the IEP team, other than the components related to the educational and related service minutes proposed for the child and the child's placement.** Parents shall also be informed of their right to review and copy their child's school student records prior to any special education eligibility or IEP review meeting, subject to the requirements of applicable federal and State law. (Section 14-8.02f(c) of the Code)*

1. Policies reviewed (check all that apply)

☐ LEA maintains a policy requiring its schools to meet the regulatory requirements of **Parent Participation – 23 Ill. Adm. Code 226.530** (e.g., parents are provided draft documents no later than three days prior to the eligibility determination/annual review meeting; qualified interpreters are provided when needed; the Notification of Conference includes information about the availability of interpretation services and the right to request an interpreter; and parents of students eligible for an IEP are notified that written translations of vital IEP process documents are available, how to request translated documents, and whom to contact with any questions or complaints about the translations).

2. Procedures reviewed (check all that apply)

☐ LEA procedures to ensure parents understand and have the opportunity to participate meaningfully in IEP meetings
☐ LEA procedures to ensure parents are provided with draft documents no later than three days prior to the eligibility determination/annual review meeting
☐ LEA procedures to ensure a parent is provided a qualified interpreter to fully participate and understand proceedings at the meeting
☐ LEA procedures to ensure that parents are informed in each Notification of Conference regarding the availability of interpretation services and their right to request an interpreter

1. Policies reviewed (check all that apply)	2. Procedures reviewed (check all that apply)
	☐ LEA procedures to notify parents of students eligible for an IEP that written translations of vital IEP process documents are available, how to request translated documents, and whom to contact with any questions or complaints about the translations ☐ Other (specify)

3. Provide detailed information about the specific evidence reviewed. Include a link to the evidence or attach the evidence reviewed.

4. Does the documentation provide sufficient evidence that all regulatory requirements are met?
☐ Yes ☐ No
If no, please explain.

Procedural Safeguards: Surrogate Parents

Surrogate Parents – [23 Ill. Adm. Code 226.550](#)

The qualifications, responsibilities, and appointment procedures for surrogate parents shall conform to the requirements of 34 CFR 300.519 and Section 14-8.02a of the School Code [105 ILCS 5/14-8.02a]. In addition, the following requirements shall apply:

When a child who is a ward of the State is placed in a residential facility, a representative of that facility shall submit to the State Board of Education a request for the appointment of a surrogate parent. Upon enrollment of a student, the resident school district is responsible for ensuring the assignment of a surrogate parent if the residential facility has not already done so.

1. Policies reviewed (check all that apply)

☐ LEA maintains a policy requiring its schools to meet the regulatory requirements of **Surrogate Parents – [23 Ill. Adm. Code 226.550](#)**

2. Procedures reviewed (check all that apply)

- ☐ LEA procedures to ensure students who require an educational surrogate parent are provided one
- ☐ LEA has a designated district-level representative who oversees the appointment procedures for surrogate parents and ensures the surrogate parents receive all Vital Documents
- ☐ LEA procedure for residential facility request to ISBE for appointment of a surrogate parent to students who are wards of the state
- ☐ LEA procedure for administrative oversight of communication with stakeholders concerning student progress while placed in a residential facility
- ☐ LEA procedure on maintaining communication records with residential facilities in which students of the LEA are residing
- ☐ Other (specify)

3. Provide detailed information about the specific evidence reviewed. Include a link to the evidence or attach the evidence reviewed.

4. Does the documentation provide sufficient evidence that all regulatory requirements are met?

☐ Yes ☐ No

If no, please explain.

Team Members Who Participated in the Comprehensive Review of Special Education Policies and Procedures Process

A team of multidisciplinary stakeholders selected by the LEA must participate in the compliance process. This team should include general educators, special educators, administrators, school psychologists, and other members who participate in the evaluation process.

Name	Title

Summary of Verification of Accuracy

The superintendent is required to certify the following information prior to submission.

I verify that the information submitted in this review is accurate and based upon the findings from the Comprehensive Review of LEA Policies and Procedures.

I verify/assure that all required cyclical monitoring activities were/will be completed (e.g., webinar, comprehensive assessment, IEP reviews, etc.) by the due dates set by ISBE.

Superintendent Signature: _____ Date: _____