Illinois State Board of Education
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APPENDIX A

PUBLIC INQUIRY INTO SPECIAL EDUCATION POLICY AND PROCEDURES

IN THE CHICAGO PUBLIC SCHOOLS

Areas of Inquiry - Statement of Issues and Implicated Legal Standards.

Based on the Illinois State Board of Education's (ISBE) review of the Complaint introduced at the November 16, 2017 ISBE Board Meeting by numerous advocacy groups against Chicago Public Schools District #299 (CPS), the Office of the General Counsel has identified four areas of concern for consideration by the Public Inquiry Team (Inquiry Team). This Public Inquiry is designed to investigate these allegations of broad-based or systemic violations. Although information regarding individual students may be relevant to the investigation of these matters, complaints regarding specific students should be handled through the due process or state complaint system.

The Inquiry Team will collect evidence and testimony on these issues and will present its findings on these issues to the State Board in a Final Report. The Inquiry Team's findings will be made available to the public after submission to ISBE.

Issues to be addressed by the Public Inquiry:

1) **Does CPS's electronic IEP system, either alone or in conjunction with CPS's Policies and Procedures, result in an unlawful denial or delay of required services or limitations on the required continuum of services to students? For example:**

   a) Does the requirement that District Representatives sign-off on certain services result in the unlawful denial or delay of special education and related services to students?
   b) Does the requirement that District Representatives sign-off on certain services result in IEP team decisions being made impermissibly or vetoed by persons not at the IEP team meeting?
   c) Do the "date window" restrictions in the electronic IEP system result in the unlawful denial of extended school year or other special education and related services to students?
   d) Does the auto-populated language in the electronic IEP system result in incorrect documentation of IEP meeting decisions/discussions?

2) **Do CPS's documentation and data collection requirements result in unlawful denial or delay in the identification of eligibility or provision of special education and related services to students? For example:**

   a) Does the requirement that principals sign-off and confirm data collection result in the unlawful delay or denial of eligibility or provision of special education and related services to students?
   b) Do the data collection requirements lead to the impermissible exclusion of parents from the IEP decision-making process?
   c) Are the documentation and data collection requirements overly burdensome for staff, leading to the unlawful delay or denial of eligibility or provision of special education and related services to students due to logistical impracticality?

3) **Does CPS's budgeting system result in unlawful denial or delay in the provision of special education and related services to students? For example:**

   a) Does the site-based system of budgeting result in the unlawful denial or delay of special education and related services to students?
   b) Does the appeal process in the budgeting system result in the unlawful denial or delay of special education and related services to students?
   c) Does the consolidation of numerous special education budget lines into larger budget lines prevent the proper tracking of special education funds?
   d) Does CPS's budgeting system result in supplemental general state aid (SGSA) and /or Title I funds being used impermissibly to provide special education and related services?

4) **Have CPS's policies regarding transportation resulted in an unlawful denial or delay in the provision of needed transportation services to students?**

   a) Are there mechanisms, such as limiting criteria, that impermissibly deny students access to required transportation services?
   b) Are pre-school aged children being provided transportation services in an unlawful manner?