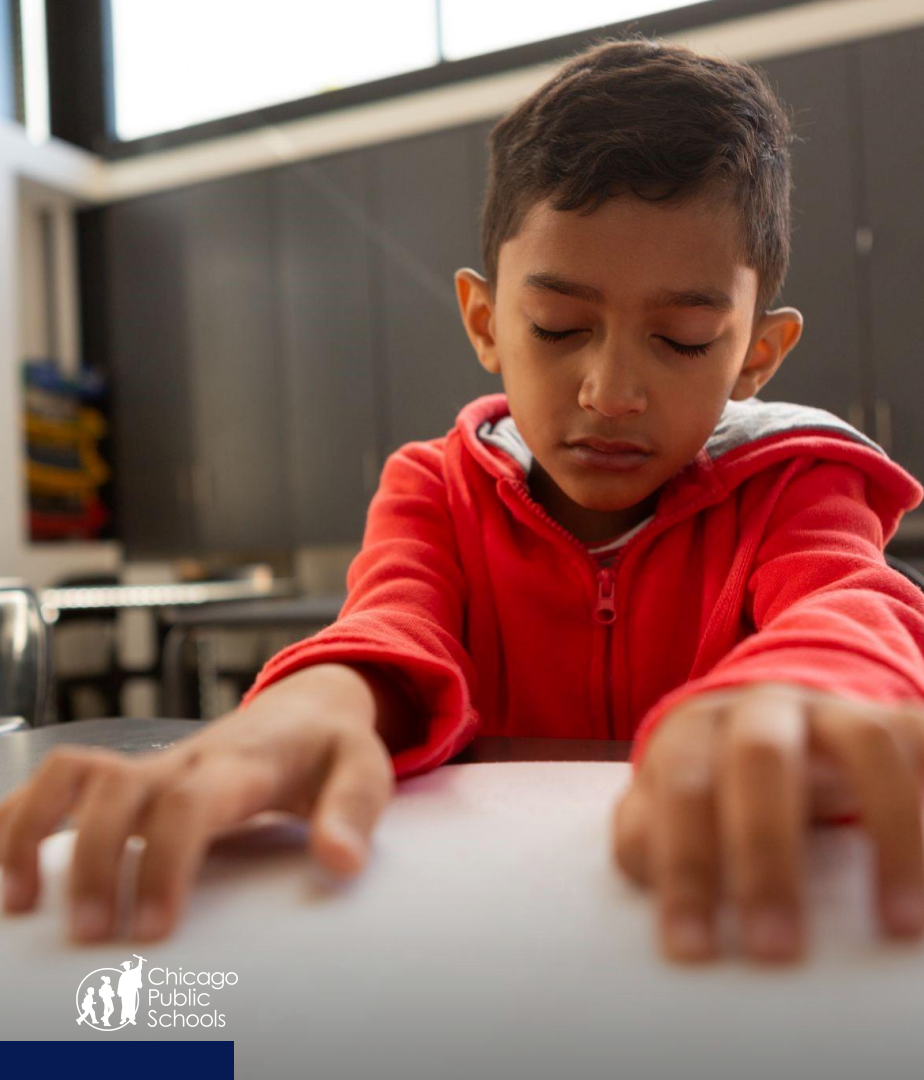




The IEP and 504 Plan Process: *Understanding Your Parental Rights*



Chicago Public Schools
OFFICE FOR STUDENTS WITH DISABILITIES



Our Mission

Through partnership and empowerment, we ensure that every student with a disability experiences success and secures their Rightful Presence in all academic and social settings.



Our Vision

To fully support educators, school leaders, and families in securing the Rightful Presence and success of students with disabilities. By dismantling barriers, ensuring equitable access, and assuring compliance, we provide the resources needed for every student's academic and social success, guided by high-quality IEPs.

Our Core Values

These core values guide the work we do every day for our students. They also guide our planning and practices as we work together with our educators, families, and communities to implement the programs, services, and support.



**Student
Centered**



Whole Child



Equity



**Academic
Excellence**



**Community
Partnership**



**Rightful
Presence**

Agenda

- Overview:
 - The Individuals with Disabilities Education Act (IDEA)
 - Section 504 of the Rehabilitation Act of 1973
- Parent/Guardian Participation in IEP/504 Plan Meetings
- The IEP/504 Plan Team
- Preparing for the Meeting
- Procedural Safeguards
 - Prior Written Notice
 - Independent Educational Evaluation
 - Access to Educational Records
 - Formal Dispute Resolution
- Resources & Supports

Overview of IDEA (*Individuals with Disabilities Education Act*)

History and Background of IDEA

Initial Passage in 1975

IDEA was first enacted in 1975, marking a significant milestone in the rights of individuals with disabilities in education.

Revisions Over the Years

Since its initial passage, IDEA has undergone multiple revisions to enhance educational opportunities and outcomes for students with disabilities.

Emphasis on Inclusion

The evolution of IDEA reflects a growing emphasis on inclusive education and the rights of individuals with disabilities within the educational system.

Eligibility Under IDEA

To qualify for services under IDEA:

- a child must fall into one of ***14 specified disability categories***
- the child must need special education, or related services, to progress in school.

If a child has a disability but doesn't need special education, they might be covered by Section 504 of the Rehabilitation Act

Disability Categories under IDEA

Autism	Deaf/Blind	Deaf	Developmental Delay
Emotional Disability	Hearing Impairment	Intellectual Disability (Mild, Moderate, Severe, Profound)	Multiple Disabilities
Orthopedic Impairment	Other Health Impairment	Specific Learning Disability	Speech or Language Impairment
	Traumatic Brain Injury	Visual Impairment, including blindness	

Key Provisions and Goals of IDEA

IDEA ensures that all eligible students with one of the IDEA recognized disabilities:

- Receive specialized and related services to address their individual needs
- Have an Individualized Education Program (IEP) developed annually, based on the student's unique learning needs
- Have access to **ALL** program options available to non-disabled peers, including extracurricular activities
- Participate in district-wide and state-wide testing
- Are prepared for employment and independent living
- Are educated by teachers who are highly qualified

Overview of Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act

Section 504 is part of a large piece of civil rights legislation called the ***Rehabilitation Act of 1973***.

Section 504 is separate from IDEA – it does not require the removal of a student from his or her non-disabled peers, rather it ensures the provision of accommodations and modifications necessary in the **general education classroom and settings** to level the playing field for any student who qualifies for a 504 Plan.

NOTE: accommodations and related services, except for direct speech therapy, may be provided under a 504 Plan

Section 504 of the Rehabilitation Act

The purpose of *Section 504 of the Rehabilitation Act of 1973* is to:

- Eliminate discrimination on the basis of disability in any program or activity provided by schools districts and other educational providers that receive federal financial assistance.
- Ensure that students who are Section 504 eligible have educational opportunities equivalent to those of their nondisabled peers.

Section 504 of the Rehabilitation Act

Unlike the IDEA, Section 504 does not limit coverage to certain categories of disabilities and no categorical labels are necessary. Instead, a student with a disability under Section 504 is defined as one who:

- *Has a physical or mental health impairment that substantially limits a major life activity, or,*
- *Has a record or a history, of such an impairment, or,*
- *Is regarded as having such an impairment.*

Parent/Guardian Participation in IEP/504 Plan Meetings

Parent/Guardian Participation in IEP/504 Plan Meetings

Parents/Guardians have the right to participate in meetings related to the:

- identification, evaluation, and educational placement of their child; and
- the provision of FAPE to their child, including IEP meetings

Schools must:

- provide parents with written notice of a meeting and mutually agree on a time and location for the meeting
- provide options for participation (in-person, virtual, phone, etc) to ensure parent participation

Parent/Guardian Participation in IEP/504 Plan Meetings

Appropriate notice of meetings must include:

- Written notice
- The purpose, time, and location of the meeting
- Who will attend meeting
- Tell parents they may invite individuals with knowledge or special expertise about their child

The IEP Team/504 Team

Who Is On The Team?

Preparing for your child's IEP or 504 Plan meeting? Before you get too far into planning, make sure you know who is on an IEP or 504 Plan team. [By law](#), there are mandatory members of an IEP/504 team. This ensures that the IEP/504 Plan is created collaboratively and not based solely on one person's evaluation of the child.

Let's take a look at who the IEP/504 Plan team members are, as well as others that may be invited to the meeting.

Who Is On The IEP Team?

According to the [Individuals with Disabilities Act \(IDEA\)](#) Section 300.321, the [IEP team](#) must be comprised of individuals who can provide an overall picture of the child's disability, competency, and growth. Those team members include:

- The parent/guardian of the student;
- At least one general education teacher, if the student is or may be participating in the general education environment. The general education teacher who serves as a member of a student's IEP team should be a teacher who is, or may be, responsible for implementing a portion of the IEP
- At least one special education teacher. (If the child is receiving only speech and language services, the speech-language pathologist);

Who Is On The IEP Team Cont...?

- A representative of CPS (district representative) who is qualified to supervise the provision of special education services, is knowledgeable about the general education curriculum and available resources, and is authorized to commit resources on behalf of the district. (If a representative from OSD attends the meeting, such as when the IEP team may be discussing placement in a separate day school, that person acts as the district representative and is identified on the **Notice of Conference** form as such.);
- An Evaluation representative. This is someone who can interpret “the instructional implications of evaluation results.” This person may be the special education teacher or representative that is already in attendance.

Who Is On The IEP Team Cont...?

- The student. The [law very clearly indicates](#) that the child about whom the IEP is being written should be in attendance whenever possible and appropriate, especially if the purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals

Other Individuals Who May Be Present at an IEP Meeting

IDEA provides parents and guardians with the right to invite or request additional people to the meeting. Those people are:

- An advocate. This may be an attorney or other individual who has knowledge about the needs of the student
- An Interpreter. If English is not the family's first language, they may request that the school provide an interpreter for the IEP meeting. Typically, this is done ahead of time in writing so the school can plan for it.

Who Is On The 504 Plan Team?

You can expect the following Section 504 team participants:

- Local school Section 504 Coordinator;
- The parent(s)/guardian(s);
- The general education teacher . This should be a teacher who is, or may be, responsible for implementing a portion of the Section 504 Plan.
- Related service provider(s) when the reason for the Section 504 request is in his/her area of expertise;
- Every CPS staff person involved in conducting an assessment; and
- The student, if 14 or older, or if the parent/guardian chooses to have the child participate at any age.

Preparing for the Meeting

Preparing for the Meeting

On Friday, August 23rd, Governor J.B. Pritzker signed [House Bill 3586](#), which amends Article 14 of the Illinois School Code. Article 14 of the School Code now requires all public school districts in the state of Illinois to provide parents/guardians with “**copies of all written material**” that will be considered at the IEP meeting for their child at least ***three school days*** in advance of such meeting.

Preparing for the Meeting Cont...

The written drafts provided to the parents must include, but are not limited to:

- All evaluations and collected data that will be considered at the meeting; and
- For students already eligible, a copy of all IEP components that will be discussed by the IEP team, “[and] copies of all written material that will be considered by the individualized education program team at the meeting **other than the components related to the educational and related service minutes proposed for the child and the child’s educational placement.**”

Preparing for the Meeting Cont...

IEP drafts, and assessment reports (if the meeting is an Eligibility Determination meeting) will provide you with crucial information, and support your preparation for the meeting.

- You will be able to review your child's present levels to see where he/she is and his/her strengths and weaknesses in school.
- The goals should be written toward the weaknesses. You should compare the proposed IEP and the current IEP to see progression.

NOTE: as you review the drafts, don't hesitate to request data that was used to inform the development of the goals or the information presented under the General Considerations section of the IEP.

Procedural Safeguards

What are Procedural Safeguards?

IDEA includes a section called [Procedural Safeguards](#). These safeguards are designed to protect the rights of parents and their child with a disability and, at the same time, give families and school systems several mechanisms by which to resolve their disputes.

At least one time a year, the parents of a child with a disability must receive from the school system a complete explanation of all the procedural safeguards available to them, as parents, under IDEA. This explanation is called the “*Procedural Safeguards Notice*.”

- IEP Procedural Safeguards: [English](#)
- IEP Procedural Safeguards: [Spanish](#)
- 504 Procedural Safeguards: [English](#)
- 504 Procedural Safeguards: [Spanish](#)



Copy of the Procedural Safeguards: When?

The Individuals with Disabilities Education Act (IDEA) requires schools to provide parents/guardians of a student who is **eligible for or referred** for special education with a notice containing a full explanation of the rights available to them.

A copy of the *Notice of Special Education Procedural Safeguards* is provided:

- At least once every school year.
- When the parent/guardian or others, including the district, request that your student be evaluated to determine eligibility for special education services.
- When you file a complaint.
- When you request a due process hearing.
- When a decision is made to remove your child for more than ten school days in a year as part of a disciplinary action, and that removal constitutes a change of placement.
- Upon your request.

Procedural Safeguards: What is Explained?

The Notice of Procedural Safeguards explains your parental rights to:

- Prior written notice;
- Request an independent educational evaluation;
- Provide parental consent in the special education process;
- Access your child's educational records;
- Be afforded the opportunity to present and resolve complaints, including--
 - the time period in which to make a complaint;
 - the opportunity for the school district to resolve the complaint; and
 - the availability of mediation;
- *"Stay-Put"* placement during pendency of due process proceedings;
- Outlines rights and procedures for students who are subject to placement in an interim alternative educational setting;
- Requirements for unilateral placement by parents of children in private schools at public expense

Prior Written Notice (PWN)

Prior Written Notice

"A district must provide parents with prior written notice whenever it proposes or refuses "to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child."

This provision is found under the Individual with Disabilities Education Act, [Sec. 300.503](#)

Prior Written Notice (PWN): When?

- When the district proposes to **initiate or change** the **identification, evaluation, educational placement** or the provision of a free, appropriate public education to your child.
- When the district refuses to **initiate or change** the **identification, evaluation, educational placement** or the provision of a free, appropriate public education to your child.

Prior Written Notice (PWN): Language Requirements

The *Prior Written Notice (PWN)* requirements dictates that notices be:

- Written in language ***understandable*** to the general public and provided in the ***native language*** or ***other mode*** of communication used by parents/guardians, unless it is clearly not feasible. If your native language or other mode of communication is not a written language, the local district shall take steps to ensure that:
 - (a) the notice is translated orally or by other means to you in your native language or other mode of communication,
 - (b) that you understand the content of the notice, and
 - (c) that there is written evidence that these requirements have been met.

ISBE provides a **Checklist of When Prior Written Notice is Required** in it's manual titled [Instructions for Required Notice and Consent Forms](#) (page 22)

APPENDIX A Checklist of When Prior Written Notice is Required

Events in which the district must provide prior written notice or get consent from parents/guardians:	Required (ISBE Forms 34-57)	Not Required
CHILD FIND/IDENTIFICATION		
Child Find activities		X
School-based screening		X
Use of Multi-Tier Systems of Support/Response to Intervention (MTSS/RTI) intervention strategies		X
Referral for initial evaluation (34-57A)	X	
Change in/addition of special education categorical identification (34-57C)	X	
Using screening data and conducting preliminary procedures, such as observation of the child, assessment for instructional purposes, consultation with the teacher, and a conference with the child.		X
EVALUATION		
Refusal to conduct an evaluation (34-57A)	X	
Collection of new data for initial evaluation or reevaluation (34-57B/C)	X	
Initiating the evaluation of a student suspected of having a disability		X
Reviewing existing data as part of an evaluation or a reevaluation		X
Administering a test or other evaluation that is administered to all children		X
Evaluation of progress on annual goals		X
Refusal of request for Independent Education Evaluation	X	
Determination of eligibility upon the completion of an initial evaluation or reevaluation	X	
Observation for evaluative purposes (34-57B/C)	X	
Observations of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation		X
Evaluations used in the performance of an FBA	X	
EDUCATIONAL PLACEMENT		
Initial provision of special education and related services (34-57F)	X	
Any change in educational placement/least restrictive environment	X	
Termination of special education or related services (34-57E) and (34-57N)	X	
Parental transfer of student out of district		X
Graduation with a regular high school diploma	X	
Disciplinary changes in placement that would exceed 10 consecutive school days	X	
Disciplinary removal for not more than 10 school days.		X
Disciplinary removal to an interim alternative education setting for not more than 45 school days	X	

PROVISION OF FAPE		
Deletion or addition of related services	X	
Change in annual goals on an existing IEP	X	
Increase or decrease in special education services or related services	X	
Change in how a student will participate in state/district assessment	X	
Any revision in the IEP	X	
Increase or decrease in supplementary aids and services or supports to school personnel listed in the student's IEP	X	
Refusal to increase or decrease a related service	X	
Consideration of extended school year services	X	
Implementation of a Behavior Intervention Plan	X	
Non-implementation of services (34-57O)	X	
OTHER		
Informal or unscheduled conversations involving public agency personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision		X
Revocation of consent/termination of services	X	

Note: This checklist is not an exhaustive listing but should be used as a guide to address the most common circumstances an LEA may encounter regarding the provisions of prior written notice and consent.

CPS: Prior Written Notice

The following slides provide **some** of the ***forms and procedures CPS*** uses to:

- obtain required informed consent from parent(s)/guardian(s) as well as
- provide proper parent/guardian notification of specific types of ***proposed or refused actions*** for a child being considered for or receiving special education and related services.

These are aligned with the **PWN** requirements of the *Individuals with Disabilities Education Act (IDEA)* and *23 Illinois Administrative Code (IAC) 226*.

Parent/Guardian Notification of Decision: PWN

The IEP referral process for special education typically begins with a **referral which:**

- Can be initiated by CPS school personnel, parent/guardian of the student, an employee of the Illinois State Board of Education (ISBE), an employee from another state agency and/or an employee from a community service agency.
- May be submitted in writing or email.
- CPS must provide the parent / guardian **written notice of their decision** to warrant or deny a referral within 14 school days of receiving the request.

Chicago Public Schools
Parent/Guardian Notification of Decision Regarding a
Request for an Evaluation

Date: 04/25/2025 **Student Name:** John Doe **Birth Date:** 07/20/2005
Student ID: TEST **Student's School:** The Office for Students with Disabilities

Dear Jane Doe,

A request for a special education evaluation was made for your child on 09/27/2024 by Child Find Screening Team for the following reasons:

The reasons and relevant factors for the above indicated decision include:

You and your child have rights and protections under the procedural safeguards and may wish to review your attached copy of the **Explanation of Procedural Safeguards** regarding the district's decision. To discuss any concerns or, if you have any questions regarding this decision, please contact Devyn Mares, School Psychologist, at 773-553-1800.

Sincerely,

Signature

Devyn Mares
Ofc Students w/Disab-RSP, School Psychologist
The Office for Students with Disabilities

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Notice of Conference: PWN

The Notice of Conference provides notice of the intent of every meeting. The Notice of Conference (NOC) identifies a mutually agreed upon (parent & school) date/time for the meeting, the proposed location or mode (virtual etc) for the meeting, who will be in attendance, and the relevant data that has been collected and will be discussed by the team.

Chicago Public Schools Parent/Guardian Notification of Conference for 504 Plan		
Date:	Student Name: John Doe	Birth Date: 07/20/2005

Dear John Doe,

In order to discuss your educational needs, you are invited to attend a conference to be held at:

Date & Time: Location:

You are a participant on the 504 Plan Team. The purpose of the conference is indicated in the next section. You have the right to bring other individuals who have knowledge of special expertise regarding your needs. If you plan to bring other individuals, please notify the individual indicated below prior to the conference so arrangements and accommodations for participants can be made. If these conference arrangements are not agreeable and/or you require an interpreter or translator, please contact the individual indicated below.

Purpose of Conference:

The invited individuals and their titles are listed below. If one of the individuals listed is unable to attend due to unforeseen circumstances, the district will designate an appropriate and suitable replacement to attend the 504 conference.

Title	Name
504 Coordinator:	
Special Education Teacher:	
General Education Teacher:	
Parent/Guardian:	Jane Doe
Parent/Guardian:	
Student:	John Doe
Surrogate Parent:	
Nurse:	
Occupational Therapist:	
Physical Therapist:	
Psychologist:	
Social Worker:	
Speech-Language Pathologist:	
Audiologist:	
Other:	
Other:	

You have protection under the procedural safeguards. The school district must provide you a copy of the **Explanation of the Procedural Safeguards for Section 504**. Please contact the district if you need a copy of the **Explanation of the Procedural Safeguards for Section 504**.

Sincerely,

Name:
Title:
School:
School Phone Number:

Chicago Public Schools Parent/Guardian Notification of Conference		
Date: 04/14/2025	Student Name: John Doe	Birth Date: 07/20/2005

Dear John Doe,

In order to discuss your educational needs, you are invited to attend a conference to be held at:

Date & Time: 05/02/2025, 09:00 AM Location: Chicago Math and Science Academy Charter School

No later than 3 school days prior to the scheduled meeting, the school district must provide you copies of all written material that will be considered by the IEP Team at the meeting so that you may participate in the meeting as a fully informed team member. If you have not already been contacted by the school district to indicate your preferred method of delivery (i.e., electronic delivery, postal mail, pick up at school), please contact the individual indicated below. Copies of all written material that will be considered by the IEP team at the meeting will be delivered or made available to the parent or guardian on 04/29/2025. In addition, you have the right to review and/or copy your child's school student records prior to any special education eligibility or IEP meeting.

You are a participant on the IEP Team which will meet to address the purpose as indicated in the next section. You have the right to bring other individuals who have knowledge of special expertise regarding your needs. If you plan to bring other individuals, please notify the individual indicated below prior to the meeting so arrangements and accommodations for participants can be made.

You have the right to request that the school district provide an interpreter for the meeting. You have the right to request that the interpreter serve no other role at the IEP meeting other than as an interpreter, and the school district should make reasonable efforts to fulfill this request. If you believe that the school district unreasonably denied your request for an interpreter who serves no other role in the IEP meeting, you have all rights under the Individuals with Disabilities Education Act (IDEA) and Article 14 of the School Code. These rights include a due process hearing, State complaint, mediation, OSSE monitoring, and by filing a complaint with the Office for Civil Rights.

You can request an interpreter or translated documents by contacting the individual indicated below.

You have the right to written translations of vital IEP documents. You can contact the Office for Students with Disabilities (OSD) at OSD@cps.edu or 773-535-1800 for any questions or complaints about interpretation services.

If these meeting arrangements are not agreeable and/or if you wish to review and/or copy your child's school student record, please contact the individual indicated below.

The purpose of this conference is:

- Review and/or revise your child's IEP to determine special education and related services and placement.

The invited individuals and their titles are listed below. If one of the individuals listed below is unable to attend due to unforeseen circumstances, the district will designate an appropriate and suitable replacement to attend the IEP meeting. Any student, age 14 and older, must be invited to any meeting if the purpose of the meeting is to consider transition service needs.

Title	Name
Parent/Guardian:	Jane Doe
Student:	John Doe

Data has been or will be collected regarding the following services:

- ☐ Paraprofessional Support
- ☐ Extended School Year
- ☐ Transportation
- ☐ Therapeutic Day School
- ☐ Specific Learning Disabilities

If data has not been collected in one of the above areas and you wish to have the data collected, send a written request to your school's case manager as soon as possible.

The IEP Team will discuss whether your child requires Assistive Technology (AT) to receive a Free Appropriate Public Education. The State's AT phone number is 800-242-6663. The Illinois State Board of Education Assistive Technology Program can be reached by calling toll free (800) 242-6663 or by going to <https://www.sbe.state.il.us/Programs/Assistive-Technology.aspx>

You have protection under the procedural safeguards of special education regulations. The school district must provide you a copy of the **Explanation of Procedural Safeguards** once a year. Please contact the district if you need a copy of the **Explanation of Procedural Safeguards**.

If you have questions or need assistance in understanding your procedural safeguards, you may contact the district or contact one of the agencies listed at [Advocacy Resources](#).

Consent/Assessment Planning: PWN

Assessment planning in the evaluation process provides a description of what domain(s) will be assessed, and obtains your consent to evaluate in those identified areas. The assessment/evaluation reports that follow detail the procedures, tests. You receive these at least 3 days prior to participating in the Eligibility Determination meeting

Identification of Needed Assessments			
Student Name: John Doe		Student ID: TEST	
DOMAIN	RELEVANT Yes No	EXISTING INFORMATION ABOUT THE CHILD	ADDITIONAL EVALUATION NEEDED
Health Current or past medical difficulties affecting educational performance.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		No additional information need
Vision Visual problems that would interfere with testing or educational performance. Date and results of last vision test.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	NA	NA
Hearing Hearing problems that would interfere with testing or educational performance. Date and results of last hearing screening/audiological test.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	NA	NA
Social/Emotional Status (Information regarding how the environment affects educational performance (life history, adaptive behavior, independent functioning, personal and social responsibility, cultural background).)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Provide relevant existing information related to this domain based on referral document and information from stakeholders.	No additional information need
General Intelligence Data regarding intellectual ability (how the child takes in information, understands information and expresses information).	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	NA	NA
Academic Performance Current or past academic functioning data pertinent to current educational performance.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	NA/NA	No additional information need
Communication Status (Information regarding communicative abilities (language, articulation, voice, fluency) affecting educational performance).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Adam is currently receiving direct speech and language services. He was previously evaluated in 2021-22. He qualified for speech therapy with an expressive/receptive language disorder.	No additional information need
Motor Abilities Fine and gross motor coordination difficulties, functional mobility, or strength and endurance issues affecting educational performance.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	NA	No additional information need

Consent For Initial Evaluation

Date: 09/28/2024
Student ID: TEST

Student Name: John Doe
School Name: The Office for Students with Disabilities

Birth Date: 07/20/2005

Dear Jane Doe,

Each school district shall ensure that a full and individual evaluation is conducted for each child being considered for special education and related services. The purpose of an evaluation is to determine:

- Whether the child has one or more disabilities;
- The present levels of academic achievement and functional performance of the child;
- Whether the disability is adversely affecting the child's education; and
- Whether the child needs special education and related services.

An evaluation considers domains (areas related to the suspected disability) that may be relevant to the educational problems experienced by the individual child under consideration. The nature and intensity of the evaluation, including which domains will be addressed, will vary depending on the needs of your child and the type of existing information already available. The IEP Team, of which you are a member, determines the specific assessments needed to evaluate the individual needs of your child. Within 60 school days from the date of parent/guardian consent, a conference will be scheduled with you to discuss the findings and determine eligibility for special education and related services.

PARENT/GUARDIAN CONSENT FOR INITIAL EVALUATION

I understand the school district must have my consent for the initial evaluation. If I refuse consent for an initial evaluation, the school district may, but is not required to, pursue override procedures through due process. If the school district chooses not to pursue such procedures, the school district is not in violation of the required evaluation procedures. I understand my rights as explained to me and contained in the **Explanation of Procedural Safeguards**. I understand the scope of the evaluation as described on page 2 of this form.

☐ I give consent ☐ I do not give consent to collect and/or review the evaluation data as described on page 2 of this form.

Signature of Parent/Guardian

Date

If you have any questions, please contact at 773-553-1800

The IEP: PWN

The *Individualized Education Program* (IEP) is the legal document that thoroughly describes a student's special education program. It serves as **notice** for the educational placement and proposed offer of FAPE. It contains detailed descriptions of the student's:

- strengths and deficits upon which the IEP team determined the accommodations, modifications, specific interventions, and measurable goals;
- Provides Justification of the LRE setting that the IEP team recommended.

Chicago Public Schools Individual Education Program (IEP)					
1. Identification Information					
Student Name: John Doe		Date of Meeting: 09/28/2024			
Student ID: TEST		Gender: Male		Current CPS School: The Office for Students with Disabilities Phone: 773-553-1800 Area: School ID: 123456	
Birth Date: 07/20/2005	Grade: Twelfth grade	Homeroom/Division:			
Parent/Guardian: Jane Doe (Mother)		Case Manager/Telephone:			
Address:		Date of Most Recent Evaluation: 09/28/2024			
Parent's Phone Numbers : 773-234-5678		Date of Next Proposed Reevaluation: 09/28/2027			
2. Disability					
Visual Impairment					
3. Purpose of the Conference					
Purpose of the Conference: Review of Existing Data					
4. IEP Team (participants as appropriate)					
Title	Name	Signature	Title	Name	Signature
<input checked="" type="checkbox"/> Case Manager :			<input checked="" type="checkbox"/> Bilingual Specialist:	Anna Aaron	09/28/2024
<input checked="" type="checkbox"/> District Representative:	Charlene Aaron	09/28/2024	<input checked="" type="checkbox"/> School Nurse:	Jonathan Abad	09/28/2024
<input checked="" type="checkbox"/> Special Education Teacher:	Ann Aarstad	09/28/2024	<input checked="" type="checkbox"/> Sign Language Interpreter:	Testing	09/28/2024
<input checked="" type="checkbox"/> General Education Teacher:	Erica Abangan	09/28/2024	<input checked="" type="checkbox"/> Occupational Therapist:	Anthony Abata	09/28/2024
<input checked="" type="checkbox"/> Evaluation Representative:	Anthony Abata	09/28/2024	<input checked="" type="checkbox"/> Physical Therapist:	Abdulrahman Abbas	09/28/2024
<input checked="" type="checkbox"/> Parent/Guardian:	Jane Doe	09/28/2024	<input checked="" type="checkbox"/> Psychologist:	Hanan Abbasi	09/28/2024
<input checked="" type="checkbox"/> Parent/Guardian:	Testing	09/28/2024	<input checked="" type="checkbox"/> Social Worker:	Susan Abbinante	09/28/2024
<input checked="" type="checkbox"/> Student:	John Doe	09/28/2024	<input checked="" type="checkbox"/> Speech-Language Pathologist:	Jill Abbinanti	09/28/2024
<input type="checkbox"/> Surrogate Parent:			<input type="checkbox"/> Transition Representative:		
<input type="checkbox"/> Community Agency:			<input type="checkbox"/> OSD District Representative:		
<input type="checkbox"/> Teacher Of Visually Impaired:			<input type="checkbox"/> Teacher of the Deaf/Hard of Hearing:		
<input type="checkbox"/> Certified Orientation and Mobility Specialist:			<input type="checkbox"/> Audiologist:		
*Student must be invited beginning at age 14 ½. Signature indicates attendance only.					
5. Procedural Safeguards					
John is their own guardian.					
Adult Student was sent "Conference Notification" less than ten (10) days before the IEP Meeting, but the Adult Student waived the ten-day waiting period.					

IEP Notes Page: PWN

IEP Notes detail discussions which occur during the IEP meeting regarding any **proposed, refused or accepted action**.

Chicago Public Schools IEP Meeting Notes Page		
Student Name: John Doe Case Manager:	Student ID: TEST School Name: The Office for Students with Disabilities	Date: 07/10/2025
Parent Means of Meeting Participation: In Person		
Date:	Name:	Notes:
Was there an action proposed or refused by the district? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		

Conference Recommendations: PWN

The *Conference Recommendations* document summarizes and notifies the parent/guardian of any educational recommendations developed for a student at the conference conducted (e.g., Eligibility Determination, IEP, MDR, etc.). When an IEP team changes a child's placement (i.e., LRE) via annual IEP and/or IEP Revision, the parent/guardian may also waive the 10-school-day interval requirement. The parent/guardian decision regarding the waiver of the 10-school-day interval requirement is captured (signature required) on the Conference Recommendations form.

Parent/Guardian Notification of Conference Recommendations

Date: _____ Student's Name: John Doe Birth Date: 07/03/2005

School Name: The Office for Students with Disabilities

Dear John Doe,

The purpose of this letter is to provide you with notification of the educational recommendation developed for you at the conference held on 09/28/2024 at _____.

At this conference, it was determined that John Doe:

- ☐ Is eligible or continues to be eligible for special education and related services under the category of: S04
- ☐ Is not eligible for special education and related services.
- ☐ Will receive the special education and related services as listed in the IEP.
- ☐ Requires and will receive the postsecondary goals and transition services (beginning at age 14 ½) as listed in the IEP.
- ☐ Requires and will receive a functional behavioral assessment and behavioral intervention plan.
- ☐ Was determined that the disciplinary code violation(s) was related to your child's disability.
- ☐ Was determined that the disciplinary code violation(s) was not related to your child's disability.
- ☐ Is recommended for graduation.
- ☐ Other _____

CHECK ONE, when applicable: I understand that as soon as possible following development of the IEP, but not more than ten (10) school days, special education and related services will be provided to my child in accordance with the IEP, and

☐ I Agree ☐ I do not agree to waive the requirement of a ten school days interval before an initial or change of placement occurs.

Adult Student Signature

Date

Please refer to your copy of the IEP conference summary report which contains the information used in making these recommendations. Please review the rights information in the **Explanation of Procedural Safeguards**. If you wish to discuss any concerns or have questions regarding your rights or this information, please contact:

Sincerely,

Signature

Transfer of Rights – Age Majority & Delegation of Rights to Make Education Decisions: PWN

Notification of Transfer of Rights – Age Majority, and Delegation of Rights to Make Education Decisions provide notification to parents at least 1 year prior to the child turning 18.

Parent/Guardian and Student Notification of Transfer of Rights Due to Age of Majority

Date: Student Name: John Doe Student Date of Birth: 07/20/2005

Dear Jane Doe and John Doe:

When a student with disability reaches 18 years of age (the age of majority under State law) all educational rights transfer from the parent(s)/guardian(s) to the student. The Individuals with Disabilities Education Act (IDEA) requires that both parent(s)/guardian(s) and the student receive notice of the transfer of educational rights one year prior to the student's eighteenth birthday. However, the parent(s)/guardian(s) will continue to receive the ten-day notice prior to the date of any special education meeting after the student turns eighteen.

On the date of age of majority, all rights pertaining to the special education program/services shall transfer from the parent(s)/guardian(s) to the student unless the school district is otherwise notified (e.g. Delegation of Rights to Make Educational Decisions form).

Student's Legal Name:

Date of Age of Majority:

CHECK ONE:

- ☐ This serves as your one (1) year prior notice of the anticipated transfer of educational rights to the above named student under IDEA.
- ☐ This serves as your notice that all educational rights under IDEA have been transferred to the above named student.

If you have any questions concerning this procedure or require an additional copy of your rights, the [Explanation of Procedural Safeguards](#), please contact:

Name: Title:

Phone:

Sincerely,

(Signature)

Name:
Title:

ISBE 34-571 (8/15)

Delegation of Rights to Make Education Decisions

Student's Name: John Doe
Date of Birth: 07/20/2005

Date:
Date of Age of Majority:

I, John Doe, am 18 years of age or older and a student who has the right to make educational decision for myself under State and federal law. I have not been adjudged incompetent and, as of the date of the execution of this document, I hereby delegate my right to give consent and make decisions concerning my education to the individual identified below. This individual will be considered my "parent" for purpose of the Individuals with Disabilities Education Improvement Act of 2004 and Article 14 of the School Code and will exercise all of the rights and responsibilities concerning my education that are conferred on a parent under those laws.

I understand and give my consent for this individual to make all decisions relating to my education on my behalf. I understand that I have the right to be present at meetings held to develop my Individualized Education Program (IEP) and that I have the right to raise any issues or concerns I may have and that the school district must consider them.

This delegation will be in effect for one year from the date of execution below and may be renewed by my written or other formal authorization. I also understand that I have the right to terminate the Delegation of Rights at any time and assume the right to make my own decisions regarding my education. I understand that I must notify the school district immediately if I revoke this Delegation of Rights prior to its expiration.

☐ I have received this form and have chosen **NOT** to delegate my rights.

Student Signature

Date

☐ I have received this form and have **CHOSEN** to delegate my rights to the individual listed below.

Name of "Parent" Representative

Relationship (Optional)

"Parent" Representative Signature

Date

Student Signature

Date

Authorized School Personnel Signature

Date

☐ I wish to **TERMINATE** the Delegation of Rights at this time and assume the right to make my own decisions regarding my education.

Student Signature

Date

☐ The school has documentation that the student has been adjudged incompetent under state law.

Date of Court Document

ISBE 34-57K (8/15)

Prior Written Notice

Along with receiving a copy of Procedural Safeguards annually, the below resources are available:

- [Advocacy resources](#) are linked on the NOC
- [CPS' Website](#) further explains your rights and provides additional support resources including *ISBE's manual, Educational Rights and Responsibilities: Understanding Special Education in Illinois*. [[English](#)]
- *OSD Helpline 773-553-1800*

Independent Educational Evaluation

Independent Educational Evaluation

You, as a parent/guardian, have the right to have your child independently evaluated at any time at your own expense.

- The results of this evaluation must be considered by the IEP Team, if it meets agency criteria, in any decision made with respect to providing your child with FAPE.
 - The results of the *Independent Educational Evaluation* may impact the disability category under which your child qualifies for services, or,
 - The results of the *Independent Educational Evaluation* may support the IEP team's determination of services in your child's IEP or 504 Plan

Independent Educational Evaluation

If you, as parents of a child with a disability, disagree with the results of your child's school-based evaluation as provided by the school district, you have the right to obtain what is known as an ***Independent Educational Evaluation***, or ***IEE***.

An IEE means an evaluation conducted by a qualified examiner who is not employed by the public agency responsible for the education of your child. If you ask for an IEE, the school district must provide you with, among other things, information about where an IEE may be obtained.

Independent Educational Evaluation: Who Pays For It?

The answer is that some IEEs are at **public expense** and others are **paid for by the parents**.

The school district may grant your request and pay for the IEE, or it may initiate a **hearing** to show that its own evaluation was appropriate.

- The school district may ask why you object to the public evaluation. Whether you provide an explanation, the school district will not unreasonably delay either providing the IEE at public expense or initiating a due process hearing to defend the public evaluation.

Independent Educational Evaluation: Who Pays For It Cont...?

If the school district initiates a **hearing** and the final decision of the hearing officer is that the agency's evaluation was appropriate, then you still have the right to an IEE but **not at public expense**.

NOTE: As part of a due process hearing, a hearing officer may also request an IEE. Whenever an IEE is publicly funded, that IEE must meet the same criteria that the public agency uses when it initiates an evaluation.

Access to Educational Records

Access to Educational Records

Parents must have opportunity to inspect and review all education records related to:

- their child's identification, evaluation, and educational placement; and
- the provision of FAPE to their child

The right to inspect and review includes:

- the right to a response from the school to the parents' reasonable request for explanations and interpretations of the records;
- the right to request copies of records; and
- the right to have a representative inspect and review the records

Access to Educational Records Cont...

Parents/guardians also have the right to:

- request that their child's records be amended; or
- attach their explanation to their child's records if not amended

Formal Dispute Resolution

Formal Dispute Resolution

If you cannot work out disagreements or concerns with the IEP team or other District personnel, you have the right to elevate your concerns. It is recommended that you start with the ***informal dispute process***, as most, if not all, issues can be resolved at this level. However, you as the parent/guardian have the right to select and proceed, at any time, with any of the ***formal complaint options*** discussed in the Notice of Procedural Safeguards and the following slides.

Start by:

- talking to your child's teacher(s) and/or service provider(s).
- talking to the school case manager.
- talking to the school principal or assistant principal.
- contacting your school's assigned *OSD Special Education Coordinator*.
- contacting an *OSD Parent Support Specialist*, or call OSD at 773-553-1800.

Formal Dispute Resolution

A brief outline of the four formal processes follows:

The State Facilitated Individualized Education Program (IEP) Meeting

- The facilitated Individualized Education Program (IEP) meeting is a voluntary process that requires the agreement of both the parent and school district to participate. Ideally, request forms should be completed jointly by the district and parent/adult student; however, the State Coordinator can assist with the process if either party has difficulty speaking with the other party.

Formal Mediation

- A process in which parents and school personnel try to settle disagreements with the help of a trained mediator provided by the Illinois State Board of Education (ISBE). Contact the ISBE mediation coordinator at 217-782-5589.

Formal Dispute Resolution

Formal Due Process Request

- A formal hearing process to settle disagreements between parents and schools. A due process hearing is similar to a court of law and generally follows a formal process, with opening statements, cross examinations of witnesses, and closing statements. Parents must request a due process hearing with the Superintendent (CEO) of CPS in writing.

Formal ISBE Complaint

- A written complaint about special education issues concerning a child (or children) filed with the Illinois State Board of Education that is investigated by a state-appointed employee with expertise in special education.

The Special Education Dispute Resolution is further explained [HERE](#) with links to related forms.

Special Education Dispute Resolution

The following table provides a comparison of each of the dispute resolution processes offered by the Special Education Department.

	State-Sponsored IEP Facilitation	State-Sponsored Mediation	Written State Complaint	Due Process Hearing
Purpose	Used to promote effective communication and prevent conflicts as a parent and school district develop a mutually acceptable Individualized Education Program (IEP).	Available any time there is a disagreement between parents and educators about special education and/or related services, even if a written state complaint or due process request has been filed.	Available when there is a concern that a public agency has not followed special education rules and regulations. May be filed on behalf of an individual student or a group of children.	Used to resolve disagreements relating to the identification, evaluation, educational placement, or provision of free and appropriate public education (FAPE) to a child.
Issues Addressed	Any issues related to IEP development.	Any issues related to special education.	Alleged violations of state/federal special education requirements.	Any issue related to identification, evaluation, placement, or the provision of FAPE.
Request	A parent or school district may request facilitation by contacting ISBE.	A parent or school district may request mediation by contacting ISBE.	Any person or organization may submit a written complaint to ISBE.	A parent may file a due process request with the district superintendent. A district may file a due process request under limited circumstances (e.g., to challenge an Independent Educational Evaluation request, to seek temporary removal of a student due to dangerous behavior).

Resources & Supports

- [OSD Procedural Manual \(2024-25\)](#)
- [504 Procedural Manual \(2024-25\)](#)
- [OSD Website](#)
- OSD Hotline. Call the OSD Helpline at 773-553-1800 for one-on-one assistance with your student with disabilities, IEP/504 support, or for more information. The help line is open Monday through Thursday from 9 a.m. to 5 p.m.
- [OSD Newsletter Sign Up](#). Stay up to date with the latest Office for Students with Disabilities (OSD) by joining our newsletter.



Q&A