



100TH GENERAL ASSEMBLY

State of Illinois

2017 and 2018

HB5897

by Rep. Fred Crespo

SYNOPSIS AS INTRODUCED:

105 ILCS 5/14-8.02

from Ch. 122, par. 14-8.02

Amends the Children with Disabilities Article of the School Code. Provides that, for the Chicago school district only, a school board must develop and distribute to every parent or guardian of a student in that school district a one-page summation of the statute of limitations for a parent or guardian to bring a claim against the school district and any possible courses of corrective action for a student who has been denied or received delayed individualized education program services. Provides that the summation must be distributed one month before the 2018-2019 school year and the State Board must approve the content of the summation before distribution by the school board. Effective immediately.

LRB100 22239 AXK 40876 b

FISCAL NOTE ACT
MAY APPLY

STATE MANDATES
ACT MAY REQUIRE
REIMBURSEMENT

1 AN ACT concerning education.

2 **Be it enacted by the People of the State of Illinois,**
3 **represented in the General Assembly:**

4 Section 5. The School Code is amended by changing Section
5 14-8.02 as follows:

6 (105 ILCS 5/14-8.02) (from Ch. 122, par. 14-8.02)

7 Sec. 14-8.02. Identification, evaluation, and placement of
8 children.

9 (a) The State Board of Education shall make rules under
10 which local school boards shall determine the eligibility of
11 children to receive special education. Such rules shall ensure
12 that a free appropriate public education be available to all
13 children with disabilities as defined in Section 14-1.02. The
14 State Board of Education shall require local school districts
15 to administer non-discriminatory procedures or tests to
16 English learners coming from homes in which a language other
17 than English is used to determine their eligibility to receive
18 special education. The placement of low English proficiency
19 students in special education programs and facilities shall be
20 made in accordance with the test results reflecting the
21 student's linguistic, cultural and special education needs.
22 For purposes of determining the eligibility of children the
23 State Board of Education shall include in the rules definitions

1 of "case study", "staff conference", "individualized
2 educational program", and "qualified specialist" appropriate
3 to each category of children with disabilities as defined in
4 this Article. For purposes of determining the eligibility of
5 children from homes in which a language other than English is
6 used, the State Board of Education shall include in the rules
7 definitions for "qualified bilingual specialists" and
8 "linguistically and culturally appropriate individualized
9 educational programs". For purposes of this Section, as well as
10 Sections 14-8.02a, 14-8.02b, and 14-8.02c of this Code,
11 "parent" means a parent as defined in the federal Individuals
12 with Disabilities Education Act (20 U.S.C. 1401(23)).

13 (b) No child shall be eligible for special education
14 facilities except with a carefully completed case study fully
15 reviewed by professional personnel in a multidisciplinary
16 staff conference and only upon the recommendation of qualified
17 specialists or a qualified bilingual specialist, if available.
18 At the conclusion of the multidisciplinary staff conference,
19 the parent of the child shall be given a copy of the
20 multidisciplinary conference summary report and
21 recommendations, which includes options considered, and be
22 informed of their right to obtain an independent educational
23 evaluation if they disagree with the evaluation findings
24 conducted or obtained by the school district. If the school
25 district's evaluation is shown to be inappropriate, the school
26 district shall reimburse the parent for the cost of the

1 independent evaluation. The State Board of Education shall,
2 with advice from the State Advisory Council on Education of
3 Children with Disabilities on the inclusion of specific
4 independent educational evaluators, prepare a list of
5 suggested independent educational evaluators. The State Board
6 of Education shall include on the list clinical psychologists
7 licensed pursuant to the Clinical Psychologist Licensing Act.
8 Such psychologists shall not be paid fees in excess of the
9 amount that would be received by a school psychologist for
10 performing the same services. The State Board of Education
11 shall supply school districts with such list and make the list
12 available to parents at their request. School districts shall
13 make the list available to parents at the time they are
14 informed of their right to obtain an independent educational
15 evaluation. However, the school district may initiate an
16 impartial due process hearing under this Section within 5 days
17 of any written parent request for an independent educational
18 evaluation to show that its evaluation is appropriate. If the
19 final decision is that the evaluation is appropriate, the
20 parent still has a right to an independent educational
21 evaluation, but not at public expense. An independent
22 educational evaluation at public expense must be completed
23 within 30 days of a parent written request unless the school
24 district initiates an impartial due process hearing or the
25 parent or school district offers reasonable grounds to show
26 that such 30 day time period should be extended. If the due

1 process hearing decision indicates that the parent is entitled
2 to an independent educational evaluation, it must be completed
3 within 30 days of the decision unless the parent or the school
4 district offers reasonable grounds to show that such 30 day
5 period should be extended. If a parent disagrees with the
6 summary report or recommendations of the multidisciplinary
7 conference or the findings of any educational evaluation which
8 results therefrom, the school district shall not proceed with a
9 placement based upon such evaluation and the child shall remain
10 in his or her regular classroom setting. No child shall be
11 eligible for admission to a special class for children with a
12 mental disability who are educable or for children with a
13 mental disability who are trainable except with a psychological
14 evaluation and recommendation by a school psychologist.
15 Consent shall be obtained from the parent of a child before any
16 evaluation is conducted. If consent is not given by the parent
17 or if the parent disagrees with the findings of the evaluation,
18 then the school district may initiate an impartial due process
19 hearing under this Section. The school district may evaluate
20 the child if that is the decision resulting from the impartial
21 due process hearing and the decision is not appealed or if the
22 decision is affirmed on appeal. The determination of
23 eligibility shall be made and the IEP meeting shall be
24 completed within 60 school days from the date of written
25 parental consent. In those instances when written parental
26 consent is obtained with fewer than 60 pupil attendance days

1 left in the school year, the eligibility determination shall be
2 made and the IEP meeting shall be completed prior to the first
3 day of the following school year. Special education and related
4 services must be provided in accordance with the student's IEP
5 no later than 10 school attendance days after notice is
6 provided to the parents pursuant to Section 300.503 of Title 34
7 of the Code of Federal Regulations and implementing rules
8 adopted by the State Board of Education. The appropriate
9 program pursuant to the individualized educational program of
10 students whose native tongue is a language other than English
11 shall reflect the special education, cultural and linguistic
12 needs. No later than September 1, 1993, the State Board of
13 Education shall establish standards for the development,
14 implementation and monitoring of appropriate bilingual special
15 individualized educational programs. The State Board of
16 Education shall further incorporate appropriate monitoring
17 procedures to verify implementation of these standards. The
18 district shall indicate to the parent and the State Board of
19 Education the nature of the services the child will receive for
20 the regular school term while waiting placement in the
21 appropriate special education class.

22 If the child is deaf, hard of hearing, blind, or visually
23 impaired and he or she might be eligible to receive services
24 from the Illinois School for the Deaf or the Illinois School
25 for the Visually Impaired, the school district shall notify the
26 parents, in writing, of the existence of these schools and the

1 services they provide and shall make a reasonable effort to
2 inform the parents of the existence of other, local schools
3 that provide similar services and the services that these other
4 schools provide. This notification shall include without
5 limitation information on school services, school admissions
6 criteria, and school contact information.

7 In the development of the individualized education program
8 for a student who has a disability on the autism spectrum
9 (which includes autistic disorder, Asperger's disorder,
10 pervasive developmental disorder not otherwise specified,
11 childhood disintegrative disorder, and Rett Syndrome, as
12 defined in the Diagnostic and Statistical Manual of Mental
13 Disorders, fourth edition (DSM-IV, 2000)), the IEP team shall
14 consider all of the following factors:

15 (1) The verbal and nonverbal communication needs of the
16 child.

17 (2) The need to develop social interaction skills and
18 proficiencies.

19 (3) The needs resulting from the child's unusual
20 responses to sensory experiences.

21 (4) The needs resulting from resistance to
22 environmental change or change in daily routines.

23 (5) The needs resulting from engagement in repetitive
24 activities and stereotyped movements.

25 (6) The need for any positive behavioral
26 interventions, strategies, and supports to address any

1 behavioral difficulties resulting from autism spectrum
2 disorder.

3 (7) Other needs resulting from the child's disability
4 that impact progress in the general curriculum, including
5 social and emotional development.

6 Public Act 95-257 does not create any new entitlement to a
7 service, program, or benefit, but must not affect any
8 entitlement to a service, program, or benefit created by any
9 other law.

10 If the student may be eligible to participate in the
11 Home-Based Support Services Program for Adults with Mental
12 Disabilities authorized under the Developmental Disability and
13 Mental Disability Services Act upon becoming an adult, the
14 student's individualized education program shall include plans
15 for (i) determining the student's eligibility for those
16 home-based services, (ii) enrolling the student in the program
17 of home-based services, and (iii) developing a plan for the
18 student's most effective use of the home-based services after
19 the student becomes an adult and no longer receives special
20 educational services under this Article. The plans developed
21 under this paragraph shall include specific actions to be taken
22 by specified individuals, agencies, or officials.

23 (c) In the development of the individualized education
24 program for a student who is functionally blind, it shall be
25 presumed that proficiency in Braille reading and writing is
26 essential for the student's satisfactory educational progress.

1 For purposes of this subsection, the State Board of Education
2 shall determine the criteria for a student to be classified as
3 functionally blind. Students who are not currently identified
4 as functionally blind who are also entitled to Braille
5 instruction include: (i) those whose vision loss is so severe
6 that they are unable to read and write at a level comparable to
7 their peers solely through the use of vision, and (ii) those
8 who show evidence of progressive vision loss that may result in
9 functional blindness. Each student who is functionally blind
10 shall be entitled to Braille reading and writing instruction
11 that is sufficient to enable the student to communicate with
12 the same level of proficiency as other students of comparable
13 ability. Instruction should be provided to the extent that the
14 student is physically and cognitively able to use Braille.
15 Braille instruction may be used in combination with other
16 special education services appropriate to the student's
17 educational needs. The assessment of each student who is
18 functionally blind for the purpose of developing the student's
19 individualized education program shall include documentation
20 of the student's strengths and weaknesses in Braille skills.
21 Each person assisting in the development of the individualized
22 education program for a student who is functionally blind shall
23 receive information describing the benefits of Braille
24 instruction. The individualized education program for each
25 student who is functionally blind shall specify the appropriate
26 learning medium or media based on the assessment report.

1 (d) To the maximum extent appropriate, the placement shall
2 provide the child with the opportunity to be educated with
3 children who do not have a disability; provided that children
4 with disabilities who are recommended to be placed into regular
5 education classrooms are provided with supplementary services
6 to assist the children with disabilities to benefit from the
7 regular classroom instruction and are included on the teacher's
8 regular education class register. Subject to the limitation of
9 the preceding sentence, placement in special classes, separate
10 schools or other removal of the child with a disability from
11 the regular educational environment shall occur only when the
12 nature of the severity of the disability is such that education
13 in the regular classes with the use of supplementary aids and
14 services cannot be achieved satisfactorily. The placement of
15 English learners with disabilities shall be in non-restrictive
16 environments which provide for integration with peers who do
17 not have disabilities in bilingual classrooms. Annually, each
18 January, school districts shall report data on students from
19 non-English speaking backgrounds receiving special education
20 and related services in public and private facilities as
21 prescribed in Section 2-3.30. If there is a disagreement
22 between parties involved regarding the special education
23 placement of any child, either in-state or out-of-state, the
24 placement is subject to impartial due process procedures
25 described in Article 10 of the Rules and Regulations to Govern
26 the Administration and Operation of Special Education.

1 (e) No child who comes from a home in which a language
2 other than English is the principal language used may be
3 assigned to any class or program under this Article until he
4 has been given, in the principal language used by the child and
5 used in his home, tests reasonably related to his cultural
6 environment. All testing and evaluation materials and
7 procedures utilized for evaluation and placement shall not be
8 linguistically, racially or culturally discriminatory.

9 (f) Nothing in this Article shall be construed to require
10 any child to undergo any physical examination or medical
11 treatment whose parents object thereto on the grounds that such
12 examination or treatment conflicts with his religious beliefs.

13 (g) School boards or their designee shall provide to the
14 parents of a child prior written notice of any decision (a)
15 proposing to initiate or change, or (b) refusing to initiate or
16 change, the identification, evaluation, or educational
17 placement of the child or the provision of a free appropriate
18 public education to their child, and the reasons therefor. Such
19 written notification shall also inform the parent of the
20 opportunity to present complaints with respect to any matter
21 relating to the educational placement of the student, or the
22 provision of a free appropriate public education and to have an
23 impartial due process hearing on the complaint. The notice
24 shall inform the parents in the parents' native language,
25 unless it is clearly not feasible to do so, of their rights and
26 all procedures available pursuant to this Act and the federal

1 Individuals with Disabilities Education Improvement Act of
2 2004 (Public Law 108-446); it shall be the responsibility of
3 the State Superintendent to develop uniform notices setting
4 forth the procedures available under this Act and the federal
5 Individuals with Disabilities Education Improvement Act of
6 2004 (Public Law 108-446) to be used by all school boards. The
7 notice shall also inform the parents of the availability upon
8 request of a list of free or low-cost legal and other relevant
9 services available locally to assist parents in initiating an
10 impartial due process hearing. The State Superintendent shall
11 revise the uniform notices required by this subsection (g) to
12 reflect current law and procedures at least once every 2 years.
13 Any parent who is deaf, or does not normally communicate using
14 spoken English, who participates in a meeting with a
15 representative of a local educational agency for the purposes
16 of developing an individualized educational program shall be
17 entitled to the services of an interpreter.

18 (g-5) For purposes of this subsection (g-5), "qualified
19 professional" means an individual who holds credentials to
20 evaluate the child in the domain or domains for which an
21 evaluation is sought or an intern working under the direct
22 supervision of a qualified professional, including a master's
23 or doctoral degree candidate.

24 To ensure that a parent can participate fully and
25 effectively with school personnel in the development of
26 appropriate educational and related services for his or her

1 child, the parent, an independent educational evaluator, or a
2 qualified professional retained by or on behalf of a parent or
3 child must be afforded reasonable access to educational
4 facilities, personnel, classrooms, and buildings and to the
5 child as provided in this subsection (g-5). The requirements of
6 this subsection (g-5) apply to any public school facility,
7 building, or program and to any facility, building, or program
8 supported in whole or in part by public funds. Prior to
9 visiting a school, school building, or school facility, the
10 parent, independent educational evaluator, or qualified
11 professional may be required by the school district to inform
12 the building principal or supervisor in writing of the proposed
13 visit, the purpose of the visit, and the approximate duration
14 of the visit. The visitor and the school district shall arrange
15 the visit or visits at times that are mutually agreeable.
16 Visitors shall comply with school safety, security, and
17 visitation policies at all times. School district visitation
18 policies must not conflict with this subsection (g-5). Visitors
19 shall be required to comply with the requirements of applicable
20 privacy laws, including those laws protecting the
21 confidentiality of education records such as the federal Family
22 Educational Rights and Privacy Act and the Illinois School
23 Student Records Act. The visitor shall not disrupt the
24 educational process.

25 (1) A parent must be afforded reasonable access of
26 sufficient duration and scope for the purpose of observing

1 his or her child in the child's current educational
2 placement, services, or program or for the purpose of
3 visiting an educational placement or program proposed for
4 the child.

5 (2) An independent educational evaluator or a
6 qualified professional retained by or on behalf of a parent
7 or child must be afforded reasonable access of sufficient
8 duration and scope for the purpose of conducting an
9 evaluation of the child, the child's performance, the
10 child's current educational program, placement, services,
11 or environment, or any educational program, placement,
12 services, or environment proposed for the child, including
13 interviews of educational personnel, child observations,
14 assessments, tests or assessments of the child's
15 educational program, services, or placement or of any
16 proposed educational program, services, or placement. If
17 one or more interviews of school personnel are part of the
18 evaluation, the interviews must be conducted at a mutually
19 agreed upon time, date, and place that do not interfere
20 with the school employee's school duties. The school
21 district may limit interviews to personnel having
22 information relevant to the child's current educational
23 services, program, or placement or to a proposed
24 educational service, program, or placement.

25 (h) (Blank).

26 (i) (Blank).

1 (j) (Blank).

2 (k) (Blank).

3 (l) (Blank).

4 (m) (Blank).

5 (n) (Blank).

6 (o) (Blank).

7 (p) For a school district organized under Article 34 of
8 this Code only, a school board must develop and distribute to
9 every parent or guardian of a student in that school district a
10 one-page summation of the statute of limitations for a parent
11 or guardian to bring a claim against the school district and
12 any possible courses of corrective action for a student who has
13 been denied or received delayed individualized education
14 program services. The summation must be distributed one month
15 before the beginning of the 2018-2019 school year and the State
16 Board must approve the content of the summation before
17 distribution by the school board.

18 (Source: P.A. 99-30, eff. 7-10-15; 99-143, eff. 7-27-15;
19 99-642, eff. 7-28-16; 100-122, eff. 8-18-17; revised 9-25-17.)

20 Section 99. Effective date. This Act takes effect upon
21 becoming law.