

SUMMER 2026 REVISIONS TO ISBE REQUIRED NOTICE & CONSENT FORMS, RECOMMENDED TEMPLATE IEP FORMS, AND RTO GUIDANCE

In July 2026 the Illinois State Board of Education published several new documents that special education personnel should be aware of before the new school year begins. With respect to the forms, the revisions reflect Illinois statutory or regulatory changes in special education from the past couple of years.

REQUIRED SPECIAL EDUCATION NOTICE & CONSENT FORMS

- **Notification of Conference (Form 34-57D)** – This form was updated to include the required reference to the right of parents/guardians to invite other individuals to the meeting who have knowledge or special expertise about the child, *including ... advocates for the parent/guardian or child*. The revised form can be accessed at:
https://www.isbe.net/SPEDReqNotConForms/nc_conf_34-57d.pdf
- **Notification of Conference–Identification of Needed Assessments (Form 34-57P)** – The same revision was made to this form as on the NOC – Form 34-57D. This revised form can be accessed at:
<https://www.isbe.net/SPEDReqNotConForms/34-57P-English.pdf>
- **Notice of Procedural Safeguards for Parents/Guardians of Students with Disabilities (Form 34-57J)** – Multiple substantive and non-substantive revisions were made throughout document, including information regarding prior written notice, independent educational evaluations, individual service plans, mental health information in special education records, etc. This revised form can be accessed at:
https://www.isbe.net/SPEDReqNotConForms/nc_proc_sfgrds_34-57j.pdf

Note that these revised forms must now be used at all times, so it is essential to ensure that your school district or special education cooperative personnel are provided with and use them going forward. As a starting point, this will require that school districts and special education cooperatives work with their IEP software providers to make revisions to these forms as soon as possible.

RECOMMENDED TEMPLATE IEP FORMS

- **Conference Summary Report (Form 34-54)** – The revised form updated references to the *Understanding PUNS* guide and ABLE program information in the checkboxes indicating the documents provided to parents. This revised form can be accessed at:

<https://www.isbe.net/SPEDIEPForms/34-54-English.pdf>

- **Secondary Transition (Form 34-54H/I)** – This revised form added a checkbox for IEP teams to document if the transition planning process included discussion with the IEP team, including student, parent/guardian, and other appropriate team members, regarding student’s graduation status and implications of high school graduation. This revised form can be accessed at:

<https://www.isbe.net/SPEDIEPForms/34-54HI-English.pdf>

- **Instructions for Individualized Education Program Forms** were also revised and can be accessed at:

https://www.isbe.net/Documents/iep_instructions.pdf

REVISED RTO GUIDANCE

The ISBE’s guidance document, ***Permanent Regulations for the Use of Isolated Time Out, Time Out, and Physical Restraint: Revised Guidance and Frequently Asked Questions***, was further revised in July (i.e., from the November 2025 version) in three areas:

- **Question D.13 – How should a school district or serving entity determine if the use of supine physical restraint is medically or psychologically contraindicated?**

In the first paragraph of the answer to this question, the ISBE clarified that if an IEP team determines that use of supine restraint is appropriate in specific circumstances, it is *highly recommended* (vs. *must*) to document this discussion in the student’s IEP. ECB&S agrees with this recommendation.

- **Question F.8 - When must staff conduct an evaluation for safe continuation of isolated time out or time out? Who can conduct the evaluation?**

In answering the second part of Question F.8, the ISBE previously stated that a licensed educator or licensed clinical practitioner who is knowledgeable about the use of isolated time out and time out or trained in the use of physical restraint, as applicable, must evaluate the situation. In the July revised guidance, however, the ISBE states that *only* a licensed educator or licensed clinical practitioner who has completed the training requirements for supervising a student in isolated time out, time out or is involved in a physical restraint under Section 1.285(e)(3)(h) of the RTO regulations may evaluate the situation.

- **Question F.9 – When must an evaluation be conducted for a physical restraint? Who can conduct the evaluation for safe continuation?**

In answering the second part of Question F.9, the ISBE answered similarly to Question F.8 – *i.e.*, the ISBE previously stated that a licensed educator or licensed clinical practitioner who is knowledgeable about the use of isolated time out and time out or trained in the use of physical restraint, as applicable, must evaluate the situation. In the July revised guidance, however, the ISBE states that *only* a licensed educator or licensed clinical practitioner who has completed the training requirements for supervising a student in isolated time out, time out or is involved in a physical restraint under Section 1.285(e)(3)(h) of the RTO regulations may evaluate the situation.

The July 2026 revised *Permanent Regulations for the Use of Isolated Time Out, Time Out, and Physical Restraint: Revised Guidance and Frequently Asked Questions* can be accessed at:

<https://www.isbe.net/Documents/RTO-Guidance-FAQ.pdf>

Please contact any of the attorneys in our special education practice group at 630.313.4750 with any questions regarding these revised documents.