Special Education Requirements in Charter Public Schools

October 5, 2012
Presentation Team

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Agenda

• Welcome

• Identification of concerns surrounding certification of Charter Schools

• Instruction of applicable Individuals with Disabilities Education Improvement Act (“IDEA”) requirements

• Overview of certification matrix

• Next steps
Certification Requirement: By law, ISBE must certify that all charter applications comply with the law.

The plan for providing special education services is extensively reviewed as part of the certification process.

Purpose of Webinar: To provide pending applicants with one-time technical assistance to move them through the certification process.

Invitee list not reflective of an identified concern with special education services at any individual school. All pending applicants asked to participate.
Child Find

What is child find?
What is child find and when is it conducted?

"Child find" is the affirmative, ongoing obligation of states and local districts to identify, locate, and evaluate all children with disabilities (birth through 21) residing within the jurisdiction that either have, or are suspected of having, disabilities and need special education as a result of those disabilities. 34 CFR 300.111.

Parents are not required to initiate child find.
Child Find

How is child find conducted for children under 3?
How is child find conducted for children under 3?

"Child find“ applies to children who are 0-3 years. Children ages 0-3 who are suspected of having a disability must be “found” and referred to the local Child and Family Connections office (CFC). 34 CFR 303.321.

This is conducted through annual screenings, handouts of information packets, and coordination and consultation with the LEA, for example.
Child Find

When is the charter considered to have “knowledge” a student may be eligible?
When is the charter considered to have “knowledge” a student may be eligible?

When staff suspect or have reason to suspect a child may be eligible. 34 CFR 300.534. For instance:

→ The parent of a child has expressed concern that the child is in need of special education and related services.

→ The parent of the child requested an evaluation of the child.

→ The teacher of the child or other personnel expressed specific concerns about the child.

→ The enrollment information and/or student records indicate such concerns about the child.
Referral

How is a referral different than child find?
Referral

How is a referral different than child find?

A child is not automatically eligible for services under the IDEA if identified through the child find process. Children identified through child find must undergo a referral and initial evaluation to confirm eligibility. 34 CFR 300.301.
SURVEY
Referral

Who may make a referral?
Who may make a referral?

Any concerned individual may make a referral for a child. (Examples include the child, school personnel, parents, the person with custody, community services agencies, the State Board of Education). 23 ILAC 226.110.
Referral

How does a referral work for a student in RtI?
How does a referral work for a student in RtI?

A student is not “referred” to RtI the same as a student is referred for a special education evaluation. These are two different processes. A student is identified for RtI through the data collection and analysis by a building level team. A special education request for evaluation can be “made by a parent of a child or by an employee of a State educational agency, another State agency, a local educational agency, or a community service agency.” 23 ILAC 226.110(b).

Cont.
An RtI process does not replace the need for a comprehensive evaluation, and a child's eligibility for special education services cannot be changed solely on the basis of data from an RtI process. Under 34 CFR 300.303, a child with a disability must be evaluated if it is determined that the educational or related services needs of the child warrant a evaluation.

Stated another way, a charter must not delay child find or referral for evaluation for a student it suspects may have a qualifying disability for any reason, including a student’s participation in the BSICS School Based Problem Solving. *Questions and Answers on Response to Intervention (RtI) and Early Intervening Services (EIS)*, 47 IDELR 196 (OSERS 2007).
Referral

What information is considered during the referral determination?
What information is considered during the referral determination?

The charter must review all relevant information, including any pre-referral interventions/data and parent-provided information.
Assessment

What is the difference between an assessment and a screening?
What is the difference between an assessment and a screening?

The IDEA language refers to screenings as “a relatively simple and quick process that can be used with groups of children,” and that screenings by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation are not considered an evaluation for eligibility for special education and related services. 34 CFR 300.302. In other words, “since a screening is not an assessment, no parental consent is required.”
Assessment

What is the difference between an assessment and an evaluation?
Assessment

What is the difference between an assessment and an evaluation?

The evaluation of children suspected of having a disability generally includes assessments. In fact, the evaluation of a child suspected of having a specific learning disability must include a variety of assessment tools and strategies and cannot rely on any single procedure as the sole criterion for determining eligibility. 34 CFR 300.304(b)(1).
Assessment

What kind of data does an assessment gather? What kind of tools?
Assessment

What kind of data does an assessment gather? What kind of tools?

The IDEA mandates that public agencies *must*: use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent, that may assist in determining whether the child is a child with a disability. 34 CFR 300.304 (b).
Charter Schools and Special Education Compliance

QUIZ
Evaluation

What is the timing for conducting an evaluation?
What is the timing for conducting an evaluation?

The IDEA mandates that public agencies *must* conduct evaluations within 60 days of receiving parental consent for the evaluation. 34 CFR 300.301(c). Illinois regulations specify that this means 60 school days. 23 ILAC 226.110(d).
Evaluation

What data must the public agency consider during an evaluation?
What data must the public agency consider during an evaluation?

- “Use a variety of assessment tools and strategies.” 34 CFR 300.304.
- “Review existing evaluation data on the child.” 34 CFR 300.305.
- Review “evaluations and information provided by the parents.” Id.
- Review “current classroom-based, local, or State assessments and classroom-based observations.” Id.
- Review “observations by teachers and related service providers.” Id.
- Review any independent educational evaluations, if applicable. 34 CFR 300.502.
Evaluation

Who determines what evaluations to conduct?
Who determines what evaluations to conduct?

“The public agency must provide notice to the parents... that describes any evaluation procedures...” 34 CFR 300.304. Further, the public agency must “obtain informed consent” from parents. 34 CFR 300.300.

The above may occur during a team meeting, during which the parent and team would agree to the areas where additional evaluation data is needed. The specific assessments may or may not be determined by the team.
Evaluation

What happens if a parent disputes the results of an evaluation?
What happens if a parent disputes the results of an evaluation?

“A parent has the right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the public agency...” 34 CFR 300.502. Should a parent request an IEE, the public agency must either (1) file a due process complaint to defend its evaluation, or (2) ensure the IEE is completed. Id.
Re-evaluation

What are the timelines for conducting a re-evaluation?
Re-evaluation

What are the timelines for conducting a re-evaluation?

The public agencies must conduct re-evaluations within 60 school days of receiving parental consent for the evaluation. 23 ILAC 226.110(d)
May a re-evaluation be conducted earlier than every three years?
May a re-evaluation be conducted earlier than every three years?

Yes. A re-evaluation must be conducted at least once every three years (unless the parent and the public agency agree that a re-evaluation is not necessary). 34 CFR 300.303(a). However, a re-evaluation may be conducted earlier (for example, if there is a change in the student’s disabling condition or substantial change in performance).

The IDEA provides that the reevaluation “may occur not more than once a year, unless the parent and the public agency agree otherwise.” Id.
Parental Consent

When is parental consent required?
When is parental consent required?

“Consent” in this question refers to “informed parental consent.” Consent to disclose records will be discussed later in the presentation.

Per 34 CFR 300.300, informed parental consent is required:

- Before conducting an evaluation,
- Before the initial provision of special education and related services,
- Before conducting any reevaluation
Parental Consent

What happens to parental consent for students who are 18?
What happens to parental consent for students who are 18?

The requirement to obtain “parental consent” transfers to students at the age of majority. 34 CFR 300.520.
Procedural Notification

When must parents be provided with notice of procedural safeguards?
When must parents be provided with notice of procedural safeguards?

Per 34 CFR 300.504(a), procedural safeguard notice must be provided once every year and upon:

- Initial referral or parental request for evaluation,
- Receipt of a state complaint and/or due process request (one per year),
- Implementation of discipline procedures, and
- Parental request.
“EXTRA CREDIT” SURVEY
Procedural Notification

What is prior written notice?
Procedural Notification

What is prior written notice?

- A description of the action proposed or refused.
- An explanation of why the public agency proposes or refuses to take the action.
- A description of each evaluation procedure, assessment, record, or report used as a basis for the proposed or refused action.
- A statement regarding and means for obtaining Part B's procedural safeguards.
- Sources to obtain assistance in understanding the provisions of Part B.
- A description of other factors relevant to the proposal or refusal.
- A description of other options considered and the reasons why they were rejected. 34 CFR 300.503 (b)(1) through 34 CFR 300.503 (b)(7).
Procedural Notification

How much notice must be provided before meetings?
How much notice must be provided before meetings?

The IDEA imposes no specific timelines in connection with the IEP meeting notice requirement. Rather, districts must simply notify parents of the IEP meeting early enough in advance of the meeting to ensure that they will have an opportunity to attend. 34 CFR 300.322 (a)(1). Illinois has interpreted this to mean that parents must be provided 10 calendar days of advance notice to parents of meetings. 23 ILAC 226.530.
Procedural Notification

What must be provided in the meeting notice?
**Procedural Notification**

What must be provided in the meeting notice?

The time, purpose, location of the meeting, and those charter-invited and public agency-invited attendees. 34 CFR 300.321, 300.322. It must inform parents of the right to have other individuals participate in the meeting (on behalf of the parent, regarding Part C, etc.). Additional requirements apply for notice of transition meetings. 34 CFR 300.320(b).
Procedural Notification

How should the charter encourage parent attendance?
How should the charter encourage parent attendance?

It is the obligation of the charter and public agency to strongly encourage parent attendance, and convince parents to attend. 34 CFR 300.322(d). This includes, keeping detailed records of (1) correspondence/notices sent home, (2) telephone calls attempted and made, and the results of the calls, and (3) visits made to the home. 34 CFR 300.322(d).
What is FAPE?
What is FAPE?

Special education and related services – specifically designed instruction to meet the unique needs of the student – provided at no cost to student/parents. It must meet the State’s standards, and be provided in conformity with an appropriate IEP.

The unique needs of a student with a disability encompass more than a mastery of academic subjects. Unique needs are broadly construed to include academic, social, health, emotional, physical and vocational needs. The IEP goals and objectives must reflect the unique needs of the student. 334 CFR 300.39, 300.320-300.324.
Related Services

How are these provided and determined?
Related Services

How are these provided and determined?

See 34 CFR 300.34. If a student requires related services, that individual or his/her input should be incorporated during the eligibility/IEP meetings. It is not enough that an IEP simply lists the educational services that the student requires. The IEP must include the anticipated frequency and duration of the services and modifications identified, and specify the nature and type of services provided. 34 CFR 300.320(a).

These may be provided in conjunction with the public agency, and/or using public agency personnel.
Accommodations and Modifications

How are these provided and determined?
Accommodations and Modifications

How are these provided and determined?

Accommodations are generally a change in format or environment (level the playing field), determined on a case-by-case basis. Modifications are generally a change in content (change the playing field), determined on a case-by-case basis. 34 CFR 300.320.

Testing accommodations must also be listed in the IEP. 34 CFR 300.320(a)(6)(i). Participation in an alternate assessment (ex. IAA) must be decided by the IEP team. Private testing agencies make determinations on provision of accommodations for students on certain tests (e.g. ACT accommodations).
Transition Planning

At what age does transition planning begin?
At what age does transition planning begin?

The IDEA provides that transition planning must be in effect when the student turns 16, 34 CFR 300.320(b); however, Illinois requires that the transition planning be in effect when the student turns 14 ½. 105 ILCS 5/14-8.03.
Transition Planning

Who is invited to transition planning?
Who is invited to transition planning?

The student must be invited – if the student does not attend, the student’s preferences and interests must be considered. 34 CFR 300.321(b)(2).

A representative of any participating agency that will be providing or funding transition services must be invited – provided the parent gives consent. 34 CFR 300.321(b)(3).
Transition Planning

What is the role of the outside agency representative?
Transition Planning

What is the role of the outside agency representative?

The public agency and any outside agencies must coordinate the transition services, including identify strategies to meet the transition objectives for the student and any financial responsibilities for the provision of transition services. 34 CFR 300.320, 300.321, and 300.324.
Transition Planning

How will the charter track post-graduation implementation and data?
How will the charter track post-graduation implementation and data?

The public agency should track post-graduation implementation of transition planning. 34 CFR 300.43; 300.600(d)(2).
Charter Schools and Special Education Compliance

QUIZ
Extended School Year

How is it determined if a student requires ESY?
How is it determined if a student requires ESY?

Extended school year services must be provided if a student’s IEP team determines, on an individual basis, that the services are necessary for the provision of FAPE. 34 CFR 300.106(a)(2).

The team may consider regression and recoupment, but this is not the sole criteria for determining eligibility for ESY services. 71 Fed. Reg. 46582 (Federal Register comments regarding 34 CFR 106).
Extended School Year

What services are provided during ESY?
Extended School Year

What services are provided during ESY?

ESY services may include those services that a student requires. The IEP team may not limit the type, amount or duration of services. 34 CFR 300.106(b).
Continuum of Placement Options

What continuum options must a charter school offer?
What continuum options must a charter school offer?

A public agency must consider a continuum of placement options for students identified under the IDEA. 34 CFR 300.115. The continuum ranges from the least restrictive to the most restrictive, including instruction in regular classes, special classes, special schools, home instruction and instruction in hospitals and institutions. 34 CFR 300.115(b)(1). If the IEP team comes to the consensus that a student requires a more restrictive placement in order to receive a FAPE, then IEP must reflect as such.
Continuum of Placement Options

When are self-contained classes appropriate?
When are self-contained classes appropriate?

Self-contained classes are appropriate only when the student requires such removal from the general education environment due to the nature or severity of the student’s disability. 34 CFR 300.114(a)(2)(ii). A student should not be removed from the general classroom solely because modifications in the general curriculum are needed, or because the student requires supplementary aids and services. 34 CFR 300.116.
IEP Progress Updates

How frequently must progress be reported?
IEP Progress Updates

How frequently must progress be reported?

A student’s IEP will reflect how frequently progress is updated to the parents. The IDEA requires “periodic reports on the progress the child is making.” 34 CFR 300.320(a)(3). IEP teams may agree to quarterly, trimester, monthly, weekly, etc. updates.
Parent Participation

Is parent training required?
Is parent training required?

Yes. Parent training may be a related service on a student’s IEP. 34 CFR 300.34(c)(8). This service may be required once, periodically throughout the year, monthly, etc., depending on the student’s needs.

Further, parental involvement is stressed by the IDEA. Parents must receive procedural safeguards, as explained above. Public agencies must encourage parent participation, including providing appropriate notice, and scheduling meetings at mutually convenient times. 34 CFR 300.322.
Parent Participation

What efforts are made to encourage parent involvement in the IEP process?
Parent Participation

What efforts must be made to encourage parent involvement in the IEP process?

It is not enough for the district to give notice and simply accept a parent's response that he will not be able to attend; these actions are not enough to "convince" the parent to attend. 34 CFR 300.322(d).

The charter and public agency must ensure it can demonstrate (1) correspondence/ notices are sent home, (2) telephone calls are attempted and made, and/or (3) visits are made to the home. 34 CFR 300.322(d).
Parent Participation

Are parents permitted to participate via phone? Video conference?
Parent Participation

Are parents permitted to participate via phone? Video conference?

Yes. 34 CFR 300.322(c).
Parent Participation

Who may attend an IEP meeting on behalf of the parent?
Who may attend an IEP meeting on behalf of the parent?

Optional IEP team members include, "at the discretion of the parent...other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate." 34 CFR 300.321(a)(6).
Parent Participation

Is there a limit to how many meetings a parent can miss before the agency may proceed in convening a meeting?
Parent Participation

Is there a limit to how many meetings a parent can miss before the agency may proceed in convening a meeting?

No. There is no hard rule regarding the number of attempts a charter school or public agency must make to convene a meeting. There are many court cases outlining a body of common law on the requirements to provide parents the opportunity to participate. It is not advisable to convene an IEP meeting without a parent. Undertake **earnest consideration** and proceed with **extreme caution** before deciding to convene a meeting without the attendance of a parent. 34 CFR 300.322(c)-(d).
Parent Participation

May parents revoke consent for special education and related services?
May parents revoke consent for special education and related services?

Yes. 34 CFR 300.9, 300.300(b)(4).
When is a Functional Behavior Assessment ("FBA") / Behavior Intervention Plan ("BIP") provided?
When is a Functional Behavior Assessment ("FBA") / Behavior Intervention Plan ("BIP") provided?

Per 34 CFR 300.530, 300.324, a FBA/BIP is provided for a student:

- Whose behavior interferes with his/her learning, or the learning of others.
- Who has been removed for more than 10 consecutive days from his/her placement.
- Who commits acts of misconduct that are a manifestation of his/her disability.
- Whose IEP team determines requires a FBA/BIP.
FBA / BIP

What is a FBA?
FBA / BIP

What is a FBA?

A FBA is an assessment process for gathering information regarding a student’s target behavior, its antecedents and consequences, controlling variables, the student’s strengths, and the communicative and functional intent of the behavior. 23 ILAC 226.75.
FBA / BIP

What is a BIP?
What is a BIP?

A behavioral intervention is “an intervention based on the methods and empirical findings of behavioral science and designed to influence a child’s actions or behaviors positively.” 23 ILAC 226.75. A BIP is a plan that describes the above.
FBA / BIP

Who conducts a FBA/BIP?
Who conducts a FBA/BIP?

Various individuals may conduct and draft a FBA/BIP – an IEP team may agree to have a specific, qualified specialist conduct and draft a FBA/BIP.

Conducting a FBA **does not** constitute an evaluation and thus **does not** require parental consent **unless** the IEP Team decides to conduct individualized assessments that go beyond the review of existing data and the administration of tests or other evaluations that are administered to all children. *Letter to Christiansen*, 48 IDELR 161 (OSEP 2007).

Recall that parents have the right to request IEEs when they disagree with evaluations.
SURVEY
Discipline

May charter schools suspend special education students?
May charter schools suspend special education students?

Schools may remove a student “to an appropriate interim alternative educational setting, or suspension, for not more than 10 consecutive school days.” 34 CFR 300.530(b). Schools may impose additional removals of not more than 10 consecutive school days in the same year for separate incidents of misconduct, if the additional removals do not constitute a “change of placement.” 34 CFR 300.530(b). HOWEVER, at the 11th total day of suspension, the student gets additional rights and procedural safeguards.
Discipline

What is a change in placement?
Discuss what is a change in placement?

Per 34 CFR 300.536, the definition of a “change of placement” includes:

a. Removal for more than 10 consecutive school days, or
b. A series of removals that constitutes a pattern because:
   i. The series of removals total more than 10 school days in a school year;
   ii. The student’s behavior is “substantially similar” to the behavior in
       previous incidents resulting in the series of removals; and
   iii. Additional factors such as length of each removal, total amount of time
       removed, and proximity of removals to one another.
Discipline

What additional rights/procedural safeguards do special education students have?
What additional rights/procedural safeguards do special education students have?

At the 11th total day of suspension, the student gets additional rights and procedural safeguards, including (1) the right to a MDR whenever subjected to discipline that is a change in placement, 34 CFR 300.530(e); (2) the right to receive FBAs/BIPs designed to address behavior so that it does not occur again, 34 CFR 300.530(d)(1)(ii).
Discipline

What services must be provided special education students during disciplinary removals (days 11+)?
What services must be provided special education students during disciplinary removals (days 11+)?

After 10 school days of removal, the school must provide educational services to the student. 34 CFR 300.530. Services must enable the student to continue to “participate in the general education curriculum” and “to progress toward meeting the IEP goals.” 34 CFR 300.530(d)(1)(i).

If the removal is not for more than 10 consecutive school days (and not a change in placement) school personnel, in consultation with the student’s teachers, determine the extent to which services are needed. 34 CFR 300.530(d)(4). If it is a change in placement, the IEP Team determines the appropriate services. 34 CFR 300.530(d)(5).
Discipline

What is up with the MDR?
Discipline

What is up with the MDR?

Charters must conduct MDRs for students when applicable (i.e. whenever a student is subjected to discipline that constitutes a change in placement). 34 CFR 300.530(e).

MDRs must be held within 10 days of the decision to change the placement (i.e., the date of suspension or expulsion recommendation). 34 CFR 300.530(e). Notice provisions apply!

Parents and “relevant” members of the IEP team attend MDRs. 34 CFR 300.530(e).
Discipline

What happens at the MDR?
What happens at the MDR?

Review all relevant information about the student, including: IEP, teacher observations, and parent provided information. 34 CFR 300.530(e). Then answer:

- Whether the student’s conduct was caused by, or had a direct relationship to, the student’s disability? 34 CFR 300.530(e)(1)(i).
- Whether the student’s conduct was the direct result of the school’s failure to implement the IEP? 34 CFR 300.530(e)(1)(ii).

If the answer to either question is “YES,” the student’s conduct is a manifestation of his or her disability. 34 CFR 300.530(e)(2).
Discipline

What does it mean if the behavior is a manifestation of a student’s disability?
What does it mean if the behavior is a manifestation of a student’s disability?

The charter school/public agency must conduct a FBA and implement/revise a BIP, and *return the student to his or her educational placement*. 34 CFR 300.530(f). If the manifestation was due to school’s failure to implement the IEP – the school must take steps to remedy the deficiencies. 34 CFR 300.530(e)(3).
ISAT/PSAE/IAA/ACCESS

What are the IEP team’s duties regarding these tests?
What are the IEP team’s duties regarding these tests?

Section 504 of the Rehabilitation Act of 1973 and the ADA are interpreted to mandate the inclusion of all students with disabilities in state-wide and charter-wide assessments. Further, the IDEA requires that students be provided with appropriate accommodations. 34 CFR 300.160(b). Appropriate accommodations are determined by IEP teams.

Participation in an alternate assessment (ex. IAA) must be decided by the IEP team. 34 CFR 300.320. Private testing agencies make determinations on provision of accommodations for students on certain tests (e.g. ACT accommodations).
Confidential Information

Under what laws are student records protected?
Confidential Information

Under what laws are student records protected?

Student records are protected under the *Individuals with Disabilities Education Improvement Act* (IDEA), the *Family Educational Rights Privacy Act* (FERPA), and the *Illinois School Student Records Act* (ISSRA). In addition, the *Mental Health and Developmental Disabilities Confidentiality Act* (MHDDCA) and the *Health Insurance Portability and Accountability Act* (HIPAA) may apply.
Confidential Information

Since student records are protected, who may access the records?
Since student records are protected, who may access the records?

School personnel with a current, demonstrable educationally or administratively relevant interest may access the records. IEP implementers and other relevant individuals have a current, demonstrable educationally relevant interest. These individuals must review the applicable portions of the student records (e.g. the IEP).

All other individuals may not have access. Further, those school personnel with access may only access those applicable portions of the records.
Confidential Information

Where should I look for additional information about student records (e.g. what is a temporary record)?
Confidential Information

Where should I look for additional information about student records (e.g. what is a temporary record)?

- 34 CFR 300.610 – 300.627 are the IDEA provisions on confidentiality.
- 20 USC 1232 is FERPA.
- 105 ILCS 10 is ISSRA.
- 29 USC 1181 is HIPAA.
- 740 ILCS 110 is MHDDCA.
Transportation

Must a charter school provide transportation?
Transportation

Must a charter school provide transportation?

Yes, to the extent that transportation is required by a student’s IEP. 34 CFR 300.34. Otherwise, treat students similarly to their non-disabled peers.
Other

Background checks – 105 ILCS 5/10-21.9.

Highly qualified teacher status – 34 CFR 300.18(a).

Class size – 23 ILAC 226.730(a)-(c).

Student achievement – 34 CFR 300.600(b)(1).

Under-representation of special education students in charters – 34 CFR 300.209.
The Rubric:

Revised ISBE Form 34-50B
### Charter Schools and Special Education Compliance

#### Illinois State Board of Education
Special Education & Support Services
100 North First Street, E-228
Springfield, Illinois 62777-6001

#### Charter School Renewal Application for Special Education Services

**ISBE 23 Illinois Administrative Code 226.10 Subtitle A Subchapter I Subpart A: General**

**Section 226.10 Purpose**
This Part establishes the requirements for the treatment of children and the provision of special education and related services pursuant to the individuals with Disabilities Education Improvement Act (also referred to as "IDEA") (20 USC 1400 et seq.), its implementing regulations (34 CFR 300, as amended by 71 Fed. Reg. 45542 (August 14, 2006, no later amendments or editions included)), and Article 14 of the School Code (105 ILCS 5/14-1). This Part also distinguishes between requirements derived from federal authority and those imposed additionally pursuant to Articles 14 of the School Code or the authority of the State Board of Education. The requirements of IDEA, its implementing regulations, and this Part shall apply in every instance when a child is or may be eligible for special education and related services. (Source: Amended at 31 Ill. Reg. 9615, effective June 28, 2007).

Pursuant to the authority of the Illinois State Board of Education under 105 ILCS 5/27A-7(d)(15), the proposal must outline a plan for the provision of special education services.

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<thead>
<tr>
<th>Charter School Name</th>
<th>District Name and Number</th>
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<tbody>
<tr>
<td>ADDRESS (Street, City, State, Zip Code)</td>
<td>TELEPHONE (Include Area Code)</td>
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<td>FAX (Include Area Code)</td>
<td>DATE OF APPLICATION SUBMISSION</td>
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<td>GRADES TO BE SERVED</td>
<td>TOTAL NUMBER OF STUDENTS TO BE SERVED</td>
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<td>CONTACT NAME</td>
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<td>CONTACT E-MAIL</td>
<td>Overall percent of Students with Disabilities:</td>
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**ISBE USE ONLY:**

Review # __________ Date __________

Instructions for required corrections AND clarification:

ISBE 34-505 (Turk)
### I. APPLICATION PROCESS

**CHARTER SCHOOL NAME**

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<th>ISBE REQUIREMENTS</th>
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<th>NAME AND TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES</th>
<th>FOR ISBE USE ONLY</th>
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<tbody>
<tr>
<td>Explain what activities are implemented to ensure that parents understand that all children, including children with disabilities, are eligible to participate in the lottery and that the school will provide a continuum of services to address the student’s special education needs.</td>
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<td>□ Approved</td>
<td>□ See below</td>
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**ISBE reviewer comments added to this section.**

**Citations to law / regulation**

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129
The comments will fall into three categories:

1. Red comments  
   Indicated by red font, these comments indicate required revisions. Any charter with red comments **will not be approved** and must revise the application to address the concern listed. ISBE recommends that the charter review the law, regulations and any ISBE guidance in revising its application.

### ISBE REQUIREMENTS

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<td>Explain what activities are implemented to ensure that parents understand that all children, including children with disabilities, are eligible to participate in the lottery and that the school will provide a continuum of services to address the student's special education needs.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The comments will fall into three categories:

2. Yellow comments

Indicated by yellow/orange font, these comments require attention. Any charter with yellow comments may be approved, but would be approved with caution. ISBE highly recommends that the charter address yellow comments and review any applicable law, regulations and ISBE guidance.
The comments will fall into three categories:

3. Green comments

Indicated by green font, these comments will not delay approval. Generally, green comments include helpful advice and information from the ISBE reviewer.
Questions
THANK YOU FOR YOUR TIME.

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