

CHARTER SCHOOL INITIAL APPLICATION FOR  
SPECIAL EDUCATION SERVICES

2.4.c. ISBE Special Education Certification Form

ISBE 23 ILLINOIS ADMINISTRATIVE CODE 226.10 SUBTITLE A SUBCHAPTER f 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. 46540 (August 14, 2006, no later amendments or editions included)), and Article 14 of the School Code [105 ILCS 5/Art.14]. This Part also distinguishes between requirements derived from federal authority and those imposed additionally pursuant to Article 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. 9915, effective June 28, 2007).

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

CHARTER SCHOOL NAME Acceleration Academies	DISTRICT NAME AND NUMBER D299 ALOP		
ADDRESS (Street, City, State, Zip Code) 910 W. Van Buren, Suite 315 Chicago, IL 60607	TELEPHONE (Include Area Code) 312.6900.6829	FAX (Include Area Code)	
	DATE OF APPLICATION SUBMISSION 4/7/2015		
GRADES TO BE SERVED 9-12	TOTAL NUMBER OF STUDENTS TO BE SERVED 1000 in 2016 growing to 2000 over five (5) years		
CONTACT NAME Dr. Joseph Wise	CONTACT TELEPHONE (Include Area Code) 312.600.6829	CONTACT E-MAIL jwise@accelerationacademy.org	

ISBE USE ONLY:

Review # \_\_\_\_\_ Date \_\_\_\_\_

Instructions for required corrections AND clarification:

## I. APPLICATION PROCESS

CHARTER SCHOOL NAME

Acceleration Academies

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>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. (34 CFR 300.209(a)) (105 ILCS 5/27A – 4(a)) (23 IAC 226.60)</p>	<p>Open enrollment activities are accessible to parents that want to make application to certain types of schools (e.g. magnet schools and programs). Appropriate services within these programs will be provided to meet the student's individual needs as delineated on the Individualized Education Program (IEP). For example, if a student with a mobility impairment is selected by lottery for a magnet school or program that is not accessible, transportation will be provided to a comparable magnet program at an accessible school.</p> <p>Computerized lotteries are conducted to ensure that all children have an equal chance to be accepted at schools that do not require testing. A computer program randomly selects students to fill the spaces in each grade.</p> <p>Video-taped lottery process to ensure fairness for all applicants.</p> <p>In order to receive a Free Appropriate Public Education (FAPE), then the IEP must reflect as such and the school district must consider a continuum of placement options for students identified under the Individuals with Disabilities Education Act (IDEA). The continuum ranges from the least restrictive to the most restrictive, including instruction in general education classes, special classes, special schools, home instruction and instruction in hospitals.</p>	<p>Principal-Charter School Director, Special Education/Student Support Services-Charter School and District Response to Intervention(RtI) Coordinator-Charter and District Enrollment Specialist-Charter School and District Parent(s) and/or Guardian(s) Social Worker-Charter School Program Specialist-District</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

## II. CHILD FIND

CHARTER SCHOOL NAME Acceleration Academies				
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Explain how Child Find activities are implemented to identify any students who may be eligible for special education services and how these activities are coordinated between the charter school and the district. Also, include a reference to ensuring timeliness of identification by the student's third birthday. (34 CFR 300.111(a)(1)(i-ii)) (23 IAC 226.100(a)(1-3))	<p>Child Find is an ongoing process from birth to age 21. A comprehensive Child Find system will be established that includes: Annual screenings, handouts of information packets, coordination and consultation with the LEA.</p> <p><b>SCREENING AND/OR EVALUATION</b> Annual screening of children under age of five (5) to identify babies and toddlers who need early intervention services because of developmental delays or disability and those who may need special education services.</p> <p><b>EARLY INTERVENTION</b> System of services that helps babies and toddlers with developmental delays or disabilities learn the basic skills and new skills that typically develop between the first 3 yrs. of life. If an infant or toddler has a disability or developmental delay in one or more of these areas, the child will more likely be eligible for early intervention services. Eligibility is determined by evaluating the child (with parents' consent) to determine if the child has a delay in development or a disability. Eligible children can receive early intervention services from birth to age 3.</p> <p>Parents may be given a referral to their local early intervention office if it is a child that has been diagnosed from birth with a specific condition or who experiences a significant prematurity, very low birth weight, illness or surgery soon after being born. Parents that are concerned about their child's development can contact local program directly and request an evaluation (no cost to the family).</p> <p><b>INITIAL ASSESSMENT-CHILD</b> Parental consent will be obtained in order to conduct an in depth assessment to determine the child's unique needs and the early intervention services appropriate to address those needs. An</p>	Principal-Charter School Director of Special Education/Student Supports-Charter and District Social Worker-Charter IEP Case Manager/Coordinator-Charter Teachers Related service providers (OT, PT, Speech)	<input type="checkbox"/> Approved <input type="checkbox"/> See below	

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### III. EVALUATION AND DETERMINATION OF ELIGIBILITY

CHARTER SCHOOL NAME  
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<p>a) <b>Referral system</b> – describe steps for Initial evaluation and Reevaluation; (34 CFR 300.301) (34 CFR 300.303) (34 CFR 300.304) (34 CFR 300.306) (23 IAC 226.110)</p>	<p>Referral-System Process by which the school district receives a request to evaluate a student to determine if the student qualifies to receive special education services.</p> <p>A referral can be made by the school district- a teacher or other school personnel ( involved in the student's education), community services agencies, the State Board of Education or by a parent or guardian. It is the first step before an evaluation can take place.</p> <p><b>INITIAL EVALUATION</b> Within 14 school days after receiving written request, from the parent and/or guardian, the district will decide whether to evaluate the child or not</p> <p>If the district determines an evaluation is warranted, district must provide parent(s) and/or guardian(s) with paperwork to provide formal written consent.</p> <p>During the initial evaluation, the IEP team must use a variety of assessment tools and strategies;review existing evaluation data on the child; review evaluations and information provided by the parents; review current classroom-based, local, or state assessments and classroom based observations; review observations by teachers and related service providers; review any independent educational evaluations, if applicable.</p> <p>If it is determined that an evaluation is not necessary, the district must inform the parent(s) and/or guardian(s) in writing of decision not to evaluate and reason(s) for the decision.</p> <p><b>REEVALUATION</b> Reevaluation must occur at least once every three (3) years, unless the parent and the school district agree that a reevaluation is unnecessary based on the existing information on the student.</p>	<p>Principal/Assistant Principal Individualized Education Plan (IEP) team Multidisciplinary team members Response to Intervention Team Administrator (Principal) Director, Special Education/Student Supports Parents Related Services providers (OT, PT, Speech) Teachers</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

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<p><b>b) Evaluation</b> – describe how the areas for evaluation are determined; (34 CFR 300.304(c)(4)) (34 CFR 300.307) (34 CFR 300.309) (23 IAC 226.110(c)(3)(B))</p>	<p>The school district must assess the child in all areas of suspected disability including:</p> <ul style="list-style-type: none"> <li>-Academic performance</li> <li>-Health</li> <li>-Vision</li> <li>-Hearing</li> <li>-Social &amp; emotional status</li> <li>-Communication</li> <li>-Motor abilities</li> <li>-General intelligence</li> <li>-Functional performance</li> <li>-Other areas as needed</li> </ul> <p>The evaluation should yield information on what the child knows and can do academically, developmentally, and functionally. This applies when evaluating all children including those:</p> <ul style="list-style-type: none"> <li>-for whom English is not the native language;</li> <li>-who communicate by signing;</li> <li>-who use alternative augmentative communication;</li> <li>-who use other means to communicate.</li> </ul> <p>Assessments should be valid and reliable for their designed purposes and must be administered by personnel who are trained to conduct the assessment. A variety of assessments, tools, and strategies will be utilized to conduct the evaluation</p> <p>Assessments and other evaluation materials used should be administered so as not to be discriminatory on a racial or cultural basis, and in the child's native language or mode of communication to get accurate information on what the child knows and can do.</p> <p>School teams can implement the use of a process that determines how the child responds to scientific-research based Interventions as part of the evaluation procedure.</p>	<p>School psychologist Principal Director, Special Education/Student Supports Related services personnel (OT, PT, Speech) Outside agencies providers General educators Special educators Parents School social worker School Nurse Assistive Technology (AT) Specialist</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

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<p>c) Timelines – describe how timelines are or will be met for:</p> <ul style="list-style-type: none"> <li>c.1 initial evaluation;</li> <li>c.2 yearly review or</li> <li>c.3 development of IEPs;</li> <li>c.4 tri-annual reevaluations;</li> <li>c.5 sending required Notice and Consent forms to parents; and</li> <li>c.6 progress reported on IEP annual goals.</li> </ul> <p>(34 CFR 300.301(c)(1)(i-ii))  (34 CFR 300.303)  (34 CFR 300.304(a))  (34 CFR 300.320(a)(3))  (34 CFR 300.321(b)(1))  (34 CFR 300.322(a))  (34 CFR 300.324(b)(1)(i))  (34 CFR 300.503)  (23 IAC 226.110(d))  (23 IAC 226.110(j))  (23 IAC 226.120)  (23 IAC 226.180(d))  (23 IAC 226.220(a))  (23 IAC 226.520)  (23 IAC 226.530)</p>	<p>IEP Timelines  Initial Evaluation  Meeting occurs with in sixty (60) school days from date of the referral</p> <p>Development of IEPs  An IEP meeting must occur within thirty (30) days after the IEP team determines that the student is eligible to receive special education and/or related services</p> <p>Annual Review (Yearly Review)  IEP must be reviewed at least once a year; however, an IEP meeting can be convened at any time to discuss changes or revisions</p> <p>Triennial Evaluations -(Three-Year Reevaluations)  Reevaluation must occur at least once every three (3) years, unless the parent and the school district agree that a reevaluation is unnecessary based on the existing information on the student.</p> <p>If the district believes that a reevaluation is unnecessary, a parent has the right to request that the reevaluation is conducted.</p> <p>Required Notices  Parents must be informed of their child's progress on IEP goals at least as often as parents of non-disabled children (e.g., report card reporting, progress reports) 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. IEP teams may agree to quarterly, trimester, monthly, weekly, etc. updates.</p> <p>Notice of Meeting- Provided to parent ten (10) days prior to IEP meeting date</p> <p>Consent Forms to Parents  Informed parental consent is required:</p>	<p>Parents  Student  School psychologist  Related Services Providers (OT, PT, Speech)  School and District Administrators-(Director of Special Education, Principal, Vice Principal, Director of Operations,)  Classroom teachers(General education and Special education)  IEP Case Manager/Coordinator</p>	<p><input type="checkbox"/> Approved  <input type="checkbox"/> See below</p>

## IV. PARENTAL INVOLVEMENT

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<p>Describe the provisions for parent involvement in the Special Education process, indicating what efforts are made for parental education, notification and participation. (34 CFR 300.34(c)(8)) (34 CFR 300.322(b-f)) (23 IAC 226.530)</p>	<p>Parent Participation Parents have the right to participate in meetings related to the evaluation, identification, and educational placement of their child.</p> <p>Parents have the right to participate in meetings related to the provision of a free appropriate public education (FAPE) to their child.</p> <p>Parents are entitled to be members of any group that decides whether their child is a "child with a disability" and meets eligibility criteria for special education and related services.</p> <p>Parents are entitled to be members of the IEP team that develops, reviews, and revises the IEP for their child. If neither parent can attend the IEP meeting, the school must use other methods to ensure their participation, including individual or conference calls. Also, video conferencing</p> <p>If neither parent can attend the meeting where placement is decided, the school must use other methods to ensure their participation, including individual or conference calls, or video conferencing.</p> <p>Notify parents of upcoming meetings in advance (at least 10 school days) to ensure parents have opportunity to attend and schedule meetings at a mutually agreed on time and place.</p> <p>Notice of meetings indicate purpose, time and location of the meeting, and invited participants. The school shall inform parent(s) and/or guardian(s) that they may invite individuals that have knowledge or special expertise about their child to the meeting (s).</p> <p>The school will utilize three (3) different modes to inform parents of meetings: Telephone call, written notice sent via USPS, backpack of student, email</p>	<p>Parents Student School psychologist Related services providers Administrators-School and District(Director, Special Education, Principal, Vice Principal) Teachers-General Education, Special Education</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

## V. LEAST RESTRICTIVE ENVIRONMENT

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<p>Indicate how the full range of Special Education environment and related services in the Least Restrictive Environment will be determined.</p> <p>(34 CFR 300.114(a)(2)(ii))</p> <p>(34 CFR 300.116(b))</p> <p>(34 CFR 300.116(d))</p> <p>(34 CFR 300.324(a)(1)(i-iii))</p> <p>(34 CFR 300.503(b)(6))</p>	<p>Educational placement of students will be determined by IEP team, which includes: parents, persons who are knowledgeable about the student, the meaning of the evaluation data and placement options.</p> <p>Students with disabilities must be educated with children who do not have disabilities as much as possible.</p> <p>Education placement decisions are made at least once per year at an IEP meeting and based on the student's individual needs and may include the following locations (this is not an exhaustive list):</p> <ul style="list-style-type: none"> <li>• General education</li> <li>• Resource room (Special class)</li> <li>• Self-contained room (Special classes)</li> <li>• Separate day school (Special Schools)</li> <li>• Residential program (Special Schools)</li> <li>• Hospital/homebound program.</li> </ul> <p>Students with disabilities should be removed from general education classes to separate classes or special schools only if the disability is so severe that education in general education classes with supplementary aids and services is not satisfactory.</p>	<p>Parents Student School psychologist Related Services Providers (OT, PT, Speech) School and District Administrators-(Director of Special Education, Principal, Vice Principal, Director of Operations,) Classroom teachers(General education and Special education) IEP Case Manager/Coordinator</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>



## VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

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<p><b>a) Services</b> – describe how all services and resources required by a student's IEP will be provided, including but not limited to accommodations, LRE setting, and related services;</p> <p>Provide assurances that in compliance with state and federal law, (i) the charter school will not discriminate based upon a child's need for special education services; and (ii) any decision made that a child will not be educated at the Charter School because of the need for special education and related services <u>will only be made after the IEP team's consideration of the educational environment options (taking into consideration all available educational resources such as accommodations AND related services)</u> and the IEP team's determination that the Charter School's educational program and services do not meet the child's individual needs.</p> <p>(34 CFR 300.116(a)(1))  (34 CFR 300.116(b)(1))  (34 CFR 300.320(a)(1)(i))  (34 CFR 300.320(a)(4))  (34 CFR 300.320(a)(7))  (34 CFR 300.321(a))  (34 CFR 300.322(c-d))  (34 CFR 300.324(a)(1)(ii))  (34 CFR 300.324(a)(2))  (23 IAC 226.210)  (23 IAC 226.220(c))</p>	<p>The IEP must include special education and related services and other supports and services for the student to:</p> <ul style="list-style-type: none"> <li>-Advance toward annual goals</li> <li>-Progress in the general curriculum</li> <li>-Participate in extracurricular and nonacademic activities</li> <li>-obtain education and participate with all children</li> </ul> <p>The IEP team will decide which special education services and which related services, modifications, accommodations and other services, the student needs to be part of the general curriculum and other activities. As much as possible, the services should be research-based.</p> <p>The IEP team will decide what supports the parents, educators and paraprofessionals need to address the student's educational needs.</p> <p>Each of the services the student needs should be written in the IEP. This is the "what, when, where, and for how long" part of the IEP.</p> <p>The IEP should indicate:</p> <ul style="list-style-type: none"> <li>-How long or how often each session will last (the number of minutes)</li> <li>-Where the services will be provided</li> <li>-When the services will begin and end</li> </ul>	<p>Parents  Student  School psychologist  Related Services Providers (OT, PT, Speech)  School and District Administrators-(Director of Special Education, Principal, Vice Principal, Director of Operations,)  Classroom teachers(General education and Special education)  IEP Case Manager/Coordinator</p>	<div> <input type="checkbox"/> Approved </div> <div> <input type="checkbox"/> See below </div>

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<p>b) <b>Functional Assessments of Behavior</b></p> <ul style="list-style-type: none"> <li>– describe this provision; (34 CFR 300.324(a)(2)(i))</li> <li>(34 CFR 300.530(d-f))</li> <li>(23 IAC 226.75)</li> </ul>	<p>If a child's behavior precludes his/her learning or the learning of other students, then the IEP team should consider the use of positive behavioral interventions and supports</p> <p>Integrated as appropriate throughout the process of developing, reviewing and, if necessary revising a student's IEP.</p> <p>Process to improve understanding of problem behavior, in order to identify what skills need to be taught. The process includes: observation, interview, data collection to identify when, where and why behavior is occurring.</p> <p>In response to disciplinary actions by school personnel, the IEP team should within ten (10) days, meet to formulate a functional behavioral assessment plan to collect data for developing a Behavior Intervention Plan (BIP). If a behavior intervention plan already exists, the team must review and revise it (as necessary) to ensure that it addresses behavior upon which disciplinary action is predicated.</p>	<p>Parents Student School psychologist Related Services Providers (OT, PT, Speech) School and District Administrators-(Director of Special Education, Principal, Vice Principal, Director of Operations,) Classroom teachers(General education and Special education) IEP Case Manager/Coordinator Behavior specialist School social worker</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <input type="checkbox"/> Approved              <input type="checkbox"/> See below         </div>

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<p>c) Behavior Intervention Plans – describe how these will be implemented; (34 CFR 300.530(d-f)) (23 IAC 226.750(a))</p>	<p>The Behavior Intervention Plan (BIP) is based on a functional behavior assessment (FBA) and should be considered when developing an IEP, if a student's behavior interferes with learning or the learning of peers/classmates.</p> <p>Plans will be reviewed at least annually and revised as appropriate. However, the plan may be reviewed and reevaluated whenever any member of the child's IEP team feels that a review is necessary.</p> <p>A review is conducted when the student has:</p> <ul style="list-style-type: none"> <li>-Reached his or her behavioral goals and objectives</li> <li>-Situation has changed and behavioral interventions no longer addresses the current need of the student</li> <li>-IEP team makes a change in placement and it's apparent that the original BIP is not bringing about positive changes in student's behavior</li> </ul> <p>The IEP of a student who requires a BIP shall:</p> <ul style="list-style-type: none"> <li>-Summarize the findings of the functional behavioral assessment</li> <li>-Summarize prior interventions implemented</li> <li>-Describe any behavioral interventions to be used including those aimed at developing or strengthening alternative or more appropriate behaviors</li> <li>-Identify the measurable behavioral changes expected and methods of evaluation</li> <li>-Identify a schedule for a review of the interventions effectiveness and</li> <li>-Identify provisions for communicating with the parents about their child's behavior and coordinating school based and home based interventions</li> </ul> <p>The BIP will be developed for implementation in classroom academic skills, curriculum integration, daily instruction, and peer and family support</p> <p>The BIP should include:</p> <ul style="list-style-type: none"> <li>-Positive strategies</li> </ul>	<p>Parents Student School psychologist Related Services Providers (OT, PT, Speech) School and District Administrators-(Director of Special Education, Principal, Vice Principal, Director of Operations,) Classroom teachers(General education and Special education) IEP Case Manager/Coordinator Behavior specialist School social worker</p>	<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Approved         </div> <div> <input type="checkbox"/> See below         </div> </div>

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<p>d) <b>Discipline</b> – describe what and how discipline will be managed with special education students; (34 CFR 300.530(b-e)) (34 CFR 300.532(b-e))</p>	<p><b>SUSPENSIONS</b> When a student with an IEP receives an in-school suspension, he or she is removed from class for a specific number of days as a result of breaking school rules. The student is in the school building, but not attending classes. The school must notify the parents immediately, and provide the parents with a full statement of the reasons for the suspension, and their right to a review of the decision. Often, an in-school suspension will include doing school work, without being in the classroom.</p> <p>During the time the student with an IEP is in in-school suspension, the school is only required to provide educational services if the school district also provides educational services to non-disabled students in the same circumstances.</p> <p>When a student with an IEP receives out-of-school suspension, he or she is removed from school for not more than 10 consecutive school days as a result of breaking school rules. The school must notify the parents immediately, and provide the parents with a full statement of the reasons for the suspension, and their right to a review of the decision.</p> <p>Schools may remove a student to an appropriate interim alternative educational setting, or suspension, for not more than 10 consecutive school days. 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.</p> <p>After 10 school days of removal, the school must provide educational services to the student. Services must enable the student to continue to participate in the general education curriculum and to progress toward meeting the IEP goals.</p>	<p>Parents Student School psychologist Related Services Providers (OT, PT, Speech) School and District Administrators-(Director of Special Education, Principal, Vice Principal, Director of Operations,) Classroom teachers(General education and Special education) IEP Case Manager/Coordinator Behavior specialist School social worker</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

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<p>e) Transition planning – describe the methods used for agencies' involvement, participation of agencies in IEPs, and tracking post-graduation implementation; (34 CFR 300.320(b)) (34 CFR 300.321(b)) (34 CFR 300.43) (34 CFR 300.600(d)(2)) (34 CFR 300.601(a-b)) (23 IAC 226.230(c))</p>	<p>Transition planning and implementation of a transition plan will begin by the time a student reaches 14½ years of age or younger if, appropriate (continues until the student graduates or reaches age 22).</p> <p>Transition plan becomes an official part of the student's IEP. The student must be invited –if the student does not attend, the student's preferences and interests must be considered. A representative of any participating agency that will be providing or funding transition services must be invited – provided the parent gives consent.</p> <p>A statement of needs based upon a transition assessment and future goals are written into IEP; Annual IEP meeting specific planning and goal setting- factors include: academic preparation, community experience, development of vocational and independent living objectives, if applicable, a functional vocational evaluation</p> <p>Notify parents that a student's entrance into adulthood and exit from high school means that the right or entitlement of special education services and a free and appropriate public education ends. One year before 18th birthday, the parents and the student will receive notices in writing from the school about the change in rights and responsibilities for special education services that are given to parents will belong to the student at age 18. The school district must inform the parents and student of the student's right to delegate decision-making to another adult individual. The district must document that the parents and the student received the notice and were told about the transfer of rights. Schools must provide the student with a copy of the Delegation of Rights form.</p> <p>Obtain consent of the parent or the student if he/she has reached the age of majority (18) to extend the</p>	<p>Parents Student School psychologist Related Services Providers (OT, PT, Speech) School and District Administrators-(Director of Special Education, Principal, Vice Principal, Director of Operations,) Classroom teachers(General education and Special education) IEP Case Manager/Coordinator School social worker</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

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<p>f) <b>Transportation</b> – describe provisions for this service; (34 CFR 300.34(c)(16)) (34 CFR 300.107(b)) (23 IAC 226.750(b))</p>	<p>The IEP team is responsible for determining if transportation is required to assist a child with a disability to benefit from special education and related services and how the transportation services should be implemented</p> <p>Includes transportation to enable a child with disabilities to participate in non academic and extracurricular activities in the manner necessary to afford the child an equal opportunity for participation in those services and activities to the maximum extent appropriate to the needs of the child</p> <p>Provide transportation to and from school and between schools; travel in and around school buildings and specialized equipment such as special or adapted buses, lifts and ramps.</p> <p><b>Travel Training</b> Instruction that enables children with significant cognitive disabilities and any other children with disabilities who require this instruction to develop an awareness of the environment in which they live and to learn the skills necessary to move effectively and safely from place to place within that environment. IEP teams should consider the need for both transportation and travel training when planning for a child's post secondary transition needs.</p> <p><b>Considerations</b> Expanding the Ridership of small bus routes and integrating children with disabilities into general education bus routes Using aides on buses Bus stop monitors Positive Behavioral Support Transport child with disabilities to and from the locations where the students receive special education and related services</p>	<p>Director, Special Education School Administrator-Principal, Vice Principal Director, Operations Director, Transportation Parents Classroom teachers-General Ed and Special Ed</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

## VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

CHARTER SCHOOL NAME

Acceleration Academies

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<p><b>g) Extended School Year</b> – describe how extended school year services will be provided. (34 CFR 300.106(a-b)) (34 CFR 300.320(a)(5)) (34 CFR 300.320(a)(4)(ii))</p>	<p>The student's eligibility for Extended School Year (ESY) is discussed at the annual review. These are special education and related services that are provided to a student with an IEP beyond the normal school day/year, are stated in the student's IEP, and are provided at no cost to the parents of the student.</p> <p>Academic instruction will be offered that is tailored to maintain skills identified in each student's IEP using district approved curriculum. Related services personnel will provide services as determined by the ESY section of each student's IEP.</p> <p>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.</p> <p>The decision about what services will be provided should be individually based on the needs of the student. Loss of knowledge/skills or an extraordinarily long time in relearning skills (regression recoupment) can be part of, but not the only reason for determining ESY. No single factor can determine ESY, and ESY services may not be limited to particular categories of disability. ESY services may not be the same as services provided during the regular school year. The IEP team determines what services are provided during the ESY term. ESY services can be provided in school, at home, or in the community.</p>	<p>Director, Special Education School Administrator-Principal, Vice Principal Director, Operations Director, Transportation Parents Classroom teachers-General Ed and Special Ed</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

## VII. PARTICIPATION IN ASSESSMENTS

CHARTER SCHOOL NAME

Acceleration Academies

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>a) <b>ISAT/PSAE/IAA Determination</b> – indicate how ISAT/PSAE/IAA testing is determined by the IEP team; (34 CFR 300.320(a)(6)) (23 IAC 226.230(a)(2))</p>	<p>All children with disabilities must be part of state and district wide assessments with appropriate accommodations, including English language proficiency, where appropriate.</p> <p>As determined by the IEP team, students with significant cognitive disabilities take the IAA, if participation in the state's regular assessments-the Illinois Standards Achievement Test (ISAT) or the Prairie State Achievement Exam (PSAE) is not appropriate even with accommodations.</p> <p>The IEP team decides whether the student should be given state and/or district assessments, with or without accommodations; or if the student should take the alternate assessment.</p> <p>If the IEP team decides that the child should take the Illinois Alternate Assessment (IAA), the IEP must include:</p> <ul style="list-style-type: none"> <li>• An explanation of why the child cannot take the regular test</li> <li>• The participation criteria has been met by a "Yes" response to the two (2) statements in the IAA Participation Guidelines</li> <li>• A statement explaining how the student will be assessed is written in the IEP</li> </ul>	<p>Director, Special Education School Administrator-Principal, Vice Principal Director, Operations Parents Classroom teachers-General Ed and Special Ed Director, Assessment and Accountability IEP Case Manager/Coordinator</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>



## VII. PARTICIPATION IN ASSESSMENTS

CHARTER SCHOOL NAME

Acceleration Academies

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>b) <b>ISAT/PSAE accommodations</b> – indicate how ISAT/PSAE accommodations will be made for students with disabilities whose IEPs require accommodations; (34 CFR 300.320(a)(6))</p>	<p>Accommodations are practices and procedures that fall into four major areas:</p> <ol style="list-style-type: none"> <li>1. Timing/Scheduling</li> <li>2. Setting</li> <li>3. Presentation</li> <li>4. Response</li> </ol> <p>Accommodations for students with disabilities involve changes to testing materials, testing procedures, and/or the testing situation to allow the student to participate meaningfully in an assessment.</p> <p>The student's IEP must include a statement of individual appropriate accommodations that are necessary to measure the academic achievement and functional performance on state and district-wide assessments. Accommodations are to be provided during instruction and during the administration of assessments as documented on the student's IEP. The purpose of accommodations during assessment is to provide equitable access to the general education curriculum.</p> <p>Accommodations for ISAT/PSAE should be selected on an individual student basis, considering student's mode of communication, level of instruction, learning style, etc. (Providing students with accommodations that are not truly needed may have a negative impact on performance).</p> <ul style="list-style-type: none"> <li>• Some accommodations may be acceptable for one content area, but threaten the validity of one or more other content area assessments, particularly for reading.</li> <li>• Effective decisions about accommodations begin with making sound instructional decisions. These decisions are facilitated by gathering and reviewing information about the student's specific needs and current levels of performance in relation to state academic standards.</li> </ul>	<p>Director, Special Education School Administrator-Principal, Vice Principal Director, Operations Parents Classroom teachers-General Ed and Special Ed Director, Assessment and Accountability IEP Case Manager/Coordinator Parent(s)</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

## VIII. CONFIDENTIALITY OF RECORDS

CHARTER SCHOOL NAME

Acceleration Academies

ISBE REQUIREMENTS	STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>Provide method of access to records, access controls in place, and guidelines for appropriateness of special education documents in temporary files. (FERPA) (20 USC 1232g) (23 IAC 226.740)</p>	<p>School records are confidential. Personal information (anything that identifies who the person is) may not be released without written consent unless it is:</p> <ul style="list-style-type: none"> <li>-Given to school officials or teachers with a legitimate educational interest, State and local education authorities, or certain individuals designated under Federal Law.</li> <li>-Used to meet a requirement under Federal Law.</li> </ul> <p>Personal information includes the following:</p> <ul style="list-style-type: none"> <li>- Name of the student, parent, or other family members</li> <li>-Home address</li> <li>-Personal information , such as the student's social security number</li> </ul> <p>Schools must maintain the student's permanent record for at least sixty (60) years after the student has transferred, graduated, or permanently withdrawn from school.</p> <p>All information not required in the student permanent record including special education information and reports, discipline issues including suspension or expulsion must be maintained for at least five (5) years after the student has transferred, graduated, or otherwise permanently withdrawn from school.</p> <p>Schools must provide custodial and non-custodial parents access to their children's records unless there is a court order, law, or legal document (such as a divorce decree or custody order) that terminates a parent's rights.</p> <p>The school district must keep a record of anyone who looks at the records. The record must state the name of the person reviewing the file, the date, and the reason for the review.</p> <p>Student records are protected under the Individuals</p>	<p>Custodian of Records Director, Special Education School Administrator-Principal, Vice Principal Director, Operations IEP Case Manager/Coordinator Parents</p>	<div style="display: flex; flex-direction: column; align-items: flex-end;"> <input type="checkbox"/> Approved   <input type="checkbox"/> See below         </div>

## IX. SPECIAL EDUCATION PERSONNEL

CHARTER SCHOOL NAME

Acceleration Academies

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Describe how the charter school will perform background checks as well as credential verification of its prospective special education personnel. (105 ILCS 5/10-21.9) (34 CFR 300.18)	Acceleration Academies will follow the rule of the district for obtaining background checks on any prospective special education personnel. This is a condition of pre-employment with AA, LLC	HR Director, Academy Director	<input type="checkbox"/> Approved <input type="checkbox"/> See below

## X. SPECIAL EDUCATION PERSONNEL

CHARTER SCHOOL NAME

Acceleration Academies

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Describe how the charter school will determine class size to remain in compliance with federal and state requirements. (23 IAC 226.730(a-c))	As evidenced by staffing and enrollment plan, AA, LLC is in full compliance with Title 6b and ISBE requirements with serving students with special needs (13:1)	Special Education Content Coach, SpEd Director, school psychologist and clinical staff	<input type="checkbox"/> Approved <input type="checkbox"/> See below