

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 Illinois Prep		DISTRICT NAME AND NUMBER CPS 299	
ADDRESS (Street, City, State, Zip Code) 7500 S Pulaski Rd, Chicago IL		TELEPHONE (Include Area Code) 630-215-7393	FAX (Include Area Code)
		DATE OF APPLICATION SUBMISSION 4-25-2018	
GRADES TO BE SERVED k-12		TOTAL NUMBER OF STUDENTS TO BE SERVED 500	
CONTACT NAME Robin Gonzales		CONTACT TELEPHONE (Include Area Code) 630-215-7393	CONTACT E-MAIL rgonzales@zialearning.com

ISBE USE ONLY:

Review # _____ Date _____

Instructions for required corrections AND clarification:

I. APPLICATION PROCESS

Illinois Prep

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>Illinois Prep will provide information via print, media, local community outreach and events, newspapers, community fairs and Chicago Public School Charter enrollment events to all parents which clearly indicates that all students are eligible to participate in the lottery for enrollment at Illinois Prep and that we will provide a full continuum of services to address student’s special education needs. Parents will be given upfront information about our programs and how we ensure equitable access for all students to our school.</p> <p>Illinois Prep will include in all recruitment and enrollment materials, such as application, marketing materials, registration forms, the legal rights of the parents and children as stated in IA 226.60 and CFR 330.209. This will ensure that parents understand that their 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 students special education needs. Illinois Prep will pursue organizations that serve children with disabilities and inform them about the new school option.</p>	<p>Alanna Mays, Principal Design Team Special Education Services Director Head of School Director of Innovation and Implementation</p>	<p><input type="checkbox"/> Approved</p> <p>See below</p>

II. CHILD FIND

Illinois Prep

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<p>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>	<p>(ILLINOIS PREP will be a school within the Chicago Public School (CPS) district and under the jurisdiction of CPS Board of Education. CPS is the Local Education Agency (LEA)</p> <p>ILLINOIS PREP will adhere to CPS' identification of children through the CPS' Child Find responsibilities. ILLINOIS PREP will ensure the rights of children with disabilities are retained.</p> <p>If a new or existing student at ILLINOIS PREP that has not been identified by CPS is thought to have a disability, ILLINOIS PREP will notify the district for review. ILLINOIS PREP will provide any data or information to CPS to assist in the evaluation process per CPS request. ILLINOIS PREP will make formal referrals to the district if necessary.</p> <p>ILLINOIS PREP will provide professional development to staff that will include what to do when a child is thought to have a disability and Child Find obligations and services for children with disabilities so that staff is equipped to assist in the identification of students in need of services. Additionally, print materials announcing/informing of CPS' Child Find responsibilities for parents and teachers will be made available at ILLINOIS PREP and sent home with students. Parents and teachers will be highly encouraged and relied upon to prompt the initial awareness in identifying students with mild, moderate and severe disabilities. The materials will inform parents and teachers that they should inform the principal, general education teacher and/or special education teacher if they suspect a potential disability in their student. The general education teacher and the principal will inform the special education teacher who will inform CPS.</p> <p>In addition to the CPS' Child Find responsibilities that will be adhered to, ILLINOIS PREP will immediately implement upon student enrollment a variety of assessment tools</p>	<p>Director of Special Education Services</p> <p>CPS Personnel and CPS Child Find personnel ILLINOIS PREP Principal (year 0+) Student Counselor (year 1+) Special Education Teacher (year 1+)</p>	<p><input type="checkbox"/> Approved</p> <p>See below</p>

III. EVALUATION AND DETERMINATION OF ELIGIBILITY

CHARTER SCHOOL NAME

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<p>a) Referral system – 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>Evaluation Process</p> <ol style="list-style-type: none"> 1. Student enrollment - parent/student or prior records indicate IEP in place. 2. Enrollment team sends the current IEP and current evaluations to the IEP review team to write an Interim placement offer of FAPE form. 3. Form sent to the parent and a phone call to the parent to schedule meeting follows to discuss the offer of FAPE for this school placement. 4. Once agreed upon parent signs and returns the form. 5. Once received the school assigns a case manager who reaches out to schedule the 30-day IEP and schedule services according to the Interim form <p>IEP Referral Process for special education services</p> <ul style="list-style-type: none"> • Following an SST/RTI process, the IEP Team (general education teacher, principal, parent, school psychologist) are notified by staff or parents of areas of concern. • An SST1 meeting is conducted where there is a discussion and review of the student’s current performance levels and an intervention plan is put into effect. 	<p>Director of Special Education Services IEP Team</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

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<p>b) Evaluation – 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>CPS will complete the initial formal evaluation and reevaluation according to federal and state regulations, and ILLINOIS PREP will be available for any assistance or input as requested. ILLINOIS PREP will provide progress monitoring information as well as information from tiered interventions to CPS if a specific learning disability is suspected. A ILLINOIS PREP Special Education teacher and a General Education teacher will attend all IEP meetings of students enrolled in the program. Prior to the determination of initial special education eligibility, the student’s General Education teacher will submit a written report detailing the student’s current levels of academic achievement and functional performance. And for all revaluations both the General Education teacher and the Special Education teacher will submit reports detailing the student’s current levels of academic achievement and functional performance.</p>		<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

III. EVALUATION AND DETERMINATION OF ELIGIBILITY

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<p>c) Timelines – describe how timelines are or will be met for:</p> <ul style="list-style-type: none"> c.1 initial evaluation; c.2 yearly review or c.3 development of IEPs; c.4 tri-annual reevaluations; c.5 sending required Notice and Consent forms to parents; and c.6 progress reported on IEP annual goals. <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>ILLINOIS PREP will ensure that all information needed or requested to complete the mandated time-lines of initial evaluation or reevaluations will be provided. ILLINOIS PREP relevant staff will participate in each students annual review. ILLINOIS PREP will provide updates on the students' current progress and meeting the students goals and objectives. ILLINOIS PREP relevant staff will also participate with the complete IEP team in developing new goals and objectives. ILLINOIS PREP will collaborate with CPS and parents/guardian to schedule mutually convenient times to conduct all initial eligibility meetings, reevaluations and annual reviews. ILLINOIS PREP will send out notice forms to parents if requested by CPS. Mandated written notice and consent forms will also be sent to parents based upon CPS request. All IEP meetings will be completed and documented on district or LEA forms.</p>	<p>CPS Personnel ILLINOIS PREP Special Education Teacher ILLINOIS PREP relevant staff: such as, General Education Teacher, Principal, other staff members that have a vested interest and/or relationship with the student that would be vital to evaluate students progress and new goals and objectives.</p>	<p><input type="checkbox"/> Approved</p> <p><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>In addition to the responsibilities required by CPS relating to Child Find, evaluation, and placement, ILLINOIS PREP will make provisions for parent involvement in the special education process, including routine phone calls or notes home, parent education, parenting materials, guidance regarding the special education process, and routine updates regarding their child's progress via the report card and updating quarterly goal conferences. ILLINOIS PREP will educate the parents on their student's disability and encourage participation. ILLINOIS PREP views the parents as partners in education, thus involving and educating the parents on how and what the student is learning will empower the parent to reenforce the learning and method at home. ILLINOIS PREP will serve as a liaison between the parent and CPS. ILLINOIS PREP will work with the parent and CPS should the parent request to review or receive a copy of their students' records</p>	<p>CPS Personnel ILLINOIS PREP Special Education Teacher ILLINOIS PREP Principal</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)) (34 CFR 300.116(b)) (34 CFR 300.116(d)) (34 CFR 300.324(a)(1)(i-iii)) (34 CFR 300.503(b)(6))</p>	<p>CPS is responsible for determining and providing a full range of Special Education programs and related services in the Least Restrictive Environment. ILLINOIS PREP will provide resource services and the following related services: social work, speech and language services and occupational therapy. All other related services, including transportation will be provided by the district. ILLINOIS PREP Special Education teacher and General Education teacher will participate in all IEP meetings where determinations will be made for the needed services for the student. All ILLINOIS PREP staff will be trained and understand the Least Restrictive Environment requirement of IDEA.</p>	<p>CPS Personnel (IEP Team) ILLINOIS PREP Special Education teacher ILLINOIS PREP General Education teacher</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

CHARTER SCHOOL NAME

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<p>a) Services – 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</u> (taking into consideration all available educational resources such as accommodations AND related services) 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>ILLINOIS PREP will provide curricular and behavioral interventions that are consistent with a multi-tiered system of support (MTSS). ILLINOIS PREP's MTSS Model is as follows: • Tier 1 (core instruction and universal supports available to all students) Tier 1 consists of the general academic and behavioral instruction and support that is designed and differentiated for all students in all settings. School wide progress monitoring and screenings are used to ensure that core instruction is effective and to identify students who may need additional support in order to be successful. • Tier 2 (supplemental instruction or intervention provided to targeted groups of students) Tier 2 consists of more focused, targeted instruction or intervention and supplemental supports in addition to and aligned with the core instruction provided through Tier 1. For instance, an additional 30 minutes per day may be devoted to reading in a small group (3-6 students), with a focus on building accurate and automatic recognition of words in text. Adjustments can be made within Tier 2 to increase time on task or decrease student/teacher ratio. • Tier 3 (intensive individualized intervention and supports provided to individual students) Tier 3 consists of the most intense (increased time, narrowed focus, very small group or individual) instruction and intervention based upon individual student need. Tier 3 supports are provided in addition to and aligned with the core (Tier 1) and supplemental (Tier 2) academic and behavioral instruction, interventions, and supports</p>	<p>CPS Personnel (Service providers) ILLINOIS PREP Special Education Teacher ILLINOIS PREP General Education Teacher</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

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<p>b) Functional Assessments of Behavior – describe this provision; (34 CFR 300.324(a)(2)(i)) (34 CFR 300.530(d-f)) (23 IAC 226.75)</p>	<p>ILLINOIS PREP will provide information to CPS that may be included/needed in the functional assessment of behavior and will participate in the development of the behavioral intervention plan as a member of the IEP team. ILLINOIS PREP will work collaboratively with CPS to identify times and settings in which the functional assessment of behavior will be completed. ILLINOIS PREP will follow all state and federal regulations regarding discipline of students having disabilities. No student will be excluded from school activities or services based on their disability. Manifestation determination reviews will be held consistent with state and federal law. ILLINOIS PREP will communicate and collaborate with CPS regarding any significant behavioral concerns in both oral and written form.</p>	<p>CPS Personnel (IEP Team) ILLINOIS PREP Principal ILLINOIS PREP General Education Teacher ILLINOIS PREP Special Education Teacher. Speech and language therapist and occupational therapist, if indicated in the IEP.</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

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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>ILLINOIS PREP will provide information to CPS that may be included in a Positive Behavior Intervention Plans (BIP) and will participate in their development as a member of the IEP team. ILLINOIS PREP will follow all state and federal regulations regarding discipline of students having disabilities. No student will be excluded from school activities or services based on their disability. Manifestation determination reviews will be held consistent with state and federal law. ILLINOIS PREP will communicate and collaborate with the district regarding any significant behavioral concerns in both oral and written form. ILLINOIS PREP will adhere to the determined Behavior Intervention Plan and will implement the plan as written.</p> <p>ILLINOIS PREP will defer to CPS' established local policies and procedures on the use of positive behavioral interventions to manage, intervene in, or improve the behavior of students with disabilities in consideration of the child's physical freedom, social interaction, and right to placement in the LRE and shall be administered in a manner that respects human dignity and personal privacy. Illinois Prep will implement a Positive Behavior Intervention plan and restorative practices</p>	<p>CPS Personnel (IEP Team) ILLINOIS PREP Principal ILLINOIS PREP General Education Teacher ILLINOIS PREP Special Education Teacher</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

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<p>d) Discipline – 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>ILLINOIS PREP commits to keeping students in the classroom so that the student participates in the general education curriculum as much as possible. However, ILLINOIS PREP understands that the IEP and or behavior will require students to be removed from that setting if it is in the best interest of the student and aiding in progress of the students academic, social and emotional learning. Should a student with a disability violate the code of conduct, ILLINOIS PREP will take appropriate actions to determining the course of action, including potential removal from the general educational setting, and consideration of manifestation. Consistent with Federal Law all regulations around suspension, discipline and expulsion regarding students with disabilities will be followed. This may include completion of manifestation review, amendment of the BIP, and consideration of the current IEP. In no case will a student be suspended from ILLINOIS PREP without consultation from the CPS. The parent of a child recommended for placement in the special education program or ILLINOIS PREP may appeal the decision. ILLINOIS PREP may not appeal if the parent objected to the initial placement or they revoked all services recommended. In the instance where an appeal is possible, it can be done by requesting a hearing through filing a complaint to a district hearing officer. ILLINOIS PREP will adhere to the federal and state laws for the appeal process and provide any documents, reports of materials needed for the process to ensue.</p>	<p>ILLINOIS PREP Principal ILLINOIS PREP Special Education Teacher ILLINOIS PREP General Education Teacher</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>ILLINOIS PREP relevant staff will participate on the IEP team in determining the transition plan for a student. ILLINOIS PREP will provide any services, support and reports to assist in the creation of the transition plan. ILLINOIS PREP will collaborate with the IEP Team to reach a mutually agreeable meeting that allows for the parent and the student to be present. Should parent or student be unable to make the meeting, ILLINOIS PREP will assist in informing them of the plan, both vocally and in print. ILLINOIS PREP will provide CPS and the IEP Team any requested materials and reports in order to adhere to FAPE and State and Federal performance plans and data collection.</p>	<p>CPS Personnel ILLINOIS PREP Special Education Teacher ILLINOIS PREP relevant staff: such as, General Education Teacher, Principal, other staff that has a vested interest and/or relationship with the student that would be vital to evaluate students progress and new goals and objectives. Other agencies will be invited in based upon the student's needs.</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

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<p>f) Transportation – describe provisions for this service; (34 CFR 300.34(c)(16)) (34 CFR 300.107(b)) (23 IAC 226.750(b))</p>	<p>CA will work with CPS to communicate and ensure students with disabilities have proper transportation services. CPS assumes responsibility for transportation arrangements, but ILLINOIS PREP may assist, if requested, in providing reasonable notice to parents of departure dates and times.</p>	<p>CPS personnel ILLINOIS PREP Principal ILLINOIS PREP Special Education Teacher</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

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<p>g) Extended School Year – 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>If required by the students IEP, ILLINOIS PREP students will attend extended school year services as provided by CPS and made available as necessary to provide FAPE.</p>	<p>CPS Personnel ILLINOIS PREP Special Education Teacher ILLINOIS PREP Principal Staff of outside/contract extended school year service providers</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

VII. PARTICIPATION IN ASSESSMENTS

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<p>a) ISAT/PSAE/IAA Determination – 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 students at ILLINOIS PREP will participate in all appropriate state assessments. PARCC accommodations other state assessment accommodations will be given to the students based on information in the students IEP. Alternative assessments will be given to those students that meet the alternative assessment criteria.</p>	<p>CPS Personnel ILLINOIS PREP Special Education Teacher ILLINOIS PREP Principal</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

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<p>b) ISAT/PSAE accommodations – indicate how ISAT/PSAE accommodations will be made for students with disabilities whose IEPs require accommodations; (34 CFR 300.320(a)(6))</p>	<p>ILLINOIS PREP will provide PARCC accommodations and other state assessment accommodations as indicated in the students IEP. The IEP team will determine the needed accommodations which will be implemented by ILLINOIS PREP. ILLINOIS PREP will administer tests if requested by CPS.</p>	<p>CPS Personnel ILLINOIS PREP Principal ILLINOIS PREP Special Ed Teacher ILLINOIS PREP General Ed Teacher</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

VIII. CONFIDENTIALITY OF RECORDS

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<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>ILLINOIS PREP will work with requester and CPS to review or receive a copy of a students' records. ILLINOIS PREP will follow FERPA and CPS rules in regards to confidentiality and disclosure of student records. ILLINOIS PREP will only disclose a student record with approval from CPS.</p>	<p>CPS personnel ILLINOIS PREP Principal ILLINOIS PREP Special Education Teacher</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

IX. SPECIAL EDUCATION PERSONNEL

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<p>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)</p>	<p>ILLINOIS PREP will follow federal and state laws for background checks and credential verifications of its prospective special education and general education personnel. ILLINOIS PREP will provide required professional development and credential verification as requested by CPS. Should any further certification be required, ILLINOIS PREP will inform and ensure it is undergone and completed before hiring. ILLINOIS PREP's staff will undergo all required checks and verifications required by a non-charter CPS school.</p>	<p>ILLINOIS PREP Principal Agency that is qualified to perform background and credential checks</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

X. SPECIAL EDUCATION PERSONNEL

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<p>Describe how the charter school will determine class size to remain in compliance with federal and state requirements. (23 IAC 226.730(a-c))</p>	<p>ILLINOIS PREP will follow all class sizes as indicated in IAC Section 226.730 a-c when determining class sizes. Size (ratio) and case load (severity and nature) will be considered in determining class sizes as federal and state law requires.</p>	<p>ILLINOIS PREP Principal ILLINOIS PREP Special Education Teacher</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>