

**SPECIAL EDUCATION
FUNDING AND CHILD TRACKING SYSTEM
(FACTS)**

APPROVAL PROCEDURES

--- 2016-17 School Year ---

Revision #1, (April 2017)

For use with I-Star

This is a compilation of procedures and instructions,
supported by rules and regulations, to assist Local
Education Agencies in approving special needs students for reimbursement.

**ILLINOIS STATE BOARD OF EDUCATION
Division of Funding and Disbursement Services
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**INSTRUCTIONS FOR THE SPECIAL EDUCATION
FUNDING AND CHILD TRACKING SYSTEM
(FACTS)**

**2016-17 SCHOOL YEAR
GENERAL INSTRUCTIONS**

The Special Education Funding and Child Tracking System (FACTS) serves as the primary approval process for state pupil categorical reimbursements pertaining to children with disabilities under Sections 14-7.02 (Private), 14-7.02b (Funding for Children Requiring Special Education Services), 14-7.03 (Orphanage), and 14-13.01b (Special Transportation) of the School Code. **Each student eligible for state reimbursement, even if only for part of the school year, must be listed and approved on FACTS in order for funding to be claimed.** The level of payment is dependent upon amounts appropriated by the General Assembly.

Per Section 2-3.30 of the School Code, FACTS is also the system for collecting all students with disabilities who are reported to the federal government. Students reported must be eligible to receive services or be in a Special Education Program receiving direct or related services approved by a public school district on December 1, 2016, be at least age 3 through age 21 inclusive (i.e., through the day before the student's 22nd birthday) (see 34 CFR 300.101(a)), and have an Individualized Education Program (IEP) or Individualized Services Plan (ISP) in place. It is critical that all students with disabilities who are receiving services as of December 1 (for the 2016-17 school year) each year are reported accurately in order for the state to receive the proper amount of funding authorized under the Individuals with Disabilities Education Act (IDEA).

A FACTS record should be created for every student who has had initial eligibility determined whether or not he or she subsequently receives direct or related services. Every student who does not receive direct or related services should be reported as Fund Code N or U by the serving district.

Data will be picked up in January for the purpose of reporting all students eligible for state reimbursement and those eligible only for the December 1 child count.

DATA APPROVALS

All FACTS data must be completed using I-Star. I-Star is a web-based application designed to allow special education cooperatives/districts to manage and analyze special education data that must be approved by the Illinois State Board of Education (ISBE). Harrisburg Project provides instructions for data approvals. If you have any questions, contact Harrisburg Project at 1-800-635-5274 or by email at support@hbug.k12.il.us.

ADDITIONAL DATA REPORTS

PRIVATE RESIDENTIAL PLACEMENTS

Pre-approval is required when a school district needs to place a student in a private residential facility if the district will be paying the room and board costs. [ISBE Form 34-37](#) (*Application for Approval of Private Residential Placement Room and Board Reimbursement*) must be completed and submitted annually for approval. If you have questions specific to this approval process, please contact the Special Education Services Division by phone at (217) 782-5589 or by fax at (217) 782-0372.

ORPHANAGE ACT ELIGIBILITY

Students reported under Fund Codes D, E, and F must clear eligibility checks to qualify for reimbursement under Section 14-7.03 Orphanage.

QUESTIONS

Questions pertaining to the completion of FACTS should be directed to the person(s) listed in the memo regarding the most recent data reported or contact:

Illinois State Board of Education
Funding and Disbursement Services Division
100 North First Street
Springfield, Illinois 62777-0001
Attn: Jamie Johnson
Phone: (217) 782-5256
Fax: (217) 782-3910

Questions pertaining to State Performance Plan Indicators 8, 11, and 13 should be directed to:

Shuwan Chiu
Illinois State Board of Education
Data Analysis Division
100 North First Street
Springfield, Illinois 62777-0001
Phone: (217) 782-3950
Fax: (217)524-7784

Questions pertaining to the operation of I-Star should be directed to:

Harrisburg Project
512 North Main
Harrisburg, Illinois 62946
Phone: (800) 635-5274
FAX: (618) 252-0704
Email: support@hbug.k12.il.us

SPECIFIC INSTRUCTIONS FOR COMPLETION OF FACTS

The information of all students receiving services must be entered in the Student Information System (SIS) in order to generate an approval record in I-Star. You must select the student's resident district and school. For selected Fund Codes, you must also select the student's serving district and school. In general, the resident district and/or the special education cooperative to which that district belongs are authorized to report student data. However, the serving district for nonpublic students that are being served outside their resident district must report these students (Fund Code L only) as long as they are not dually enrolled.

If a student has changed resident districts, but will be claimed for a portion of the 2016-17 school year in the reporting district, add the student's end date on FACTS and complete the Reason for Exit. The end date entered in I-Star must align with the exit date recorded in SIS.

Resident District

For every FACTS record, indicate the unique eleven-digit Region-County-District-Type (RCDT) number assigned by ISBE for public school district of residence. Section 14-1.11 defines residency for the parent of a student with disabilities and Section 14-1.11a defines residency for a student with disabilities. Please note that Public Act 95-0844, which was signed into law on August 15, 2008, modified Sections 14-1.11 and 14-1.11a.

Section 14-1.11a Resident District; Student

The resident district is the school district in which the student resides when:

- (1) the parent has legal guardianship but the location of the parent is unknown; or
- (2) an individual guardian has been appointed but the location of the guardian is unknown; or
- (3) the student is 18 years of age or older and no legal guardian has been appointed; or
- (4) the student is legally an emancipated minor; or
- (5) an Illinois public agency has legal guardianship and such agency or any court in this State has placed the student residentially outside of the school district in which the parent lives.

In cases where an Illinois public agency has legal guardianship and has placed the student residentially outside of Illinois, the last school district that provided at least 45 days of educational service to the student shall continue to be the district of residence until the student is no longer under guardianship of an Illinois public agency or until the student is returned to Illinois.

The resident district of a homeless student is the Illinois district in which the student enrolls for educational services. Homeless students include individuals as defined in the Stewart B. McKinney Homeless Assistance Act [42 U.S.C. § 11361 et seq.].

Any student served by the Department of Human Services may only be reported by the resident district.

Any student served by the following state charter schools -- Prairie Crossing; Southland College Preparatory High School; Horizon Science Academy- McKinley Park, Horizon Science Academy-Belmont and LEARN Waukegan; Amandla Charter School; Bronzeville Lighthouse Charter School; and Betty Shabazz International Charter School -- may only be reported by those charter schools and must indicate the student's resident and serving district as those schools.

For Fund Code L and N students who reside outside of Illinois and attend a nonpublic school in Illinois, report the Category 2 serving district as their resident district.

Resident School

For every FACTS record, indicate the unique fifteen-digit Region-County-District-Type-School (RCDTS) number assigned by ISBE for a public school that is valid for the resident district. The resident school represents the school in the district where the student either attends for educational instruction or where he/she would attend if he/she were educated at a school in his/her resident district. The resident school can only be a public school attendance center.

Serving District

Indicate the unique eleven-digit number assigned by ISBE for the serving district. The serving district represents the Local Education Agency that operates the program. This may be the same as the resident district or can be another public school district in Illinois. For certain Fund Codes, the serving district may be a special education cooperative, a regional office alternative learning program, a state agency (e.g., Department of Human Services) or other state-funded school (e.g., a laboratory school).

Serving School

Indicate the unique 15-digit RCDTS assigned by ISBE for the serving school. The serving school represents the school or location where the student receives his/her educational instruction. This may or may not be a school in the serving district. For certain Fund Codes, the serving school may be a state approved Special Education Program operated by a special education cooperative, a regional office alternative program, a state agency-funded school (e.g., Illinois School for the Deaf), or a nonpublic parochial school.

ISBE has eliminated the Category X additional serving locations and unlisted locations. In the case of home/hospital or an undetermined serving location, the serving location would be where the student either attends for educational instruction or where he/she would attend if he/she were educated at a school in his/her serving district.

Percent Time in Special Education

Enter the percentage that reflects the amount of time for which a student receives special education services under his or her IEP at the time of entry into the Special Education Program as compared to the total amount of time in the student's regular instructional day. The instructional school day is NOT "bell to bell" and should omit passing periods, lunch, and recess unless the student's IEP requires support during those times.

Example:

John receives 950 Special Education minutes per week.

Total instructional minutes per week = 1,680.

$(950 / 1,680 = .565) * 100 = 56.5$ or 57%

57% Special Education

This percent time in special education must be calculated individually for each student in the program. Half-day preschool students who only attend the Special Education Program should have 100 percent entered.

All students (except Funds L,N,P,U) are required to have Percent Time in Special Education entered.

Fund

Indicate the one appropriate code letter for the type of program funding for which application is being made. Students ages 3-21 may be reported under any of the Fund Codes for which they are eligible. Generally, a student may only be entered once in a particular Fund Code and/or Private Facility Code during each period of time indicated with a begin and end date.

If a student is placed in one private facility for tuition purposes and a different facility for the school district's payment of room and board, the student must have two FACTS records in the same time period. To allow this, the student general record must have the Dually Enrolled indicator checked. Likewise, if a student is placed in a private school program by the school district for part of the day and in a public school program part of the day (necessitating the reporting of the student in both funds B and A or X), the Dually Enrolled box should be checked.

If a student's fund code has been changed but the student will be claimed for a portion of the school year under both the first and second Fund Code designations, add an end date and Exit Code 20 in the entry for the first Fund Code. Re-enter the student's data with the second Fund Code, with a begin date that follows the end date listed on the FACTS entry for the first Fund Code.

If a student has been discontinued from a district program and at a later date during the school year re-enters the same district under the same Fund Code, re-enter the student's data on FACTS with the new begin date for the second or subsequent entries.

Fund Codes

All students receiving services on December 1 are reported in Fund Codes A, K, L, P, B, D,E, F, H, J, and X. Eligible students are enrolled, have an appropriately developed IEP, and are receiving special education and related services in public school district programs.

- A** **IDEA Child Count.** Eligible students are enrolled, have an appropriately developed IEP and are receiving special education and related services in public school district programs.

Select the serving district and serving school as appropriate. Students who are placed in a state-operated school (e.g., Illinois School for the Deaf) must be reported by the resident district.

- K** **Nonpublic -- Dually Enrolled.** These students are home-schooled or enrolled by the parent/guardian in a nonpublic (e.g., parochial) school for general education and are also enrolled, have an IEP, and are receiving special education and/or related services in the public school district.

Select the serving district and serving school as appropriate. The serving school may be either a public school attendance center or a nonpublic school depending on where services are provided.

- L** **Nonpublic -- Not Enrolled.** These students are enrolled by the parent/guardian in a nonpublic (e.g., parochial) school for general education and are not enrolled in the public school district but are receiving special education and/or related services specified on an ISP that are provided by the public school district.

Select the serving district and serving school as appropriate. The serving school may be either a public school or a nonpublic school depending on where services are provided.

- P** **Home-Schooled -- Not Enrolled.** These students are home-schooled for general education and are not enrolled in the public school district but are receiving special education and/or related services specified on an ISP that are provided by the public school district.

Select the serving district and serving school as appropriate. The serving school may be either a public school or a nonpublic school depending on where services are provided.

State Reimbursement Fund Codes

- B** **Section 14-7.02 (Private Day and Residential Facilities and Out-of-State Public Schools)** -- Provides reimbursement for students placed in approved nonpublic facilities and in out-of-state public schools, and includes both tuition and room and board. The tuition formula is specified in the School Code: The school district pays the first district per capita tuition rate (per cap); the state reimburses the difference between the first per cap and \$4,500; the school district pays a second per cap above \$4,500; and the state pays the remainder above \$4,500 plus the second per cap or the sum of two per caps, whichever is greater. This funding is paid quarterly during the school year after service is provided.

When a residential placement is necessary and no other agency has agreed to pay room and board, approval should be sought on [ISBE Form 34-37](#). After approval is received, payment of room and board costs based on rate approvals and dependent upon funding availability may be made on a current basis during the school year in which service is provided. Select the private facility where the student is being educated.

- D** **Section 14-7.03 (Orphanage Act)** -- Provides full tuition reimbursement for eligible students who attend public school educational programs and are placed in a residence for the purpose of care/custody, welfare, medical/mental health treatment, rehabilitation or protection by an Illinois public agency with authority over and responsibility for the students. **This Fund Code may only be used with written authorization from the Illinois State Board of Education.**

Use of this Fund Code requires the completion of Type of Residence, Placing Agency, and Guardianship Codes. An eligibility check is conducted for each child reported for this fund source, with additional information required for students who cannot be verified as Youth in Care of the Department of Children and Family Services (DCFS). Please note that, in order to be eligible for reimbursement under Section 14-7.03, the student's residence must be located in a district other than the district of residence of a parent or court-appointed individual guardian per the requirements of 23 Illinois Administrative Code 226.770(e). Estimated funding is paid quarterly during the school year in which service is provided. Select the serving district and serving school as appropriate.

- E** **Section 14-7.03 (Orphanage Act--Individual Programs)** -- Provides full tuition reimbursement for eligible students who attend public school educational programs and who are placed in a residence by an Illinois public agency or court in this state. PA 95-0844, which passed on August 15, 2008, modified eligibility requirements for students claimed under Section 14-7.03.

Eligibility for reimbursement is driven by a determination of residency under Sections 14-1.11 or 14-1.11a, depending on the status of the rights of the parents/guardian with regard to the student. If the parents have not been subject to

a termination of parental rights order, the residency of the student is determined by Section 14-1.11 and the district of residence is the district in which the parents reside. That district is responsible for educational service costs and can apply for reimbursement under the appropriate sections of the School Code, but the student is NOT eligible for reimbursement under Section 14-7.03.

If the student's parents have been subject to a termination of parental rights order or DCFS has legal guardianship of a student who has been identified as eligible for special education services under Article 14 of the School Code and is considered a Youth in Care of an Illinois public agency, residency is determined under Section 14-1.11a and the district of residence is the district in which the student resides. That district is responsible for educational service costs and can apply for reimbursement under Section 14-7.03.

Please note that, in order to be eligible for reimbursement under Section 14-7.03, the student's residence must be located in a district other than the district of residence of a parent or court-appointed individual guardian per the requirements of 23 Illinois Administrative Code 226.770(e). Use of this Fund Code requires the completion of Type of Residence, Placing Agency and Guardianship Codes. An eligibility check is conducted for each child reported for this fund source with additional information required for students who cannot be verified as Youth in Care of DCFS. Estimated funding is paid quarterly during the school year in which service is provided. Select the serving district and serving school as appropriate.

F Section 14-7.03 (Private Facilities/Orphanage Act) -- Provides full tuition reimbursement for eligible students who are placed by an Illinois public agency or court in this State who attend special education private facilities approved by ISBE with per diem rates approved by the Illinois Purchased Care Review Board.

Eligibility for reimbursement is driven by a determination of residency under Sections 14-1.11 or 14-1.11a depending on the status of the rights of the parents/guardian with regards to the student. If the parents have not been subject to a termination of parental rights order, the residency of the student is determined by Section 14-1.11 and the district of residence is the district in which the parents reside. That district is responsible for educational service costs and can apply for reimbursement under the appropriate Sections of the School Code but the student is NOT eligible. If the student's parents have been subject to a termination of parental rights order or DCFS has legal guardianship of a student who has been identified as eligible for special education services under Article 14 of the School Code and is considered a Youth in Care of an Illinois public agency, residency is determined under Section 14-1.11a and the district of residence is the district in which the student resides. That district is responsible for educational service costs and can apply for reimbursement under Section 14-7.03.

Please note that in order to be eligible for reimbursement under Section 14-7.03, the student must reside in and be placed into the nonpublic educational program by a district other than the district of residence of a parent or court-appointed individual guardian per the requirements of 23 Illinois Administrative Code 226.770(e). The nonpublic educational program must meet the approval requirements of Section 14-7.02 of the School Code and 23 Illinois Administrative Code 401. Use of this Fund Code requires the completion of Type of Residence, Placing Agency and Guardianship Codes. Estimated funding is paid quarterly during the school year in which service is provided.

- H** **Phillip J. Rock Center and School** – Allows for any student attending this facility, located in Glen Ellyn, Illinois, to be reported by the resident school district. This facility should not be confused with the Illinois School for the Visually Impaired or the Illinois School for the Deaf, both located in Jacksonville, Illinois.

Select the resident school that indicates the public school where the student would attend if he or she were served in the resident district. The serving school must be the Philip J. Rock Center and School.

- J** **Section 14-7.02 and Section 14-7.02b (Private Residential Facility/Public School District Education Program/Funding for Children Requiring Special Education Services)** – Provides reimbursement for students placed by a school district into a private residential program who attend a public school educational program. The student is residentially placed in an approved nonpublic facility by the public school district of residence. The residential component is provided by the facility with room and board costs reimbursed to the district under the provisions of Section 14-7.02. (See Fund Code B.) Students placed in private residential placements for which room and board will be claimed must be pre-approved annually through the submission of [ISBE Form 34-37](#).

Education is provided by the local school district/joint agreement operating a program for students residing at the facility. Tuition is paid by the district of residence to the serving district under the provisions of Section 14-7.01 and [23 IAC Part 130 Determining Special Education Per Capita Tuition Charge](#).

Select the serving district as appropriate. Select the private facility where the student resides. The serving school may be either a public school or special education private facility approved by the Illinois Purchased Care Review Board, depending on where services are provided.

- X** **Section 14-7.02b (Funding for Children With Excess Costs)** - Provides tuition reimbursement for students placed in Illinois public school programs whose educational costs exceed four district per capita tuition charges. The difference between the actual student cost and the four district per capita tuition charges will be reimbursed from unexpended federal room and board funds. Select the serving district and serving school as appropriate.

Fund Codes for Students NOT Receiving Services

N Nonpublic School Students NOT Receiving Services – This code must be used for all nonpublic students, including home-schooled, who have been evaluated and have had their eligibility determined to either receive or not receive special education services. The *Reason for Not Receiving Services* must be entered.

Fund Code N students with *Reason for Not Receiving Services* Codes 01 or 05 will only be reported on FACTS for the current school year.

Fund Code N students with *Reason for Not Receiving Services* Codes 02, 03, or 04 must be reported on FACTS and will be included in the serving district's Nonpublic Proportionate Share for three years from the Last Evaluation Date. The Last Evaluation Date is defined as the date of the most recent evaluation.

If the student begins receiving services, a new FACTS record must be created with the applicable Fund Code.

Examples of Fund Code N Students

Example 1 Student Eligible for Services-No Program Available

A school district receives parental consent on November 1 to evaluate a student who is enrolled in a parochial school within the district's boundary. The student is evaluated and determined eligible to receive special education services on November 10. The type of services the student needs is not offered by the district.

This student would be entered on FACTS as a Fund Code N, with a begin date of November 10 and a *Reason for Not Receiving Services* of 03. If no program becomes available for this student, then he or she would remain on FACTS as a Fund Code N, Reason 03 for three years from the date of November 10 and will be included in the Nonpublic Proportionate Share.

If the student has been on the file for three years and the student remains eligible for services, a new FACTS record should be created to reflect the Fund Code, a new Last Evaluation Date, and a new begin date. If the student has been on the file for three years and the student is no longer eligible for services, the record should be ended and the end date should be the date the student is no longer eligible. For example, the student who was evaluated and determined eligible to receive special education services on November 10, 2011, will reach the end of the three-year timeline on November 10, 2014.

Example 2 Student Receiving Services-Condition Change to Not Receiving Services

A school district receives parental consent on February 15 to evaluate a nonpublic student. The student is evaluated and determined eligible to receive special education services on February 20. The student begins ISP services on March 1, is entered on FACTS as a Fund Code L record, and continues to receive services into the next school year. On October 1, the parents decide they no longer want their student to receive special education services.

The student in this instance would be entered on FACTS as a Fund Code L with a begin date of March 1. The student would be carried into the following school year as a Fund Code L. On October 1, the Fund Code L record would be ended with Exit Code 12 and re-entered as a Fund Code N record with a begin date of October 2 and *Reason for Not Receiving Services* of 02. Once a Fund Code N FACTS record is created for this student, the Last Evaluation Date of February 20 must be provided. Assuming that no change is made to the condition of this student, he or she would remain on the approval file as a Fund Code N record for three years from the Last Evaluation Date and will be included in the Nonpublic Proportionate Share.

If the student has been on the file for three years and the student remains eligible for services, a new FACTS record should be created to reflect the Fund Code, a new Last Evaluation Date, and a new begin date. If the student has been on the file for three years and the student is no longer eligible for services, the record should be ended and the end date should be the date the student is no longer eligible. For example, the child who was evaluated and determined eligible to receive special education services on February 20, 2012, will reach the end of the three-year timeline on February 20, 2015.

Example 3 Student Not Eligible For Services

A school district receives parental consent on September 1 to evaluate a student who is enrolled in a parochial school within the district's boundary. The student is evaluated on September 10 and is determined not eligible for special education services.

This student would be entered on FACTS as a Fund Code N record with a begin date of September 10 and *Reason for Not Receiving Services* of 01. This student will not be carried over to the following school year and will not be included in the Nonpublic Proportionate Share.

Fund Codes for Students NOT Receiving Services (cont.)

- U** **Public School Students NOT Receiving Services** – This code must be used for all public school students who have been initially evaluated, have had their eligibility determined, and are NOT receiving special education services this school year. Fund U students will only be reported on FACTS for the school year of initial evaluation. The reason the student is not receiving services must be indicated.

Reasons for Not Receiving Services

- 01** Student is NOT eligible
- 02** Student is eligible but parent refuses services
- 03** Student is eligible but no program available (Fund N only)
- 04** Student is eligible - pending placement
- 05** Student is not of eligible age (2 years old)

		Local Education Agency Category	
Fund	Fund Description	Serving District	Serving School
A	IDEA Child Count	For 2	4, E
		6	7, 4, E
		8	8, E
		1	A, E
		0	A, E
		B (Prairie Crossing; Southland; McKinley Park, Belmont, or LEARN; Amandla; Bronzeville Lighthouse; Betty Shabazz International)	
X	Excess Cost (4 times per cap)	2	4, E
		6	7, 4, E
		8	8, E
		1	A, E
		0	A, E
B (Same as above)			
B	Private Day Residential Facs Out-of-State Public		
E	Orphanage Act Individual Programs	2	4, E
		6	7, 4, E
		8	8, E
		1	A, E
		0	A, E
B (Same as above)			
K	IDEA Child Count Public & Nonpublic	2	4, 3, E
		6	7, 3, 4, E
		8	8, 3, E
		1	A, 3, E
		0	B, 3, E
B (Same as above)			
L	IDEA Child Count Nonpublic Not Enrolled	2	4, 3, E
		6	7, 3, 4, E
		8	8, 3, E
		1	A, 3, E
		0	3, E
B (Same as above)			
F	Private Facilities Orphanage Act		
D	Orphanage Act Group Programs	Two 6's Provided by ISBE	7 within Serving District, E

		Local Education Agency Category	
Fund	Fund Description	Serving District	Serving School
J	Private Res Facility Public District Extraordinary	2	4, 3, E
		6	7, 4, 3, E
		8	8, 3, E
		1	A, 3, E
H	Phillip J. Rock		7
P	Home School	2	4, 3, E
		6	7, 3, 4, E
		1	A, 3, E
N	Nonpublic School Students NOT Receiving Services	For 2	
		6	
		8	
		1	
		0	
B (Same as above)			
U	Public School Students NOT Receiving Services	For 2	
		6	
		8	
		1	
		0	
B (Same as above)			

Local Education Agency

- 0 Public: Intermediate Service Centers
- 1 ROE
- 2 Public: Districts
- 3 Nonpublic Schools
- 4 Public: Schools
- 6 Public: Sp. Ed. Coop Districts
- 7 Public: Sp. Ed. Coop Schools
- 8 Public: Other State-Funded Districts & Schools
- A Public: Regional Programs & Schools
- B Charter Schools
- E Early Childhood (For students ages 3 to less than 7)

Private Facility Code -- Fund Codes B, F, and J Only

If funding is requested under Fund Codes B, F, or J, provide the appropriate three-digit number (code) assigned for the private facility and program of attendance. Refer to the **current** list of [Approved Eligible Nonpublic Facilities with Allowable Costs](#). Approval is considered only if the student's primary disability and age match the approved primary disability(ies) and age range served by the private facility or out-of-state public school.

Some private facilities have multiple rates, and a separate code has been assigned for each rate. Additionally, facilities approved in prior years may not be approved for the current year. **It is extremely important that the correct Private Facility Code be used as this code determines the amount of reimbursement available for the student's placement.**

If a student changes private facilities during the school year and will be claimed for a portion of the current school year in both the first and second facilities, add an end date and Exit Code 20. Re-enter the student with the second Private Facility Code, completing FACTS information as needed. Be sure that the begin date in the second facility is after the end date listed on the FACTS entry for the first Private Facility Code.

Birth Date

Birth Date will be populated based on what is entered in SIS for the student. This will not be editable in I-Star.

Last Name/First Name/Middle Name

To add a student to I-Star, a search will be performed based on student criteria in I-Star. This search will locate the student in SIS. Once selected from SIS, a FACTS record can be generated for the student.

Student Information System ID Number

In order to be reported in I-Star, a student must have a SIS number with a current enrollment in the SIS system.

Students reported under Fund Codes L, P, or N should be enrolled in SIS under the Private School Student Indicator (PSS) if they do not have a SIS number.

Gender

Gender will be populated based on what is entered in SIS for the student. This will not be editable in I-Star.

Race and Ethnicity Code

Race and Ethnicity Code will be populated based on what is entered in SIS for the student. This will not be editable in I-Star.

Student's Identified Disability(ies) (Maximum of 2 Allowed)

Sequence each disability as it impacts the student's general education. The primary disability should be listed first and the secondary disability (if identified) listed second.

<u>Code</u>	<u>Disabilities</u>
A	INTELLECTUAL DISABILITY (IntD): The child exhibits significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance. If this disability is listed, specific learning disability cannot be entered for the student.
C	ORTHOPEDIC IMPAIRMENT (PI): The child exhibits a severe orthopedic impairment that adversely affects a child's educational performance. These include impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).
D	SPECIFIC LEARNING DISABILITY (SLD): The child exhibits a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems that are primarily the result of visual, hearing, or motor disabilities; of mental impairment; of emotional disability; or of environmental, cultural or economic disadvantage. If this disability is listed, cognitive disability cannot be entered for the student.
E	VISUAL IMPAIRMENT (VI): The child has impairment in vision that, even with correction, adversely affects the child's educational performance. If this disability is listed, deaf-blindness cannot also be listed.
F	HEARING IMPAIRMENT (HI): The child has impairment in hearing, whether permanent or fluctuating, that adversely affects the child's educational performance. If this disability is listed, deaf-blindness cannot be listed.
G	DEAFNESS (D): A hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance. If this disability is listed, neither hearing impairment nor deaf-blindness can be listed.

- H DEAF-BLINDNESS (D-B): The child has concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that he/she cannot be accommodated in Special Education Programs solely for children with hearing impairment or children with visual impairment.
- I SPEECH OR LANGUAGE IMPAIRMENT (S/L): The child exhibits a communication disorder, such as stuttering, impaired articulation, language impairment, or a voice impairment, that adversely affects the child's educational performance.
- K EMOTIONAL DISABILITY (ED): The child exhibits one or more of the following characteristics over an extended period of time and to a marked degree that adversely affects educational performance: 1) an inability to learn that cannot be explained by intellectual, sensory, or health factors; 2) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; 3) inappropriate types of behavior or feelings under normal circumstances; 4) a general pervasive mood of anxiety, unhappiness, or depression; or 5) a tendency to develop physical symptoms or fears associated with personal or school problems.
- L OTHER HEALTH IMPAIRMENT (OHI): The child exhibits limited strength, vitality, or alertness, including a heightened sensitivity to environmental stimuli, that: 1) results in limited alertness with respect to the educational environment; 2) is due to chronic or acute health problems, such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia; and 3) adversely affects a child's educational performance.
- M MULTIPLE DISABILITIES (MD): The child has concomitant impairments (such as cognitive disability-blindness, cognitive disability-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in Special Education Programs solely for one of the impairments. (Does not include deaf-blindness.)
- N DEVELOPMENTAL DELAY (DD): This code may be used only for children ages 3 through 9 who are experiencing delay in physical development, cognitive development, communication development, social or emotional development, or adaptive development. When the child becomes 10 years old, this code becomes an error. DO NOT change the Disability Code in the current FACTS record. Enter an end date the day before the birth date and create a new FACTS record with the new Disability Code. This is accomplished in I-Star by performing an End/Add.

- O AUTISM (AUT): The child has a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3 that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disability.
- P TRAUMATIC BRAIN INJURY (TBI): The child has an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment -- or both -- that adversely affects the child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative or to brain injuries induced by birth trauma.

Grade Level

Grade Level will be populated based on what is entered in SIS for the student. This will not be editable in I-Star.

Limited English Proficient Information

Limited English Proficient (LEP) information will be populated based on what is entered in SIS for the student. This will not be editable in I-Star. New students are to be identified as LEP within four weeks of enrollment according to provisions in 23 Illinois Administrative Code Section 228.15. All identified LEP students are to be reported annually on the Public School Bilingual Census ([23 Illinois Administrative Code Section 228.20](#)).

Limited English Proficient (LEP)

- Y Yes, this student is LEP.
N No, this student is not LEP.

LIMITED ENGLISH PROFICIENT- The term Limited English Proficient, when used with respect to an individual, means an individual —

- (A) Who is aged 3 through 21; and
- (B) Who is enrolled or preparing to enroll in an elementary school or secondary school; and
- (C) (i) who was not born in the United States or whose native language is a language other than English;

(ii)(I) who is a Native American or Alaska Native or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

(iii) Who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) Whose difficulties in speaking, reading, writing, or understanding the English language (**as determined by the state-approved English language proficiency test**) may be sufficient to deny the individual —
 - (i) the ability to meet the state's proficient level of achievement on state assessments described in section 1111(b)(3);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

Language Code

Language Code will be populated based on what is entered in SIS for the student. This will not be editable in I-Star.

Bilingual Special Education, Severity of Disability

NOTE: This field is obsolete and will be removed from I-Star in the 2017-18 school year

Related and Other Services (Maximum of 8)

IF SPECIAL TRANSPORTATION IS A RELATED SERVICE PROVIDED AND NOTED ON THE STUDENT'S IEP IN ACCORDANCE WITH SECTION 14-13.01(b) OF THE SCHOOL CODE, IT **MUST** BE INCLUDED IN THIS ITEM. This related service is also used for approving claims for special transportation under Section 14-7.03 (Fund Code D, E, and F). Only include the special transportation if it is provided on a regularly scheduled basis or for students in private residential placement.

Using the following list, state the related services provided to each student in accordance with the student's IEP. A maximum of eight services may be listed. If more than eight are provided, list those that are most important and/or consume the most time, being certain to include special transportation, if provided.

The service listed must be: 1) a service that is other than diagnostic or evaluative, and 2) different in amount or kind from services provided to general education students. These parameters are especially applicable to such services as counseling services, school health services, psychological services, social work services, psychiatric services, and career and technical education.

Speech/language services should not be listed as a related service for a student who has speech and/or language impairment (Code I) listed as the primary disability because speech and language services are a part of his or her instructional program and are not a related service.

Adapted physical education, adapted driver education, and career and technical education are listed under related services for reporting purposes, but they are considered to be part of the instructional program as defined by [The Illinois Program for Evaluation, Supervision and Recognition of Schools, \(23 Ill. Adm. Code Part 1\)](#). Transition services, depending upon specific services provided, may be either related or instructional services, but are also listed here for reporting purposes.

Code Related and Other Services

- 01 **Adapted Physical Education**
Physical education services, specially designed if necessary, shall be made available to every child receiving a free appropriate public education (FAPE). Each child with a disability shall participate in a regular physical education program available to nondisabled children unless the child is receiving services full time in a separate facility or needs specially designed physical education, as prescribed in the child's IEP. If a child is receiving services full time in a separate facility, the school district shall ensure that he or she receives physical education services appropriate to his or her needs (34 CFR §300.108).
- 02 **Aide-Class**
The list of related services is not exhaustive and may include other developmental, corrective, or supportive services if they are required to assist a child with a disability to benefit from special education in order for the child to receive FAPE (CFR 34 §300.156(b)(2)(iii)).
- 03 **Aide-Individual Student**
The list of related services is not exhaustive and may include other developmental, corrective, or supportive services if they are required to assist a child with a disability to benefit from special education in order for the child to receive FAPE (CFR 34 §300.156(b)(2)(iii)).

- 04 **Art Therapy**
The list of related services is not exhaustive and may include other developmental, corrective, or supportive services (such as artistic and cultural programs, art, music, and dance therapy) if they are required to assist a child with a disability to benefit from special education in order for the child to receive FAPE (CFR 34 §300.156(b)(2)(iii)).
- 05 **Audiology**
Audiology includes such services as: 1) identification of children with hearing loss; 2) determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing; 3) provision of habilitative activities such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation; 4) creation and administration of programs for the prevention of hearing loss; 5) counseling and guidance for students, parents, and teachers regarding hearing loss; and 6) determination of a child's need for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification (CFR 34 §300.34(c)(1)).
- 06 **Braille/Reader**
In the case of a child who is blind or visually impaired, provide for instruction in braille and the use of braille unless the IEP team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in braille or the use of braille), that instruction in braille or the use of braille is not appropriate for the child (§300.324(a)(2)(iii)).
- 07 **Counseling Services** (including supports needed for transition to postsecondary education)
The list of related services is not exhaustive and may include other developmental, corrective, or supportive services (such as artistic and cultural programs, art, music, and dance therapy) if they are required to assist a child with a disability to benefit from special education in order for the child to receive FAPE (CFR 34 §300.34(c)(2)).
- 08 **Consultant Services**
The list of related services is not exhaustive and may include other developmental, corrective, or supportive services if they are required to assist a child with a disability to benefit from special education in order for the child to receive FAPE (CFR 34 §300.34(c)(2)).
- 09 **Adapted Driver Education (student must be at least 15 years of age)**
The list of related services is not exhaustive and may include other developmental, corrective, or supportive services if they are required to assist a child with a disability to benefit from special education in order for the child to receive FAPE (CFR 34 §300.349(a)).

- 10 **Interpreter Services**
The following, when used with respect to children who are deaf or hard of hearing: Oral transliteration services; cued language transliteration services; sign language transliteration and interpreting services; and transcription services, such as communication access real-time translation, C-Print, and TypeWell. Also, special interpreting services for children who are deaf-blind (CFR 34 §300.34(c)(4)).
- 11 **Assistive Device**
Any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device as defined in CFR 34 §300.5. Examples include: 1) the evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment; 2) purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices for children with disabilities; 3) selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices; 4) coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs; 5) training or technical assistance for a child with a disability or, if appropriate, that child's family; and 6) training or technical assistance for individuals providing education or rehabilitation services, employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of a student with a disability (CFR 34 §300.5).
- 12 **Music Therapy**
The list of related services is not exhaustive and may include other developmental, corrective, or supportive services (such as artistic and cultural programs, art, music, and dance therapy) if they are required to assist a child with a disability to benefit from special education in order for the child to receive FAPE (CFR 34 §300.34).
- 13 **Occupational Therapy**
Includes services needed for: 1) i, developing, or restoring functions impaired or lost through illness, injury, or deprivation; 2) improving ability to perform tasks for independent functioning; 3) and preventing, through early intervention, initial or further impairment or loss of function (CFR 34 §300.34(c)(6)).
- 14 **Outdoor Education**
The list of related services is not exhaustive and may include other developmental, corrective, or supportive services (such as artistic and cultural programs, art, music, and dance therapy) if they are required to assist a child with a disability to benefit from special education in order for the child to receive FAPE (CFR 34 §300.34).
- 15 **Orientation and Mobility**
Services provided to a blind or visually impaired child to enable the child to attain systematic orientation to and safe movement within the environments in school, home, and community. Includes teaching a child:

1. Spatial and environmental concepts and the use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel (for example, using sound at a traffic light to cross the street);
2. The use of the long cane to supplement visual travel skills or as a tool for safely negotiating the environment;
3. The use of remaining vision and low vision aids; and
4. Other concepts, techniques, and tools deemed appropriate for the child (CFR 34 §300.34(c)(7)).

16 **Other Related Services**

The list of related services is not exhaustive and may include other developmental, corrective, or supportive services (such as artistic and cultural programs, art, music, and dance therapy) if they are required to assist a child with a disability to benefit from special education in order for the child to receive FAPE (CFR 34 §300.34).

17 **Parent Counseling**

Services to assist parents in understanding the special needs of their child, provide parents with information about child development, and help parents to acquire the skills that will allow them to support the implementation of their child’s IEP or ISP (CFR 34 §300.34(c)(8)).

18 **Psychological Services**

May include such activities as: 1) administering psychological and educational tests and other assessment procedures; 2) interpreting assessment results; 3) obtaining, integrating, and interpreting information about children’s behavior and conditions relating to learning; 4) consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observation, and behavioral evaluations; 5) planning, managing, and providing a program of psychological services, including psychological counseling for children and parents; and 6) assisting in completing a functional behavioral assessment, as well as assisting in the development of positive behavioral intervention strategies (CFR 34 §300.34(c)(10)).

19 **Physical Therapy**

Services provided by a qualified physical therapist (CFR 34 §300.34(c)(9)).

20 **Psychiatric Services**

The list of related services is not exhaustive and may include other developmental, corrective, or supportive services if they are required to assist a child with a disability to benefit from special education in order for the child to receive FAPE (CFR 34 §300.34).

21

Recreation

Services such as: 1) assessment of leisure function; 2) therapeutic recreation services; 3) recreation programs in schools and community agencies; and 4) leisure education (CFR 34 §300.34(c)(11)).

22

School Health Services

Health services that are designed to enable a child with a disability to receive FAPE as described in the child's IEP. School nurse services are services provided by a qualified school nurse. School health services are services that may be provided by either a qualified school nurse or other qualified person. Services include such activities as: 1) preparing a health assessment by conducting interviews with a child's parents and teachers, reviewing the Certificate of Child Health Examination, reviewing the vision and hearing screening results and other pertinent health information, and recommending additional medical evaluations as indicated; 2) interpreting health assessment results; 3) obtaining, integrating, and interpreting pertinent health information about a child as it applies to learning; 4) consulting with other staff members in planning school programs to meet the needs of children who require the provision of special health services at school; 5) planning and managing a program of school health services to meet the specific needs of all children; 6) identifying and mobilizing community health resources to enable children to learn as effectively as possible in the educational program; and 7) administering medication (CFR 34 §300.34(c)(13)).

23

Speech/Language Services

Services encompass such activities as: 1) screening, diagnosis and appraisal of specific speech and language impairments; 2) identification of children with speech and/or language impairments; 3) referral and follow-up for medical or other professional attention necessary for the habilitation of speech and language impairments; 4) planning and developing interventions and programs for children or youth with speech and language impairments; 5) provision of services for the habilitation and prevention of speech and language impairments; and 6) counseling and guidance of parents, children, and teachers regarding speech and language impairments (CFR 34 §300.34(c)(15)).

24

Social Work Services

Services may include activities such as: 1) preparing a social developmental study on a child with a disability; 2) group and individual counseling with a child and his or her family; 3) working with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; 4) mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and 5) assisting in completing a functional behavioral assessment, as well as assisting in the development of positive behavioral intervention strategies (CFR 34 §300.34(c)(14)).

- 25 **Transportation (Special)**
Services required because of the child's disability or the location of the Special Education Program or related services and which are in addition to the regular transportation services provided by the local school district. These include: 1) travel to and from school and between schools; 2) travel in and around school buildings; and 3) specialized vehicles, specialized equipment (such as lifts and ramps, whether provided on regular, adapted, or special buses); and 4) personnel who provide assistance to students in the course of transportation (CFR 34 §300.34(c)(16)).
- 26 **Career and Technical Education**
Services designed to support a student in career development, occupational preparation, academic improvement, and postsecondary education/training. (CFR 34 §300.34(c)(12))
- 27 **Transition/STEP by Division of Rehabilitation Services**
The Division of Rehabilitation Services (DRS) works in partnership with people with disabilities and their families to assist them in making informed choices to achieve full community participation through employment, education, and independent living opportunities. The Secondary Transitional Experience Program (STEP) is a training/placement program that prepares eligible students with disabilities for transition to employment and community participation during and after high school.
- 28 **Behavioral Intervention Plan**
The IEP of a student who requires a behavioral intervention plan shall: 1) summarize the findings of the functional behavioral assessment; 2) summarize prior intervention(s) implemented; 3) describe any behavioral intervention(s) to be used, including those aimed at developing or strengthening alternative or more appropriate behaviors; 4) identify the measurable behavioral changes expected and method(s) of evaluation; 5) identify a schedule for a review of the intervention's effectiveness; and 6) identify provisions for communicating with the parents about their child's behavior and coordinating school-based and home-based interventions (23 IAC 226.230(b)).
- 29 **Competitive Employment**
Paid employment at a job in the regular business community without support or with support that will not exceed six months. Examples of supports that might be required for six months or less include job-finding assistance, on-the-job training, and social skills training to access and/or make initial adjustment to employment.
- 30 **Travel Training**
Providing instruction, as appropriate, to children with significant cognitive disabilities, and any other children with disabilities who require this instruction, to enable them to: 1) develop an awareness of the environment in which they live, and 2) learn the skills necessary to move effectively and safely from place to place within that environment (e.g., in school, in the home, at work, and in the community).

- 31 **Acquisition of Daily Living Skills**
Training to acquire skills in performing everyday activities, such as preparing meals, doing laundry, using public transportation, paying bills, etc.
- 32 **Supported Employment**
Paid employment at a job in the regular business community that involves intensive or long-term support services matched to the individuals' needs to remain employed. Examples of support include job coaching, social skills training, situational assessment, and vocational or other training.
- 33 **Supports for Transition to Postsecondary Education**
Included, but is not limited to, assistance in applying to college/university and/or for financial aid and/or scholarships. Training to teach students to advocate for themselves in postsecondary settings.
- 34 **Interagency Linkages**
Includes, but is not limited to, Department of Human Services home-based services and respite care, Division of Specialized Care of Children, other non-educational service providers.

Educational Environment

Due to requirements from the federal Office of Special Education Programs, all early childhood students with disabilities ages 3 through 5 reported on FACTS must have a valid early childhood Educational Environment (EE) Code of 23-27 or 30-33.

For children who have turned 6 during this school year, a FACTS record must exist containing the appropriate early childhood EE Code that covers the timeframe prior to their sixth birthday. For example, a child who turned 6 on February 14, 2017, would need a FACTS record for the time frame of August 28, 2016 (or the begin date of services), through February 13, 2017, containing the appropriate early childhood EE Code (23-27, 30-33). This child would also need a FACTS record with a begin date of February 14, 2017, with the appropriate EE Code for ages 6-21. Failure to do this will result in *errors* during [recheck edits.data validity checks](#).

When a child turns 6 years old, EE Codes 23-27 or 30-33 become errors. At this time, do not edit the EE Code in the current FACTS record. Instead enter an end date the day before the sixth birthday and create a new FACTS record with the appropriate EE Code for ages 6-21.

Early Childhood Educational Environment Codes

When reporting educational environments for children ages 3 through 5, use the following rules to determine which environment to choose. Please note that the order of the categories for children with disabilities ages 3 through 5 does *not* reflect a continuum from least to most restrictive.

- ISBE and Harrisburg Project have gathered several resources, which are available at <https://www.isbe.net/Pages/Preschool-Inclusion-LRE.aspx> to assist school districts/special education cooperatives with the early childhood EE Codes.

Regular Early Childhood Programs – programs that include at least 50 percent nondisabled children¹ -- include, but are not limited to:

- Head Start
- Kindergarten
- Private preschools
- Early Childhood Block Grant/Preschool for All programs
- Blended classrooms
- Private kindergartens² or preschools
- Group child development center or child care

Attendance at an early childhood program need not be funded by IDEA, Part B funds.

¹ ISBE recognizes this definition does not align with that given in Section 226.730 of the rules for special education; however, ISBE does not have the authority to alter federal reporting requirements. Therefore, for collection purposes we must report Early Childhood educational environment data in accordance with the federal requirements.

² Include children with disabilities enrolled by their parents in a private elementary school and receiving special education and related services in accordance with a services plan. The private elementary school must be a nonprofit institutional day or residential school, including a public elementary charter school, that provides elementary education, as determined under state law.

1. The first factor to consider is whether the child is attending a Regular Early Childhood Program as defined above. If so, report the child under Codes 30 or 31 or Codes 32 or 33 as directed below. If the child does not attend a Regular Early Childhood Program at all, skip to instruction 2 below.

Codes 30 and 31 are for children attending a Regular Early Childhood Program at least 10 hours/600 minutes or more per week.

If the child attends a Regular Early Childhood Program at least 10 hours/600 or more minutes per week, refer to the criteria listed under Instruction 3, titled “Reporting Special Education and Related Services Environment,” to identify which of Codes 30 or 31 best represents the environment in which the child receives the majority of hours of special education and related services.

Codes 32 and 33 are for children attending a Regular Early Childhood Program less than 10 hours/599 minutes or less per week. Refer to the criteria listed in Instruction 3, titled “Reporting Special Education and Related Services Environment,” to identify which of Codes 32 or 33 best represents the environment in which the child receives the majority of hours of special education and related services.

2. If the child does not attend a Regular Early Childhood Program as defined above, the child should be reported within Codes 23, 24, 25, 26, 27. Such children would be either “Attending a Special Education Program (Codes, 23, 24, or 25) OR “Attending **neither** a Regular Early Childhood Program **nor** a Special Education Program” of any kind, in which case the child would be receiving special education and related services either at home (Code 26) or in a service provider location or some other location (Code 27).

If the child attends a Special Education Program, as defined below, report the child under Code 23, 24, or 25.

A Special Education Program includes less than 50 percent nondisabled children. Special Education Programs include, but are not limited to:

Code 23 - Special education classrooms in

- regular school buildings;
- trailers or portables outside regular school buildings;
- child care facilities;
- hospital facilities on an outpatient basis;
- other community-based settings

Code 24 - Separate schools

Code 25 - Residential facilities

Report the child in one of the above three codes even if the child also receives special education services in the home (Code 26) or in the service provider location or some other location (Code 27).

If the child attends neither a Regular Early Childhood Program nor a Special Education Program, as defined above, the child is to be reported in either:

Home. If the child attends **neither** a Regular Early Childhood Program **nor** a Special Education Program, the next factor to consider is whether the child receives some or all of his/her special education and related services in the home. Report the child in this category (Code 26), even if the child also receives special education and related services in a service provider location or some other location that is not in any other category (Code 27).

Service provider location or some other location not in any other category. If the child attends neither a Regular Early Childhood Program nor a Special Education Program and does not receive any special education and related services in the home report the child in Code 27.

3. Reporting Special Education and Related Services Environment:

Code 30 – Regular Early Childhood Program: Child receives the majority of hours of special education and related services in the Regular Early Childhood Program (and the child attends a Regular Early Childhood Program at least 10 hours/600 minutes or more per week). Fund Codes A, E, J, K, L, P and X

Code 31 – Regular Early Childhood Program: Child receives the majority of hours of special education and related services in some other location (and the child attends a Regular Early Childhood Program at least 10 hours/600 minutes or more per week). Fund Codes A, E, J, K, L, P and X

Code 32 – Regular Early Childhood Program: Child receives the majority of hours of special education and related services in Regular Early Childhood Program (and the child attends a Regular Early Childhood Program less than 10 hours/599 minutes or less per week). Fund Codes A, E, J, K, L, P and X

Code 33 – Regular Early Childhood Program: Child receives the majority of hours of special education and related services in some other location (and the child attends a Regular Early Childhood Program less than 10 hours/599 minutes or less per week). Fund Codes A, E, J, K, L, P and X

Code 23 – Special Education Program - Special Education Class: Child receives all special education instructional and/or related services in a program with less than 50 percent nondisabled children. (Do not include children who also attended a Regular Early Childhood Program. These children should be reported under Codes 30, 31, 32 or 33.) Fund Codes A, E, J, and X

Code 24 - Special Education Program - Separate School: Child receives all special education instructional and/or related services in a public or private day school designed specifically for children with disabilities. (Do not include children who also attended a Regular Early Childhood Program. These children should be reported under Codes 30, 31, 32 or 33.) Fund Codes A, E, J, X and for Fund Codes B and F only with facility number 001-399, or 600-699, or 950-999

Code 25 - Special Education Program - Residential facility: Child receives all special education instructional and/or related services in a publicly or privately operated residential school or residential medical facility on an inpatient basis. (Do not include children who also attended a Regular Early Childhood Program. These children should be reported under Codes 30, 31, 32 or 33.) Fund Code H and Fund Codes B and F only with facility number 400-599 or 700-949 as well as Fund Codes A and E that are placed in a hospital or Department of Human Services Facility (e.g., School for the Deaf)

Code 26 - Home: Child receives all special education and related services in the principal residence of the child's family or caregivers (including baby sitters) and does not attend either a Regular Early Childhood Program or a Special Education Program provided in a separate class, separate school, or residential facility. Include children who receive special education both at home and in a service provider location or some other location that is not in any other category. Fund Codes A, E, P and X

Code 27 - Service provider location or some other location that is not in any other category: Child receives all special education and related services from a service provider or some other location that is not in any other category and does not attend either a Regular Early Childhood Program or a Special Education Program provided in a separate class, separate school, or residential facility. For example, speech instruction provided in private clinicians' offices, clinicians' offices located in school buildings, hospital facilities on an outpatient basis, and libraries and other public locations. Fund Codes A, E, K, L, and X

Educational Environment (Ages 6-21)

Using the following table, enter the one code that best describes the student's educational placement in the least restrictive environment as identified on the IEP. **Please note that a student should always be reported in Educational Environment Code 01 (inside general education 80 percent or more) unless the student's needs identified in the IEP require services to be delivered in a more restrictive placement.** A general education classroom is one that is composed of students of whom at least 70 percent are without identified special education eligibility that utilizes the general curriculum, that is taught by an instructor certified for general education, and that is not designated as a general remedial classroom. ([23 Illinois Administrative Code 226.731](#))

Students, who are dually enrolled and receiving special education and/or related services in the public school (Fund Code K), should be reported in the Educational Environment category that most closely reflects the percentage of time that the student receives special education and related services **inside** the general education classroom. For example, a student who is dually enrolled in a parochial school and the school district would be considered inside the general education classroom while at the parochial and public school. The only time that would be considered outside the general education classroom would be the amount of time each week the student is receiving special education services outside the general education parochial and public classroom.

<u>Code</u>	<u>Educational Environment (Ages 6-21)</u>
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01	A student that is inside the general education classroom for 80 percent or more of the school day. (This child received special education and related services outside the general education classroom for less than 21 percent of the school day.) This may include children with disabilities placed in:
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- The general education classroom with special education/related services provided within general education classes;
- The general education classroom with special education/related services provided outside general education classes; or
- The general education classroom with special education/related services provided in resources rooms. (Fund Codes A, D, E, J, K, and X)

You must also enter the percentage of time inside the general education classroom for ages 6-21. (See next section Percentage of Time Inside General Education Classroom: Ages 6-21)

- 02 A student who is inside the general education classroom no more than 79 percent of the school day and no less than 40 percent of the school day. (This child received special education and related services outside the general education classroom for at least 21 percent but no more than 60 percent of the school day.) This may include special education children in:
- Resource rooms with special education/related services provided within the resources room; or
 - Resource rooms with part-time instruction in a general education class. (Fund Codes A, D, E, J, K, and X)
- You must also enter the percentage of time inside the general education classroom for ages 6-21. (See next section on page 32.)
- 03 A student who is inside the general education classroom less than 40 percent of the school day. (This child received special education and related services outside the general education classroom for more than 60 percent of the school day.) This may include children with disabilities placed in:
- Self-contained special classrooms with part-time instruction in a general education class; or
 - Self-contained special classrooms with full-time special education instruction on a school campus. (Fund Codes A, D, E, J, K, and X)
- You must also enter the percentage of time inside the general education classroom for ages 6-21. (See next section Percentage of Time Inside General Education Classroom: Ages 6-21.)
- 04 Full-time special education class in a separate public day school that does not house programs for students without disabilities. (Fund Codes A, D, E, J, K, and X)
- 05 Full-time special education class in a separate **public** day school that does not house programs for students without disabilities in conjunction with a student's placement in a residential facility. Residential and educational components can be separate facilities, but the educational component is always operated by the public school while the residential component may be operated by public or private entities. The student must be approved annually through the [ISBE Form 34-37](#) process since **the school district is paying room and board** for these students. (Fund Code J; Private Facility Codes 400-599)
- 06 Philip J. Rock Center and School -- (Fund Code H)
- 07 Students who are receiving special education services in a county or municipal detention center, state correctional facility, or jail. (Fund Code A or E)

- 08 Private Day school program or out-of-state public day school program.
(Fund Codes B or F; Private Facility Codes 001-399, 600-699, and 950-999)
- 09 Private residential facility, in state -- This student must also be approved annually through the [ISBE Form 34-37](#) process if the school district is paying room and board. The school district may not pay room and board costs for students reported under Fund Code F. (Fund Codes B or F; Private Facility Codes 400-599)
- 10 Private residential facility, out of state -- This student must also be approved annually through the [ISBE Form 34-37](#) process if the school district is paying room and board. The school district may not pay room and board costs for students reported under Fund Code F. (Fund Codes B or F; Private Facility Codes 700-949)
- 11 Homebound instructional program -- Information regarding eligibility for these students can be found in 23 Illinois Administrative Code 226.300(d). (Fund Codes A, E, and K)
- 12 Hospital instructional program. -- Information regarding eligibility for these students can be found in 23 Ill Administrative Code 226.300(d). (Fund Codes A, E, and K)
- 13 Illinois School for the Deaf -- To be used only by the resident district when reporting students served in a Department of Human Services facility. Serving district must be the Department of Human Services.
- 14 Illinois School for the Visually Impaired -- To be used only by the resident district when reporting students served in a Department of Human Services facility. Serving district must be the Department of Human Services.
- 15 Illinois Center for Rehabilitation and Education -- To be used only by the resident district when reporting students served in a Department of Human Services facility. Serving district must be the Department of Human Services.
- 16 Department of Human Services operated facility -- To be used only by the resident district when reporting students served in a Department of Human Services facility. Serving district must be the Department of Human Services.
- 28 Parentally Placed in Nonpublic Schools and Home-Schooled. Students who have been enrolled by their parents/guardian in a nonpublic (e.g., parochial) school for general education and are not enrolled in the public school district, but are receiving special education and/or related services specified on an ISP that are provided by the public school district. Also include children whose parents chose to home-school for general education. These children are not enrolled in the public school district, but are receiving special education and/or related services specified on an ISP that are provided by the public school district. (Children 6 – 21 for Fund Codes L and P only.)

Percentage of Time Inside General Education Classroom: Ages 6-21

This field is required for students ages 6 through 21 reported with the Educational Environment Codes of 01, 02 and 03. If this field is not completed, you will receive a fatal error. A general education classroom is one that is composed of students of whom at least 70 percent are without identified special education eligibility that utilizes the general curriculum, that is taught by an instructor certified for general education, and that is not designated as a general remedial classroom (23 Illinois Administrative Code 226.730).

To determine the percentage of time INSIDE the general education classroom, divide the time (in minutes or hours) that the student is INSIDE the general education classroom each week by the total time in the school week. Also please note that time spent outside the general education classroom receiving services unrelated to the student's disability (e.g., time receiving LEP services) should be considered time inside the general education classroom.

EXAMPLE

Johnny is in a school that has a bell-to-bell week with 1,950 minutes.

He is *outside* the general education environment for 300 minutes per week.

Bell-to-Bell Minutes per Week – Minutes Outside General Education Environment

$$(1,950 - 300 = 1,650)$$

Therefore, he is *inside* the general education environment for 1,650 minutes per week.

(Minutes *inside* general education environment / Minutes *Bell-to-Bell* week) * 100

$$(1,650 / 1,950 = .85) * 100 = 85\%$$

85% Inside the general education environment

Room and Board Payer

This item is to be completed to identify which agency is paying room and board for all students reported under Fund Codes B, F, or J with appropriate private facility codes indicating residential placement (Private Facility Codes 400-599 and 700-949), Educational Environment Codes 09 or 10 for 6-21 year olds, and Code 25 for 3-5 year olds.

<u>Code</u>	<u>Room and Board Payer</u>
A	School district*
B	Department of Human Services
C	Department of Public Aid
D	Governor's Youth Services Initiative
E	Department of Children and Family Services
F	Court
G	Other Third Party Payer
H	Other
I	None

- * Residential placements in which the school district is paying room and board require pre-approval on [ISBE Form 34-37](#). If Code A is entered on FACTS, the ISBE Form 34-37 will be checked before the student is approved on FACTS. All data reported on FACTS must exactly match the data on ISBE Form 34-37 in order to obtain approval.

Section 14-7.03 Eligibility, Type of Residence

This item must be completed for all students with Fund Code D, E, or F to identify the type of residence in which the student lives. Please note that, in order to be eligible for reimbursement under Section 14-7.03, the student's residence must be located in a district other than the district of residence of a parent or court-appointed individual guardian per the requirements of 23 Illinois Administrative Code 226.770(e).

<u>Code</u>	<u>Type of Residence</u>
A	Department of Human Services or Department of Children and Family Services—state-owned institution or facility
B	City or county jail
C	City or county detention center
D	Foster family home licensed by the Department of Children and Family Services
E	Group home operated by a public or private agency
F	Private facility
G	County-operated facility

Section 14-7.03 Eligibility, Placing Agent

This item must be completed for all students with Fund Code D, E, or F to identify the agency or person that placed the student in the Type of Residence indicated.

<u>Code</u>	<u>Placing Agent</u>
A	Department of Children and Family Services
B	Department of Human Services
C	Other state agency
G	Court or probation department
I	Department of Juvenile Justice

Section 14-7.03 Eligibility, Guardianship

This item must be completed for all students with Fund Code D, E, or F to identify who has guardianship of the student.

<u>Code</u>	<u>Guardian</u>
A	Parent
B	Court-appointed individual guardian
C	Department of Children and Family Services
D	Office of State Guardian
E	Court or probation department
F	Student is 18 or older with no guardian appointed or is an emancipated minor

If Code E is used to indicate that the student is a youth in care of the court, a copy of the court order is required and may be submitted at the time the student is added to FACTS. If the court order indicates continued parent responsibility, the district of parent residence is responsible for tuition costs.

Term

A term code is required for Fund Codes A, B, D, E, F, H, J, and X. The term code is optional for Fund Codes K, L, and P.

Enter R for regular school term only, S for summer school term only, or B for both regular and summer terms.

Begin and End Dates

Using numerals, report month, day, and year for begin and end dates for students in all Fund Codes. (MMDDYYYY).

A student listed on FACTS for all Fund Codes must be at least 3 and no more than 22 on that student's begin date.

A begin date must be entered for this current school year. For reporting purposes on FACTS, the school year is defined as beginning no earlier than August 1 and ending no later than July 31. To collect Fund N and U records evaluated over the summer, the school year can begin as early as July 1 of the previous school year.

FACTS begin dates will be error checked against SIS enrollment begin dates. Begin/end dates in I-Star must align with enrollment begin/exit dates in SIS. The accuracy of this data relationship will directly affect funding.

RCDTS for Home in SIS = Resident District in I-Star
RCDTS for Service Provider in SIS = Serving District in I-Star

For Fund Code U students only, the begin date will be the same as the initial eligibility determination date.

For Fund Code N students only:

- When initially reporting the student, the begin date will be the same as the Last Evaluation Date.
- Fund Code N students with Reason for Not Receiving Services Codes 02, 03, or 04 are required to be reported for three years from the Last Evaluation Date for nonpublic proportionate share count. On subsequent FACTS records, the begin date will correlate with the start of the new school year.
- A Fund Code N record should not be carried over if the student is being reported by another district as receiving services. This record should be removed from the FACTS file.

End Dates

An end date should only be entered to reflect the student's last day of enrollment in a school district, Fund Code, private facility, or program.

Students who exit from special education or who change resident district, Fund Code, and/or Private Facility Code during the school year, but who will be claimed for reimbursement for a part of the school year in the reported program, should not be deleted from FACTS. If the student's name is deleted, the student will not be eligible for state reimbursement or the federal counts. Instead, an end date should be entered for the student for that program; exit information should be entered.

If a student has been discontinued from a district program and at a later date during the school year re-enters the same district, re-enter the data for the student as a new entry on FACTS using the new begin date.

PLEASE NOTE: End dates for **Fund Codes N** with Reason for Not Receiving Services Code 01 and **Fund Code U** will automatically be inserted by I-Star at the end of the school year.

Reason for Exit

Enter the code listed below that most accurately describes the reason that an end date has been entered for the student. **Note: Codes 01, 02, 03, and 04 are intended for high school age students only. Elementary districts may not use these codes.**

High School Only

- 01 Graduated from high school with diploma.
- 02 Graduated from high school through certificate of completion/fulfillment of IEP requirements.
- 03 Reached maximum age for special education service (i.e., through the age of 21).
- 04 Dropped out (age 17 or older) -- This code includes students who are not attending the schools of the district as expected (i.e., most districts have a policy of dropping a student from the rolls after a certain number of days of nonattendance).

Note: Per SB 2918 (PA 93-858), the compulsory attendance age was raised from age 16 to 17.

All Schools

- 05 Deceased.
- 06 Moved out of district; known to be enrolled in another district -- This code should be used only if the student is known to have moved out of the district and if records have been requested or the district is otherwise certain that the student is enrolled in another district.
- 07 Moved out of district; unknown if enrolled in another district -- This code should be used **ONLY** if the student is known to have moved out of the district, but records have not been requested or the district is not certain if the student enrolled in another district. Every effort should be made to determine the status of a student before this Exit Code is used. **CAUTION: The use of this Exit Code will be reported as a dropout on the federal report.**
- 08 Moved from an elementary district to a high school district -- This code is to be used for students who have either graduated from the elementary district or who have reached age 15 and have become the responsibility of a high school district.

- 09 Returned to general education program full time; no longer in need of special education services -- (Not valid for Funds N and U.)
- 10 Withdrawn by parent/guardian from public school program and placed independently -- Placement by the parent/guardian may include options such as home schooling, military school, parochial or other private school, etc. (Not valid for Fund N.)
- 11 Placed in a Department of Human Services school (See Educational Environment Codes 13, 14, or 15) or a Department of Corrections facility or a county-operated jail or detention center.
- 12 Returned to general education program full time; parental revocation of consent -- This code should be used when special education services have been offered then subsequently refused by the parent or child. If the record you are ending is a Fund Code L or P, a new Fund N FACTS record should be created. (Not valid for Funds N and U.)
- 13 Completed the requirements for a GED.
- 14 Ran away.
- 15 Attending alternative educational setting (e.g., a Regional Safe School Program) -- (Not valid for Fund N.)
- 16 Attending interim alternative educational setting for a maximum of 45 days (23 Illinois Administrative Code 226.400(f)) -- (Not valid for Fund N.)
- 17 Suspended for 10 or fewer days -- (Not valid for Fund N.)
- 18 Suspended for more than 10 days during the school year and services provided (23 Illinois Administrative Code 226.400(a)) -- (Not valid for Fund N.)
- 19 Expelled; special education services provided in alternative setting (23 Illinois Administrative Code 226.400(k)) -- (Not valid for Fund N.)
- 20 Changed spelling of name; changed Fund Code, Private Facility Code, birth date, begin date, or any item in the student data.
- 21 No funds available -- Since the child is still eligible but no longer receiving services, a new Fund N FACTS record should be created. (Only valid for funds L and P.)
- 22 Prevent Fund Code N with Reason for Not Receiving Services Code 01, Fund Code N with Reason for Not Receiving Services Code 02, 03, 04 who have reached the end of their three-year eligibility timeline, and Fund Code U from being continued into next school year. (Only valid for Fund Codes N and U.)
- 23 Students who are chronically truant -- A chronic or habitual truant, as defined in 105 ILCS 5/26-2a of the School Code, is a child subject to compulsory school attendance and who is absent without valid cause from such attendance for 5 percent or more of the previous 180 regular attendance days.

STATE PERFORMANCE PLAN INDICATOR 8

The Illinois State Performance Plan Indicator 8 requires ISBE to conduct a survey of parents of students with disabilities. Annually, ISBE will be sending this survey to a randomized sample of parents of children with disabilities. Districts will not be required to conduct these parent surveys, but the following fields are required components for student FACTS records:

- Resident Address
- Resident City
- Resident State
- Resident ZIP Code

This address should be the address of the parent/guardian who makes the educational decisions on behalf of the student. These fields are not required for FACTS records using Fund Codes N or U.

STATE PERFORMANCE PLAN INDICATOR 11

Indicator 11 measures the percentage of children with initial parental consent to evaluate, who were evaluated and had eligibility determined within 60 school days. A school day is defined as a Pupil Attendance day based on the evaluating district's official calendar submitted annually to ISBE. The evaluating district is the resident district of the student at the time of the initial eligibility determination, unless the student has been parentally placed in a nonpublic school (Fund Code L or P). The evaluating district for students parentally placed in a nonpublic school (Fund Code L or P) is the district whose boundaries include the area where the nonpublic school is physically located. Indicator 11 data is required for all student records. FACTS records without Indicator 11 data will result in errors.

If Indicator 11 data is not provided, one of the following reason codes must be entered to avoid an error:

- 01 Initial eligibility determination was completed prior to August 1, 2006.
- 02 Initial eligibility determination completed when child was a resident of another district.
- 03 The child was referred from the Child and Family Connections office and the IEP team determined further evaluation was unnecessary. (This code is only applicable for students transitioning from Early Intervention to Early Childhood Special Education at age 3.)

Please note: Only initial parental consent and eligibility determination dates should be reported. Do not provide re-evaluation dates. For students who had an initial eligibility determination after August 1, 2006, the following information is required to avoid an error:

- Date initial parental consent for evaluation signed (i.e., the date that the parents sign the consent form).
- Date initial eligibility determination completed (i.e., the date of the eligibility determination meeting).
- Evaluating district (i.e., the resident district of the student at the time of eligibility determination).

For students who had initial eligibility determinations completed beyond the 60-school-day timeline, as defined in Illinois School Code (105 ILCS 5/14-8.02), one of the following reason codes for delay must be entered to avoid an error:

- 01 Parent failure or refusal to produce child for evaluation caused a delay in the eligibility determination timeline.
- 02 The child enrolled in district after parental consent was received in another district, but before eligibility could be determined.
- 03 Lack of personnel resources to complete the evaluation caused delay.
- 04 District was unable to ensure that eligibility determination procedures and practices were completed in a timely manner.
- 05 District failure to complete eligibility determination due to summer break and lack of personnel or resources during the summer.
- 06 District failure to complete the eligibility determination due to hearing, vision, or other medical issues.
- 07 Eligibility determination delayed due to the parent's unavailability and/or inability to attend the initial eligibility determination meeting when all eligibility assessments were completed within the 60-school-day timeline. (Districts using this code should maintain documentation locally regarding the eligibility assessment completion dates and the attempts made to schedule the eligibility determination meeting with the parent. As necessary, ISBE may request further information from districts.)

- 08 Initial eligibility determination timeline is actually within the 60-school-day timeline, but appears to be beyond 60 school days due to changes that have not yet been made to the district's official calendar submitted through IWAS (e.g., emergency or snow days have not been updated in the district's official school calendar). This option is only applicable before May 1 of each school year. Choosing this code after May 1 of a particular school year will result in an error. Thus, the district's official calendar must be updated and this reason code must be changed before the end of the school year.
- 09 Timeline properly extended in accordance with 34 CFR §300.309(c), where the evaluation timeline is extended by mutual written agreement of the child's parents and a group of qualified professionals in the determination of a specific learning disability (SLD). In accordance with 23 Illinois Administrative Code 226.130, effective with the 2010-11 school year, a process that determines how a child responds to scientific, research-based interventions must be used as part of the evaluation procedures for determining SLD eligibility. A timeline extension using this code (09) may not have the effect of denying a child FAPE and is not allowed for suspected disabilities other than SLD. If this code is used, the Extended Timeline Date must be provided with the FACTS record to avoid an error. If this code is not used, the Extended Timeline Date cannot be transmitted with the FACTS record.

Please note: Per the Illinois School Code (105 ILCS 5/14-8.02), in instances when a student is referred for evaluation with fewer than 60 school days left in the school year, the eligibility determination must be made prior to the first day of the following school year. Initial eligibility determinations that are beyond this timeline will also be required to enter one of the reason codes above to avoid an error.

For reference, I-Star will be calculating this timeline according to the following business rules:

- The date of parental consent will be counted as day 0. The first day of the 60-school-day timeline will be the next Pupil Attendance day.
- If the parental consent date is not within the last 60 school days of the school year, the number of school days will be reported as the number of school days between the parental consent date and the initial eligibility determination date.
- If the parental consent date is within the last 60 school days of the school year and the initial eligibility determination date is on or before the first day of the next school year, the number of school days will be reported as the number of school days between the parental consent date and the last day of the school year.
- If the parental consent date is during the summer and the initial eligibility determination date is on or before the first day of the next school year, the number of school days will be reported as 0.

- If the parental consent date is during the summer and the initial eligibility determination date is after the first day of the next school year, the number of school days will be reported as the number of school days between the first day of school and the initial eligibility determination date.
- If the parental consent date is within the last 60 school days of the school year and the initial eligibility determination date is after the first day of the next school year, the number of school days will be reported as (60 plus the number of days between the first day of the school year and the initial eligibility determination date). So if the initial eligibility determination date is completed five school days after the first day of the school year, the number of school days will be reported as 65.
- If the parental consent date is not within the last 60 school days of the school year and the initial eligibility determination date is after the first day of the next school year, the number of school days will be reported as (the number of school days between the parental consent date and the last day of the school year plus the number of days between the first day of the next school year and the initial eligibility determination date).
- If the reason for delay Code 09 (Timeline properly extended in accordance with 34 CFR §300.309(c)) is selected, the number of school days will be reported as follows:
 - If Initial Eligibility Determination Date is **BEFORE** Extended Timeline Date
 - Record is in compliance because Initial Eligibility Determination was completed prior to the agreed upon Extended Timeline Date. Calculate School Days between Initial Parental Consent and Initial Eligibility Determination as normal.
 - If Initial Eligibility Determination Date is **AFTER** Extended Timeline Date
 - Record is not in compliance because Initial Eligibility Determination was completed after the agreed upon Extended Timeline Date. Calculate School Days as 60 + the number of days between the Extended Timeline Date and the Initial Eligibility Determination Date.

STATE PERFORMANCE PLAN INDICATOR 13

Indicator 13 measures the percentage of youth aged 16 and older with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment and transition services, including course of study, that will reasonably enable the student to meet those postsecondary goals. There also must be evidence that the student was invited to the IEP team meeting where transition services are to be discussed and that, if appropriate, a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority (20 U.S.C. 1416(a)(3)(B)).

Since the Illinois Administrative Code, Section 226.230(c), requires that the student's IEP must contain a transition plan by the time the student is 14½ years of age, clients must report Indicator 13 data for all students with IEPs ages 14½ or older. Indicator 13 information is not required for students reported under Fund Codes L, P, N, and U and Indicator 13 data for these records will not be transmitted to ISBE; I-Star clients may still enter this data if they wish to track it locally. Errors and warnings will not be generated for students with Fund Codes L, P, N, or U (despite the indication of an error/warning on the Transition screen in I-Star) since these data are not required for these Fund Codes.

The collection of this data has been incorporated into I-Star under the Secondary Transition/Indicator 13 button. I-Star will produce warnings for all children who are 14½ or older with transition data that do not meet the requirements of Indicator 13.

"Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate **measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs.** There also must be evidence that the **student was invited** to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any **participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.**"
 [20 U.S.C. 1416(a)(3)(B)]

In Illinois transition planning begins at age 14 ½. Districts must enter Indicator 13 data for all students who have an IEP and are aged 14 ½ and above.

Answer Key	
Yes - the requirement is completed	No - the requirement is missing

Questions

1. There are measurable postsecondary goals in the areas of employment, education and / or training, and independent living. 34 CFR 300.320(b)	Yes No
a. Is there a measurable postsecondary goal for employment which will occur after high school/aging out?	<input type="radio"/> <input type="radio"/>
b. Is there a measurable postsecondary goal for education and/or training which will occur after high school/aging out?	<input type="radio"/> <input type="radio"/>
c. Is there a measurable postsecondary goal for independent living which will occur after high school/aging out? 105ILCS 5/14-8.03(a-5)	<input type="radio"/> <input type="radio"/>
2. The postsecondary goals are updated annually. 34 CFR 300.320(b)	Yes No
d. Has the current IEP been updated for employment ?	<input type="radio"/> <input type="radio"/>
e. Has the current IEP been updated for education and/or training ?	<input type="radio"/> <input type="radio"/>
f. Has the current IEP been updated for independent living ? 105ILCS 5/14-8.03(a-5)	<input type="radio"/> <input type="radio"/>
3. There is evidence that the measurable postsecondary goals were based on age appropriate transition assessments and provided information on "the student's needs taking into account strengths, preferences and interests". 34 CFR 300.320(b)	Yes No
g. Was an age appropriate assessment given prior to the IEP meeting that addressed employment ?	<input type="radio"/> <input type="radio"/>
h. Was an age appropriate assessment given prior to the IEP meeting that addressed education and/or training ?	<input type="radio"/> <input type="radio"/>
i. Was an age appropriate assessment given prior to the IEP meeting that addressed independent living ? 105ILCS 5/14-8.03(a-5)	<input type="radio"/> <input type="radio"/>
4. There are transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals. 34 CFR 300.320(b)	Yes No
j. Is there at least one transition service, including academic and functional activities, which addresses the postsecondary employment goal that will occur during and/or after high school to facilitate movement from school to post-school?	<input type="radio"/> <input type="radio"/>
k. Is there at least one transition service, including academic and functional activities, which addresses the postsecondary education and/or training goal that will occur during and/or after high school to facilitate movement from school to post-school?	<input type="radio"/> <input type="radio"/>
l. Is there at least one transition service, including academic and functional activities, which addresses the postsecondary independent living goal that will occur during and/or after high school to facilitate movement from school to post-school? 105ILCS 5/14-8.03(a-5)	<input type="radio"/> <input type="radio"/>
5. The IEP includes a course of study that will reasonably enable the student to meet his/her postsecondary goals. 34 CFR 300.320(b)	Yes No
m. Does the course of study address the student's current and remaining years in school and lists names of classes, rather than a statement of instructional program that depicts a progression towards meeting the post-secondary goals?	<input type="radio"/> <input type="radio"/>
6. There are annual IEP goals related to the student's transition service needs. 34 CFR 300.320(2)(i)	Yes No
n. Is there at least one annual goal and short term objective related to the student's transition service needs in the area of employment ?	<input type="radio"/> <input type="radio"/>
o. Is there at least one annual goal and short term objective related to the student's transition service needs in the area of education and/or training ?	<input type="radio"/> <input type="radio"/>
p. Is there at least one annual goal and short term objective related to the student's transition service needs in the area of independent living ? 105ILCS 5/14-8.03(a-5)	<input type="radio"/> <input type="radio"/>
7. There is evidence that the student was invited to the IEP team meeting where transition services were discussed. 34 CFR 300.321(b)	Yes No
q. Was the student invited to the IEP meeting by being listed on the Notification of Conference form?	<input type="radio"/> <input type="radio"/>
8. If appropriate, there is evidence that a representative of any participating agency that is likely to be responsible for providing or paying for transition services was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority. 34 CFR 300.321(b)(3)	Yes No
r. Is it too early to determine if the student will need outside agency involvement, OR no agency representation needed at this time, OR did the parent/age of majority student provide a written refusal to invite an outside agency? If yes, no further action required. If no, complete s and t.	<input type="radio"/> <input type="radio"/>
s. If transition services are listed that will be provided by or paid by an outside agency, is there evidence that the agency was listed on the Notification of Conference form?	<input type="radio"/> <input type="radio"/>
t. If transition services are listed that will be provided by or paid by an outside agency, is there evidence of current written PRIOR consent obtained from the parent or student who has reached the age of majority?	<input type="radio"/> <input type="radio"/>

Does the IEP meet the requirement of Indicator 13?

Yes
 No
 Incomplete

• **Yes:** If items 1a through 8r are ALL answered Yes, then the IEP meets Indicator 13 requirements.
 • **Yes:** If items 1a through 7q, 8s and 8t are ALL answered Yes AND 8r is answered No, then the IEP meets Indicator 13 requirements.
 • **No:** If one or more items were answered No, with the exception of 8r, then the IEP does not meet Indicator 13 requirements.

If you encounter IWAS login issues, please contact ISBE helpdesk at (217) 558-3600. For IEP Form Completion - Please contact Special Education via email istar@isbe.net
 For Student/Personnel component issues please contact Harrisburg Project via email support@hbuc.k12.il.us or at (800) 635-5274. Click here to Contact Us

In order for an IEP to meet the requirements of State Performance Plan Indicator 13 and to prevent a **WARNING** in the file being approved by ISBE, the following must be true in the transition data reported for students (with reported FACTS records) ages 14½ or older:

- If items 1a through 8r are all answered **Yes**, then the IEP meets Indicator 13 requirements. I-Star will automatically default the answers of 8s and 8t with “no.”
- If items 1a through 7q, 8s, and 8t are ALL answered Yes AND 8r is answered No, then the IEP meets Indicator 13 requirements.
- If one or more items are answered **No**, with the exception of question 8, then the IEP **does not meet** Indicator 13 requirements

The final question “Does the IEP meet the requirements of Indicator 13?” will be automatically updated by I-Star once all checklist questions have been answered.

For all questions, the answer **Yes** indicates that the requirement is complete in the student’s transition plan. The answer **No** indicates that the requirement is missing from the student’s transition plan, but should be there since the question is applicable for this student.

A **WARNING** will not prevent the file from being approved by ISBE. This simply is an alert to the client that the IEP does not meet the requirements of State Performance Plan Indicator 13 and that the IEP should be revised to meet these requirements. Be advised that records not in compliance with State Performance Plan Indicator 13 will be reviewed by ISBE.

To prevent an **ERROR** for State Performance Plan Indicator 13, the following must be entered in the transition data for students (with reported FACTS records) ages 14½ or older:

- Answer items 1a-8t on the checklist.

An **ERROR** will prevent the file from being approved. Clients must complete all questions in order for the **ERROR** to be removed and to allow a successful approval.

Nonpublic Proportionate Share Calculation

All public school districts are required to utilize a portion of their Federal IDEA, Part B special education funds in order to provide students with disabilities who attend nonpublic parochial schools, including students who are homeschooled, in the district the opportunity to equitably participate in special education and services offered by the district. All nonpublic students who may be eligible for services must be evaluated by the public district where the nonpublic school is located. If services are provided via an ISP, the student must be reported utilizing Fund Code L – Nonpublic-Not Enrolled or Fund Code P – Home School-Not Enrolled.

Nonpublic students who are evaluated and determined eligible but are not receiving services will be identified with Fund Code N - Nonpublic School Students NOT Receiving Services. These three Fund Codes (L, N, and P) are critical variables to calculating the nonpublic proportionate share for each district. Finally, the total special education child count taken on December 1 each year for each district **plus** all the aforementioned Fund Codes identified with the serving district is the final variable to percent calculation for each district.

Separate nonpublic proportionate amounts will be calculated for IDEA, Part B Flow Through (ages 3-21) as well as for IDEA Preschool (ages 3-5). An example of the nonpublic proportionate share calculation for IDEA, Part B Flow Through is provided below.

IDEA Part B Flow Through Example – District 1:

Final IDEA Part B Flow Through Amount = \$100,000

Serving District Information

Total number of Fund Code L students being served and reported as of December 1 = **10**

+

Total number of Fund Code P students being served and reported as of December 1 = **5**

+

Total number of Fund Code N students with Reason for Not Receiving Services codes 02, 03, or 04 with a begin date indicated on or before December 1 = **5**

$$(10 + 5 + 5 = 20)$$

Total number of students with disabilities on FACTS as of December 1 = **95**

+

Total number of Fund Code N students with Reason for Not Receiving Services Codes 02, 03, or 04 with a begin date indicated on or before December 1 = **5**

$$(95 + 5 = 100)$$

Percent Calculation: $20/100 = 20\%$

Nonpublic Proportionate Share Amount: $20\% \times \$100,000 = \$20,000$

NOTE: If zero is calculated as a nonpublic proportionate share amount, districts are not obligated to provide services to Fund Code L, N, and P students. Proportionate share allocations may not be used to evaluate and/or determine eligibility.