

SPECIAL EDUCATION DEPARTMENT

ISBE 23 ILLINOIS ADMINISTRATIVE CODE 226.10 SUBTITLE A SUBCHAPTER F SUBPART A: GENERAL

SECTION 226.10 PURPOSE

This Part establishes the requirements for the treatment of children and the provision of special education and related services pursuant to the Individuals with Disabilities Education Improvement Act (also referred to as "IDEA") (20 USC 1400 et seq.), its implementing regulations (34 CFR 300, as amended by 71 Fed. Reg. 46540 (August 14, 2006) and 73 Fed. Reg. 73027 (December 1, 2008), no later amendments or editions included), and Article 14 of the School Code [105 ILCS 5/Art. 14]. This Part also distinguishes between requirements derived from federal authority and those imposed additionally pursuant to Article 14 of the School Code or the authority of the State Board of Education. The requirements of IDEA, its implementing regulations, and this Part shall apply in every instance when a child is or may be eligible for special education and related services.

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

CHARTER SCHOOL NAME	LEGAL ADDRESS (Street, City, State, ZIP Code)
ADDRESS (Street, City, State, ZIP Code)	

STATE-APPROVED SPECIAL EDUCATION DIRECTOR	
TELEPHONE (Include Area Code)	EMAIL ADDRESS
INDIVIDUAL COMPLETING FORM (If Different than State-Approved Director)	TITLE
TELEPHONE (Include Area Code)	EMAIL ADDRESS

GRADES SERVED	TOTAL STUDENTS SERVED	% STUDENTS WITH DISABILITIES
---------------	-----------------------	------------------------------

PROPOSAL APPROVAL INFORMATION (for ISBE use only)

REVIEW NUMBER	REVIEWER	SECTIONS REQUIRING CORRECTIONS AND/OR CLARIFICATION
---------------	----------	---

Section 1: Application Process

Question/Statement	Charter School Response
1a. Is your school chartered under a district, or are you considered an independent Local Education Agency (LEA)? (23 IAC 226.60)	Chartered under a district <input type="checkbox"/> Independent LEA <input type="checkbox"/>
1b. If you are chartered under a district, which one? (23 IAC 226.60)	
1c. Is a child's Individualized Education Program (IEP) status considered as part of the application/lottery process? If yes, provide an explanation. (34 CFR 300.209)	Yes <input type="checkbox"/> No <input type="checkbox"/> Explanation (if needed):

1d. Does your school have activities in place to ensure parents understand that students with disabilities are eligible to participate in the school's application/lottery process? If yes, provide at least one example. If no, provide an explanation. (34 CFR 300.209)	Yes <input type="checkbox"/> No <input type="checkbox"/> Explanation (if needed):
1e. How will the school communicate to parents what special education services are available? (34 CFR 300.209)	
1f. Please provide a copy of the charter school's admissions/enrollment application.	Please include attachments as separate files.
ISBE USE ONLY-Section 1 approved? Yes <input type="checkbox"/> No <input type="checkbox"/>	ISBE Comments/Feedback:

Section 2: Child Find	
Question/Statement	Charter School Response
2a. Who is responsible for identifying, locating, and evaluating students who may be in need of special education and related services? (23 IAC 226.60; 34 CFR 300.111(a); 34 CFR 300.209(b)(2); 34 CFR 300.209(c))	
2b. If applicable , describe how Child Find activities are coordinated between the charter school and the district. (23 IAC 226.60; 34 CFR 300.209)(b-c))	
2c. Does the school have policies and procedures in place to ensure that all children who may be in need of special education services are identified, located, and evaluated? If yes, provide at least one example. If no, provide an explanation. (34 CFR 300.111(a))	Yes <input type="checkbox"/> No <input type="checkbox"/> Example/Explanation:
2d. What method has the school developed and implemented to determine which children are currently receiving needed special education and related services? (34 CFR 300.111(a))	
2e. If applicable , how does the school ensure timeliness of identification by the student's third birthday? (23 IAC 226.100(a)(3))	
ISBE USE ONLY-Section 2 approved? Yes <input type="checkbox"/> No <input type="checkbox"/>	ISBE Comments/Feedback:

Section 3: IEP (General)	
Question/Statement	Charter School Response
3a. Who is part of the IEP team? (23 IAC 226.210; 34 CFR 300.321)	
3b. What system(s) does the school have in place to ensure that IEPs are reviewed at least annually? (34 CFR 300.324(b)(1)(i))	
3c. What system(s) does the school have in place to ensure that reevaluations are held at least once every three years? (34 CFR 300.303(b)(2))	
ISBE USE ONLY-Section 3 approved? Yes <input type="checkbox"/> No <input type="checkbox"/>	ISBE Comments/Feedback:

Section 4: Initial Evaluation (Referral Procedures)	
Question/Statement	Charter School Response
4a. How does the school ensure that all concerned persons are aware of the procedures/steps that have been established by the school to make a request for an evaluation? (23 IAC 226.110(a))	
4b. What are the necessary steps when making a request for an evaluation? (23 IAC 226.110(a)(1))	
4c. Who can make a request? (23 IAC 226.110(b))	
4d. Which person(s) in the school can the request be made to? (23 IAC 226.110(a)(2))	
4e. What information does your school policy state needs to be included in the request? (23 IAC 226.110(a)(3))	
4f. How does the school provide assistance to any person(s) making the request? (23 IAC 226.110(a)(4))	

<p>4g. What is the school's process for providing parents with notice of their rights with respect to procedural safeguards? (23 IAC 226.110(a)(5))</p>	
<p>ISBE USE ONLY-Section 4 approved? Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p>ISBE Comments/Feedback:</p>

Section 5: Initial Evaluation (Responding to a Request)

Question/Statement	Charter School Response
<p>5a. Who is responsible for processing the request? (23 IAC 226.110(c)(1))</p>	
<p>5b. How is it determined if the child requires an evaluation? (23 IAC 226.110(c)(2))</p>	
<p>5c. Please provide assurances that a child's participation in Response to Intervention/multi-tiered systems of support will NOT be used as a basis for denying a request for an evaluation. (23 IAC 226.130(b))</p>	<p><input type="checkbox"/> The responsible party will adhere to this provision.</p>
<p>5d. How many days does the school have to respond to a request and hold a domain meeting if it is decided that an evaluation is warranted? (23 IAC 226.110(c)(3))</p>	
<p>5e. Does the school provide written notice to parents in accordance with 34 CFR 300.503(b) when it is decided that an evaluation is not warranted? If no, provide an explanation. (23 IAC 226.110(c)(3); 34 CFR 300.503(a)(2))</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/> Explanation (if needed):</p>
<p>5f. If an evaluation is warranted, does the school ensure to provide notice to parents of the decision to move forward as well as the request for parent consent for needed assessments? If no, provide an explanation. (23 IAC 22. 110(c)(3); 34 CFR 300.503(a)(1); 34 CFR 300.300(a)(1)(i); 34 CFR 300.304(a))</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/> Explanation (if needed):</p>
<p>5g. Who is included in the team of individuals that will identify necessary assessments to complete the evaluation, administer the evaluation, and interpret the evaluation data to determine eligibility? (23 IAC 226.110(c)(3)(a-b))</p>	
<p>5h. How many days does the school have to conduct the initial evaluation and convene a meeting to determine eligibility? (34 CFR 300.301(c); 23 IAC 226.110(d))</p>	
<p>ISBE USE ONLY-Section 5 approved? Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p>ISBE Comments/Feedback:</p>

Section 6: Initial Evaluations and Reevaluations

Question/Statement	Charter School Response
6a. Does the school ensure to use a variety of assessment tools and strategies to gather relevant information about the child to assist in determining whether the child is a child with a disability and the content of the child's IEP? If yes, provide at least one example. If no, provide an explanation. (34 CFR 300.304(b))	Yes <input type="checkbox"/> No <input type="checkbox"/> Example/Explanation:
6b. Does the school ensure that the IEP team and other qualified professionals as appropriate conduct a review of existing data, including evaluations and/or information provided by the parents? If no, provide an explanation. (34 CFR 300.305(a))	Yes <input type="checkbox"/> No <input type="checkbox"/> Explanation:
6c. What process does the school have in place to determine how a student responds to scientific, research-based interventions or multi-tiered systems of support as part of the specific learning disability evaluation procedures? (34 CFR 300.307; 23 IAC 226.130(b))	
6d. How does the school ensure to rule out exclusionary criteria when determining if a student has a specific learning disability? (34 CFR 300(a)(3))	
6e. When determining if a student has a specific learning disability, what is the process for considering data related to appropriate instruction and repeated assessments to ensure that underachievement is not due to lack of appropriate instruction in reading or math? (34 CFR 300.309(b))	
6f. When determining if a student has a specific learning disability, what does the process look like for completing a student observation? What type of data/information is being gathered? (34 CFR 300.310)	
6g. What are the school's procedures for ensuring that all assessments and other evaluation materials are provided and administered in the child's native language or other mode of communication, and in the form most likely to yield accurate information? (34 CFR 300.304(c)(1)(ii))	
6h. Please provide assurances that the school agrees to follow all other procedures as outlined in CFR 34 300.304 , CFR 34 300.305 and CFR 34 300.306 .	<input type="checkbox"/> The responsible party will adhere to this provision.
ISBE USE ONLY-Section 6 approved? Yes <input type="checkbox"/> No <input type="checkbox"/>	ISBE Comments/Feedback:

Section 7: Additional Timeline Requirements

Question/Statement	Charter School Response
<p>7a. Please provide assurances that the school agrees to adhere to the following timeline provisions:</p> <ol style="list-style-type: none"> 1. Complete the initial IEP within 30 calendar days of initial determination of eligibility and no later than 60 school days after receipt of consent. (23 IAC 226.110(j)) 2. Upon receipt of an Independent Educational Evaluation, provide written notice within 10 days stating the date upon which the IEP team will meet to consider the results. (23 IAC 226.180(d)) 3. Respond to a parent or teacher request for an IEP meeting within 10 calendar days. (23 IAC 226.220(c)) 4. Implement the finalized IEP no later than 10 days after the meeting. (23 IAC 226.220(a)) 5. Send out progress reports at least as often as general education report cards. (34 CFR 300.320(a)(3)(ii)) 6. Provide notice to parent of an IEP meeting for a student moving into the district from another Illinois district if not adopting the former IEP within 10 calendar days of student's enrollment and provide comparable services immediately. (23 IAC 226.50(a)(B)) 7. Immediately implement services believed to best meet the move-in student's needs without verbal or written confirmation of content or a copy of the IEP. (23 IAC 226.50(a)(2)) 8. If no copy of the child's current IEP is received or a verbal or written confirmation of the requirements of the IEP is received from the previous school district when the child is presented for enrollment, request the student's records from the sending district of school by the end of the next business day after the date of enrollment. (23 IAC 226.50(a)(2)(B)) 9. Convene an IEP meeting to develop a new IEP if one has not been received for move-in student within 20 calendar days of enrollment. (23 IAC 226.50) 	<p style="text-align: center;"><input type="checkbox"/> The responsible party will adhere to these provisions.</p>
<p>ISBE USE ONLY-Section 7 approved? Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p>ISBE Comments/Feedback:</p>

Section 8: Parent Participation	
Question/Statement	Charter School Response
8a. What is the timeline requirement for providing written notice to parents notifying them of an upcoming IEP meeting? (23 IAC 226.530(a))	
8b. What is the timeline requirement for providing parents with copies of all written material that is to be discussed at an upcoming IEP meeting? (23 IAC 226.530(a))	
8c. What other methods of participation in IEP meetings are offered to parents that are unable to attend a meeting in person? (34 CFR 300.322(c))	
8d. Under what circumstances can an IEP meeting be conducted without a parent in attendance? (34 CFR 300.322(d))	
8e. Does the school offer any training, parent education, or groups for parents of children with disabilities? If yes, provide at least one example. If no, provide an explanation. (34 CFR 300.34(c)(8))	Yes <input type="checkbox"/> No <input type="checkbox"/> Example/Explanation:
8f. How does the school ensure that any parent/guardian notification of conference is provided to parents in their native language, and that an interpreter is present for parents whose native language is not English? (34 CFR 303.421(c); 23 IAC 226.530)	
8g. When does the school provide parents with a copy of their procedural safeguards? (34 CFR 300.504(a))	
ISBE USE ONLY-Section 8 approved? Yes <input type="checkbox"/> No <input type="checkbox"/>	ISBE Comments/Feedback:

Section 9: Functional Behavioral Assessments and Behavior Intervention Plans	
Question/Statement	Charter School Response
9a. Under what circumstances would a child receive a Functional Behavioral Assessment/Behavioral Intervention Plan? (34 CFR 300.530(d)(1)(ii); 23 IAC 226.750(a)(2); 23 IAC 226.400)	
9b. Please provide assurances that prior to conducting a Functional Behavioral Assessment, parental consent will be obtained. (34 CFR 300.300(a); 34 CFR 300.300(c))	<input type="checkbox"/> The responsible party will adhere to these provisions.

<p>9c. Does the school have policies and procedures in place related to the use of positive behavioral interventions to manage, intervene in, or change the behavior of students with disabilities? If yes, provide at least one example. If no, provide an explanation. (23 IAC 226.750(a)(1))</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/> Example/Explanation:</p>
<p>9d. Does the school consider strategies that include positive behavioral interventions and supports to address behaviors that impede a child's functioning or that of other children in the academic setting or other noninstructional settings? If yes, provide at least one example. If no, provide an explanation. (23 IAC 226.750(a)(2))</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/> Example/Explanation:</p>
<p>9e. How does the school determine when a student's BIP needs to be reviewed/revised? (23 IAC 226.750(a)(2))</p>	
<p>9f. Please provide assurances that the school will ensure that behavioral interventions are used with consideration of the child's physical freedom, social interaction, and right to placement in the least restrictive environment and shall be used in a manner that respects human dignity and personal privacy. (23 IAC 226.750(a)(3))</p>	<p><input type="checkbox"/> The responsible party will adhere to this provision.</p>
<p>ISBE USE ONLY-Section 9 approved? Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p>ISBE Comments/Feedback:</p>

Section 10: Discipline	
Question/Statement	Charter School Response
<p>10a. Please provide assurances that the school will adhere to all discipline procedures as outlined in 34 CFR 300.530-537, 23 IAC 226.400, and 105 ILCS 5/10-22.6</p>	<p><input type="checkbox"/> The responsible party will adhere to these provisions.</p>
<p>ISBE USE ONLY-Section 10 approved? Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p>ISBE Comments/Feedback:</p>

Section 11: Transition Plans	
Question/Statement	Charter School Response
<p>11a. At what age does the school begin transition services for students? (23 IAC 226.230(c))</p>	
<p>11b. What does the IEP team base postsecondary goals on? (23 IAC 226.230(c))</p>	

<p>11c. What areas of postsecondary goals are included in a child's transition plan? (23 IAC 226.230(c))</p>	
<p>11d. Does the IEP team ensure that transition services that are needed to assist a student in reaching their postsecondary goals are included in their transition plan? If yes, provide at least one example. If no, provide an explanation. (23 IAC 226.230(c))</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/> Example/Explanation:</p>
<p>11e. Does the IEP team ensure that a course of study that aligns with postsecondary goals is included in the student's transition plan? If no, provide an explanation. (23 IAC 226.230(c))</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/> Explanation (if needed):</p>
<p>11f. Does the IEP team ensure that any necessary transition services provided by agencies outside the school district are included in the student's transition plan? If yes, provide at least one example. If no, provide an explanation. (23 IAC 226.230(c))</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/> Example/Explanation:</p>
<p>11g. Please provide assurances that a student will be invited to any IEP meeting where transition plans and services will be discussed. (34 CFR 300.321(b))</p>	<p><input type="checkbox"/> The responsible party will adhere to these provisions.</p>
<p>ISBE USE ONLY-Section 11 approved? Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p>ISBE Comments/Feedback:</p>

Section 12: Transportation Plans	
Question/Statement	Charter School Response
<p>12a. Who is responsible for providing transportation services to students with disabilities? (23 IAC 226.60)</p>	
<p>12b. Please provide assurances that the school agrees to adhere to the following transportation provisions:</p> <ol style="list-style-type: none"> 1. All students who are eligible for special education and related services are eligible for special transportation. 2. Arrival and departure times allow for a full instructional day. 3. Every effort is made to limit a child's total travel time to not more than one hour each way. 4. Transportation is scheduled in a way that does not adversely affect the child's health and ability to relate to the educational experience. 5. Vehicles utilized for special transportation are adapted to meet the specific needs of the children receiving this service. 6. Training is provided to personnel responsible for special transportation to enable them to 	<p><input type="checkbox"/> The responsible party will adhere to these provisions.</p>

<p>understand and appropriately relate to children with disabilities.</p> <p>7. Transportation will be provided for nonacademic services as determined appropriate by the IEP team. (23 IAC 226.750(b)(1-5); 34 CFR 300.107)</p>	
<p>12c. If a child is placed in a state-operated or nonpublic day program, who is responsible for providing transportation services? (23 IAC 226.750(b)(6))</p>	
<p>12d. If a child is placed in a residential facility, who is responsible for providing transportation services? (23 IAC 226.60(a-b))</p>	
<p>12e. In the case of a child who is placed in a residential facility, please provide assurances that the responsible party identified above will adhere to the provisions regarding transportation responsibilities/services as outlined in 23 IAC (226.750(b)(7)).</p>	<input type="checkbox"/> The responsible party will adhere to these provisions.
<p>ISBE USE ONLY-Section 12 approved? Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p>ISBE Comments/Feedback:</p>

Section 13: Extended School Year (ESY) Services

Question/Statement	Charter School Response
<p>13a. Does your school offer ESY services? If no, provide an explanation. (34 CFR 300.106(a)(1))</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/> Explanation (if needed):</p>
<p>13b. How is it determined if a student requires ESY services? Who is part of this decision? (34 CFR 300.106(a)(2))</p>	
<p>13c. Please provide assurances that the school agrees to adhere to the following ESY provisions:</p> <ol style="list-style-type: none"> The school will not limit extended school year services to a particular category of disability. (34 CFR 300.106(a)(3)(i)) The school will not unilaterally limit the type, amount, or duration of those services. (34 CFR 300.106(a)(3)(ii)) ESY services will be provided at no cost to the parents of the child. (34 CFR 300.106(b)(1)(iii)) ESY services will meet the standards of ISBE. (34 CFR 300.106(b)(2)) The school will adhere to all other provisions outlined in 34 CFR 300.106. 	<input type="checkbox"/> The responsible party will adhere to these provisions.

ISBE USE ONLY-Section 13 approved? Yes <input type="checkbox"/> No <input type="checkbox"/>	ISBE Comments/Feedback:
---	--------------------------------

Section 14: Assessments: General	
---	--

Question/Statement	Charter School Response
14a. Does your school ensure that all students participate in state and/or district assessments? (34 CFR 300.160(a))	Yes <input type="checkbox"/> No <input type="checkbox"/>
14b. What criteria is used to determine if the Illinois Alternate Assessment is appropriate? (34 CFR 300.320(a)(6)(ii))	
14c. Who determines what assessment is appropriate for students? (34 CFR 300.320(a)(6)(ii))	
14d. Does the school ensure that each student's IEP includes a statement regarding the child's ability to participate in state and districtwide assessments? (23 IAC 226.230(a)(2))	Yes <input type="checkbox"/> No <input type="checkbox"/>
14e. If it is determined that a student must take an alternate assessment, does the school ensure to document this by including a statement of why the student cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the student? (34 CFR 300.320(a)(6)(ii))	Yes <input type="checkbox"/> No <input type="checkbox"/>
14f. How is it decided if a student needs accommodations to participate in state and districtwide assessments? (34 CFR 300.320(a)(6)(i))	
14g. If it is determined that a student needs assessment accommodations, how is it decided which accommodations they will receive? (34 CFR 300.320(a)(6)(i))	
ISBE USE ONLY-Section 14 approved? Yes <input type="checkbox"/> No <input type="checkbox"/>	ISBE Comments/Feedback:

Section 15: Assessments: Student Achievement

Question/Statement	Charter School Response
15a. Please either include or attach data from the previous three years that demonstrates increased student academic achievement trends for students with disabilities (34 CFR 300.101)	
15b. If the data included/attached does not demonstrate increased student academic achievement trends for students with disabilities, please describe what specific plans and strategies are in place to address low student achievement among this population. Please include plans and strategies for both students and school personnel. (34 CFR 300.101)	
ISBE USE ONLY-Section 15 approved? Yes <input type="checkbox"/> No <input type="checkbox"/>	ISBE Comments/Feedback:

Section 16: Least Restrictive Environment

Question/Statement	Charter School Response
16a. What placement options are available at your school for students with disabilities? Check all that apply. (34 CFR 300.115)	<input type="checkbox"/> General education with no supplementary aids or services <input type="checkbox"/> General education with supplementary aids or services <input type="checkbox"/> Resource support (placement in a special education classroom less than 40% of the school day) <input type="checkbox"/> Self-contained placement (placement in a special education classroom for more than 40% of the day)
16b. What are the school's processes when a student requires a more intensive placement than what is offered at your school? (34 CFR 300.114(a)(2)(ii))	
16c. How does the school ensure that students are being educated in the least restrictive environment? (34 CFR 300.114(a)(2)(i))	
16d. Please provide assurances that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (34 CFR 300.114(a)(2)(ii))	<input type="checkbox"/> The responsible party will adhere to this provision.
16e. Please provide assurances that the school will adhere to the placement provisions as outlined in 34 CFR 300.116 .	<input type="checkbox"/> The responsible party will adhere to these provisions.

<p>16f. Does the school ensure that students with disabilities participates with their nondisabled peers in extracurricular activities to the maximum extent appropriate? If yes, provide at least one example. If no, provide an explanation. (34 CFR 300.117)</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/> Example/Explanation:</p>
<p>ISBE USE ONLY-Section 16 approved? Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p>ISBE Comments/Feedback:</p>

Section 17: Student Records	
Question/Statement	Charter School Response
<p>17a. After receiving a request from a parent, student, or other specifically designated representative to inspect or copy records, how long does the school have to grant this request? (105 ILCS 10/2-6 (pg. 851))</p>	
<p>17b. Please provide assurances that the school will adhere to all provisions regarding records as outlined in 105 ILCS 10/2-6, including:</p> <ol style="list-style-type: none"> 1. Only extending the timeline to respond to records request for up to five additional business days for the following reasons: <ul style="list-style-type: none"> • The records are stored at an alternate location. • There are a substantial number of records to collect. • The request requires an extensive search. • The records could not be located in the course of a routine search and additional efforts are being made to locate them. • The request burdens or interferes with the operations of the school. • There is a need to consult with another public body. 2. The school will maintain student permanent records and the information contained in them for at least 60 years. 3. The school will maintain student temporary records and the information contained in them for at least five years. <p>(105 ILCS 10/2-6 (pg. 851))</p>	<p><input type="checkbox"/> The responsible party will adhere to these provisions.</p>
<p>17c. Please provide assurances that the school has policies and procedures for maintaining confidential records that conform to 23 IAC 226.740.</p>	<p><input type="checkbox"/> I affirm that the school has policies and procedures for maintaining confidential records that conform to 23 IAC 226.740.</p>
<p>ISBE USE ONLY-Section 17 approved? Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p>ISBE Comments/Feedback:</p>

Section 18: School Personnel

Question/Statement	Charter School Response
18a. Please describe the school's processes for performing background checks on prospective employees. (105 ILCS 5/10-21.9)	
18b. Please describe the school's processes for verifying credentials of prospective employees. (23 IAC 226.800)	
ISBE USE ONLY-Section 18 approved? Yes <input type="checkbox"/> No <input type="checkbox"/>	ISBE Comments/Feedback:

Section 19: Class Size

Question/Statement	Charter School Response
19a. Please provide assurances that the school will adhere to the 70/30 composition requirement as outlined in 23 IAC 226.730(a) .	<input type="checkbox"/> The responsible party will adhere to this provision.
19b. Please describe the school's processes for ongoing monitoring of class composition to ensure compliance with the 70/30 composition rule. (23 IAC 226.730(a))	
19c. Please provide assurances that the school will adhere to class size requirements as outlined in 23 IAC 226.730(b-c) .	<input type="checkbox"/> The responsible party will adhere to these provisions.
19d. Please describe the school's processes for ongoing monitoring of class sizes to ensure compliance with requirements outlined in 23 IAC 226.730(b-c) .	
ISBE USE ONLY-Section 19 approved? Yes <input type="checkbox"/> No <input type="checkbox"/>	ISBE Comments/Feedback:

In addition to filling out the previous sections, the Illinois State Board of Education **requires a signature** from the charter school’s representative (e.g., case manager, principal, director of special education, compliance manager, CEO, etc.) who is responsible for ensuring that the school’s special education program complies with all applicable laws and regulations. **This signature provides assurances acknowledging that the school’s special education program complies with the following laws and regulations:**

- i) Individuals with Disabilities Education Act (20 USC 1400)
- ii) Illinois Administrative Code, Part 226 Special Education (23 Ill. Adm. Code 226)
- iii) Provisions of the School Code [105 ILCS 5/2-3.64a-5, 3-14.21, 10-20.14b, 10-22.21b, 10-21.4a, 14-4.01 and 14-7.02]
- iv) Illinois School Student Records Act [105 ILCS 10]
- v) Illinois Murderer and Violent Offender Against Youth Registry [730 ILCS 154/85]

By entering my name on the line below, I acknowledge that I am the charter school’s representative for this entity and am therefore responsible for ensuring compliance with special education rules and regulations. My electronic signature certifies that the charter school named in this application has a special education program that is in compliance with all laws and regulations cited above.

Signature Title Date

Signature Title Date