

STUDENTS WITH DISABILITIES

Data Collection and Approval Instructions

--- 2023-24 School Year ---

For use with I-Star

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

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STUDENTS WITH DISABILITIES Data Collection and Approval

2023-24 School Year GENERAL INSTRUCTIONS

The IEP Student Tracking and Reporting (I-Star) system is a web-based system used by the Illinois State Board of Education (ISBE) that allows districts/special education cooperatives to input, manage, and approve data for students with disabilities. I-Star serves as the primary approval process for students with disabilities who are claimed for reimbursement under Sections 14-7.02 (Private Facility Tuition), 14-7.02b (Students with Excess Cost), 14-7.03 (Orphanage), and 14-13.01b (Special Transportation) of the School Code [105 ILCS 5]. **Information for each student eligible for state reimbursement, even if only for part of the school year, must be entered and approved in I-Star before funding can be claimed.** The level of payment is dependent upon the annual appropriation enacted for each program.

Per Section 2-3.30 of the School Code, I-Star is also the system used to compile an unduplicated count of students with disabilities reported annually to the federal government. Students counted 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, 2023; be at least age 3 through age 21 inclusive (i.e., through the day before the student's 22nd birthday); 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 each year are reported accurately in an approved status. ISBE will only use approved student data to compile and report the December 1 child count as well as process state reimbursement to districts that file claims.

I-Star is also used for the purpose of collecting data on select indicators of the State Performance Plan. Indicator data is used to make LEA determinations and issuance of letters of noncompliance. It is critical that accurate indicator data is submitted regularly to avoid findings and corrective action.

A record should be created for every student who has had initial eligibility determined whether or not the student 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.

2023-24 DECEMBER 1 CHILD COUNT TIMELINES

Date	Task
12/1/2023	Ensure all students are entered into I-Star in preparation for the December 1 child count.
2/3/2024	Student approval and IDEA Child Count errors/duplicates resolved between districts and ISBE.
2/21/2024	All corrections/additions for the December 1 child count closed.
02/22/2024 – 03/07/2024	Final verification and cleanup of December 1 approval records by staff at ISBE.
03/08/2024 – 03/22/2024	District administrator certification of December 1 child count. NOTE: No approval changes accepted.
03/23/2024 – 04/07/2024	ISBE preparation of final child count file for submission to U.S. Department of Education.

SPECIAL EDUCATION PRIVATE FACILITY - RESIDENTIAL PLACEMENTS

Preapproval 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*) or [ISBE Form 34-43](#) (*Application for Emergency and Student-Specific Residential Placements in Nonapproved Facility*) must be completed and submitted annually for approval. If you have questions specific to the residential approval process, please contact the Special Education Department at 217-782-5589.

SPECIAL EDUCATION ORPHANAGE ACT ELIGIBILITY

Students reported under Fund Codes D, E, and F must clear eligibility checks with the Illinois Department of Children and Family Services (DCFS) to qualify for reimbursement under Section 14-7.03 Orphanage.

Event Date	Orphanage Act Eligibility Event
7/31/2023	Data corrections window for Orphanage Regular Term (Fund Codes D, E, F) Claims closes.
11/1/2023	Summer Term Orphanage Approvals and Claims (Fund Codes D, E, F) DUE in I-Star.
11/2/2023	Data corrections window for Summer Term Orphanage Claims is open.
11/15/2023	Data corrections window for Summer Term Orphanage Claims is closed.
5/1/2024	Orphanage Approvals (Fund Codes D, E, and F) due in I-Star for any student records with a begin date of 3/1/24 or prior. Note: If the record is not approved by 05/15/24, the student will be included in Evidence-Based Funding (EBF) and the district will not be able to claim the student for orphanage funding. Requests for exceptions to change records after this deadline will be denied.
6/14/2024	Orphanage Regular Term (Fund Codes D, E, and F) Approvals/Claims due in I-Star.
6/15/2024	Data corrections window for Orphanage Regular Term (Fund Codes D, E, F) Approvals is open.
6/15/2024	Data corrections window for Orphanage Regular Term (Fund Codes D, E, F) Claims is open.
7/1/2024	Data corrections window for Orphanage Regular Term (Fund Codes D, E, F) Approvals closes.
7/31/2024	Data corrections window for Orphanage Regular Term (Fund Codes D, E, F) Claims closes.

QUESTIONS AND TECHNICAL SUPPORT

Questions pertaining to student approval should be directed to:

Michelle Johnson
Illinois State Board of Education
Special Education Department
100 North First Street
Springfield, Illinois 62777-0001
Phone: 217-782-5589
Fax: 217-782-0372
Email: mjohnso@isbe.net

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

Kristina Holloway
Illinois State Board of Education
Special Education Department
100 North First Street
Springfield, Illinois 62777-0001
Phone: 217-782-5589
Fax: 217-782-0372
Email: khollowa@isbe.net

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

The names of all students receiving services under the Individuals with Disabilities Education Act (IDEA) via an IEP or ISP services must be entered in the Student Information System (SIS) in order to generate an approval record in I-Star. You must enter the student's resident district and school. For selected fund codes, you also must enter 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 parochial students with an ISP who are being served outside their resident district must report these students (Fund Code L only) as long as the student is not dually enrolled.

If a student has changed resident districts but will be claimed for a portion of the 2023-24 school year in the reporting district, add the student's end date in I-Star 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 student record, enter the unique 11-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.

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 in a school funded by the Illinois Department of Human Services (IDHS) may only be reported by the resident district.

The state superintendent of education may determine that the location of the parent or guardian of a student is unknown after considering information submitted from the school district that last enrolled the student or from the school or special education facility providing special education and related services to meet the needs of the student. The information submitted to the state superintendent of education must include an affidavit from that school district's superintendent or the facility's director attesting that

the location of the parent or guardian is unknown and four items of documentary evidence that indicate a minimum of four separate attempts were made to locate the parent or guardian. Any determination by the state superintendent of education that the location of a parent or guardian is unknown is final. However, any determination made by the state superintendent of education is subject to review and reconsideration any time the location of a parent or guardian becomes known.

Students served by the following state charter schools -- Prairie Crossing, Southland College Preparatory High School, Illinois Special Education Charter Cooperative, LEARN 9 Waukegan, Bronzeville Academy, Intrinsic II, and Betty Shabazz International – may only be reported by those charter schools. These schools are the students' resident and serving districts as well.

Report the serving district as the resident district for Fund Code L and N students who reside outside of Illinois and attend a nonpublic school in Illinois.

Resident School

For each student record, enter the unique 15-digit 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 the student would attend if educated at a school in their resident district. The resident school can only be a public school attendance center.

Serving District

Enter the unique 11-digit RCDT 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., IDHS) or other state-funded school (e.g., a laboratory school).

Serving School

Enter the unique 15-digit RCDTS number 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 Illinois School for the Visually Impaired), 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 (Time receiving special education and related services inside or outside of the general education environment and is not indicative of time spent in a special education setting.)

Enter the percent between 1-100 that reflects the amount of time for which a student receives special education and related services per their 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"; 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 Fund Codes L, N, P, U) are required to have Percent Time in Special Education entered.

Fund Codes

Enter the one code letter appropriate for the type of program funding for which application is being made. Students ages 3-21 inclusive (i.e., through the day before the student's 22nd birthday) may be reported under any of the fund codes for which the student is eligible. Public Act 102-0172 amended the School Code to allow students that turn 22 during the regular term school year to continue services through the end of the school year. The day the students turn 22, their approval records should become Fund Code A, D, E, F, H, K, L, P, or B. Fund Code B tuition records will only be allowed past age 22 for in-state day school placements if the facility allows placements past age 22. 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 a private facility for tuition purposes and a residential facility paid for by the school district, the student must have two I-Star records in the same time period. To enable this, the student's I-Star records 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 for part of the day (necessitating the reporting of the student in both Fund Codes 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 I-Star entry for the first fund code.

If a student has been discontinued from a district program and later during the school year re-enters the same district under the same fund code, re-enter the student's data in I-Star with the new begin date for the second or subsequent entries.

Fund Code Definitions

All students receiving services on December 1 are reported in Fund Codes A, K, L, P, B, D, E, F, H, Q, 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 agency- funded school (e.g., Illinois School for the Deaf or Illinois School for the Visually Impaired) 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 [Reimbursement Procedures for Students with Disabilities](#). 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.

[Emergency rules for 23 IAC 226 and 23 IAC 401](#) allow for emergency and student-specific residential placements in non-approved facilities when no approved facility accepts the student or has immediate placement availability. To qualify for reimbursement of the costs of these emergency and student-specific residential placements, districts must demonstrate good faith efforts to locate an approved facility and must ensure the facility meets the criteria as set forth in the emergency rules.

Use Fund Code B for the following scenarios:

- Placement at an **approved facility** and will be reimbursed for tuition and residential claims with an approved [34-37](#) application.
- Emergency placement at a **non-approved facility** and will be reimbursed for tuition and residential claims with an approved [34-43](#) application.
- Due process placement at an **approved facility** and will be reimbursed for tuition and residential claims with an approved [34-37](#) application. (Use Fund Code Q for due process placement at a **non-approved facility**, and reimbursement for tuition and residential with an approved [51-77](#) and [51-77A](#).)
- Agency placement at an **approved facility** and will be reimbursed for tuition only. This refers to facilities approved under 23 IL Admin Code 401 and 405. (Use Fund Code Q for agency placement at a **non-approved facility**. Districts will not be reimbursed for tuition or residential claims.

To report emergency placements at non-approved facilities in I-Star:

- Click “Emergency or Student Specific Placement.”

☒ Emergency or Student Specific Placement

Non-approved facilities will then be available in the private facility dropdown as an option, if applicable.

Emergency residential placements for tuition and residential will require two records in I-Star. The tuition records will require matching SIS data to be approved.

To report due process or agency placements at non-approved facilities in I-Star:

- Change the current Fund Code to “Q.”
- Choose the appropriate Placement Type.

Placement Type:

Non-approved facilities will then be available in the private facility dropdown as an option, if applicable. Due process placements for tuition and residential will require two records in I-Star. The tuition records will require matching SIS data to be approved.

- 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 student reported for this fund source, with additional information required for students who cannot be verified as Youth in Care of DCFS. Please note that 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 Ill. Adm. 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.

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 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 Ill. Adm. 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 student reported for this fund source, with additional information required for students who cannot be verified as Youth in Care of DCFS. If the student's Youth in Care status shows "whereabouts unknown" for the month, the district must provide evidence of attendance if it would like to submit a claim for this student for that time. The final determination on whether the student qualifies will be made by ISBE following ISBE's review of the I-Star and DCFS record. 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 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. 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 DCFS Youth in Care, 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 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 Ill. Adm. Code 226.770(e). The nonpublic educational program must meet the approval requirements of Section 14-7.02 of the School Code and 23 Ill. Adm. 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. An eligibility check is conducted for each student reported for this fund source, with additional information required for students who cannot be verified as Youth in Care of DCFS. If the student's Youth in Care status shows "whereabouts unknown" for the month, the district must provide evidence of attendance if it would like to submit a claim for this student for that time. The final determination on whether the student qualifies will be made by ISBE following ISBE's review of the I-Star and DCFS record.

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

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.

- 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 times the district per capita tuition charges. The difference between the actual student cost and the four times the district per capita tuition charges will be reimbursed from unexpended federal room and board funds. Select the serving district and serving school, as appropriate.

Q Due Process Placement at a Non-Approved Facility and/or Agency Placement in a Non-Approved Facility (See Fund Code B on page 7 for details.)

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.

Create a Fund Code N Student Approval record for students who are withdrawn from the public school district to receive their education in a home or private/parochial setting and whose parents decline the special education services they are eligible to receive from the public school district (IEP and ISP).

Fund Code N students with Reason for Not Receiving Services Codes 01 or 05 will only be reported in I-Star for the current school year.

Fund Code N students with Reason for Not Receiving Services Codes 02, 03, or 04 must be reported in I-Star 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. Districts must monitor these re-evaluation dates and initiate re-evaluations. ISBE's removal of the record after 3 years assumes that the district has contacted the parent/guardian and consent was not provided for the re-evaluation, therefore, eligibility has expired.

If the student begins receiving services via an ISP or IEP, a new 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 as part of their nonpublic proportionate share services as determined by timely and meaningful consultation.

This student would be entered in I-Star as a Fund Code N, with a begin date of November 10 and a Reason for Not Receiving Services of 03. If a program does not become available, then the student would remain in I-Star 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 remains eligible for services following the re-evaluation, a new I-Star 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 file for three years and is no longer eligible for services, the record should be ended and the end date should reflect 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, 2020, will reach the end of the three-year timeline on November 10, 2023 unless re-evaluated.

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 in I-Star 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 in I-Star 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 I-Star 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 IDEA Nonpublic Proportionate Share set-aside computations.

If the student has been on the file for three years and remains eligible for services following a re-evaluation, a new I-Star 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 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 February 20, 2021, will reach the end of the three-year timeline on February 20, 2024, unless re-evaluated.

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 in I-Star 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 IDEA Nonpublic Proportionate Share.

Example 4 Student Eligible for Services – Parental Withdrawal for Eligible Students

If a student attended a nonpublic parochial school (Fund Code L) or was home-schooled (Fund Code P) in school year 2022-23 and withdrew from services under their ISP in SY 2023-24, create a Fund Code N record for 2023-24 school year and carry that record for three years from the student's last evaluation date. This does not include students where formal revocation of all services has occurred, and they are still attending the nonpublic parochial school or being home-schooled.

If a student received public services (all fund codes except L and P) in SY 2022-23 and the parent withdrew student from public school and has enrolled the student in a nonpublic parochial school or is home-schooling the student in SY 2023-24, services through an ISP should be considered based on the district's use of its nonpublic proportionate share allocation as determined at the Timely and Meaningful Consultation. When no services exist or the parent does not want services via an ISP, create a Fund Code N record for SY 2023-24 and carry that record for three years from the student's last evaluation date.

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 Code U students will only be reported in I-Star 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 Code N only).
- 04** Student is eligible -- pending placement.
- 05** Student is not of eligible age (2 years old).

Fund	Fund Description	Local Education Agency Category	
		Serving District	Serving School
A	IDEA Child Count	Categories	4, E
		2	7, 4, E
		6	8, E
		8	A, E
		1	A, E
		0	
		B	
X	Excess Cost: Students in district/co-op programs > 4 times district per cap	2	4, E
		6	7, 4, E
		8	8, E
		1	A, E
		0	A, E
		B	
B	Private Day Residential Facilities Out-of-State Public		
Q	Due Process and/or Agency Placement in non-approved facilities		
E	Orphanage Act Individual District/Co-op Programs	2	4, E
		6	7, 4, E
		8	8, E
		1	A, E
		0	A, E
		B	
K	IDEA Child Count Public & Nonpublic	2	4, 3, E
		6	7, 3, 4, E
		8	8, 3, E
		1	A, 3, E
		B	B, 3, E
L	IDEA Child Count Nonpublic Not Enrolled	2	4, 3, E
		6	7, 3, 4, E
		8	8, 3, E
		1	A, 3, E
		B	3, E

		Local Education Agency Category	
Fund	Fund Description	Serving District	Serving School
F	Orphanage Act Private Facilities		
D	Orphanage Act Group Programs	Two 6's Provided by ISBE	7 within Serving District, E
H	Philip 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	
U	Public School Students NOT Receiving Services	For 2	
		6	
		8	
		1	
		0	
		B	
Local Education Agency			
CATEGORY NUMBERS			
0 - Public: Intermediate Service Centers			
1 - ROEs			
2 - Public: Districts			
3 - Nonpublic Schools			
4 - Public: Schools			
6 - Public: Special Ed Co-op Districts			
7 - Public: Special Ed Co-op Schools			
8 - Public: Other State-Funded Districts & Schools			
A - Public: Regional Programs & Schools			
B - Charter Schools			
E - Early Childhood (For students ages 3 to younger than 7)			

Private Facility Codes -- Fund Codes B, F, and Q Only

If funding is requested under Fund Codes B, F, or Q, enter the appropriate entity ID number assigned for the private facility and Special Education Program of attendance. See the [Private Facility Search](#) webpage. Approval is provided only if the student's disability(ies) and age match the approved disability(ies) and age range served by the private facility or out-of-state public school.

Some private facilities have multiple programs and rates with separate entity ID numbers assigned for each program. Additionally, facilities approved in prior years may not be approved for the current year. **It is extremely important that the correct entity ID 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 entity ID Code, completing I-Star information as needed. Be sure that the begin date in the second facility is after the end date listed on the I-Star entry for the first private facility code.

Any student who is residentially placed by the school district at a special education private facility for whom the school district is paying for the residential placement will need to have two records entered in I-Star – one for the residential services (R) and one for the tuition services (T). This is true even when the student is receiving tuition and residential services at the same facility, as “combo” facility codes have been eliminated. In addition, the student records should be marked as “dually enrolled” in I-Star. As a result of this change, the tuition record will need to be reported with an Educational Environment (EE) Code of 08 and the residential record will need to be reported with an EE Code of either 09 (for in-state facilities) or 10 (for out-of-state facilities).

Birth Date

The student's Birth Date will be populated from what is entered in SIS and will not be editable in I-Star.

Last Name/First Name/Middle Name

To add a student, a search will be performed based on student criteria in I-Star. The data entered will locate the student in SIS. Once the student is selected from SIS, an I-Star 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 SIS.

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

Gender

The student's gender will be populated from what is entered in SIS and will not be editable in I-Star.

Race and Ethnicity Code

The student's Race and Ethnicity Code will be populated from what is entered in SIS and will not be editable in I-Star.

Disability Codes and Definitions (Maximum of 2 Allowed)

Enter the student's disability as it impacts their general education. The student's primary disability should be listed first and the secondary disability, if identified, second.

<u>Code</u>	<u>Disability</u>
A	INTELLECTUAL DISABILITY (IntD): The student exhibits significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a student's educational performance. If this disability is listed, specific learning disability cannot be entered for the student.
C	ORTHOPEDIC IMPAIRMENT (PI): The student exhibits a severe orthopedic impairment that adversely affects a student'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 student 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 students 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, intellectual disability cannot be entered for the student.
E	VISUAL IMPAIRMENT (VI): The student has impairment in vision that, even with correction, adversely affects the student's educational performance. If this disability is listed, deaf-blindness cannot also be listed.
F	HEARING IMPAIRMENT (HI): The student has impairment in hearing, whether permanent or fluctuating, that adversely affects the student'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 student is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a student's educational performance. If this disability is listed, neither hearing impairment nor deaf-blindness can be listed.

H	DEAF-BLINDNESS (D-B): The student 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 students with hearing impairment or students with visual impairment.
I	SPEECH OR LANGUAGE IMPAIRMENT (S/L): The student exhibits a communication disorder, such as stuttering, impaired articulation, language impairment, or a voice impairment, that adversely affects the student's educational performance.
K	EMOTIONAL DISABILITY (ED): The student 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 student 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, leadpoisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia; and 3) adversely affects a student's educational performance.
M	MULTIPLE DISABILITIES (MD): The student 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 students ages 3 through 9 who are experiencing delay in physical development, cognitive development, communication development, social or emotional development, or adaptive development. When the student becomes 10 years old, this code becomes an error. DO NOT change the Disability Code in the current I-Star record. Enter an end date the day before the Birth Date and create a new I-Star record with the new Disability Code. This is accomplished in I-Star by performing an End/Add.
O	AUTISM (AUT): The student has a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a student'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 student's

educational performance is adversely affected primarily because the student has an emotional disability.

- P TRAUMATIC BRAIN INJURY (TBI): The student 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 student'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

The student's Grade Level will be populated from what is entered in SIS and will not be editable in I-Star.

Language Code

The student's Language Code will be populated from what is entered in SIS and will not be editable in I-Star.

Related and Other Services (Maximum of 8)

If special transportation in accordance with Section 14-13.01(b) is listed as a related service in the student's IEP, it must be entered in this field. Special transportation as a related service is used for approving claims for special transportation under Section 14-7.03 (Fund Code D, E, and F). Enter special transportation only if it is provided on a regularly scheduled basis or for students in private residential placement.

Using the following list, enter the related services provided to each student in accordance with their IEP. A maximum of eight services may be listed. If more than eight are provided, list those that are most important and/or account for the most time; be sure 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 the student's instructional program and are not a related service.

Adapted physical education, adapted driver education, Secondary Transition Experience Program (STEP) 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](#). Depending on the specific services provided, transition services may be listed as related or instructional services.

<u>Code</u>	<u>Related and Other Services</u>
01	<p>Adapted Physical Education</p> <p>Physical education services, specially designed if necessary, shall be made available to every student receiving a free and appropriate public education (FAPE). Each student with a disability shall participate in a regular physical education program available to nondisabled students unless the student is receiving services full time in a separate facility or needs specially designed physical education, as prescribed in the student's IEP. If a student is receiving services full time in a separate facility, the school district shall ensure that the student receives physical education services appropriate to their needs. (34 CFR 300.108)</p>
02	<p>Aide-Class</p> <p>The list of related services is not exhaustive and may include other developmental, corrective, or supportive services if they are required to assist a student with a disability to benefit from special education in order for the student to receive FAPE. (CFR 34 300.156(b)(2)(iii))</p>
03	<p>Aide-Individual Student</p> <p>The list of related services is not exhaustive and may include other developmental, corrective, or supportive services if they are required to assist a student with a disability to benefit from special education in order for the student to receive FAPE. (CFR 34 300.156(b)(2)(iii))</p>
04	<p>Art Therapy</p> <p>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 student with a disability to benefit from special education in order for the student to receive FAPE. (CFR 34 300.156(b)(2)(iii))</p>
05	<p>Audiology</p> <p>Audiology includes such services as 1) identification of students 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 student'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))</p>
06	<p>Braille/Reader</p> <p>Provide for instruction in braille and the use of braille for a student who is blind or visually impaired unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student'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 student. (CFR 34300.324(a)(2)(iii))</p>

- 07 **Counseling Services (including transition to postsecondary education supports)**
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 student with a disability to benefit from special education in order for the student 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 student with a disability to benefit from special education in order for the student 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 student with a disability to benefit from special education in order for the student to receive FAPE. (CFR 34 300.349(a))
- 10 **Interpreter Services**
Interpreter services include the following, when used with respect to students 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 includes special interpreting services for students who are deaf-blind. (CFR 34 300.34(c)(4))
- 11 **Assistive Device**
An assistive device is any service that directly assists a student 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 student with a disability, including a functional evaluation of the student in their customary environment;
 2. Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices for students 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 student with a disability or, if appropriate, that student'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 student with a disability to benefit from special education in order for the student to receive FAPE. (CFR 34 300.34)
- 13 **Occupational Therapy**
Occupational therapy includes services needed for:
1. Improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation;
 2. Improving ability to perform tasks for independent functioning; and
 3. 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 student with a disability to benefit from special education in order for the student to receive FAPE. (CFR 34 300.34)
- 15 **Orientation and Mobility**
Orientation and mobility services provided to a blind or visually impaired student enable them to attain systematic orientation to and safe movement within the environments in school, home, and community. Includes teaching a student:
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 (e.g., 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 student. (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 student with a disability to benefit from special education in order for the student to receive FAPE. (CFR 34 300.34)
- 17 **Parent Counseling**
Parent counseling services 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

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 student behavior and conditions relating to learning;
4. Consulting with other staff members in planning school programs to meet the special educational needs of students 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 students 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

Physical therapy services are 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 student with a disability to benefit from special education in order for the student to receive FAPE. (CFR 34 300.34)

21

Recreation

These are services such as:

1. Assessment of leisure function,
2. Therapeutic recreation services, and
3. Recreation programs in schools and community agencies, and
4. Leisure education. (CFR 34 300.34(c)(11))

22

School Health Services

School health services are designed to enable a student with a disability to receive FAPE as described in their 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 student'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 student as it applies to learning;
4. Consulting with other staff members in planning school programs to meet the needs of students 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 students; and
6. Identifying and mobilizing community health resources to enable students to learn as effectively as possible in the educational program; and
7. Administering medication. (CFR 34 300.34(c)(13))

23

Speech/Language Services

Speech/language services encompass such activities as:

1. Screening, diagnosis, and appraisal of specific speech and language impairments,
2. Identification of students 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 students 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, students, and teachers regarding speech and language impairments. (CFR 34 300.34(c)(15))

24

Social Work Services

Social work services may include activities such as:

1. Preparing a social developmental study on a student with a disability;
2. Group and individual counseling with a student and the student's family;
3. Working with parents and others on those problems in a student's living situation (home, school, and community) that affect the student's adjustment in school;
4. Mobilizing school and community resources to enable the student 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)

Transportation services that are required because of the student's disability or the location of the Special Education Program or related services and that are in addition to the regular transportation services provided by the local school district include:

1. Travel to and from school and between schools;
2. Travel in and around school buildings;
3. Specialized vehicles and 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

Career and Technical Education services are 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 IDHS Division of Rehabilitation Services**
The IDHS Division of Rehabilitation Services 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) that have been 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 student's behavior and coordinating school-based and home-based interventions. (24 Ill. Adm. Code 236.240(b))
- 29 **Competitive Employment**
This is 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**
Travel training provides instruction, as appropriate, to students with significant cognitive disabilities, and any other students 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**
This is training to acquire skills in performing everyday activities, such as preparing meals, doing laundry, using public transportation, paying bills, etc.
- 32 **Supported Employment**
This is 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**
Supports for transition to postsecondary education include, but are 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**
Interagency linkages include, but are not limited to, IDHS home-based services and respite care, the University of Illinois Chicago Division of Specialized Care of Children, and other non-educational service providers.

Educational Environment

The federal Office of Special Education Programs requires that all early childhood students with disabilities in prekindergarten or age 4 in kindergarten reported in I-Star must have a valid early childhood Educational Environment Code of 23-27 or 30-33.

NOTE: A 5-year-old who is in kindergarten is not considered early childhood and should not be designated with an early childhood EE Code

Early Childhood Educational Environment Codes

When reporting educational environments for students in prekindergarten or age 4 in kindergarten, use the following rules to determine which environment to choose. Please note that the order of the categories for students with disabilities in prekindergarten does *not* reflect a continuum from least to most restrictive.

ISBE and Harrisburg Project have collected several [resources](#) 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 students¹ -- include, but are not limited to:

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

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

The first factor to consider is whether the student is attending a Regular Early Childhood Program as defined above. If so, report the student under Codes 30 or 31 or Codes 32 or 33 as directed on the next page. If the student does not attend a Regular Early Childhood Program at all, use Codes 23-27. Codes 30 and 31 are for students attending a Regular Early Childhood Program at least 10 hours/600 minutes or more per week.

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.

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

Codes 32 and 33 are for students attending a Regular Early Childhood Program less than 10 hours/599 minutes or less per week. Refer to the [“Reporting Special Education and Related Services Environment”](#) to identify which of Codes 32 or 33 best represents the environment in which the student receives the majority of hours of special education and related services.

If the student does not attend a Regular Early Childhood Program as defined above, the student should be reported within Codes 23, 24, 25, 26, or 27. Such students 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 student 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 student attends a Special Education Program, as defined below, report the student under Code 23, 24, or 25.

A Special Education Program includes less than 50 percent nondisabled students. 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 student in one of the above three codes even if the student also receives special education services in the home (Code 26) or in the service provider location or some other location (Code 27).

If the student attends neither a Regular Early Childhood Program nor a Special Education Program, as defined above, the student is to be reported in either of the following categories.

- **Home:** If the student attends **neither** a Regular Early Childhood Program **nor** a Special Education Program, the next factor to consider is whether the student receives some or all of his/her special education and related services in the home. Report the student in this category (Code 26), even if the student 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 student 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 student in Code 27.

Reporting Special Education and Related Services Environment

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

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

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

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

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

Code 24 - Special Education Program - Separate School: The student receives all special education instructional and/or related services in a public or private day school designed specifically for students with disabilities. (Do not include students who also attended a Regular Early Childhood Program. These students should be reported under Codes 30, 31, 32, or 33.) Use Fund Codes A, E, J, X, or Private Facility Codes B and F.

Code 25 - Special Education Program - Residential facility: The student 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 students who also attended a Regular Early Childhood Program. These students should be reported under Codes 30, 31, 32, or 33.) Fund Code H and Fund Codes B and F as well as Fund Codes A and E are used for students who are placed in a hospital or state agency-funded school (e.g., Illinois School for the Deaf or Illinois School for the Visually Impaired).

Code 26 - Home: The student receives all special education and related services in the principal residence of the student's family or caregivers (including babysitters) 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 students who receive special education both at home and in a service provider location or some other location that is not in any other category. Use Fund Codes A, E, P, and X.

Code 27 - Service Provider Location or Some Other Location that is Not in Any Other Category: The student 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. Use Fund Codes A, E, K, L, and X.

Educational Environment (Grades KG-12)

Enter the one code from the following table that best describes the student's educational placement in the least restrictive environment as identified on the IEP.

Students who are dually enrolled and receiving special education and/or related services in a 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 he/she 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 (Grades KG-12)</u>
01	<p>A student who is inside the general education classroom for 80 percent or more of the school day. (This student received special education and related services outside the general education classroom for less than 21 percent of the school day.) This may include students with disabilities placed in:</p> <ol style="list-style-type: none"> 1. The general education classroom with special education/related services provided within general education classes, 2. The general education classroom with special education/related services provided outside general education classes, or 3. The general education classroom with special education/related services provided in resources rooms. Use Fund Codes A, D, E, J, K, and X.

You must also enter the percentage of time inside the general education classroom for grades KG-12. (See [Percentage of Time Inside General Education Classroom: Grades KG-12.](#))

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 student 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 students in:

1. Resource rooms with special education/related services provided within the resources room, or
2. Resource rooms with part-time instruction in a general education class.
Use fund Codes A, D, E, J, K, and X.

You must also enter the percentage of time inside the general education classroom for grades KG-12. (See [Percentage of Time Inside General Education Classroom: Grades KG-12.](#))

03 A student who is inside the general education classroom less than 40 percent of the school day. (This student received special education and related services outside the general education classroom for more than 60 percent of the school day.) This may include students with disabilities served in:

1. Self-contained special classrooms with part-time instruction in a general education class, or
2. Self-contained special classrooms with full-time special education instruction on a school campus. Use Fund Codes A, D, E, J, K, and X.

You must also enter the percentage of time inside the general education classroom for grades KG-12. (See [Percentage of Time Inside General Education Classroom: Grades KG-12.](#))

04 Full-time special education class in a separate public day school that does not house programs for students without disabilities. Use 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. The residential component may be operated by public or private entities. The student must be approved annually through the [ISBE Form 34-37](#) residential process since **the district is paying room and board** for these students.

06 Philip J. Rock Center and School - Use Fund Code H.

07 Students who are receiving special education services in a county detention center, state correctional facility, or jail. Use Fund Code A or E.

- 08 Private day school program or out-of-state public day school program.
Use Fund Codes B or F.
- 09 Private residential facility, in state -- This student must also be approved annually through the [ISBE Form 34-37](#) residential 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.
- 10 Private residential facility, out of state -- This student must also be approved annually through the [ISBE Form 34-37](#) residential 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.
- 11 Homebound instructional program -- Information regarding eligibility for these students can be found in 23 Ill. Adm. Code 226.300(d). Use Fund Codes A, E, and K.
- 12 Hospital instructional program -- Information regarding eligibility for these students can be found in 23 Ill. Adm. Code 226.300(d). Use 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 an IDHS-approved school. Serving district must be IDHS.
- 14 Illinois School for the Visually Impaired -- To be used only by the resident district when reporting students served in an IDHS-approved school. Serving district must be IDHS.
- 15 Illinois Center for Rehabilitation and Education -- To be used only by the resident district when reporting students served in an IDHS-approved school. Serving district must be IDHS.
- 16 IDHS-operated facility -- To be used only by the resident district when reporting students served in an IDHS-approved school. Serving district must be IDHS.
- 28 Parentally Placed in Nonpublic Schools or 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 students whose parents chose to home-school for general education. These students 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. Fund Codes L and P are used only for grades KG-12.

Unable to Locate Residential Placement

This field should be completed when an IEP team determines that a student should be placed in a private residential facility, but the district has not been able to locate a facility to accept the student. If the no placement is located, check the box. In the text box, describe the reason why unable to place

(e.g., no facility accepted student, parent would only sign a limited number of releases, etc.). Type the date of the IEP meeting during which it was determined that an IEP placement was required.

Percentage of Time Inside General Education Classroom: Grades KG-12

It is required that this field be filled in for students in Grades KG-12 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 -- at least 70 percent of whom 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 Ill. Adm. 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 English learner services) should be considered time inside the general education classroom.

Districts should ensure that they are using accurate totals for bell-to-bell minutes for the current school year, especially if changes were made in the district for start or end times for a school day.

EXAMPLE

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

Johnny 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, Johnny 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% Inside the General Education Environment

Room and Board Payer

This field must 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 entity ID Codes indicating residential placement, Educational Environment Codes 09 or 10 for grades KG-12, and Code 25 for pre-K. **IDEA PartB funds are not allowable beyond age 21. Room and board reimbursement claims are not permissible for payment once the student reaches age 22. Residential approval records should be ended the day before the student turns 22.**

<u>Code</u>	<u>Room and Board Payer</u>
A	School District*
B	IDHS
C	IDPH
D	GYSI
E	DCFS
F	Court
G	Other Third-Party Payer
H	Other
I	None

* Residential placements in which the school district is paying room and board require preapproval on [ISBE Form 34-37 or Form 34-43](#). If Fund Code A is entered in I-Star, the ISBE Form 34-37 or 34-43 will be checked before the student is approved in I-Star. All data reported in I-Star must match the data on ISBE Form 34-37 exactly in order to obtain approval.

Section 14-7.03 - Special Education Orphanage Eligibility

Type of Residence

This field 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 Ill. Adm. Code 226.770(e).

<u>Code</u>	<u>Type of Residence</u>
A	IDHS or DCFS —state agency-funded institution, group home, or school
B	City or county jail
C	City or county detention center
D	Foster family home licensed by DCFS
E	Group home operated by a public or private agency
F	Private facility
G	County-operated facility

Placing Agent

This field 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	DCFS
B	IDHS
C	Other state agency
G	Court or probation department
I	Illinois Department of Juvenile Justice (IDJJ)

Guardianship

This field 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	DCFS
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 Fund 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 to ISBE at the time the student is added in I-Star. 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 Dates

Using numerals, report month, day, and year for begin and end dates (MM/DD/YYYY) for students in all fund codes.

A student listed in I-Star for all fund codes must be at least 3 years of age and no more than 22 years old on that student's begin date.

A begin date for each student must be entered for this current school year. For reporting purposes in I-Star, the school year can be no earlier than August 1 and end no later than July 31. To report Fund Code N and U records evaluated over the summer; the school year can begin as early as July 1 of the previous school year.

Student begin dates in I-Star will be cross-referenced and error-checked against the student's enrollment begin dates in SIS. 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 students who are entered with Fund Code U, the begin date will be the same as the initial eligibility determination date.

For students who are entered with Fund Code N:

- 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 I-Star 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 and should be removed from the I-Star 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 entity ID number 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 I-Star. If the student's name is

deleted, the student will not be eligible for state reimbursement or included in the federal child count. Instead, an end date should be entered for the student for that program along with exit information.

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

Please note: End dates for **Fund Code 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 22).
- 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). Please note that per Public Act 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. Districts should check exit codes of 07 against SIS records. **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** left 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 Fund Codes 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 Code N.)

- 11 Placed in a Department of Human Services school (see Educational Environment Codes 13, 14, or 15) or an Illinois Department of Corrections facility or a county-operated jail or detention center.
- 12 Returned to a 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 student. If the record you are ending is a Fund Code L or P, a new Fund Code N I-Star record should be created. (Not valid for Fund Codes N and U.)
- 13 Completed the requirements for a General Education Diploma.
- 14 Ran away.
- 15 Attending alternative educational setting (e.g., a Regional Safe School Program) -- (Not valid for Fund Code N.)
- 16 Attending interim alternative educational setting for a maximum of 45 days (23 Ill. Adm. Code 226.400(f)) -- (Not valid for Fund Code N.)
- 17 Suspended for 10 or fewer days -- (Not valid for Fund Code N.)
- 18 Suspended for more than 10 days during the school year and services provided (23 Ill. Adm. Code 226.400(a)) -- (Not valid for Fund Code N.)
- 19 Expelled; special education services provided in alternative setting (23 Ill. Adm. Code 226.400(k)) -- (Not valid for Fund Code N.)
- 20 Changed spelling of name; changed Fund Code, Private Facility Code, Birth Date, Begin Date, or any field in the student data.
- 21 No funds available -- Since the student is still eligible but no longer receiving services, a new Fund Code N I-Star record should be created. (Only valid for Fund Codes 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 with Reasons for Not Receiving Services Code 01, 02, 03 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 student 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. ISBE will be sending this survey annually to a random sample of parents of students with disabilities. Districts will not be required to conduct these parent surveys, but the following fields are required components for student I-Star records:

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

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

STATE PERFORMANCE PLAN INDICATOR 11

Indicator 11 measures the percentage of students 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 Codes L or P). The evaluating district for students parentally placed in a nonpublic school (Fund Codes 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. I-Star 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 the student was a resident of another district.
- 03 The student 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:

Acceptable Timeline Exceptions:

- 01 Parent failure or refusal to produce the student for evaluation caused a delay in the eligibility determination timeline.
- 02 The student enrolled in district after parental consent was received in another district, but before eligibility could be determined.
- 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.)
- 09 Timeline properly extended in accordance with 34 CFR §300.309(c), where the evaluation timeline is extended by mutual written agreement of the student's parents and a group of qualified professionals in the determination of a specific learning disability (SLD). In accordance with 23 Ill. Adm. Code 226.130, a process that determines how a student 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 student's 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 I-Star record to avoid an error. If this code is not used, the extended timeline date cannot be transmitted with the I-Star record.
- 10 Student's evaluation days are calculated based on the school calendar (vs. the district calendar) and are within the 60 school-day timeline for initial evaluation.

Delays Resulting in a Finding of Noncompliance:

- 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.
- 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. 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). Therefore, 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 plus 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 students who are 16 years of age 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))

III. Adm. Code 226.230(c) requires that the student's IEP must contain a transition plan by the time the student is 14½ years of age, so 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 students who are 14½ or older with transition data that do not meet the requirements of Indicator 13.

In order for an IEP to meet the requirements of State Performance Plan Indicator 13 and to prevent a **WARNING** on the student approval record, the following must be true in the transition data reported for students (with reported I-Star 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 student approval record 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 I-Star records) ages 14½ or older:

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

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

"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		Yes	No
1. There are measurable postsecondary goals in the areas of employment, education and / or training, and independent living. 34 CFR 300.320(b)			
a.	Is there a measurable postsecondary goal for employment which will occur after high school/aging out?	<input checked="" 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 checked="" 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 checked="" type="radio"/>	<input type="radio"/>
2. The postsecondary goals are updated annually. 34 CFR 300.320(b)			
d.	Has the current IEP been updated for employment ?	<input checked="" type="radio"/>	<input type="radio"/>
e.	Has the current IEP been updated for education and/or training ?	<input checked="" type="radio"/>	<input type="radio"/>
f.	Has the current IEP been updated for independent living ? 105ILCS 5/14-8.03(a-5)	<input checked="" 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)			
g.	Was an age appropriate assessment given prior to the IEP meeting that addressed employment ?	<input checked="" type="radio"/>	<input type="radio"/>
h.	Was an age appropriate assessment given prior to the IEP meeting that addressed education and/or training ?	<input checked="" 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 checked="" 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)			
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 checked="" 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 checked="" 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 checked="" 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)			
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 checked="" 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)			
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 checked="" 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 checked="" 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 checked="" 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)			
q.	Was the student invited to the IEP meeting by being listed on the Notification of Conference form?	<input checked="" 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)			
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 checked="" 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 checked="" 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 checked="" 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@hbug.k12.il.us or at (800) 635-5274. Click here to Contact Us

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 (private or parochial) schools, including students with disabilities who are home-schooled in the district, the opportunity to equitably participate in special education and services offered by the district. (This does not apply to “for profit” schools. 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. Please reference [ISBE’s Nonpublic Proportionate Share Services](#) document for detailed guidance.

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. 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, Part B 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 in I-Star 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.

Interpreter Data Collection Required in I-Star – NEW FIELDS

Beginning in SY 2023-24, each school district must report the following interpreter information within I-Star. The deadline to enter the data is June 30, 2024. This data collection applies to all districts, except City of Chicago 299 who will have its own data collection.

The district will need to complete Part 1 and Part 2 for each language.

Part 1: Each school district must record the following information within the IEP Conference Summary Report and report that anonymously aggregated data at the individual school level to ISBE on an annual basis through I-Star:

1. The language for interpretation
2. Number of requests for an interpreter, previously requested interpretation services, or otherwise indicated that an interpreter was necessary to ensure meaningful parental involvement in the IEP meeting
3. Number of requests where a qualified interpreter was provided at the IEP meeting
4. Number of requests from the parent that the interpreter serve no other role in the IEP meeting
5. Number of requests granted by the district for the interpreter to serve no other role in the IEP meeting

Part 2: Additionally, each school district must track the following data and must report that anonymously aggregated data at the individual school level to ISBE on an annual basis through I-Star:

2A: Conference Recommendation Form Translations:

1. Number of translations requested, previously requested services or otherwise indicated translation was necessary
2. Number/Percent the translated form was provided
3. Number/Percent the translated form was provided at the time of the IEP meeting
4. Average number of school days between the IEP meeting and when the translated form was provided

Example:

- Student 1: 5 days, Student 2: 8 days, Student 3: 11 days
- $(\text{Student 1} + \text{Student 2} + \text{Student 3}) / (\text{Total number of students})$
 $(5+8+11)/3 = 8$
- Average number of school days = 8 days

2B: IEP Form Translations:

1. Number of translations requested, previously requested services or otherwise indicated translation was necessary
2. Number/Percent the translated form was provided
3. Number/Percent the translated form was provided within 30 days of the IEP meeting
4. Of the IEPs that were translated, the average number of school days between the IEP meeting and when the translated form was provided

Example:

- Student 1: 5 days, Student 2: 8 days, Student 3: 11 days
- $(\text{Student 1} + \text{Student 2} + \text{Student 3}) / (\text{Total number of students})$
 $(5+8+11)/3 = 8$
- Average number of school days = 8 days

Once the reporting has been completed or if there is no data to report, each district must check the “I am done reporting” box or the “Interpreters and/or translators were not requested in my district” box.

Detailed instructions on how to complete the Interpreter Data Collection can be found on the [Harrisburg Project website](#).

