

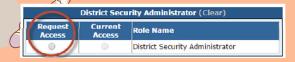




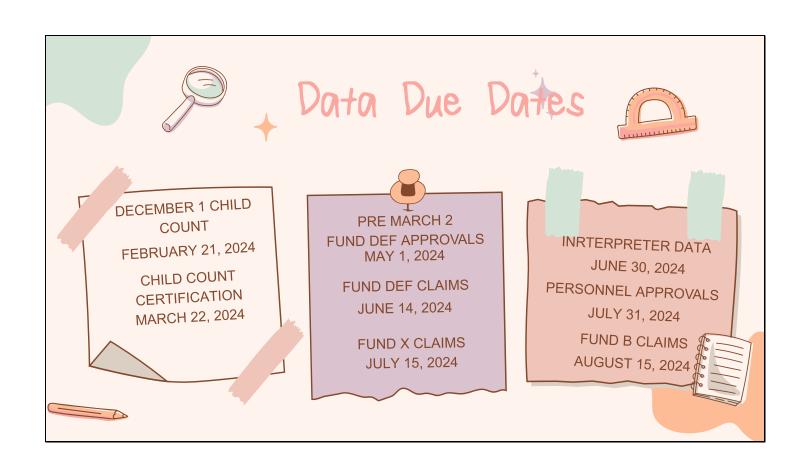
- 1. The District Superintendent or Coop Administrator approves Security Requests. From the Landing Page, click Approve/Deny a Security Request.
 - Approve/Deny a Security Request

 At least one person has submitted a security request. Use this quick link to view the details of the request
- 2. Click the name of the user to edit their access under the Manage Security Tab (or locate their request under Security Requests tab)
- 3. Click Approve or Deny for the request then click Save

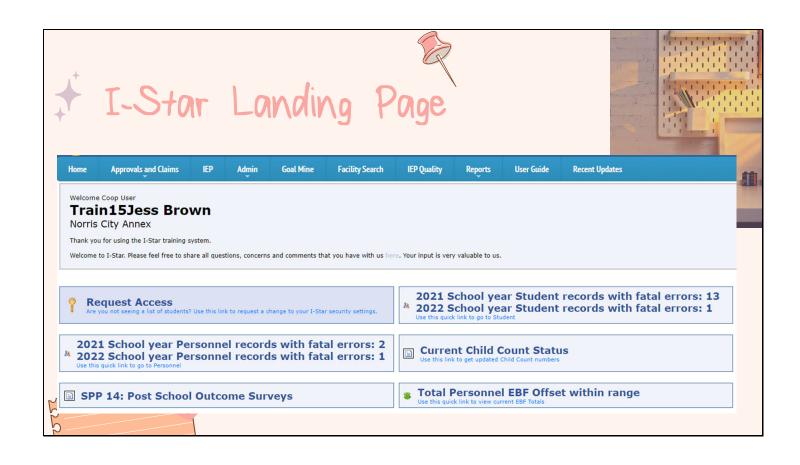
**Security administration can be designated by the Superintendent or Coop Administrator to another users(s)

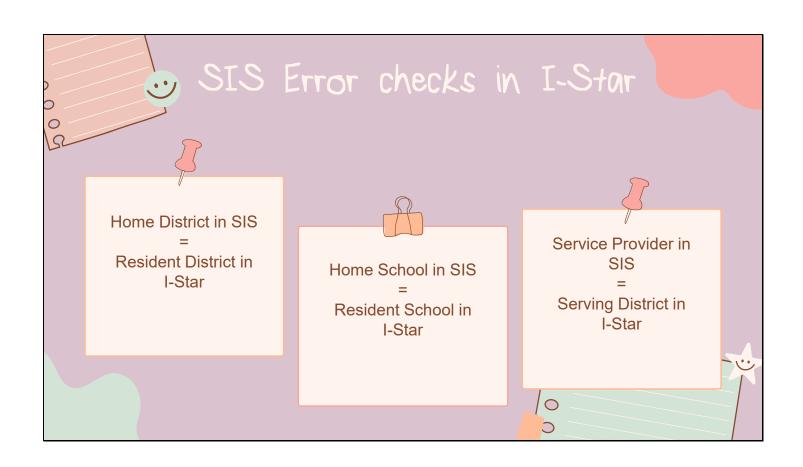














SIS Date Error Checks in I-Star



SIS enrollment start dates must be before or equal to I-Star approval begin dates

SIS enrollment exit date must be after or equal to I-Star approval end dates

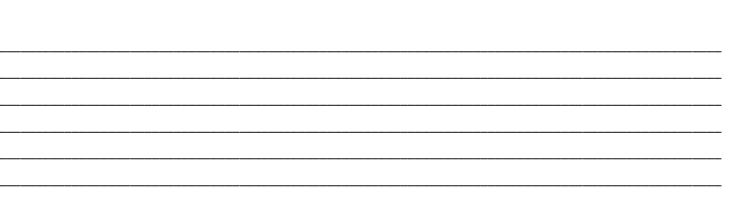
Approved Example:

I-Star approval begin date = 09/01/2023 and SIS enrollment start date = 8/19/2023 I-Star approval end date = Blank and SIS enrollment exit date = Blank

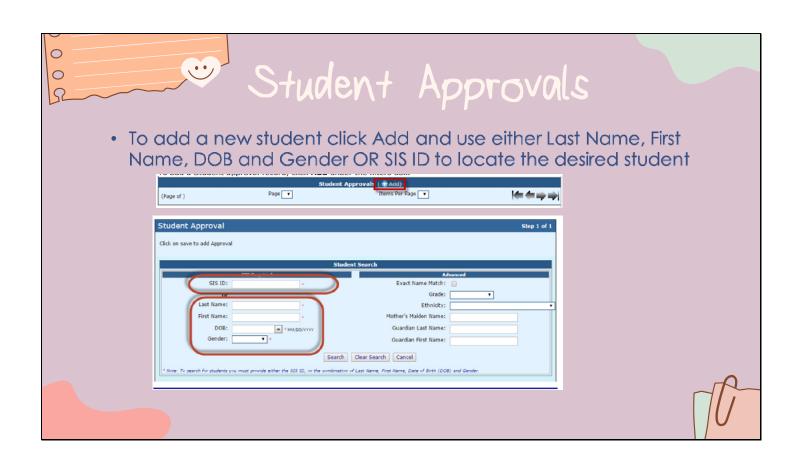
Disapproved Example:

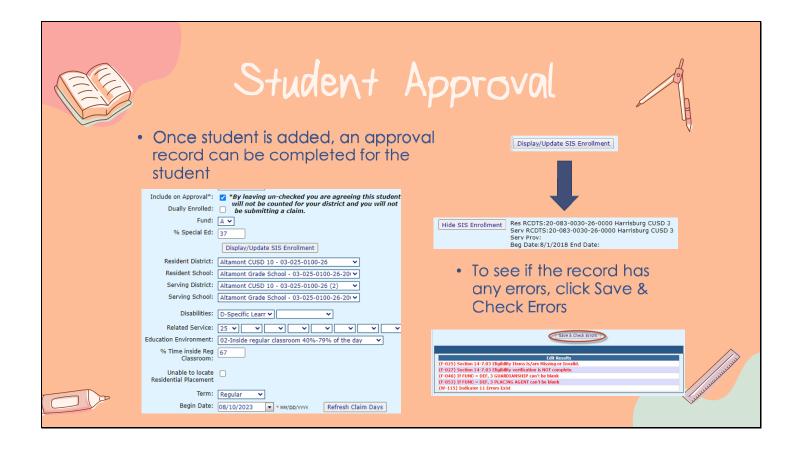
I-Star approval begin date = 08/19/2023 and SIS enrollment start date = 9/01/2023 I-Star approval end date = Blank and SIS enrollment exit date = Blank













Warnings/Errors vs. Approved/Disapproved



Warnings = Approved

· Warning messages start with (W-

Edit Results

(W-116) Indicator 13 is incomplete

Errors = Disapproved

· Error messages start with (F-

dia manulan

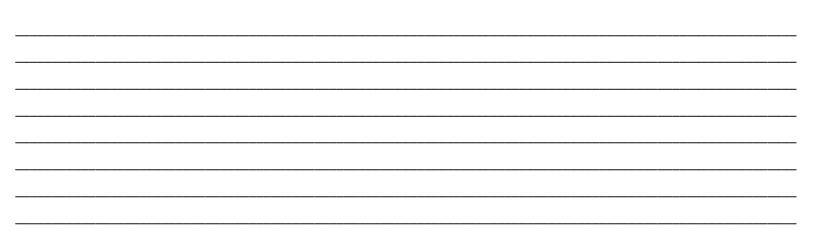
(F-005) Private Facility is NOT an approved facility.

(F-016) Disability and/or Gender Code does NOT match Private Facility Approval.

(F-051) No matching Student Enrollment found in SIS for serving RCDT

(F-114) Indicator 11 Data Missing For This Student







Fund Codes

- IDEA Fund Codes
 - Fund A IDEA Child Count students enrolled, with an IEP and receive services in public programs
 - Fund K Nonpublic Dually Enrolled students homeschooled or attend nonpublic school for general education and have an IEP and receive special education services from the public district
 - Fund L Nonpublic, Not Enrolled students attend nonpublic (parochial) school for general education and have an ISP and receive special education services from the public district
 - Fund P Home-Schooled, Not Enrolled students are homeschooled for general education and are not enrolled and have an ISP and receive special education services from the public district





Fund Codes



- State Reimbursement Fund Codes
 - Fund B Private Day Residential Facilities Out-of-State Public Schools students attend nonpublic facilities and out-of-state public schools, includes tuition and room and board
 - Fund D Orphanage Act students attend public education programs and are placed in a
 residence for the purpose of care/custody, welfare, medical/mental health treatment rehab
 or protection by an Illinois public agency with authority and responsibility for the students
 - Fund E Orphanage Act Individual Programs students attend public school educational programs and are placed in a residence by an Illinois public agency
 - **Fund F Private Facilities/Orphanage Act** students are placed by an IL public agency or court in this State who attend special education private facilities approved by ISBE
 - Fund H Phillip J. Rock Center and School





Fund Codes



Fund X — Funding for Children with Excess Costs — students in public programs whose education costs exceed four times district per capita tuition







Fund Codes (cont.)



- Fund Codes for Students NOT Receiving Services:
 - Fund N Non-Public School Students NOT Receiving Services non-public students, including home-schooled, who have been evaluated and had their eligibility determined and are NOT receiving special education services. (Indicator 11 and PPNP compliance)
 - Fund U Public School Students NOT Receiving Services public school students who have been initially evaluated, had their eligibility determined and are NOT receiving special education services (Indicator 11 compliance)

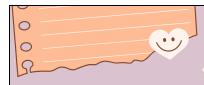












Percent Special Ed vs. Percent Time Inside Regular Classroom

% Special Ed

- Reflects the amount of time for which a student receives special ed services under his/her IEP at the time of entry into the special ed program as compared to the total amount of time in the student's regular instruction day
- (Instructional minutes received/Total Instructional minutes possible) * 100
- Instructional day is NOT "bell to bell" (should omit passing periods, lunch and recess unless IEP requires support during those times)
- % Special Ed is not equal to % Time Inside Reg. Classroom and will have no effect on Educational Environment (formerly LRE)

% Time Inside Reg. Classroom

- Reflects the amount of time for which a student receives special ed services under their IEP inside the General Education Classroom
- (Bell to Bell minutes received/Total Bell to Bell minutes possible) * 100
- Bell to Bell includes all classes, passing periods, lunch and recess
- % Time Inside Reg. Classroom determines Educational Environment Code (formerly LRE)





Resident & Serving Districts/Schools



 Resident District:
 Harrisburg CUSD 3 - 20-083-0030-26
 ▼

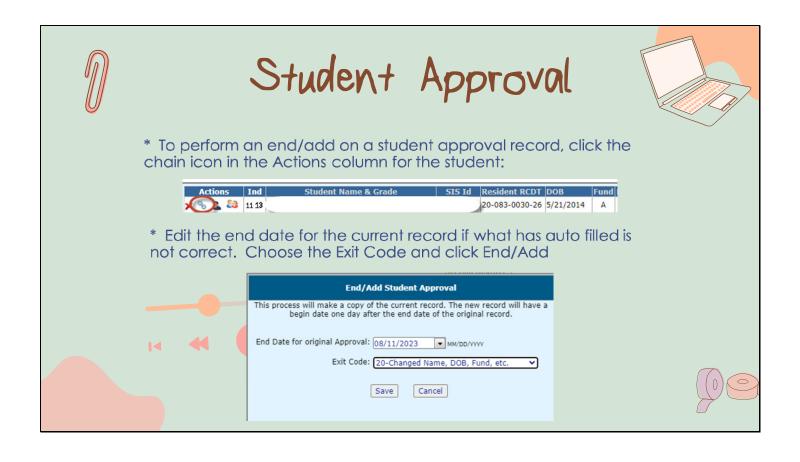
 Resident School:
 Harrisburg Middle School - 20-083-0030-26-1
 ▼

 Serving District:
 Harrisburg CUSD 3 - 20-083-0030-26 (2)
 ▼

 Serving School:
 Harrisburg Middle School - 20-083-0030-26 (4 ▼

- Resident District = District where student resides
- Resident School = School student would attend if they were not receiving special education services
- <u>Serving District</u> = Local Education Agency that operates the program the student attends
- <u>Serving School</u> = Location where the child is physically seated receiving services







State Performance Plan (SPP) Indicators



Actions	Ind	Student Name & Grade	SIS Id
× % 2 53	11 13	Evans, DemoElena Cali (N/)	999999027
🗴 % 🌊 😂	11 13	Flores, DemoCash Grant (N/)	999999001

- Indicator 11 (60 school day evaluation) response is required for ALL students
- Indicator 13 (Post-Secondary Transition) response is required for students age 14 ½ or older (except Fund Code L, P, N, U)







State Performance Plan (SPP) Indicators



Indicators 11 and 13 can now be accessed from the approval record for data entry convenience!!

Approval:	(Last Updated By: ISTAR Rollover - 07/22/2022)
The 2022-202	3 Student Approvals Data is Open.
Approval Status: Disapproved	Links to Additional Student Information
School Year: 2022-2023 🔻	Ind 11 Ind 13





	SPP 11	
	To add a new SPP 11 record, click Add	
No.	Student Indicator 11 (Add) Start Year	
	Enter data from the IEP, click Save	
	Initial Evaluation Start Year: 2023 Initial Evaluation Parental Consent Date:	
	Initial Eligibility Determination Date: Evaluating District: Number of School Days: Recalculate Reason Timeline Not Met:	Links
	Reason Not Applicable:	



- Complete for all students age 14 ½ and older (except Fund Codes L, P, N, U)
- Complete form based on transition plan in the student's IEP
- Yes = Approved in Student Approval
- No = Approved in Student Approval, but out of compliance with ISBE
- <u>Incomplete</u> = Disapproved in the Student Approval

	Questions	
1.	There are measurable postsecondary goals in the areas of employment, education and / or training, and independent living. 34 CFR 300.320(b)	Yes No
a.	Is there a measurable postsecondary goal for employment which will occur after high school/aging out?	0 0
b.	Is there a measurable postsecondary goal for education and/or training which will occur after high school/aging out?	0 (
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)	0 0
2.	The postsecondary goals are updated annually. 34 CFR 300.320(b)	Yes No
d.	Has the current IEP been updated for employment?	0 (
e.	Has the current IEP been updated for education and/or training?	0 0
f.	Has the current IBP livers updated for imileperulent living? 1038:C8 3/14-8-08(a-5)	0
3.	There is evidence that the measurable postsecondary goals were based on age appropriate transition assessments and provided information on "the student's needs taking into account strengths, preferences and interests". 34 CFR 300-320(b)	Yes No
g.	Was an age appropriate assessment given prior to the IEP meeting that addressed employment?	0 0
h.	Was an age appropriate assessment given prior to the IEP meeting that addressed education and/or training?	0 0
i.	Was an age appropriate assessment given prior to the IEP meeting that addressed independent living? 105ILCS 5/14-8.03(a-5)	0 0
4.	There are transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals. 34 CFR 300.320(b)	Yes No
j.	Is there at least one transition service, including academic and functional activities, which addresses the postsecondary employment goal that will occur during and/or after high school to facilitate movement from school to post-school?	0 0
k.	Is there at least one transition service, including academic and functional activities, which addresses the postsecondary education and/or traininggoal that will occur during and/or after high school to facilitate movement from school to post-school?	0 0
L.	Is there at least one transition service, including academic and functional activities, which addresses the postsecondary independent livinggoal that will occur durining and/or after high school to facilitate movement from school to post-school? 105ILCS 5/14-8.03(a-5)	0 0
5.	The IEP includes a course of study that will reasonably enable the student to meet his/her postsecondary goals. 34 CFR 300.320(b)	Yes No
m.	Does the course of study address the students'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?	0 (
6.	There are annual IEP goals related to the student's transition service needs. 34 CFR 300.320(2)(i)	Yes No
n.	Is there at least one annual goal and short term objective related to the student's transition service needs in the area of employment?	0
о.	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?	0 (
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)	0 0
7.	There is evidence that the student was invited to the IEP team meeting where transition services were discussed. 34 CFR 300.321(b)	Yes No
q.	Was the student invited to the IEP meeting by being listed on the Notification of Conference form AND/OR did the student sign in as an IEP team member at the meeting?	0 (
g.	If appropriate, there is evidence that a representative of any participating agency that is likely to be responsible for providing or paying for transition services was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority, 34 CFR 300.321(b)(3)	Yes No
r.	Is it too early to determine if the student will need outside agency involvement?	9 6
s.	If transition service 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?	0
t.	If transition servies 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? (Consent is valid for 1 year from date of signature on the form.)	0 (

Yes: If items 1a through 8r are ALL answered Yes, then the IEP meets Indicator 13 requirements.
 Yes: If items 1a through 7q, 9s and 9t are ALL answered Yes AND 9r is answered No, then the IEP meets Indicator 13 requirements.
 No: If one or more items were answered No, with the exception of 9r, then the IEP does not meet Indicator 13 requirements.





Public School Calendars



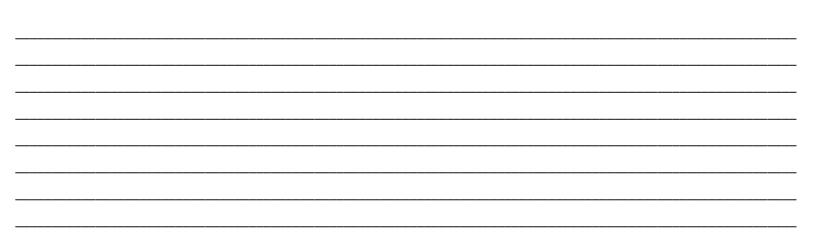
Recommended Due Date: Last Day of Regular Term School Year!!

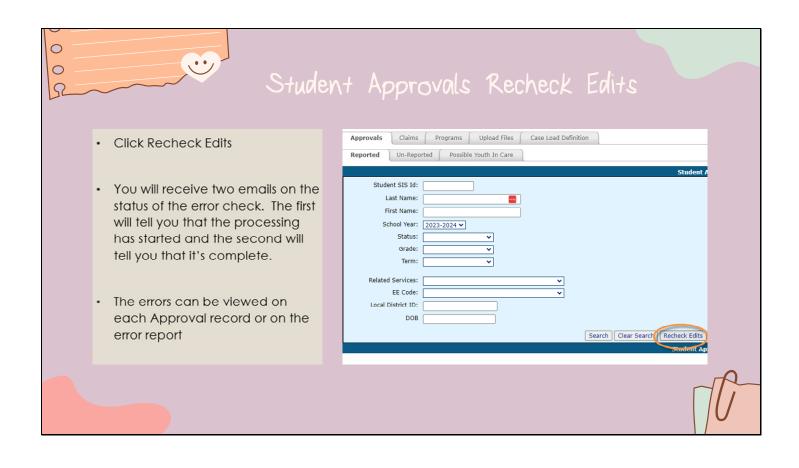
Multiple systems in the state, including I-Star, rely on approved <u>FINAL</u> public calendars for claims calculations, as well as State Performance Plan Indicator compliance.

Please communicate to District Superintendent that it is critically important to submit an accurate Final Calendar as soon as possible to minimize the risk of delays or incorrect claims.

Please note: An approved amended calendar is not considered FINAL.

For more information click <u>Public School Calendar</u> or visit <u>www.hbug.k12.il.us</u> _> Resources -> ISBE Public School Calendar Inquiry







Student Approval Error Report



To run a report with all errors click:

Reports-Application Reports

Select Report Type:

Student

Select Report Categories:

Errors

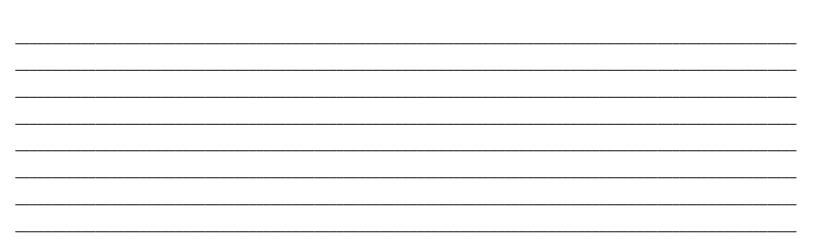
Select:

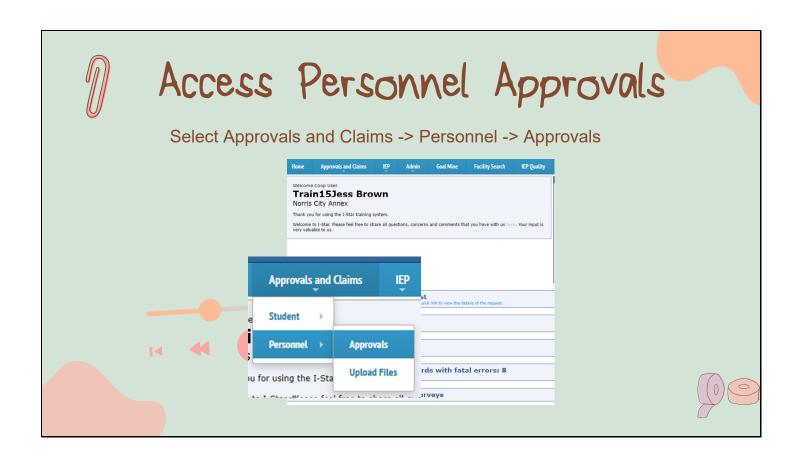
Student Approval Error Listing

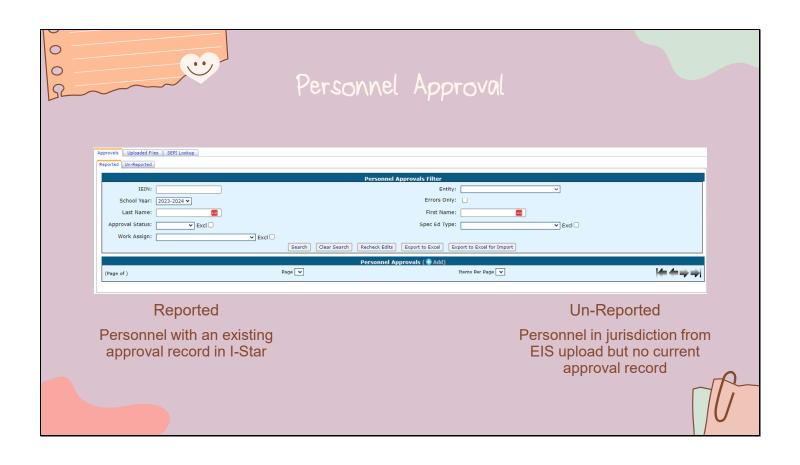
Click:

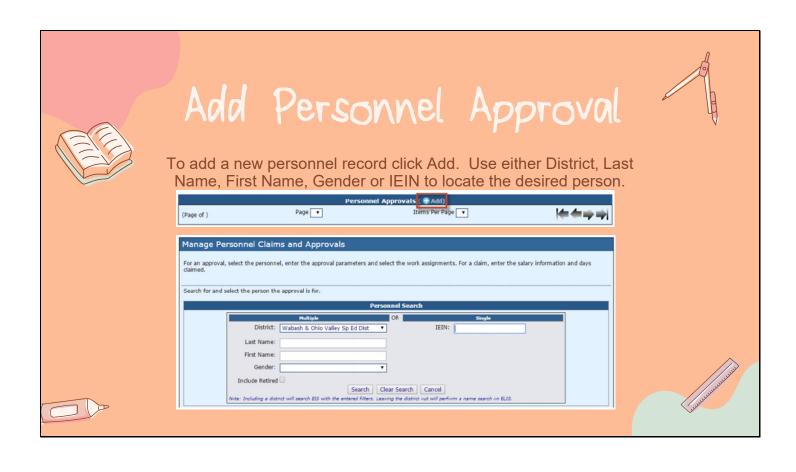
Run and/or Export Report

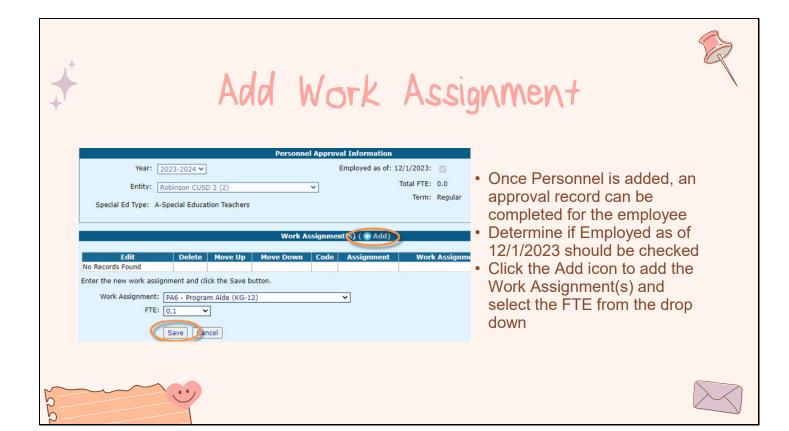


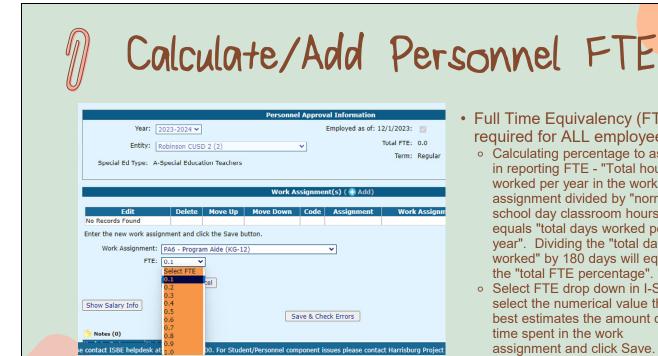












- - Full Time Equivalency (FTE) required for ALL employees: Calculating percentage to assist in reporting FTE - "Total hours worked per year in the work assignment divided by "normal school day classroom hours", equals "total days worked per year". Dividing the "total days
 - the "total FTE percentage". Select FTE drop down in I-Star to select the numerical value that best estimates the amount of time spent in the work assignment and click Save.

worked" by 180 days will equal



Personnel Paraprofessional FTE

FTE for Paraprofessional staff must be reported for each grade group served:

- Grades PreK and KG-12
- Estimate the FTE as accurately as possible when time is spent serving both grade ranges.

Paraprofessional Work Assignment Codes:

- PA3 = Program Aide serving PreK
- PA6 = Program Aide serving KG-12
- TA3 = Teacher's Aide serving PreK
- TA6 = Teacher's Aide serving KG-12
- NHA3 = Non-certified Health Aide PreK
- NHA6 = Non-certified Health Aide KG-12
- PA3 Program Aide (PreK)
- PA6 Program Aide (KG-12)
- TA3 Individual Instruction Aide (PreK)
- TA6 Individual Instruction Aide (KG-12)

NHA3 - Non-Certified Health Aide (PreK)

NHA6 - Non-Certified Health Aide (KG-12)









- I-Star system will automatically match the appropriate Special Education ID code:
 - A Special Education Teacher
 - B Related Service Provider
 - C Paraprofessional
 - D Administrative
- This code will be determined once the Work Assignment is Saved

Personnel Approval Information											
Year: 2023-2024 ▼	Employed as of: 12/1/2023	: 🗷									
Entity: Harrisburg CUSD 3 (2)	Total FTE	: 1.0									
Special Ed Type: C-Paraprofessional Staff	Term	: Regular									





Status Codes





- Status codes are used by ISBE to indicate the approval status of a work assignment(s). The status is verified with ELIS.
- Available Status Codes:
 - Qualified Warning Free / Approved
 - Not Qualified Warning / Disapproved
 - Warnings do not cause errors for personnel and the records will be submitted as "Not Qualified" on the federal report.







