

SPECIAL EDUCATION
FUNDING AND CHILD TRACKING SYSTEM
(FACTS)

APPROVAL PROCEDURES

--- ~~2009-10~~2010-11 School Year ---
(January 2010, Revision #1)

For use with *iepoint* > and *NetCheck*

This is a compilation of procedures and instructions,
supported by rules and regulations, to assist local
education agencies in approving special needs pupils.

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

~~2009-10~~2010-11 SCHOOL YEAR GENERAL INSTRUCTIONS

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

Per Section 2-3.30 of the School Code, FACTS is also the system for collecting all students with disabilities who are reported to the federal government. Students reported must be eligible to receive services or be in a special education program receiving direct or related services approved by a public school district on December 1, ~~2009~~2010, be at least age three through age 21, inclusive (i.e., through the day before the student's 22nd birthday) (see 34 CFR 300.101(a)), and have an individualized education program (IEP) or individualized services plan (ISP) in place. It is critical that all students with disabilities who are receiving services as of December 1 each year are reported accurately in order for the state to receive the proper amount of funding authorized under the Individuals with Disabilities Education Act (IDEA).

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

There will be five required transmissions of FACTS and one optional transmission for the purpose of reporting all students eligible for state reimbursement and those eligible only for the December 1 child count.

ELECTRONIC TRANSMISSION

Data for completing FACTS must be transmitted electronically via Harrisburg Project using either ***iePoint***> or locally developed software.

iePoint> is software designed to allow special education cooperatives/districts to manage, analyze and transmit special education data. Additionally, for those with computer software other than ***iePoint***>, ***NetCheck*** must be used to ensure data validity and facilitate data transmission. Harrisburg Project provides instructions for transmitting data. If you have any questions contact Harrisburg Project at 1-800-635-5274 or by email at support@hbug.k12.il.us.

The Special Education pupil data for every district is transmitted electronically by a Site (***iePoint***> or ***NetCheck***). To reduce the likelihood of duplicate FACTS records being transmitted from two or more Sites, a list of allowable Resident Districts that may be transmitted

for each Site has been created. The list of Resident Districts a Site may include is viewable at <http://www.hbug.k12.il.us/downloads/DistrictsPerSite.pdf> . An error will be generated if a FACTS record is transmitted using a Resident District that is not approved for the Site. If you receive this error, verify the reported Resident District and, if valid, contact Funding and Disbursements at 217-782-5256 to request an exception. **This error does not apply to FUND Codes L, P, or N.**

The Special Education Authorization (Harrisburg Project) application, located in the Illinois State Board of Education's (ISBE) Web Application Security (IWAS) system, is the electronic authorization system that all districts must complete to authorize the electronic transmission of special education pupil and personnel approval and claim data. IWAS authorization is required for all districts each year based on resident district only. ISBE will NOT accept a file transmission containing districts without IWAS Authorization.

ADDITIONAL DATA REPORTS

PRIVATE RESIDENTIAL PLACEMENTS

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

ORPHANAGE ACT ELIGIBILITY

Students reported under Fund Codes D, E and F must clear eligibility checks to qualify for reimbursement under Section 14-7.03 Orphanage. For students not clearing initial eligibility checks, a preprinted ISBE Form 34-75, *Section 14-7.03 Student Eligibility Verification* based upon data entered on the Type of Residence, Placing Agent and Guardianship Codes of FACTS will be sent to obtain clarification of information reported and/or additional information.

QUESTIONS

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

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

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

Mr. Scott Beever
Illinois State Board of Education
Division of Special Education
100 North First Street
Springfield, Illinois 62777-0001
Phone: (217) 782-5589
FAX: (217) 782-9224

Questions pertaining to the operation of **iePoint** > or **NetCheck** should contact:

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

SPECIFIC INSTRUCTIONS FOR COMPLETION OF FACTS

You must select the student's resident district and school. For selected Fund Codes, you must also select the student's serving district and school. In general, the resident district and/or the special education cooperative to which that district belongs are authorized to report student data. However, for non-public students that are being served outside their resident district, the serving district must report these students (Fund Code L only) as long as they are not dually enrolled.

For a complete listing of all school districts and schools in Illinois please refer to the Data Analysis and Progress Reporting website at <http://www.isbe.net/research/htmls/directories.htm>

If a student has changed resident districts, but will be claimed for a portion of the ~~2009-10~~2010-11 school year in the reporting district, add the student's end date on FACTS and complete the Reason for Exit.

Resident District

For every FACTS record, indicate the unique eleven-digit region-county-district-type number assigned by the Illinois State Board of Education for public school district of residence. Section 14-1.11 defines residency for the parent of a student with disabilities and Section 14-1.11(a) defines residency for a student with disabilities. Please note that P.A. 95-0844 signed into law on August 15, 2008 modified Sections 14-1.11 and 14-1.11a

Section 14-1.11(a) Resident District; Student

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

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

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

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

Any student served by the Department of Human Services may only be reported by the Resident District. Any student served by Prairie Crossing or Southland Charter School may only be reported by Prairie Crossing or Southland Charter School and must indicate the student's Resident and Serving District as Prairie Crossing or Southland Charter School.

For Fund Code L and N students who reside outside of Illinois and attend a non-public school in Illinois, enter the Category Y (out-of-state) district. Note that **iePoint** > clients must check the box “Out-of-State Resident District” on the FACTS record to get access to Category Y districts. If the Category Y (out-of-state) district is not found, visit the Harrisburg Project web site (www.hbug.k12.il.us). Under ‘Tools & Services, click the link to 'iLEAF' (Internet LEA Finder). Using iLEAF, complete an online form to request the new Category Y LEA.

Resident School

For every FACTS record, indicate the unique fifteen-digit region-county-district-type-school number assigned by the Illinois State Board of Education for a public school that is valid for the Resident District. The Resident School represents the school in the district where the student either attends for educational instruction or where he/she would attend if he/she were educated at a school in his/her resident district. The resident school can only be a public school attendance center.

Except for students attending Prairie Crossing or Southland Charter School, a charter school cannot be reported as the Resident School. The Resident School for a student attending a charter school should be the Resident School the student would have otherwise attended if he/she were not attending a charter school. The Serving School for a student attending a charter school should be the charter school in which the student is served.

Serving District

Indicate the unique eleven-digit number assigned by the Illinois State Board of Education 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. Dept of Human Services) or other state funded school (e.g. Laboratory School).

For Fund Codes L, N, and P, if the Serving District is not a Category 2 Public School District, a Category 2 Public School District must be entered in the parentally placed non-public (PPNP) proportionate share set aside district field indicating where the non-public school is physically located.

Serving School

Indicate the unique fifteen-digit number (Region-County-District-Type-School) assigned by the Illinois State Board of Education for the Serving School. The Serving School represents the school or location where the student receives his/her educational instruction. This may or may not be a school in the serving district. For certain Fund Codes, the serving school may be a state approved special education program operated by a special education cooperative, a regional office alternative program, a state agency funded school (e.g. Illinois School For The Deaf), or a non-public parochial school.

It may also be an unlisted Non-Public School or other location. In the case of an unlisted location, indicate the Category X serving location. If the Category X serving location is not found, visit the Harrisburg Project web site (www.hbug.k12.il.us). Under ‘Tools & Services’,

click the link to 'iLEAF' (Internet LEA Finder). Using iLEAF, complete an online form to request the new Category X LEA.

If a student is identified as being educated in a Home/Hospital setting (i.e. EE Codes 11, 12, or 26), you may indicate the name of the location by typing it in the available field. In these cases, report all sevens as the Serving School number.

Fund

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

If a student is placed in one private facility for tuition purposes and a different facility for the school district's payment of room and board, the student must be entered twice in the same time period. To allow this, the records must be distinguished by entering the word "dual" or the letters "am" or "pm" after the first name **in the tuition entry only**. Likewise, if a student is placed in a private school program by the school district for part of the day and in a public school program part of the day necessitating the reporting of the student in both funds B and A or X, "dual," "am" or "pm" should follow the first name in one entry.

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. Reenter the student's data with the second fund code, with a begin date that follows the end date listed on the FACTS entry for the first fund code.

If a student has been discontinued from a district program and at a later date during the school year reenters the same district under the same fund code, reenter the student's data on FACTS with the new begin date for the second or subsequent entries.

Fund Codes

Only students in programs on December 1 are to be reported in Fund Codes A, K, L and P.

IDEA Fund Codes

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

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

K **IDEA Child Count—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 non-public school depending on where services are provided.

- L** **IDEA Child Count--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 individualized services plan (ISP) and 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 non-public school depending on where services are provided.

- P** **IDEA Child Count--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 individualized services plan (ISP) and 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 non-public school depending on where services are provided.

State Reimbursement Fund Codes

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

When a residential placement is necessary, no other agency has agreed to pay room and board, and approval has been given on ISBE Form 34-37, [*Application for Approval of Private Residential Placement Room and Board Reimbursement*](#), payment of room and board costs based on rate approvals and dependent upon funding availability may be made on a current basis during the school year in which service is provided. Select the Private Facility where the student is being educated.

- D** **Section 14-7.03 (Orphanage Act)** -- Provides full tuition reimbursement for eligible students who attend public school educational programs and are placed in a residence for the purpose of care/custody, welfare, medical/mental health treatment, rehabilitation or protection by an Illinois public agency with authority

over and responsibility for the students. **This fund code may only be used with written authorization from the Illinois State Board of Education.**

Use of this fund code requires the completion of Type of Residence, Placing Agency and Guardianship Codes. An eligibility check is conducted for each child reported for this fund source with additional information required for students who cannot be verified as wards of the Department of Children and Family Services. ISBE Form 34-75, *Section 14-7.03 Eligibility Verification* is the data collection instrument for this additional information. Please note that, in order to be eligible for reimbursement under Section 14-7.03, the student's residence must be located in a district other than the district of residence of a parent or court-appointed individual guardian per the requirements of 23 Illinois Administrative Code 226.770(e). Estimated funding is paid quarterly during the school year in which service is provided. Select the serving district and serving school as appropriate.

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

Eligibility for reimbursement is driven by a determination of residency under Sections 14-1.11 or 14-1.11a depending on the status of the rights of the parents/guardian with regards to the student. If the parents have not been subject to a termination of parental rights order then 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 ward of an Illinois public agency, residency is determined under Section 14-1.11a and the district of residence is the district in which the student resides. That district is responsible for educational service costs and can apply for reimbursement under Section 14-7.03.

Please note that, in order to be eligible for reimbursement under Section 14-7.03, the student's residence must be located in a district other than the district of residence of a parent or court-appointed individual guardian per the requirements of 23 Illinois Administrative Code 226.770(e). Use of this fund code requires the completion of Type of Residence, Placing Agency and Guardianship Codes. An eligibility check is conducted for each child reported for this fund source with additional information required for students who cannot be verified as wards of the Department of Children and Family Services. ISBE Form 34-75, *Section 14-*

7.03 Eligibility Verification, is the data collection instrument for this additional information. Estimated funding is paid quarterly during the school year in which service is provided. Select the serving district and serving school as appropriate.

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

Eligibility for reimbursement is driven by a determination of residency under Sections 14-1.11 or 14-1.11a depending on the status of the rights of the parents/guardian with regards to the student. If the parents have not been subject to a termination of parental rights order then 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 ward of an Illinois public agency, residency is determined under Section 14-1.11a and the district of residence is the district in which the student resides. That district is responsible for educational service costs and can apply for reimbursement under Section 14-7.03.

Please note that, in order to be eligible for reimbursement under Section 14-7.03, the student must reside in and be placed into the nonpublic educational program by a district other than the district of residence of a parent or court-appointed individual guardian per the requirements of 23 Illinois Administrative Code 226.770(e). The nonpublic educational program must meet the approval requirements of Section 14-7.02 of the School Code and 23 Illinois Administrative Code 401. Use of this fund code requires the completion of Type of Residence, Placing Agency and Guardianship Codes. Eligibility verification is also conducted for these students via ISBE Form 34-75 if they cannot be verified as wards of the Department of Children and Family Services. Estimated funding is paid quarterly during the school year in which service is provided.

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

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

- J** **Section 14-7.02 and Section 14-7.02b (Private Residential Facility/Public School District Education Program/Funding for Children Requiring Special Education Services)** – Provides reimbursement for students placed by a school district into a private residential program who attend a public school educational program. The student is residentially placed in an approved nonpublic facility by the public school district of residence. The residential component is provided by the facility with room and board costs reimbursed to the district under the provisions of Section 14-7.02 (see Fund Code B). Students placed in private residential placements for whom room and board will be claimed must be pre-approved annually through the submission of ISBE Form 34-37, [*Application for Approval of Private Residential Placement Room and Board Reimbursement*](#). Education is provided by the local school district/joint agreement operating a program for students residing at the facility. Tuition is paid by the district of residence to the serving district under the provisions of Section 14-7.01 and [**23 IAC Part 130 Determining Special Education Per Capita Tuition Charge**](#).

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

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

Fund Codes for Students NOT Receiving Services

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

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

Fund Code N students with *Reason for Not Receiving Services* codes 02, 03, or 04 must be reported on FACTS and will be included in the serving district's Non-Public Proportionate Share for 3 years from the 'Last Evaluation Date'. The 'Last Evaluation Date' is defined as the date of the most recent evaluation.

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

Examples of Fund Code N Students

Example 1 Student Eligible For Services-No Program Available

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

This student would be entered on FACTS as a Fund Code N, with a begin date of November 10 and a *Reason for Not Receiving Services* of '03'. If no program becomes available for this student then he or she would remain on FACTS as a Fund Code N, Reason '03' for three years from the date of November 10 and will be included in the Non-Public Proportionate Share. If the student has been on the file for three years and the student remains eligible for services, a new FACTS record should be created to reflect the Fund code, a new 'Last Evaluation Date' and a new begin date. If the student has been on the file for three years and the student is no longer eligible for services, the record should be ended and the end date should be the date the student is no longer eligible. For example, the student who was evaluated and determined eligible to receive special education services on November 10, ~~2006~~2007 will reach the three year timeline on November 10, ~~2009~~2010.

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

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

The student in this instance would be entered on FACTS as a Fund Code L with a begin date of March 1. The student would be carried into the following school year as a Fund Code L. On October 1 the Fund Code L record would be ended with Exit Code 12 and reentered as a Fund Code N record with a begin date of October 2 and *Reason for Not Receiving Services* of '02'. Once a Fund Code N FACTS record is created for this student, the 'Last Evaluation Date' of February 20 must be provided. Assuming that no change is made to the condition of this student, he or she would remain on the approval file as a Fund Code N record for three years from the 'Last Evaluation Date' and will be included in the Non-Public Proportionate Share. If the student has been on the file for three years and the student remains eligible for services, a new FACTS record should be created to reflect the Fund code, a new 'Last Evaluation Date' and a new begin date. If the student has been on the file for three years and the student is no longer eligible for services, the record should be ended and the end date should be the date the student is no longer eligible. For example, the child who was evaluated and determined eligible to receive special education services on February 20, ~~2007~~2008 will reach the three year timeline on February 20, ~~2010~~2011.

Example 3 Student Not Eligible For Services

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

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

Fund Codes for Students NOT Receiving Services (cont.)

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

Reasons for Not Receiving Services

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

Serving District & School by Fund Code Table

Fund	Fund Description	Local Education Agency Category	
		Serving District	Serving School
A	IDEA Child Count	For 2 6 8 A 0	Use 4, X 7, 4, X 8, X A, X A, X
		B (Prairie Crossing <u>or</u> Southland)	
X	Excess Cost (4 times per cap)	2 6 8 A 0	4, X 7, 4, X 8, X A, X A, X
		B (Prairie Crossing <u>or</u> Southland)	
B	Private Day Residential Facs Out-of-State Public		
E	Orphanage Act Individual Programs	2 6 8 A 0	4, X 7, 4, X 8, X A, X A, X
		B (Prairie Crossing <u>or</u> Southland)	
K	IDEA Child Count Public & Non-Public	2 6 8 A B	4, 3, X 7, 3, 4, X 8, 3, X A, 3, X B, 3, X
L	IDEA Child Count Non-Public Not Enrolled	2 6 8 A B	4, 3, X 7, 3, 4, X 8, 3, X A, 3, X 3, X
F	Private Facilities Orphanage Act		
D	Orphanage Act Group Programs	Three 6's Provided by ISBE	7 within Serving District X

Fund	Fund Description	Local Education Agency Category	
		Serving District	Serving School
J	Private Res Facility Public District Extraordinary	2 6 8 A	4, 3, X 7, 4, 3, X 8, 3, X A, 3, X
H	Phillip J. Rock		7
P	Home School	2 6 A	4, 3, X 7, 3, 4, X A, 3, X
N	Non-Public School Students NOT Receiving Services	For 2 6 8 A 0	
		B (Prairie Crossing <u>or</u> Southland)	
U	Public School Students NOT Receiving Services	For 2 6 8 A 0	
		B (Prairie Crossing <u>or</u> Southland)	

Local Education Agency

- 0** Public: Intermediate Service Centers
- 2** Public: Districts
- 3** Nonpublic Schools
- 4** Public: Schools
- 6** Public: Sp. Ed. Coop Districts
- 7** Public: Sp. Ed. Coop Schools
- 8** Public: Other State Funded Districts & Schools
- A** Public: Regional Programs Districts & Schools
- B** Charter Schools
- X** Additional Serving Locations
- Y** Out-of-state Resident Districts

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

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

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

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

Birth Date

Indicate the birth date as it appears on official school records, using numerals. **NetCheck** sites should enter a four-digit year followed by a two-digit month and two-digit day (ex: YYYYMMDD). **iePoint**> users should enter all dates normally. The ISBE student ID code includes the first two letters of the last name, the first letter of the first name, the birth date and a two-digit number assigned by the Illinois State Board of Education.

Last Name/First Name/Middle Name

Provide the student's last name as it appears on official school records. Space for 30 letters is provided. Do not leave spaces within the name, i.e., Mc Call should be typed as McCall. Do not use punctuation.

Indicate the student's full first name as it appears on official records. Do not use nicknames. Space for 30 letters is provided.

Indicate the student's full middle name as it appears on official records. Do not use nicknames. Space for 30 letters is provided. Do not use punctuation. You are required to enter a middle name or initial when reporting a special needs student if it is available. This will help reduce the number of duplicate student records. If the student does not have a middle name, indicate so by completing the "No middle name" field. Failure to provide a middle name or an indication that the student does not have a middle name will result in an *ERROR*.

If a child is adopted mid-year, you should end the current FACTS record on the day before the name change and enter Exit Code 20. Start a new FACTS record with the new name on the date of the name change. Note that **iePoint**> users will also be creating a new student General record with the new name.

Student Information System (SIS) Id Number

This will automatically be populated by ISBE. All client entered SIS IDs will be preserved in a secondary field. If you find discrepancies between the SIS ID automatically populated by ISBE and the client entered SIS ID, please consult with the school district's SIS personnel to ensure an accurate match between the FACTS and SIS systems. The following fields are being compared between the systems to match FACTS records to SIS IDs:

- Last Name
- First Name
- Date of Birth
- Gender

Students reported under Fund Codes L, P or N may not have a matching SIS ID, as these students should not be enrolled in the Student Information System, at this time. Please note, however, if the student was previously enrolled in an Illinois Public School District and received a SIS ID, the system will likely match this student with his/her SIS ID from a previous enrollment. As this matching process begins, your effort to ensure the integrity of this match and resolve unmatched records is appreciated. If you require further assistance on SIS ID matching, please contact Harrisburg Project at 1-800-635-5274.

Gender

Enter M for male, F for female.

EthnicRace and Ethnicity Code

Using the new federal race and ethnicity categories, enter one code to indicate the student's race and ethnicity data. Identification of students should be done by their parents/guardians. These codes should be aligned with the Student Information System (SIS).

- Clients will receive warnings if the new race/ethnicity reporting categories are not used in the October 2010 FACTS transmission, however these warnings will not prohibit transmission.
- FACTS records which do not use the new race/ethnicity reporting categories beginning with the December 2010 transmission will result in errors, prohibiting successful data submission.

Your attention to detail throughout this transition is critical since race/ethnicity data are used in many of the data analysis, reporting and progress monitoring requirements of IDEA 2004. To this end, individuals reporting race/ethnicity data in FACTS need to keep in mind the following principles:

- Race/ethnicity reporting in FACTS and SIS must be based upon responses to a required two-part question, as defined in the new federal guidance.

- Districts are required to collect race/ethnicity data using the two-part question, and parents must provide these responses for elementary and secondary school students.
- Districts must use the data collected from a student's parent(s) to in turn report the student's race/ethnicity to ISBE through SIS and FACTS in one of the seven mutually exclusive race/ethnicity reporting categories.
- Further information regarding each district's responsibility regarding race/ethnicity data collection vs. reporting can be found in the resources available at <http://www.isbe.net/research/default.htm>.
- Clients reporting race/ethnicity data in FACTS need to ensure consistency in reporting between the FACTS and SIS systems.
 - Districts and cooperatives should utilize the SIS "Student Demographics" report to ensure consistent reporting between systems.
 - To assist in the transition to the new race/ethnicity data standards, Harrisburg Project and ISBE will make an optional FACTS/SIS matching process available to clients, which will match FACTS student records to SIS student records and update the race/ethnicity data in *iepoint* > 2011, as appropriate. This optional matching process will be available after the new race/ethnicity categories are reported in SIS for the 2010-11 school year (October 15, 2010 is the deadline by which districts must enroll in SIS all students enrolled in the district as of the last school day in September). Clients choosing to take advantage of this matching process will have an opportunity to review the matched records to ensure the validity and reliability of these matches prior to the December 2010 FACTS transmission.
 - While the match between the FACTS and SIS systems is not fully congruent at this time, ISBE continues to work on the full integration of these systems and appreciates the effort made by districts and cooperatives to ensure consistent reporting.

Code **Ethnic Groups****Race and Ethnicity**

—01	American Indian or Alaskan Native	A person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment.
—02	Asian or Pacific Islander	A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Sub-continent, or the Pacific Islands. The area includes, for

		example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam. The Pacific Islands include Hawaii, Guam and Samoa
—03	Black or African American	A person having origins in any of the Black racial groups of Africa.
—04	Hispanic	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
—05	White	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa
11	Hispanic or Latino	<u>A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.</u>
12	American Indian or Alaska Native	<u>A person having origins in any of the original peoples of North and South America, including Central America, and who maintains tribal affiliation or community attachment.</u>
13	Asian	<u>A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.</u>
14	Black or African American	<u>A person having origins in any of the black racial groups of Africa.</u>
15	Native Hawaiian or Other Pacific Islander	<u>A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.</u>
16	White	<u>A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.</u>

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

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

<u>Code</u>	<u>Disabilities</u>
A	COGNITIVE DISABILITY (MR): <u>Note: Due to the fact that the federal report requires student records to be reported under the code of "MR" the abbreviation will not change for students with this disability.</u> The child exhibits significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance. If this disability is listed, specific learning disability cannot be entered for the student.
C	ORTHOPEDIC IMPAIRMENT (PI): The child exhibits a severe orthopedic impairment that adversely affects a child's educational performance; includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).
D	SPECIFIC LEARNING DISABILITY (SLD): The child exhibits a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include children who have learning problems that are primarily the result of visual, hearing or motor disabilities, of mental impairment, of emotional disability, or of environmental, cultural or economic disadvantage. If this disability is listed, cognitive disability cannot be entered for the student.
E	VISUAL IMPAIRMENT (VI): The child has an impairment in vision that even with correction, adversely affects the child's educational performance. If this disability is listed, deaf-blindness cannot also be listed.
F	HEARING IMPAIRMENT (HI): The child has an impairment in hearing, whether permanent or fluctuating, that adversely affects the child's educational performance. If this disability is listed, deaf-blindness cannot be listed.

- G DEAFNESS (D): A hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance. If this disability is listed, neither hearing impairment nor deaf-blindness can be listed.
- H DEAF-BLINDNESS (D-B): The child has concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that he/she cannot be accommodated in special education programs solely for children with hearing impairment or children with visual impairment.
- I SPEECH OR LANGUAGE IMPAIRMENT (S/L): The child exhibits a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects the child's educational performance.
- K EMOTIONAL DISABILITY (ED): The child exhibits one or more of the following characteristics over an extended period of time and to a marked degree, that adversely affects educational performance 1) an inability to learn that cannot be explained by intellectual, sensory or health factors; 2) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; 3) inappropriate types of behavior or feelings under normal circumstances; 4) a general pervasive mood of anxiety, unhappiness or depression; or 5) a tendency to develop physical symptoms or fears associated with personal or school problems.
- L OTHER HEALTH IMPAIRMENT (OHI): The child exhibits limited strength, vitality or alertness, including a heightened sensitivity to environmental stimuli, that 1) results in limited alertness with respect to the educational environment; 2) is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia; and 3) adversely affects a child's educational performance.
- M MULTIPLE DISABILITIES (MD): The child has concomitant impairments (such as cognitive disability-blindness, cognitive disability-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments (does not include deaf-blindness).
- N DEVELOPMENTAL DELAY (DD): This code may be used only for children ages three through nine who are experiencing delay in physical development, cognitive development, communication development, social or emotional development, or adaptive development. When the child becomes 10 years old, this code becomes an error. DO NOT change the disability code in the current FACTS record. Enter an End Date the day before the birth date and create a

new FACTS record with the new disability code. This is accomplished in **iePoint** > by performing an End/Add.

- O AUTISM (AUT): The child has a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disability.

- P TRAUMATIC BRAIN INJURY (TBI): The child has an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both that adversely affects the child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative or to brain injuries induced by birth trauma.

Grade Level

The grade level must be reported for each student and should reflect the grade in which the student is enrolled. If a student is not already assigned to a grade level, please report the grade to which the student would generally be assigned based upon the student's chronological age. These codes are being used to align FACTS with SIS.

The codes to be used are:

<u>Code</u>	<u>Grade Level</u>
14	Pre-K - Attendance in an early childhood program.
15	Kindergarten
01-12	Grades 1 through 12 as appropriate

Limited English Proficient Information

New students are to be identified as Limited English Proficient (LEP) within four weeks of enrollment according to provisions in 23 Illinois Administrative Code Section 228.15 and all identified LEP students are to be reported annually on the Public School Bilingual Census (23 Illinois Administrative Code Section 228.20).

Limited English Proficient (LEP)

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

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

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

(ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and

(II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

(D) whose difficulties in speaking, reading, writing, or understanding the English language **(as determined by the State approved English language proficiency test)** may be sufficient to deny the individual —

(i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);

(ii) the ability to successfully achieve in classrooms where the language of instruction is English; or

(iii) the opportunity to participate fully in society.

Language Code

Please enter the language the student speaks at school. English (000) will be defaulted. These codes are being used to align FACTS with SIS.

076	Afrikaans (Taal)	098	Crow
103	Akan (Fante, Asante)	020	Czech
042	Albanian, Gheg (Kosovo/Macedon)	041	Danish
153	Albanian, Tosk (Albania)	157	Dinlea (Turkish)
006	Algonquin	028	Dutch/Flemish
165	American Sign Language	144	Efik
105	Amharic	000	English
056	Apache	111	Eskimo
010	Arabic	064	Estonian
026	Armenian	052	Ewe
110	Assamese	031	Farsi (Persian)
025	Assyrian (Syriac, Aramaic)	044	Finnish
112	Bagheli	012	French
107	Balinese	148	Fukien/Hokkien (Chinese)
054	Bemba	071	Ga
067	Bengali	102	Gaelic (Irish)
116	Bisaya (Malaysia)	057	Gaelic (Scottish)
152	Bosnian	051	Gbaya
055	Bulgarian	005	German
015	Burmese	002	Greek
073	Cambodian (Khmer)	037	Gujarati
021	Cantonese (Chinese)	115	Guyanese
036	Cebuano (Visayan)	149	Hainanese (Chinese)
158	Chaldean	049	Haitian-Creole
108	Chamorro	113	Hakka (Chinese)
147	Chaochow/Teochiu (Chinese)	080	Hausa
117	Chechen	161	Hawaiian
097	Cherokee	029	Hebrew
065	Chichewa (Nyanja)	081	Hemba
050	Chippewa/ Ojibawa/ Ottawa	014	Hindi
087	Choctaw	068	Hmong
043	Comanche	095	Hopi
048	Creek	019	Hungarian
151	Croatian	085	Ibo/Igbo

Language Code (Continued)

070	Icelandic	146	Mien (Yao)	047	Taiwanese/Formosan/Min Nan
130	Ilocano	140	Mina (Geser-Goram)	094	Tamil
143	Ilonggo (Hiligaynon)	141	Mongolian	086	Telugu (Telegu)
062	Indonesian	061	Navajo	022	Thai
083	Isoko	077	Nepali	137	Tibetan
003	Italian	040	Norwegian	109	Tigrinya (Tigrigna)
156	Jamaican	127	Okinawan	154	Tongan
011	Japanese	079	Oneida	104	Tuluau
139	Kache (Kaje, Jju)	128	Oriya	032	Turkish
159	Kanjobal	129	Orri (Oring)	018	Ukrainian
063	Kannada (Kanarese)	099	Other	033	Urdu
069	Kanuri	106	Oulof (Wolof)	155	Uzbek
136	Kashi (Uyghur)	160	Palauan	034	Vietnamese
066	Kashmiri	118	Pampangan	114	Welsh
089	Kikamba (Kamba)	053	Panjabi (Punjabi)	088	Winnebago
119	Konkani	131	Pashto (Pushto)	016	Yiddish
008	Korean	009	Pilipino (Tagalog)	126	Yombe
142	Kpelle	082	Pima	090	Yoruba
163	Krahn (Liberia, Cote 'de Ivoire)	004	Polish		
120	Krio	023	Portuguese		
121	Kurdish	084	Pueblo		
074	Lao	027	Romanian		
038	Latvian	093	Romany (Gypsy)		
122	Lingala	035	Russian		
017	Lithuanian	013	Samoan		
123	Luganda	007	Serbian		
125	Lunda	150	Shanghai (Chinese)		
092	Luo	075	Shona		
124	Luyia (Luhya)	132	Sikkimese		
162	Maay or Mai Mai	133	Sindhi		
058	Macedonian	134	Sinhalese		
059	Malay	039	Sioux (Dakota)		
060	Malayalam	045	Slovak		
091	Maltese	096	Slovenian		
030	Mandarin (Chinese)	164	Somali		
100	Mandingo (Mandinka)	135	Sotho		
138	Maori	145	Sourashtra (Saurashtra)		
078	Marathi	001	Spanish		
101	Mende	046	Swahili		
072	Menominee	024	Swedish		

Bilingual Special Education, Severity of Disability

Complete this item only if student's primary or home language is other than English. The severity level of the primary disability is described by the categories of:

- | | |
|---|----------|
| 1 | Mild |
| 2 | Moderate |
| 3 | Severe |
| 4 | Profound |

Locally determined definitions of these terms as applied in multidisciplinary conferences should be used in deciding which level is appropriate.

Related and Other Services (Maximum of 8)

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

Using the following list, state the related services provided to each student in accordance with the student's IEP. A maximum of eight (8) services may be listed. If more than eight are provided, list those that are most important and/or consume the most time, being certain to include special transportation if provided.

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

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

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

Code
01

Related and Other Services

Adapted Physical Education

Physical education services, specially designed if necessary, shall be made available to every child receiving FAPE. Each child with a disability shall participate in a regular physical education program available to nondisabled children unless the child is receiving services full time in a separate facility or needs specially designed physical education, as prescribed in the child's IEP. If a child is receiving services full time in a separate facility, the school district shall ensure that he or she receives physical education services appropriate to his or her needs (34 CFR §300.108).

02

Aide-Class

The list of related services is not exhaustive and may include other developmental, corrective, or supportive services if they are required to assist a child with a disability to benefit from special education in order for the child to receive FAPE (CFR 34 §300.156(b)(2)(iii)).

03

Aide-Individual Student

The list of related services is not exhaustive and may include other developmental, corrective, or supportive services if they are required to assist a child with a disability to benefit from special education in order for the child to receive FAPE (CFR 34 §300.156(b)(2)(iii)).

04

Art Therapy

The list of related services is not exhaustive and may include other developmental, corrective, or supportive services (such as artistic and cultural programs, art, music, and dance therapy) if they are required to assist a child with a disability to benefit from special education in order for the child to receive FAPE (CFR 34 §300.156(b)(2)(iii)).

05

Audiology

Audiology includes such services as: 1) Identification of children with hearing loss; 2) Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing; 3) Provision of habilitative activities such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation; 4) Creation and administration of programs for the prevention of hearing loss; 5) Counseling and guidance for pupils, parents, and teachers regarding hearing loss; and 6) Determination of a child's need for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification (CFR 34 §300.34(c)(1)).

06

Braille/Reader

In the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and

writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child (§300.324(a)(2)(iii)).

07 **Counseling Services** (including supports needed for transition to post-secondary education)

The list of related services is not exhaustive and may include other developmental, corrective, or supportive services (such as artistic and cultural programs, art, music, and dance therapy) if they are required to assist a child with a disability to benefit from special education in order for the child to receive FAPE (CFR 34 §300.34(c)(2)).

08 **Consultant Services**

The list of related services is not exhaustive and may include other developmental, corrective, or supportive services if they are required to assist a child with a disability to benefit from special education in order for the child to receive FAPE (CFR 34 §300.34(c)(2)).

09 **Adapted Driver Education (student must be at least 15 years of age)**

The list of related services is not exhaustive and may include other developmental, corrective, or supportive services if they are required to assist a child with a disability to benefit from special education in order for the child to receive FAPE (CFR 34 §300.349(a)).

10 **Interpreter Services**

The following, when used with respect to children who are deaf or hard of hearing: Oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, such as communication access real-time translation (CART), C-Print, and TypeWell; and Special interpreting services for children who are deaf-blind. (CFR 34 §300.34(c)(4)).

11 **Assistive Device**

Any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device as defined in CFR 34 §300.5. Examples include: 1) The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment; 2) Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices for children with disabilities; 3) Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices; 4) Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs; 5) Training or technical assistance for a child with a disability or, if appropriate, that child's family; and 6) Training or technical assistance for individuals providing education or rehabilitation services, employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of a student with a disability (CFR 34 §300.5).

- 12 **Music Therapy**
The list of related services is not exhaustive and may include other developmental, corrective, or supportive services (such as artistic and cultural programs, art, music, and dance therapy) if they are required to assist a child with a disability to benefit from special education in order for the child to receive FAPE (CFR 34 §300.34).
- 13 **Occupational Therapy**
Includes services needed for 1) Improving, developing or restoring functions impaired or lost through illness, injury, or deprivation; 2) Improving ability to perform tasks for independent functioning; 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 child with a disability to benefit from special education in order for the child to receive FAPE (CFR 34 §300.34).
- 15 **Orientation and Mobility**
Services provided to a blind or visually impaired child to enable the child to attain systematic orientation to and safe movement within the environments in school, home, and community. Includes teaching a child:
1) Spatial and environmental concepts and the use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel (for example, using sound at a traffic light to cross the street);
2) The use of the long cane to supplement visual travel skills or as a tool for safely negotiating the environment;
3) The use of remaining vision and low vision aids; and
4) Other concepts, techniques, and tools deemed appropriate for the child (CFR 34 §300.34(c)(7)).
- 16 **Other Related Services**
The list of related services is not exhaustive and may include other developmental, corrective, or supportive services (such as artistic and cultural programs, art, music, and dance therapy) if they are required to assist a child with a disability to benefit from special education in order for the child to receive FAPE (CFR 34 §300.34).
- 17 **Parent Counseling**
Services to assist parents in understanding the special needs of their child, provide parents with information about child development, and help parents to acquire the skills that will allow them to support the implementation of their child’s IEP or ISP (CFR 34 §300.34(c)(8)).

- 18 **Psychological Services**
May include such activities as: 1) Administering psychological and educational tests and other assessment procedures; 2) Interpreting assessment results; 3) Obtaining, integrating, and interpreting information about children’s behavior and conditions relating to learning; 4) Consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observation and behavioral evaluations; 5) Planning, managing, and providing a program of psychological services, including psychological counseling for children and parents; and 6) Assisting in completing a functional behavioral assessment, as well as assisting in the development of positive behavioral intervention strategies (CFR 34 §300.34(c)(10)).
- 19 **Physical Therapy**
Services provided by a qualified physical therapist (CFR 34 §300.34(c)(9)).
- 20 **Psychiatric Services**
The list of related services is not exhaustive and may include other developmental, corrective, or supportive services if they are required to assist a child with a disability to benefit from special education in order for the child to receive FAPE (CFR 34 §300.34).
- 21 **Recreation**
Services such as: 1) Assessment of leisure function; 2) Therapeutic recreation services; 3) Recreation programs in schools and community agencies; and 4) Leisure education (CFR 34 §300.34(c)(11)).
- 22 **School Health Services**
Health services that are designed to enable a child with a disability to receive FAPE as described in the child’s IEP. School nurse services are services provided by a qualified school nurse. School health services are services that may be provided by either a qualified school nurse or other qualified person. .Services include such activities as: 1) Preparing a health assessment by conducting interviews with a child’s parents and teachers, reviewing the Certificate of Child Health Examination, reviewing the vision and hearing screening results and other pertinent health information, and recommending additional medical evaluations as indicated; 2) Interpreting health assessment results; 3) Obtaining, integrating, and interpreting pertinent health information about a child as it applies to learning; 4) Consulting with other staff members in planning school programs to meet the needs of children who require the provision of special health services at school; 5) Planning and managing a program of school health services to meet the specific needs of all children; 6) Identifying and mobilizing community health resources to enable children to learn as effectively as possible in the educational program; and 7) Administering medication (CFR 34 §300.34(c)(13)).

- 23 **Speech/Language Services**
Services encompass such activities as: 1) Screening, diagnosis and appraisal of specific speech and language impairments; 2) Identification of children with speech and/or language impairments; 3) Referral and follow-up for medical or other professional attention necessary for the habilitation of speech and language impairments; 4) Planning and developing interventions and programs for children or youth with speech and language impairments; 5) Provision of services for the habilitation and prevention of speech and language impairments; and 6) Counseling and guidance of parents, children, and teachers regarding speech and language impairments (CFR 34 §300.34(c)(15)).
- 24 **Social Work Services**
Services may include activities such as: 1) Preparing a social developmental study on a child with a disability; 2) Group and individual counseling with a child and his or her family; 3) Working with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; 4) Mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and 5) Assisting in completing a functional behavioral assessment, as well as assisting in the development of positive behavioral intervention strategies (CFR 34 §300.34(c)(14)).
- 25 **Transportation (Special)**
Services required because of the child's disability or the location of the special education program or related services, and which are in addition to the regular transportation services provided by the local school district, [to include:] 1) Travel to and from school and between schools; 2) Travel in and around school buildings; [and] 3) Specialized vehicles, specialized equipment (such as lifts and ramps, whether provided on regular, adapted, or special buses), and personnel who provide assistance to students in the course of transportation (CFR 34 §300.34(c)(16)).
- 26 **Career and Technical Education**
Services designed to support a student in career development, occupational preparation, academic improvement and postsecondary education/training. (CFR 34 §300.34(c)(12))
- 27 **Transition/STEP by Division of Rehabilitation Services (DRS)**
DRS works in partnership with people with disabilities and their families to assist them in making informed choices to achieve full community participation through employment, education, and independent living opportunities. STEP is a training/placement program that prepares [eligible] students with disabilities for transition to employment and community participation during and after high school.

- 28 **Behavioral Intervention Plan**
The IEP of a student who requires a behavioral intervention plan shall: 1) Summarize the findings of the functional behavioral assessment; 2) summarize prior intervention(s) implemented; 3) Describe any behavioral intervention(s) to be used, including those aimed at developing or strengthening alternative or more appropriate behaviors; 4) Identify the measurable behavioral changes expected and method(s) of evaluation; 5) Identify a schedule for a review of the intervention's effectiveness; and 6) Identify provisions for communicating with the parents about their child's behavior and coordinating school-based and home-based interventions (23 IAC 226.230(b)).
- 29 **Competitive Employment**
Paid employment at a job in the regular business community without support or with support that will not exceed six months. Examples of supports that might be required for six months or less include job-finding assistance, on-the-job training, and social skills training to access and/or make initial adjustment to employment.
- 30 **Travel Training**
Providing instruction, as appropriate, to children with significant cognitive disabilities, and any other children with disabilities who require this instruction, to enable them to: 1) Develop an awareness of the environment in which they live, and 2) Learn the skills necessary to move effectively and safely from place to place within that environment (e.g., in school, in the home, at work, and in the community).
- 31 **Acquisition of Daily Living Skills**
Training to acquire skills in performing everyday activities such as preparing meals, doing laundry, using public transportation, paying bills, etc.
- 32 **Supported Employment**
Paid employment at a job in the regular business community that involves intensive or long-term support services matched to the individuals' needs to remain employed. Examples of support include job coaching, social skills training, situational assessment, vocational or other training.
- 33 **Supports for Transition to Post-secondary Education**
Included but is not limited to, Assistance in applying to college/university and/or for financial aid and/or scholarships. Training to teach students to advocate for themselves in post-secondary settings.
- 34 **Interagency Linkages**
Includes, but is not limited to, DHS Home based services, respite care, DSCC, other non-educational service providers.

Educational Environment

Due to requirements from the federal Office of Special Education Programs (OSEP), all early childhood students with disabilities ages 3 through 5 reported on FACTS must have a valid early childhood EE Code of 2023-27 or 30-33.

For children who have turned six during this school year, a FACTS record must exist containing the appropriate early childhood EE code that covers the timeframe prior to their sixth birthday. For example, a child who turned six on February 14, 20102011 would need a FACTS record for the timeframe of August 28, 20092010 (or the Begin Date of services) through February 13, 20102011 containing the appropriate early childhood EE code (2023-27, 30-33). This child would also need a FACTS record with a Begin Date of February 14, 20102011 with the appropriate EE code for ages 6-21.

Failure to do this will result in *errors* during data validity checks and will prevent you from transmitting your file to ISBE.

When a child turns six years old, Educational Environment Codes (EE) 2023-27 or 30-33 become errors. At this time, do not edit the EE code in the current FACTS record. Instead enter an End Date the day before the sixth birthday and create a new FACTS record with the appropriate EE code for ages 6-21.

Early Childhood Educational Environment Codes

The Office of Special Education Programs has changed data reporting for preschool educational environments. The following information describes the new codes and how they must be used in reporting educational environments.

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

- Clients will receive warnings if the new Early Childhood Special Education Educational Environment categories are not used in the October 2010 FACTS transmission; however these warnings will not prohibit transmission.
- FACTS records which do not use the new Early Childhood Special Education Educational Environment categories beginning with the December 2010 transmission will result in **errors, prohibiting successful data submission**.
- In order to assist school districts/special education cooperatives in transitioning to the new reporting categories, ISBE and Harrisburg Project have gathered several resources, which are available at http://www.isbe.net/earlychi/html/ec_speced_lre.htm.

Definition of a regular early childhood program – a program that includes at least 50 percent nondisabled children.¹ Regular early childhood programs include, but are not limited to:

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

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

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

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

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

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

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

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

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

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

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

Code 23 - Special education classrooms in

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

Code 24 - Separate schools

Code 25 - Residential facilities

Report the child in one of the above 3 Codes even if the child also receives special education services in the home (Code 26) or in the service provider location or some other location (Code 27)

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

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

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

2.3. Reporting Special Education and Related Services Environment:

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

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

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

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

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

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

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

Code 26 - Home: child receives all special education and related services in the principal residence of the child's family or caregivers (including babysitters), and who attended neither a Regular Early Childhood Program nor a Special Education Program provided in a separate class, separate school or residential facility. Include children who receive special education both at home and in a service provider location or some other location that is not in any other category. *Fund Codes A, E, P and X*

Code 27 - Service provider location or some other location that is not in any other category: Child receives all special education and related services from a service provider or some other location that is not in any other category, and who attended neither a Regular Early Childhood Program or a Special Education Program provided in a separate class, separate school, or residential facility. For example, speech instruction provided in: private clinicians' offices, clinicians' offices located in school buildings, hospital facilities on an outpatient basis, and libraries and other public locations. *Fund Codes A, E, K, L, and X*

Percent Time in General Education Early Childhood Programs

~~This field is required for students ages 3 through 5 reported with the educational environment codes of 20, 21, or 22. If this field is not completed you will receive a fatal error. When determining whether to report a child under Code 20, 21 or 22, you must calculate the percentage of time the child spends in a general education early childhood program. The numerator for this calculation is the amount of time per week the child spends in a general education early childhood program. In cases where the district knows the child is in day care but does not know the exact scheduled time, use normal elementary school day (bell to bell). The denominator for this calculation is the total number of hours the child spends in a regular early childhood program PLUS any time the child spent receiving special education and related services outside of a regular early childhood program. The result is multiplied by 100. For example,~~

- ~~• If the child attends a general education early childhood program 6 hours a week and receives special education and related services in a special education program for an additional 4 hours a week, report the child under Code 21, in the regular early childhood program 40% to 79% of time (6 divided by 10 = .60*100=60%). Include in the denominator any time spent receiving special education in the special education in the early childhood program. This is true even if the child receives little or no special education in the early childhood program.~~
- ~~• If the child attends a general education early childhood program 6 hours a week and receives 1 hour of special education and related services at home and an additional half hour of special education and related services at a service provider location, report the child under Code 20, in the regular early childhood program at least 80% of time (6 divided by 7.5=0.8*100=80%).~~
- ~~• If a child is pulled out of the general education early childhood program to receive special education, this is considered time *outside* the general education early childhood program. Include this time in the denominator but not the numerator of the calculation. For example, if a child attends a general education early childhood program for 6 hours a week, and is pulled out of that environment for 2 hours each week to receive speech instruction, report the child under Code 21, in the general education early childhood program 40% to 79% of time (4 divided by 6=.67*100=67%).~~

Educational Environment (Ages 6-21)

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

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

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

(Fund Codes A, D, E, J, K, and X).

You must also enter the % Time inside the general education classroom for ages 6-21 (See next section).

02	A student that is inside the general education classroom no more than 79% of the school day and no less than 40% of the school day. (This child received special education and related services outside the general education classroom for at least 21% but no more than 60 % of the school day.) This may include special education children in:
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- Resource rooms with special education/related services provided within the resources room; or
- Resource rooms with part-time instruction in a general education class.

(Fund Codes A, D, E, J, K, and X)

You must also enter the % Time inside the general education classroom for ages 6-21 (See next section).

- 03 A student that is inside the general education classroom less than 40% of the school day. (This child received special education and related services outside the general education classroom for more than 60% of the school day.) This may include children with disabilities placed in:
- Self-contained special classrooms with part-time instruction in a general education class; or
 - Self-contained special classrooms with full-time special education instruction on a school campus.
- (Fund Codes A, D, E, J, K, and X)
You must also enter the percent time inside the general education classroom for ages 6-21 (See next section).
- 04 Full-time special education class in a separate public day school that does not house programs for students without disabilities. (Fund Codes A, D, E, J, K, and X)
- 05 Full-time special education class in a separate **public** day school that does not house programs for students without disabilities in conjunction with a student's placement in a residential facility. Residential and educational components can be separate facilities, but the educational component is always operated by the public school while the residential component may be operated by public or private entities. The student must be approved annually through the ISBE Form 34-37, [*Application for Approval of Private Residential Placement Room and Board Reimbursement*](#) process since **the school district is paying room and board** for these students. (Fund Code J; private facility code numbers 400-599)
- 06 Philip J. Rock Center and School. (Fund Code H)
- 07 Students who are receiving special education services in a county or municipal detention center, state correctional facility or jail. (Fund Code A or E)
- 08 Private day school program or out-of-state public day school program. (Fund Codes B or F; private facility code numbers 001-399, 600-699 and 950-999)
- 09 Private residential facility, in-state. This student must also be approved annually through the ISBE Form 34-37, [*Application for Approval of Private Residential Placement Room and Board Reimbursement*](#) process if the school district is paying room and board. The school district may not pay room and board costs for students reported under Fund Code F. (Fund Codes B or F; private facility code numbers 400-599)
- 10 Private residential facility, out-of-state. This student must also be approved annually through the ISBE Form 34-37, [*Application for Approval of Private Residential Placement Room and Board Reimbursement*](#) process if the school

district is paying room and board. The school district may not pay room and board costs for students reported under Fund Code F. (Fund Codes B or F; private facility code numbers 700-949)

- 11 Homebound instructional program. Information regarding eligibility for these pupils can be found in 23 Illinois Administrative Code 226.300(d). (Fund Codes A, E, and K)
- 12 Hospital instructional program.. Information regarding eligibility for these pupils can be found in 23 Ill Administrative Code 226.300(d). (Fund Codes A, E, and K)
- 13 Illinois School for the Deaf -- to be used only by the Resident District when reporting students served in a Department of Human Services facility. Serving District must be the Department of Human Services.
- 14 Illinois School for the Visually Impaired -- to be used only by the Resident District when reporting students served in a Department of Human Services facility. Serving District must be the Department of Human Services.
- 15 Illinois Center for Rehabilitation and Education -- to be used only by the Resident District when reporting students served in a Department of Human Services facility. Serving District must be the Department of Human Services.
- 16 Department of Human Services operated facility -- to be used only by the Resident District when reporting students served in a Department of Human Services facility. Serving District must be the Department of Human Services.
- 28 Parentally Placed in Nonpublic Schools and Home-Schooled. Students who have been enrolled by their parents/guardian in a nonpublic (e.g., parochial) school for general education and are not enrolled in the public school district but are receiving special education and/or related services specified on an individualized services plan (ISP) and are provided by the public school district. Also include children whose parents chose to home-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 and are provided by the public school district. (Children 6 – 21 for fund codes L and P only.)

Percent Time Inside General Education Classroom: Ages 6-21

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

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

EXAMPLE

Johnny is in a school that has a bell to bell week with 1950 minutes.
 He is *outside* the general education environment for 300 minutes per week.
 Bell to Bell Minutes per Week – Minutes Outside General education Environment

(1950 – 300 = 1650)

Therefore, he is *inside* the general education environment for 1650 minutes per week.

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

(1650 / 1950 = .85) * 100 = 85%

85% Inside the general education environment
15% Outside the general education environment

Room and Board Payer

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

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

* Residential placements in which the school district is paying room and board require preapproval on ISBE Form 34-37, [Application for Approval of Private Residential Placement Room and Board Reimbursement](#). If Code A is entered on FACTS, the ISBE

Form 34-37 will be checked before the student is approved on FACTS. All data reported on FACTS must exactly match the data on ISBE Form 34-37 in order to obtain approval.

Section 14-7.03 Eligibility, Type of Residence

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

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

Section 14-7.03 Eligibility, Placing Agent

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

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

Section 14-7.03 Eligibility, Guardianship

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

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

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

Term

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

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

Begin and End Dates

Using numerals, report month, day and year for begin and end dates for students in all fund codes. **NetCheck** clients should enter a four-digit year, two-digit month, and two-digit day (YYYYMMDD). **iePoint**> clients should enter all dates normally.

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

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

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

For Fund Code N students only:

- When initially reporting the student, the begin date will be the same as the ‘Last Evaluation Date’.
- Fund Code N students with *Reason for Not Receiving Services* codes 02, 03, or 04 are required to be reported for 3 years from the ‘Last Evaluation Date’ for non-public proportionate share count. On subsequent FACTS records, the begin date will correlate with the start of the new school year.

- A Fund Code N record should not be carried over if the student is being reported by another district as receiving services. This record should be exited from the FACTS file.

End Dates

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

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

If a student has been discontinued from a district program and at a later date during the school year reenters the same district under the same fund code, reenter the data for the student as a new entry on FACTS using the new begin date. Also, reenter the student on FACTS if: 1) the student is to be claimed by a different district; 2) the student is in a different private facility; or 3) the student is to be listed with a different funding source.

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

Reason for Exit

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

High School Only

- 01 Graduated from high school with diploma.
- 02 Graduated from high school through certificate of completion/fulfillment of IEP requirements.
- 03 Reached maximum age for special education service, i.e., through the age of 21.
- 04 Dropped out (age 17 or older). This code includes students, who are not attending the schools of the district as expected, i.e., most districts have a policy of dropping a student from the roles after a certain number of days of nonattendance. This code should also be used for students ages 14 – 16 who are truant.

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

All Schools

- 05 Deceased.
- 06 Moved out of district; known to be enrolled in another district. This code should be used only if the student is known to have moved out of the district and if records have been requested or the district is otherwise certain that the student is enrolled in another district.
- 07 Moved out of district; unknown if enrolled in another district. This code should be used **ONLY** if the student is known to have moved out of the district, but records have not been requested or the district is not certain if the student enrolled in another district. Every effort should be made to determine the status of a student before this exit code is used. **CAUTION: The use of this exit code will be reported as a drop out on the federal report.**
- 08 Moved from an elementary district to a high school district. This code is to be used for students who have either graduated from the elementary district or who have reached age 15 and become the responsibility of a high school district.
- 09 Returned to general education program full-time; no longer in need of special education services. (Not valid for Funds N & U)
- 10 Withdrawn by parent/guardian from public school program and placed independently. Placement by the parent/guardian may include options such as home schooling, military school, parochial or other private school, etc. (Not valid for Fund N)
- 11 Placed in a Department of Human Services school (See Educational Environment Codes 13, 14 or 15) or a Department of Corrections facility or a county-operated jail or detention center.
- 12 Returned to general education program full-time; parental revocation of consent. This code should be used when special education services have been offered then subsequently refused by the parent or child. If the record you are ending is a Fund Code L or P, a new Fund N FACTS record should be created. (Not valid for Funds N & U)
- 13 Completed the requirements for a GED.
- 14 Ran away.
- 15 Attending alternative educational setting, e.g., a Regional Safe School Program. (Not valid for Fund N)
- 16 Attending interim alternative educational setting for a maximum of 45 days (23 Illinois Administrative Code 226.400(f)). (Not valid for Fund N)
- 17 Suspended for 10 or fewer days. (Not valid for Fund N)
- 18 Suspended for more than 10 days during the school year and services provided (23 Illinois Administrative Code 226.400(a)). (Not valid for Fund N)

- 19 Expelled; special education services provided in alternative setting (23 Illinois Administrative Code 226.400(k)). (Not valid for Fund N)
- 20 Changed spelling of name; changed fund code, private facility code, birth date, begin date or any item in the student data.
- 21 No funds available. Since the child is still eligible but no longer receiving services, a new Fund N FACTS record should be created (Only valid for Funds L and P).
- 22 Prevent Fund Code N with *Reason for Not Receiving Services* Code '01', Fund Code N with *Reason for Not Receiving Services* Code 02, 03, 04 who have reached the end of their three year eligibility timeline, and Fund Code U from being continued into next school year (Only valid for Fund Codes N and U).

STATE PERFORMANCE PLAN INDICATOR 8

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

- Resident Address
- Resident City
- Resident State
- Resident Zip Code

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

STATE PERFORMANCE PLAN INDICATOR 11

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

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

- 01 Initial eligibility determination was completed prior to August 1, 2006.

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

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

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

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

- 01 Parent failure or refusal to produce child for evaluation caused a delay in the eligibility determination timeline.
- 02 The child enrolled in district after parental consent was received in another district, but before eligibility could be determined.
- 03 Lack of Personnel resources to complete the evaluation caused delay.
- 04 District was unable to ensure that eligibility determination procedures and practices were completed in a timely manner.
- 05 District failure to complete eligibility determination due to summer break and lack of personnel or resources during the summer.
- 06 District failure to complete the eligibility determination due to hearing, vision or other medical issues.
- 07 District failure to complete the eligibility determination due to the parent's unavailability and/or the inability of the parent to attend the initial eligibility determination meeting.
- 08 Initial eligibility determination timeline is actually within the 60 school day timeline, but appears to be beyond 60 school days due to changes which 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 for the transmissions submitted before May 1st 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 final transmission of the school year.

09 Timeline properly extended in accordance with 34 CFR §300.309(c), where the evaluation timeline is extended by mutual written agreement of the child's parents and a group of qualified professionals in the determination of a specific learning disability (SLD). In accordance with 23 Illinois Administrative Code 226.130, effective with the 2010-2011 school year, process that determines how a child responds to scientific, research-based interventions must be used as part of the evaluation procedures for determining SLD eligibility. A timeline extension using this code (09) may not have the effect of denying a child FAPE and is not allowed for suspected disabilities other than SLD. If this code is used, the Extended Timeline Date must be provided with the FACTS record to avoid an error. If this code is not used, the Extended Timeline Date cannot be transmitted with the FACTS record.

Please note: *Per the Illinois School Code (105 ILCS 5/14-8.02), 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 which are beyond this timeline will also be required to enter one of the reason codes above to avoid an error.*

For reference, Harrisburg Project 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 + the number of days between the first day of the school year and the initial eligibility determination date). So, if the initial eligibility determination date is completed 5 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 + the number of days between the first day of the next school year and the initial eligibility determination date).
- If the reason for delay Code 09 (Timeline properly extended in accordance with 34 CFR §300.309(c)) is selected, the number of school days will be reported as follows:
 - If Initial Eligibility Determination Date is **BEFORE** Extended Timeline Date
 - Record is in compliance because Initial Eligibility Determination was completed prior to the agreed upon Extended Timeline Date. Calculate School Days between Initial Parental Consent and Initial Eligibility Determination as normal.
 - If Initial Eligibility Determination Date is **AFTER** Extended Timeline Date
 - Record is not in compliance because Initial Eligibility Determination was completed after the agreed upon Extended Timeline Date. Calculate School Days as 60 + the number of days between the Extended Timeline Date and the Initial Eligibility Determination Date.

STATE PERFORMANCE PLAN INDICATOR 13

Indicator 13 measures the percent of youth 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 course of study, that will reasonably enable the student to meet those post-secondary 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 that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

Since the Illinois Administrative Code, Section 226.230(c), requires that the student's IEP must contain a transition plan by time the student is 14 ½ years of age, clients must report Indicator 13 data for all students with IEPs ages 14 ½ 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, but **iePoint**> clients may still enter this data if they wish to track it locally. Transmission 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 **iePoint**>) since these data are not required for these Fund Codes.

The collection of this data has been incorporated into **iePoint**> under the *Secondary Transition/Indicator 13* button. **iePoint**> will produce warnings for all children who are 14 ½ or older with transition data that do not meet the requirements of Indicator 13.

The following checklist must be used for collecting and reporting Indicator 13 data, beginning with the 2009-2010 school year:

Illinois State Performance Plan Indicator 13 Checklist to Meet SPP/APR Requirements

*“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 N/A = the requirement is not applicable

	Postsecondary Goal													
	Employment		Education <u>and/or</u> Training						Independent Living					
1. Is a measurable postsecondary goal stated in this area?	Yes	No	Yes	No	N/A	Yes	No	N/A	Yes	No	N/A	Yes	No	N/A

Can the goal(s) be counted (e.g., is it measurable)?

Will the goal(s) occur after the student graduates from school?

Note: Independent Living post-school goals are “if appropriate” based on age-appropriate assessment.

Note: A minimum of one post-school goal is required for employment and for education and/or training.

NEW 2. For each post-secondary goal, is the post-secondary goal updated annually?	Yes	No	Yes	No	Yes	No	Yes	No
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Was the post-secondary goal(s) addressed/updated in conjunction with the development of the current IEP?

3. For each measurable post-secondary goal, is there evidence that the goal was based on age-appropriate transition assessments?	Yes	No	Yes	No	Yes	No	Yes	No	N/A
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Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessments?

Is the use of a transition assessment(s) for the postsecondary goals mentioned in the IEP or evident in the student’s file?

4. Enter the transition services listed in each post-secondary goal area.												
	Employment			Education			Training			Independent Living		
1.				1.			1.			1.		
2.				2.			2.			2.		
3.				3.			3.			3.		

Are there transition services in the IEP that will reasonably enable the student to meet his or her post-secondary goals?

Is a type of *instruction, related services, community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation* listed in association with meeting the post-secondary goal?

5. Is a course of study that is aligned to ALL the student’s post-secondary goals indicated?	Yes	No
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Does the transition plan include documentation of a course of study (a long-range educational plan or multi-year description of the educational program) that aligns with the student’s post-secondary goals (e.g., course of study reflects the needed and beneficial course work to facilitate the student’s movement toward the stated post-school goals)?

UPDATED 6. For each post-secondary goal is (are) there annual goal(s) included in the IEP that is/are related to the student’s transition services needs? UPDATED, JULY 2009	Employment		Education		Training		Independent Living	
	Yes	No	Yes	No	Yes	No	Yes	No

Is (are) there annual IEP goal(s) related to the student’s transition services needs (e.g., student “transition service needs” result or flow from the measurable post-school goals and age-appropriate transition assessments)?

NEW 7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	Yes	No
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For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting?

UPDATED 8. If appropriate, is there evidence that 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? UPDATED, JULY 2009	Yes	No	N/A
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For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: *post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation* for this postsecondary goal?

Was consent obtained from the parent (or student, for a student the age of majority)?

- If yes to both questions, select ‘yes’. If either question is a ‘no’ then select ‘no’.

- If it is too early to determine if a student will need outside agency involvement, or no agency is likely to provide or pay for transition services, select 'N/A'.

Does the IEP meet the requirement of Indicator 13?	YES	NO
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YES = Data for this student, who is 14 ½ or above and has an IEP, has been entered correctly as directed in the FACTS Instructions Manual for Indicator 13.

NO = One or more of the requirements does not meet the criteria for Indicator 13 as described in this checklist and the FACTS Instructions Manual for Indicator 13.

Prepared by the Illinois State Board of Education, Division Special Education Services, Sue Walter, August 2009.

This checklist is adapted from the NSTTAC Indicator 13 Checklist prepared by the National Secondary Transition Technical Assistance Center (NSTTAC), September 13, 2006

In order for an IEP to meet the requirements of *Indicator 13* and to prevent a **WARNING** in the file being transmitted to ISBE, the following must be true in the transition data reported for students (with reported FACTS records) ages 14 ½ or older:

- Questions # 1, 2, 3, and 6 under *Employment* are all marked Yes
- Questions # 1, 2, 3, and 6 under *Education* and *Training* are all marked Yes
OR Questions # 1, 2, 3, and 6 under *Education* are all marked Yes and Question #1 under *Training* is N/A
OR Question # 1 under *Education* is N/A and Questions # 1, 2, 3, and 6 under *Training* are all marked Yes
- Questions # 1, 2, 3, and 6 under *Independent Living* are all marked Yes
OR Questions # 1, 2, and 6 under *Independent Living* are all marked Yes and Question #3 under *Independent Living* is N/A
OR Question # 1 under *Independent Living* is N/A
- *Employment* has one or more transition service(s) selected
- *Education* has one or more transition service(s) selected (unless N/A)
- *Training* has one or more transition service(s) selected (unless N/A)
- *Independent Living* has one or more transition service(s) selected (unless N/A)
- Questions #5 and 7 are both marked Yes
- Question #8 is marked Yes or N/A

The final question “Does the IEP meet the requirements of Indicator 13?” will be automatically updated by **iePoint**> 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. The answer **N/A** indicates that this requirement is not applicable or appropriate for this student.

A **WARNING** will not prevent the file from being transmitted to ISBE. This simply is an alert to the client that the IEP does not meet the requirements of *Indicator 13* and that the IEP should be revised to meet these requirements.

Given the changes to the Indicator 13 data collection for the 2009-2010 school year by the US Department of Education, Office of Special Education Programs (OSEP), incomplete Indicator 13 data will result in warnings for the October and December 2009 FACTS transmissions. These warnings for incomplete data will turn into errors effective with the March 2010 FACTS transmission.

Note: ‘Complete’ means that Yes, No, or N/A must be marked for “Is a measurable postsecondary goal stated in this area?” for each postsecondary goal area (Employment, Education, Training, and Independent Living).

- *If Yes is marked for this question (i.e., specific post-secondary goal area), each of the remaining questions for this postsecondary goal area must be answered Yes or No.*

- *If No or N/A is marked for this question (i.e., specific post-secondary goal area), each of the remaining questions for this post-secondary goal should be blank.*

To prevent an **ERROR (effective with the March 2010 transmission)** for *State Performance Plan Indicator 13* in the file being transmitted to ISBE, the following must be entered in the transition data for students (with reported FACTS records) ages 14 ½ or older:

- Questions # 1, 2, 3, and 6 under *Employment* are complete
- Questions # 1, 2, 3, and 6 under *Education* are complete
- Questions # 1, 2, 3, and 6 under *Training* are complete
- Questions # 1, 2, 3, and 6 under *Independent Living* are complete
- *Employment* has one or more transition service(s) selected (unless N)
- *Education* has one or more transition service(s) selected (unless N or N/A)
- *Training* has one or more transition service(s) selected (unless N or N/A)
- *Independent Living* has one or more transition service(s) selected (unless N or N/A)
- Questions #5, 7, and 8 are complete

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

Transition Services Needed Upon High School Completion

This item should be completed whenever a student reaches age 14½. Based upon the documented needs of the student, enter up to three of the codes listed below for each post-secondary goal area.

- 01 **Vocational Assessment** for determining vocational rehabilitation needs by qualified personnel, including, if appropriate, an assessment by personnel skilled in rehabilitation technology.
- 02 **Counseling and guidance** including, but not necessarily limited to, vocational, rehabilitation, social work, and psychological counseling and referrals necessary to help individuals with disabilities secure needed services from other agencies and to assist individuals in exercising informed choice.
- 03 **Vocational and other training services** including personal and vocational adjustment training, books, tools, and other training materials.
- 04 **Transportation**, including necessary travel and related expenses including, subsistence during travel (or per diem payments in lieu of subsistence) in connection with transporting individuals with disabilities and their attendants or escorts for the purpose of employment, post-secondary education and or training, daily living needs, community recreation, and deriving the full benefit of other services being provided.
- 05 **Services to family members** when necessary to the rehabilitation of that individual, including, but not limited to, respite care, parent training and information, child care for the children of the individual with a disability, legal advice.
- 06 **Deaf/hard of hearing services** including interpreter services, closed captioning and note-taking services for individuals who are deaf or hard of hearing, including tactile interpreting for individuals who are deaf-blind.
- 07 **Blind/visual impairment services** including but not limited to, reader services, rehabilitation teaching services, note-taking services and orientation and mobility.
- 08 **Assistive technology** including telecommunication, sensory and other technological aids and devices.
- 09 **Job-related services**, including job search and placement assistance, job retention services, follow-up services, and follow-along services.
- 10 **Low intensity competitive employ support:** Intermittent and/or time limited job coaching support in full-time or part-time paid community employment.
- 11 **High intensity competitive employ support:** Daily and/or long term job coaching support in full-time or part-time community employment.

- 12 **Adult independent living support** provided in the person's home, including but not limited to, services that will assist persons with disabilities to perform daily living activities, home maker services, health care management, self advocacy training and assistance managing finances.
- 13 **Adult 24 hour residential care** including those services necessary to maintain individuals in residential facilities.
- 14 **Day Training** a program of day habilitation that focuses on the development of and enhancement of daily adaptive living skills and economic self-sufficiency. Typical activities should be functional and performed at the natural time and in the natural environment, properly sequenced, and be developmentally and age appropriate. Such activities include fine and gross motor development, attention span development, safety, problem solving, grooming, dressing skills, toileting, eating, communications, reduction of maladaptive behavior and promotion of adaptive behavior, quantitative skills, and capacity for independent living. Developmental training also enhances an individual's ability to engage in productive work activities through a focus on professional development, which includes such habilitative goals as cooperation, attendance, productive capacity, and task completion.
- 15 **Sheltered Employment** provides long-term employment in a sheltered environment for individuals whose functional levels require supervision but are not precluded from future movement into a Supported Employment position or a competitive employment position. Sheltered Employment provides general work supervision, including direction and on-the-job training in such areas as work expectations, workplace behavior, compliance to workplace safety standards, and production and task completion. This program provides the opportunity to participate in productive work and to be compensated for that work in accordance with the Fair Labor Act of 1938 (29 U.S.C. 208).
- 16 **Military Enlistment**
- 17 **Case management**, person centered planning, provision of linkages to needed supports and services, assistance in learning and exercising self-advocacy.
- 18 **Recreational services** including but not limited to, socialization with peers, YMCA sponsored activities, and park district activities
- 19 **Post-secondary education/training supports** such as appropriate disability documentation, DRS status, the student's identified need for: ADL support personnel, accessible transportation, interpreter services, CART or captioning services, readers/scribes, assistive technology, conversion of textual/graphical information to accessible alternative format, social and/or recreational programming supports, a service animal, a manual wheelchair, a motorized wheelchair, priority registration/preferential course scheduling, reduced course load/extended graduation schedule, testing under non-standardized conditions, course substitutions, specific environmental access requirements, AT/IT assessment and/or training, disability management counseling/training, ongoing personal counseling related to the student's disability, improved self-advocacy skills, and improved interpersonal communication skills and strategies.

- 20 **Health and Related Services** of a type or amount beyond that required by young adults generally including an increased frequency of medical appointments, needed supports for medication administration, reminders to take medications, obtaining prescriptions, arranging medical appointments administering daily/weekly/monthly medical treatments (e.g. urinary cauterization, tracheotomy care and suctioning, gastrostomy feedings, respiratory treatments, dialysis, blood transfusions and physical therapy), ventilator support, health care skilled nursing, and health emergency plan.
- 21 **Monetary support for living expenses** such as food, shelter, health care and other subsistence expenses necessary to derive the full benefit of other services. May include income maintenance programs and public assistance.
- 22 **Other** Any other adult or community services that might be needed upon exiting high school.
- 23 **Accessible Environment** Reassignment of classrooms, meetings and/or other college/university sponsored events scheduled to occur in inaccessible spaces.
- 24 **Information Technology Assessment and Training** necessary to ensure proficiency in the use of web-based information technologies.
- 25 **College/University On-campus Aides** to assist students with activities of daily living and/or to facilitate safe, efficient campus travel. Examples of the latter on campus aide need would include a student with severe Asperger's Syndrome who may require an attendant to facilitate safe pedestrian travel around campus; or a student with a cervical spinal injury who may require restroom assistance throughout the day; or a student on a ventilator who requires an attendant to ensure that assistance is immediately available in the event of an emergency.
- 26 **Competitive Employment without Support** Paid employment at a job in the regular business community without any support

Indicator 13 Transition Services

The following chart denotes what transition services are appropriate for each post-secondary goal area.

Transition Service	Employment	Education	Training	Independent Living
01 - Vocational Assessment	X		X	
02 - Counseling and Guidance	X	X	X	X
03 - Vocational and Other Training Services	X	X	X	
04 - Transportation	X	X	X	X
05 - Services to Family Members	X	X	X	X
06 - Deaf/Hard of Hearing Services	X	X	X	X
07 - Blind/Visual Impairment Services	X	X	X	X
08 - Assistive Technology	X	X	X	X
09 - Job-related Services	X			
10 - Low Intensity Competitive Employ Support	X			
11 - High Intensity Competitive Employ Support	X			
12 - Adult Independent Living Support				X
13 - Adult 24 Hour Residential Care				X
14 - Day Training	X		X	X
15 - Sheltered Employment	X			
16 - Military Enlistment	X	X	X	
17 - Case Management	X	X	X	X
18 - Recreational Services				X
19 - Post-secondary Education/Training Supports		X	X	X
20 - Health and Related Services	X	X	X	X
21 - Monetary Support for Living Expenses	X	X	X	X
22 - Other	X	X	X	X
23 - Accessible Environment		X	X	
24 - Information Technology Assessment & Training	X	X	X	
25 - College/University On-campus Aides		X		X
26 - Competitive Employment without Support	X		X	

Non-public Proportionate Share Calculation

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

Non-public students who are evaluated and determined eligible but are not receiving services will be identified with Fund Code N - Non-Public School Students NOT Receiving Services. These three Fund Codes (L, N & P) are critical variables to calculating the non-public 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 non-public proportionate amounts will be calculated for IDEA Part B Flow Through (ages 3-21) as well as for IDEA Preschool (ages 3-5). An example of the non-public proportionate share calculation for IDEA Part B Flow Through is provided below.

IDEA Part B Flow Through Example – District 1:

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

Serving District Information

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

+

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

+

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

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

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

+

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

$$(95 + 5 = 100)$$

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

Non-Public Proportionate Share Amount: $20\% \times \$100,000 = \$20,000$

NOTE: If zero is calculated as a non-public 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.

Student FACTS Combined Approval/Claim ~~2009-10~~2010-11

Positions	Description	Size	Comments
1-9	ISBE Student ID Code	9	LLFMMDDYY
10-11	ISBE Accession Code	2	ISBE use only – fill with spaces
12-20	SIS Id (Client Entered)	9	Enter the 9-digit SIS Id Optional for this school year
21-50	Student's Residential Address Line 1	30	
51-80	Student's Residential Address Line 2	30	Optional
81-110	Student's Residential City	30	
111-112	Student's Residential State	2	
113-117	Student's Residential Zip Code	5	
118-128	Resident District (Region County District Type)	11	Must be a Public School District
129-143	Resident School Number	15	Must be a Public School valid for the Resident District – enter the 15-digit Public School Number
144-154	Serving District (Region County District Type)	11	RCDT of District providing services – refer to ISBE instructions, varies based on Fund Code
155-169	Serving School (Region County District Type School)	15	RCDTS of School providing services – refer to ISBE instructions, varies based on Fund Code
170-209	Unlisted Serving Location	40	Optional - If the Serving School is an <u>Unlisted Serving Location</u> , enter the <u>Serving Location</u>
210-220	PPNP Proportionate Share Set aside District (Region County District Type)	11	Only applicable for Funds L, P, N when a non-category 2 entity is listed as the serving district
221	Fund Code	1	
222-224	Private Facility	3	Use 000 if unknown
225-232	Beginning Date (YYYYMMDD)	8	
233-240	Ending Date (YYYYMMDD)	8	Use 00000000 if unknown
241-270	Student Last Name	30	
271-300	Student First Name	30	
301-330	Student Middle Name	30	
331	Student does NOT have a legal middle name	1	Y=Yes, N=No
332	Gender	1	
333-334	Ethnic Code	2	SIS Codes (01-05)
335-336	Disability	2	Max of 2 can be listed
337	Limited English Proficient (LEP)	1	"Y" if true; "N" if false or not applicable
338-340	Language	3	SIS Codes (000-165) – 000=English
341	Severity of Disability	1	Only for Bilingual Students

Student FACTS Combined Approval/Claim ~~2009-10~~2010-11
(continued)

Positions	Description	Size	Comments
342-357	Related and Other Services	16	
358-359	Educational Environment	2	
360-362	Percent Time Inside General education classroom	3	Left fill with 0
363	Room And Board Payer	1	
364	03 Eligibility Type	1	
365	03 Eligibility Placing Agent	1	
366	03 Eligibility Guardianship	1	
367	Term	1	
368-369	Reason For Exit	2	
370-374	Distribution Code	5	ISBE use only – fill with spaces
375-376	Age As Of December 1	2	ISBE use only – fill with spaces
377	Approval Code	1	ISBE use only – fill with spaces
378-383	Record Id	6	NetCheck users – fill with spaces
384-389	Site Id	6	Obtain from Harrisburg Project
390-397	Birth Date	8	YYYYMMDD
398-399	Grade Level	2	SIS Codes - 01, 02, 03 ... 11, 12 14 –Pre-K 15 – KG: Kindergarten
400-407	Local District Id	8	
408-415	Indicator 11 – Date of Initial Parental Consent to Evaluate	8	YYYYMMDD
416-423	Indicator 11 – Date of Initial Eligibility Determination	8	YYYYMMDD
424-434	Evaluating District (Region-County-District-Type)	11	RCDT of District evaluating student
435-436	Reason SPP Indicator 11 Timeline not Met	2	Refer to ISBE instructions
437-444	Indicator 11 – Extended Timeline Date	8	Only used with Reason SPP Indicator 11 not Met code 09
445-446	Reason SPP Indicator 11 Not Applicable	2	Refer to ISBE instructions
447-449	Number of School Days to Complete	3	Left Pad with 0
450-451	Reason for not being served – used with Indicator 11 to get students determined ineligible/eligible who are not receiving services	2	Only for Fund Codes N & U.
452-459	Last Evaluation Date	8	YYYYMMDD – Only for Fund N

Student FACTS Combined Approval/Claim ~~2009-10~~2010-11
(continued)

Positions	Description	Size	Comments
552-557	Education Cost This Pupil	6	<i>Required for Claim Only</i> Enter whole dollars - Left pad with 0
558-559	<i>Filler – Decimal for Education Cost This Pupil</i>	2	<i>Required for Claim Only</i> <i>ISBE use only – fill with 00</i>
560-565	Transportation Cost This Pupil	6	<i>Required for Claim Only</i> Enter whole dollars - Left pad with 0
566-567	<i>Filler – Decimal for Transportation Cost This Pupil</i>	2	<i>Required for Claim Only</i> <i>ISBE use only – fill with 00</i>
568-570	Percent Special Ed.	3	<i>Required for Claim Only</i> Left fill with 0
571-573	Percent FTE	3	<i>Required for Claim Only</i> Left fill with 0
574-582	SIS ID (Imported from ISBE)	9	<i>ISBE use only</i>
583-612	SIS Last Name	30	<i>ISBE use only</i>
613-642	SIS First Name	30	<i>ISBE use only</i>
643-672	SIS Middle Name	30	<i>ISBE use only</i>
673-680	SIS Date of Birth	8	<i>ISBE use only</i>
681	SIS Gender	1	<i>ISBE use only</i>
682-683	SIS Return Code	2	<i>ISBE use only</i>