

From: [Jamie Fitzgerald](#)
To: rickfezell@gmail.com; zmevans2@cps.edu
Cc: [Ruchi Verma](#); [Ziswa, Jessica](#); dstevens@pcsedu.org; [Amy Gambrel](#); [CHARTER](#)
Subject: ISBE Certification for Perspectives Charter School term July 1, 2022 through June 30, 2025
Date: Monday, April 7, 2025 2:07:28 PM
Attachments: [09.a Perspectives certificate term July 1 2022 through June 30 2025 \(FINAL\).pdf](#)
[09.b Perspectives cert letter term July 1 2022 through June 30 2025 \(FINAL\).pdf](#)
[Perspectives EL app approved 8.12.2022.pdf](#)
[Perspectives Sped app approved 8.15.22.pdf](#)

Good afternoon,

Please see the attached correspondence certifying the renewal of Perspectives Charter School for the term of July 1, 2022, through June 30, 2025. The approved Special Education and English Learners' Services plans are attached for your records.

Thank you,
Jamie

Jamie Fitzgerald, M.A.
Principal Consultant, Charter Schools
Illinois State Board of Education
100 North First Street
Springfield, IL 62777
217-782-0365

April 7, 2025

BY U.S. CERTIFIED MAIL AND E-MAIL

Rick Fezell, Board Chair
Perspectives Charter School
1530 South State Street, 2nd Floor
Chicago, IL 60605

Zabrina Evans, Executive Director
Chicago Board of Education
Office of Innovation and Incubation
42 West Madison Street, 3rd Floor
Chicago, Illinois 60602
Zmevans2@cps.edu

Re: Perspectives Charter High School Renewal Certification for the term of July 1, 2022, through June 30, 2025

Dear Mr. Fezell and Ms. Evans:

The Illinois State Board of Education (“ISBE”) received documents on August 18, 2021, related to the approval of the renewal of the charter school agreement for Perspectives Charter High School (the “Charter School”). The Charter School and its authorizer – Chicago Public Schools – subsequently submitted other materials necessary to complete the certification process. The submitted materials include:

- (1) Board Report 22-0126-EX3 (February 7, 2022);
- (2) Special education application (August 18, 2021) and correction or clarification of same (July 11, 2022, and August 1, 2022);
- (3) English language learning services application (August 18, 2021) and correction or clarification of same (June 15, 2022, and August 2, 2022);
- (4) Charter renewal application and narrative (September 26, 2022);
- (5) Executed charter renewal agreement (September 26, 2022);
- (6) Executed certificate of compliance (October 1, 2024); and
- (7) Financial documentation (September 19, 2024; October 15, 2024; October 17, 2024; and March 18, 2025).

ISBE's rules on charter schools provide:

The State Superintendent shall review each report of an approved application or renewal to determine whether the statutory requirements have been followed and the proposed contractual agreement is complete and compliant with the provisions of Article 27A of the School Code [the Charter Schools Law].

-- 23 Ill. Adm. Code 650.40(a)

The rules further provide:

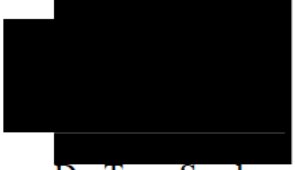
The State Superintendent shall notify each local school board that is a party to the application and the applicant or charter holder as to a determination made with respect to a report of an approved application or renewal by certified mail within 30 days after receipt of the report.

-- 23 Ill. Adm. Code 650.40(c)

ISBE staff members have completed their review of all materials submitted by the parties for purposes of certification, and this letter serves as official notification that the charter school renewal agreement and its components have been found to comply with the Charter Schools Law. On behalf of ISBE, I hereby certify the Charter School for the term of July 1, 2022, through June 30, 2025. An official certificate is enclosed with this letter. The Charter School's approved plans for the implementation of special education services and English language learning services are also enclosed for your records.

If you need further assistance, please feel free to contact David Turovetz, Director of Charter Schools, at (312) 814-3596, or via email at dturovet@isbe.net. Thank you for your continuing commitment to high-quality educational opportunities in Illinois.

Sincerely,



Dr. Tony Sanders
State Superintendent of Education

Enclosures

cc: (via email only)
Ruchi Verma, General Counsel, Chicago Board of Education Law Department,
rverma@cps.edu
Jessica Ziswa, Assistant Deputy General Counsel, Chicago Board of Education Law
Department, jdziswa@cps.edu

Deborah Stevens, Chief Executive Officer, Perspectives Charter Schools,
dstevens@pcsedu.org

Amy Gambrel, Vice President of Student Supports, Perspectives Charter Schools,
agambrel@pcsedu.org



Illinois State Board of Education

100 North First Street, E-228
Springfield, Illinois 62777-0001

CHARTER SCHOOL RENEWAL APPLICATION FOR SPECIAL EDUCATION SERVICES

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

Section 226.10 Purpose

This Part establishes the requirements for the treatment of children and the provision of special education and related services pursuant to the Individuals with Disabilities Education Improvement Act (also referred to as "IDEA") (20 USC 1400 et seq.), its implementing regulations (34 CFR 300, as amended by 71 Fed. Reg. 46540 (August 14, 2006, no later amendments or editions included)), and Article 14 of the School Code [105 ILCS 5/Art.14]. This Part also distinguishes between requirements derived from federal authority and those imposed additionally pursuant to Article 14 of the School Code or the authority of the State Board of Education. The requirements of IDEA, its implementing regulations, and this Part shall apply in every instance when a child is or may be eligible for special education and related services. (Source: Amended at 31 Ill. Reg. 9915, effective June 28, 2007).

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

CHARTER SCHOOL NAME Perspectives Charter Schools		DISTRICT/AUTHORIZER NAME AND NUMBER Chicago Public Schools District 299	
ADDRESS (Street, City, State, Zip Code) 1530 S. State Street Chicago, IL 60605		TELEPHONE (Include Area Code) 312-604-2200	FAX (Include Area Code)
		DATE OF APPLICATION SUBMISSION 5-27-2021	
GRADES TO BE SERVED 6-12		TOTAL NUMBER OF STUDENTS TO BE SERVED 1700	
CONTACT NAME Amy Gambrel, Senior Director of Student Supports		CONTACT TELEPHONE (Include Area Code) 312-391-5030	CONTACT E-MAIL agambrel@pcsedu.org

Overall percent of Students with Disabilities: District Level: 14.6% Charter School: 19%

ISBE USE ONLY:

Review # 3 (MG) Date 8/15/22

Instructions for required corrections AND clarification:

Approved. Thank you!

I. APPLICATION PROCESS

CHARTER SCHOOL NAME

Perspectives Charter Schools

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>Explain what activities are implemented to ensure that parents understand that all children, including children with disabilities, are eligible to participate in the lottery and that the school will provide a continuum of services to address the student's special education needs. (34 CFR 300.209(a)) (105 ILCS 5/27A – 4(a)) (23 IAC 226.60)</p>	<p>Perspectives Charter Schools is an open enrollment public school with five campuses serving grades 6-12. The student recruitment season for the school year begins on October 1st of the existing school year. This means that we begin accepting applications for the 2021-22 school year on October 1, 2020. As an open enrollment public charter school, all families can apply as long as they live within city boundaries and their student completes their current academic school year. Perspectives does not discriminate against students with disabilities. Parents can apply online, via fax, email or in person to be a part of the lottery.</p> <p>The lottery for the 2021-2022 school year will take place on February 16, 2021 at our central office. Our lottery is open to the public and all applicant families are notified of such. Our lottery is managed electronically through SchoolMint and each grade's lottery is run separately. Once the lottery is complete, an email and letter is generated for families notifying them of next steps to securing their seat. Any wait listed students are notified and can begin open enrollment once lottery-selected students are given an opportunity to enroll and hold their seat. Seats at all campuses are on a first come-first serve basis.</p> <p>For 9th grade specifically, students who will be enrolling in 9th grade in the 2021-2022 school year must submit their application through GoCPS, the new CPS application process. The GoCPS system allows families to use a single application to apply to ninth grade at district and charter high schools. The process for high schools is a single-offer model; students receive an offer from the highest-ranked school/program on their application for which they qualify and for which there are available seats.</p> <p>IEP status is not factored into the computerized selection process that assigns students to individual charter school campuses in any way. The system ensures that no discrimination on the basis of disability status will occur in the GoCPS charter school application and enrollment process.</p> <p>Once accepted via the lottery, as a part of the enrollment and registration process, parents will be asked to disclose if their child has an individualized education plan so that the schools can begin organizing schedules and services for the student.</p> <p>A continuum of services to address student's special education needs will be provided at all campuses, and based upon the requirements in each child's individualized education plan. In accordance with the Individuals with Disabilities Act, the continuum will include the alternate placements listed in the definition of special education under 300.26 (instruction in regular classes, special classes, special schools, home instruction, and hospital instruction)</p>	<p>Senior Director of Enrollment Senior Director of Student Supports</p>	<p style="text-align: right;"><input checked="" type="checkbox"/> Approved <input type="checkbox"/> See below</p> <p>8/15/22 Approved. (MG)</p> <p>8/1/22 Here is the link to our student handbook on our website: https://pcsedu.org/wp/wp-content/uploads/2022/07/Final-Perspectives-Handbook-SY2223.pdf in which you can find the non-discriminatory statement: "Equal educational and extracurricular opportunities shall be available for all students without regard to race, color, nationality, religion, sex, gender, sexual orientation, ancestry, gender identity, age, marital status, citizenship status, military status, unfavorable discharge from the military service, national origin or ancestry, physical or mental disability (including any mental, psychological or developmental disability including any autism spectrum disorder), status as homeless, or actual or potential marital or parent/guardian status, immigration status, order of protection status, including pregnancy, or any other protected category. Further, the Perspectives will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that Perspectives remains viewpoint neutral when granting access to school facilities. Any student may file a discrimination grievance by using the Uniform Grievance Procedure. No student shall, based on sex, sexual orientation, or gender identity be denied access to programs, activities, services or benefits or be limited in the exercise of any right</p>

II. CHILD FIND

CHARTER SCHOOL NAME

Perspectives Charter Schools

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<p>Explain how Child Find activities are implemented to identify any students who may be eligible for special education services and how these activities are coordinated between the charter school and the district. Also, include a reference to ensuring timeliness of identification by the student's third birthday. (34 CFR 300.111(a)(1)(i-ii)) (23 IAC 226.100(a)(1-3))</p>	<p>Child Find activities are implemented through Chicago Public Schools, the process of MTSS, and through the referral process. The purpose of Child Find is to seek out and identify all children between birth and 21 years of age who are suspected of having a disability and may require special education services under the IDEA, including students who are not currently enrolled in a CPS education program, in nonpublic schools within Chicago, and highly mobile children such as migrants and homeless students.</p> <p>For children aged birth to 5, the Chicago Public Schools citywide Child Find Screening Team provides free early childhood developmental screenings for children who reside within the boundaries of the city of Chicago. These developmental screenings can show parents if their child is having difficulties with: cognitive/academic, communication, social-emotional, and/or fine/gross motor skills. A Hearing/vision screening is also available. Regional screenings are held monthly at several Chicago Public libraries across the city. No appointment is necessary for the regional screening locations, if parents suspect their child to have difficulties they can bring their child to one of the screening dates. The Child Find Screening Team strives to ensure timeliness of identification by a child's third birthday.</p> <p>As Perspectives services students in grades 6-12, the Child Find process involves a referral for an FIE (full individualized evaluation.) The referral process adheres to rules and guidelines under the Individuals with Disabilities Act. School personnel, parents or guardians of the student, an employee of the Illinois State Board of Education, an employee of another state agency, or an employee of a community service agency can request in writing that a student be referred for specialized services at any time. Internally, Perspectives has a form set up for staff to make referrals.</p> <p>Once the specialized services team receives the written referral, the Case Manager will respond to the request within ten days and a meeting will be held with the parent/guardian and the team. A decision will be made within 14 school days with regards to whether an evaluation is warranted for the child. If the team finds that the evaluation is warranted, a domain (consent/assessment planning) meeting will be held within that same 14 day time period.</p> <p>During the consent/assessment planning meeting, related services provides will collaborate with teachers, the case manager, and parent/guardian to assess and determine using available data what domains should be considered for assessment (academic performance, health, vision, hearing, social emotional, communication, motor abilities, general intelligence, functional performance, and other areas as needed).</p> <p>Once a decision has been made on domain areas and assessment</p>	<p>Senior Director of Student Supports School Administration Teachers Related Service Providers</p>	<p><input checked="" type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p> <p>7/26/22 Approved. (MG)</p> <p>7/11/22 (AG) Perspectives Charter Schools utilizes forms that parents can fill out to make a referral for their child. These forms are communicated to parents in Principal newsletters. Parents are also made aware that they can submit a request for their child to be evaluated in writing.</p> <p>6/30/22 -What are the processes in place for a parent/guardian to make a referral? How are these processes communicated to them? (MG)</p>

III. EVALUATION AND DETERMINATION OF ELIGIBILITY

CHARTER SCHOOL NAME

Perspectives Charter Schools

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<p>a) Referral system – describe steps for Initial evaluation and Reevaluation; Provide assurances that in accordance with state and federal law, that RtI/MTSS services will not exclude or deny a special education evaluation or service.</p> <p>(34 CFR 300.301) (34 CFR 300.303) (34 CFR 300.304) (34 CFR 300.305) (34 CFR 300.306) (23 IAC 226.110)</p>	<p>The Referral process adheres to rules and guidelines under the Individuals with Disabilities Act. For an initial referral, a student can be referred through MTSS or by a written request for a student to be evaluated for specialized services from school personnel, parent/guardian of the student, an employee of the Illinois State Board of Education, an employee of another state agency, or an employee of a community service agency.</p> <p>The specialized services team can consist of the principal, case manager, parent, district representative, clinician, general education teacher, special education teacher, paraprofessional, and/or student.</p> <p>Once the specialized services team receives the written referral, the request for the referral will be addressed within ten days. A meeting will be held with the parent/guardian and the team, and a decision will be made within 14 days with regards to whether an evaluation is warranted for the child. If the team finds that the evaluation is warranted, a domain (consent/assessment planning) meeting will be held within that same 14 day time period.</p> <p>During the consent/assessment planning meeting, related services providers will collaborate with teachers, the case manager, and parent (s) to assess and determine using available data what domains should be considered for assessment (academic performance, health, vision, hearing, social emotional, communication, motor abilities, general intelligence, functional performance, and other areas as needed) Once a decision has been made on domain areas and assessment tools parental consent will be obtained to evaluate the student and the evaluation timeline will begin, wherein the specialized services team has 60 days from the date that the parent signed consent for evaluation to complete the evaluation process.</p> <p>Before or on the 60th day, the team will hold an eligibility meeting to determine whether or not the child qualifies for an individualized education or 504 plan. If the team determines that the child qualifies and the parent consents to services, the team will develop an IEP or 504 based upon their evaluation findings within 30 calendar days. Students must be found eligible as having a disability under one or more of the following categories in order to receive specialized services: autism, cognitive disability, hearing impairment, deafness, developmental disability, emotional disability, hearing impairment, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech/language impairment, traumatic brain injury, or visual impairment.</p> <p>If it is determined that the evaluation is not warranted, the IEP team must ensure that the parent/guardian and any other referral source are provided a written notice of this decision within 14-school days from the date the school received the IIE referral using the</p>	<p>Senior Director of Student Supports School Administration Teachers Related Service Providers</p>	<p style="text-align: right;"><input checked="" type="checkbox"/> Approved</p> <p style="text-align: right;"><input type="checkbox"/> See below</p> <p>7/26/22 Approved. (MG)</p> <p>7/11/22 (AG) The above mentioned notes have been noted.</p> <p>6/30/22 -Please note that per 226.210, the IEP team is to include a bilingual specialist and person knowledgeable about positive behavior strategies, as appropriate.</p> <p>-Please note that the 60 School day timeline requirement includes all components.(Complete evaluation to determine eligibility and complete IEP meeting.) The IEP is to be completed within 30 days of the initial determination of eligibility. But, no later than 60 school days of the receipt of the consent. (MG)</p>

III. EVALUATION AND DETERMINATION OF ELIGIBILITY

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<p>b) Evaluation – describe how the areas for evaluation are determined;</p> <p>(34 CFR 300.304(a)) (34 CFR 300.304(c)(4)) (34 CFR 300.307) (34 CFR 300.309) (23 IAC 226.110(c)(3)(B))</p>	<p>Areas of evaluation are determined in a consent/assessment planning (domain) meeting. The Assessment Planning process begins by assembling a team, including the parent/guardian, to consider the relevant domain(s) of suspected disability and what, if any, additional evaluation data or other information is necessary. The process begins with a review of existing data and other information about the student, including data from a variety of formal and informal sources. The IEP team may conduct this review without a formal meeting. The local school district representative is responsible for gathering and maintaining all pertinent data from the IEP team members.</p> <p>In the meeting, the team determines what domains should be considered for assessment (academic performance, health, vision, hearing, social emotional, communication, motor abilities, general intelligence, functional performance, and other areas as needed) For each domain they gather and review all relevant data to determine present levels of academic and functional performance and educational needs (including student’ s strength/skills); whether the student has or continues to have a disability; whether measurable data shows the disability is adversely affecting the student’ s education; and special education and related services, including supplementary aids and services (e.g., assistive technology, alternative augmentative communication device, etc.), that the student may need to participate and make progress in the general curriculum and to improve educational performance. If existing information is adequate for each relevant domain area (no additional information needed), no additional assessments will be conducted. If the parent/guardian agrees that no additional evaluation information is needed and returns the signed Parent/Guardian Consent for Evaluation form, the 60-school-day FIE time frame begins and the IEP team holds an eligibility meeting to determine eligibility prior to the expiration of the time frame. If the parent/guardian disagrees, the Case Manager, within 10 calendar days after a parent/guardian requests additional assessment(s), either (1) revises the Assessment Planning form and provides the parent/guardian with written notification that additional evaluation information will be obtained or (2) provides the parent/guardian with written notification that the school will not conduct the additional requested assessment(s) and the basis for this decision.</p> <p>If existing information is not adequate for each relevant domain area, the team determines what additional information is needed and the sources from which it will be obtained. This is documented on the Consent for Evaluation: Additional Information Needed form which must be provided to the parent/guardian who is asked to provide written consent to the proposed evaluation on the Parent/Guardian Consent for Evaluation form. The consent form identifies general information regarding the type of instruments and/or procedures to be</p>	<p>Senior Director of Student Supports School Administration Teachers Related Service Providers</p>	<p style="text-align: right;"><input checked="" type="checkbox"/> Approved</p> <p style="text-align: right;"><input type="checkbox"/> See below</p> <p>6/30/22 (MG)</p>

III. EVALUATION AND DETERMINATION OF ELIGIBILITY

CHARTER SCHOOL NAME

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<p>c) Timelines – describe the timelines and how they will be met for:</p> <p>c.1 initial evaluation; c.2 yearly review or c.3 development of IEPs; c.4 tri-annual reevaluations; c.5 sending required Notice and Consent forms to parents; and c.6 progress reported on IEP annual goals. c.7 independent evaluation at public or private expense. c.8 implementation timeline of IEP (34 CFR 300.301(c)(1)(i-ii)) (34 CFR 300.303) (34 CFR 300.304(a)) (34 CFR 300.320(a)(3)) (34 CFR 300.321(b)(1)) (34 CFR 300.322(a)) (34 CFR 300.324(b)(1)(i)) (34 CFR 300.503) (23 IAC 226.110(d)) 60 day (23 IAC 226.110(j)) (23 IAC 226.120) (23 IAC 226.180(d)) Ind. eval public or private expense (23 IAC 226.220(a)) (23 IAC 226.520) (23 IAC 226.530)</p>	<p>All time lines will be followed in accordance with the Individuals with Disabilities Act as well as Section 504.</p> <p>Initial evaluations will be completed on or before 60 days from the date of which parental consent for evaluation was obtained.</p> <p>Independent evaluations will be reviewed by the IEP team within 10 Calendar days after a parent requests a meeting to consider results.</p> <p>Annual reviews and development of an initial individualized education plan will take place no later than one year from the date of the most recent review.</p> <p>Reevaluations will take place within 60 days from the date of which parent signed consent for assessment but no later than three years from the date of the most recent reevaluation where eligibility was discussed. Reevaluations may occur sooner than three years if the specialized services team or parent feels there has been a change in circumstances and a reevaluation prior to triennial is needed to adjust services for the student. In that instance a referral prior to a triennial will be completed.</p> <p>Required Notice of Conference forms will be sent no later than 10 days before a meeting has been scheduled for all specialized service meetings.</p> <p>Consent forms will be sent to parents for signature if the parent was unable to attend the domain or eligibility meetings.</p> <p>Reasonable attempts will be made for both Notice of Conference and Consent forms to reach the parent, including but not limited to sending such forms via personal delivery, U.S. mail, Certified mail, sent home with a student, sent home with a sibling, via email, voice mail, or other form of delivery.</p> <p>IEP implementation will not begin before ten (10) calendar days from the date of the Notice of Conference unless the parent/guardian signs a waiver to the requirement.</p> <p>Progress on IEP annual goals will be evaluated according to the frequency determined in each child's IEP and communicated to the parent via an IEP Progress Report. The IEP team uses available data to determine whether a student is making expected progress, not making expected progress, or has met their annual IEP goal and includes detailed rationale in their decision. The IEP Progress Report will be given to parents at the same time as report card pick-up.</p>	<p>Senior Director of Student Supports School Administration Teachers Related Service Providers</p>	<p style="text-align: center;"> <input checked="" type="checkbox"/> Approved <input type="checkbox"/> See below </p> <p>6/30/22 (MG)</p>

IV. PARENTAL INVOLVEMENT

CHARTER SCHOOL NAME

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<p>Describe the provisions for parent involvement in the Special Education process, indicating what efforts are made for parental education, notification and participation. (34 CFR 300.34(c)(8)) (34 CFR 300.322(b-f)) (23 IAC 226.530)</p>	<p>Parental involvement is requested for all aspects of the special education process, and it is the expectation of Perspectives Charter Schools that parents are notified of their students' ongoing process at least once per week. Parents always have access to their child's Case Manager and/or IEP Coordinator via phone or email.</p> <p>For definition, the IDEA defines "parent" as: a biological or adoptive parent, a foster parent, a surrogate parent, a guardian, but not State if the child is a ward of State, an individual acting in place of a biological or adoptive parent, including grandparents, stepparents or other relative, with whom the child lives or an individual legally responsible for the child's welfare.</p> <p>Parents are given timely notice of all special education meetings and meetings will be scheduled at a mutually agreed upon time whenever possible. Parents receive multiple and varied methods to participate in their child's IEP and related meetings, including being offered the opportunity to participate in special education meetings via phone, over Zoom or Google Hangouts, or to excuse themselves from the meetings.</p> <p>As a member of the IEP team, parents/guardians are encouraged to participate actively during the IEP meeting and provide input in the development of their child's IEP, including any concerns they have for enhancing the student's education. Parents/guardians are asked to describe how they perceive the child to be functioning at school and how their child functions at home; the success of any interventions (rewards, chores, routine, etc.) used in the home; the child's view of school; and the parents' /guardians' vision of the child in the immediate future and post-high school. To facilitate the parent/guardians' input in the IEP, prior to the meeting, the Case Manager or IEP Coordinator asks parents to identify their child's strengths, areas of need and any concerns they may have in order to share them at the IEP meeting. At the meeting, the Case Manager is responsible for ensuring the parents' /guardians' concerns are discussed and accurately documented in the IEP.</p> <p>Parent transition questionnaires are also administered to obtain an understanding of how the parent views their child's strengths, areas of growth, and how their disability impacts their school performance prior to the development of the IEP.</p> <p>When in attendance for special education meetings, parent friendly language will be used and the specialized services team ensures that the parent understands the process and has the ability to ask clarifying questions. Should a parent require an interpreter, Perspectives will ensure that one will be provided.</p>	<p>Senior Director of Student Supports School Administration Teachers Related Service Providers</p>	<p><input checked="" type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p> <p>7/26/22 Approved. (MG)</p> <p>7/11/22 (AG) An IEP meeting can be convened without a parent in attendance when the parent has notified the school team in writing that the team can proceed without them or when the parent/guardian has not shown up for the second meeting attempt, all appropriate documentation has been made, and the parent has not requested another meeting date.</p> <p>6/30/22 -Please provide information on convening an IEP meeting without parent in attendance.</p> <p>-Please note that any Parent/Guardian Notification must be in the parent's native language. (MG)</p>

V. LEAST RESTRICTIVE ENVIRONMENT

CHARTER SCHOOL NAME

Perspectives Charter Schools

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<p>Indicate how the full continuum of Special Education environment and related services in the Least Restrictive Environment will be determined.</p> <p>(34 CFR 300.114(a)(2)(ii)) (34 CFR 300.116(b)) (34 CFR 300.324(a)(1)(i-iii)) (34 CFR 300.503(b)(6))</p>	<p>Perspectives Charter Schools offers the full range of special education environment and related services in the least restrictive environment for students with disabilities. The continuum of services to address student's special education needs is provided at all campuses, and based upon the requirements in each child's individualized education plan. In accordance with the Individuals with Disabilities Act, the continuum includes the alternate placements listed in the definition of special education under 300.26 (instruction in regular classes, special classes, special schools, home instruction, and hospital instruction) and allows for supplementary services such as a resource room or itinerant instruction available in conjunction with regular class placement.</p> <p>Services are determined based upon each child's unique needs as they relate to their disability. Educational placement is decided by the specialized services team of which the parent is a part of. All available and relevant data is evaluated in each individualized education meeting to determine a student's least restrictive environment, with the strengths of the student, parental concerns, and results of most recent evaluations driving placement. A placement in the general education classroom full time with supplementary aids and services is the first consideration. If it is determined that the child would not be able to achieve satisfactory achievement in that setting, the team works through the continuum to find the most appropriate least restrictive environment for the child.</p> <p>In selecting the placement, the IEP team considers the potential harmful effects, if any, on the individual student or the efficiency of services that they need in the chosen placement. Whether or not any harmful effects exist is noted on the IEP. Some potential harmful effects to consider include, but not limited to decreased access to the instructional opportunities available in integrated settings; lack of opportunity for social interaction with non-disabled peers; decreased self-esteem; lack of opportunities for appropriate social, behavioral, or communication role models; stigmatization; and/or travel time to and from school location.</p> <p>In accordance with IDEA, to the maximum extent appropriate, children with disabilities will be educated with their non-disabled peers and special classes, separate schooling or other removal of children with disabilities from the regular educational environment only occurs if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.</p> <p>In all specialized service settings, students with disabilities have access to, participate in, and progress in the general education curriculum with necessary supports and services as required by their</p>	<p>Senior Director of Student Supports School Administration Teachers Related Service Providers</p>	<p><input checked="" type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p> <p>7/26/22 Approved. (MG)</p> <p>7/11/22 (AG) All students at Perspectives Charter Schools are afforded the opportunities to participate with their nondisabled peers in activities such as homeroom, art, gym, music, computers, lunch, field trips, assemblies.</p> <p>6/30/22 -When students are removed from the general education setting, are they afforded the opportunities to participate with their nondisabled peers in activities such as homeroom, art, gym, music, computers, lunch, field trips, assemblies? (MG)</p>

VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

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<p>a) Services – describe how all services and resources required by a student’s IEP will be provided, including but not limited to accommodations, LRE setting, and related services;</p> <p>Provide assurances that in compliance with state and federal law, (i) the charter school will not discriminate based upon a child’s need for special education services; and (ii) any decision made that a child will not be educated at the Charter School because of the need for special education and related services will only be made after the IEP team’s consideration of the educational <u>environment options</u> (<i>taking into consideration all available educational resources such as accommodations AND related services</i>) and the IEP team’s determination that the Charter School’s educational program and services do not meet the child’s individual needs. (34 CFR 300.116(a)(1)) (34 CFR 300.116(b)(1)) (34 CFR 300.320(a)(1)(i)) (34 CFR 300.320(a)(4)) (34 CFR 300.320(a)(7)) (34 CFR 300.321(a)) (34 CFR 300.322(c-d)) (34 CFR 300.324(a)(1)(ii)) (34 CFR 300.324(a)(2)) (23 IAC 226.210) (23 IAC 226.220(c))</p>	<p>All services and resources listed in a child’s individualized education plan are provided. If during an initial or reevaluation the IEP team determines that a student has characteristics of one or more disability areas, the team then determines whether the student’s disability adversely affects his/her educational performance. Educational performance includes academic as well as functional performance (e.g., behavior, social, communication skills, adaptive/independent living skills, etc.) The IEP team also determines if the student requires special education and related services to address the adverse effect of the disability on educational performance. If they do, the student is eligible and the IEP team identifies the student’s specific needs and proceeds to drafting the student’s Individualized Education Program (IEP) to address those needs. If the student does not require special education to address the adverse effect of the disability on educational performance (i.e., the student’s disability can be accommodated in the general education classroom without the services of a special education teacher/specially designed instruction or the student only requires related services), the student is not eligible for special education and no IEP is developed. The student may be eligible under Section 504.</p> <p>Eligibility determination is reached through consensus by the IEP team. Consensus is defined as a general agreement, not necessarily unanimous agreement. It is a judgment arrived at by most of those involved. If consensus cannot be reached, the school provides the parents/guardians with a written copy of the school’s proposals or refusals or both, regarding the child’s educational program, and the parents/guardians have the right to seek resolution of any disagreements as outlined in the procedural safeguards. Each IEP team member must agree that the report reflects his/her conclusion.</p> <p>If a team member feels that the written report does not reflect their conclusion, that team member will submit a separate statement presenting their conclusion. This written statement should be completed on the Dissenting Opinion form. The Eligibility Determination form is provided to the parents/guardians. Parents/Guardians who disagree with the IEP team’s conclusions may seek resolution as outlined in the procedural safeguards.</p> <p>Related services are provided by certified related service providers in accordance with the needs as outlined in each child’s individualized education plan. Related services include speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, (including therapeutic recreation), early identification and assessment of disabilities in children, counseling services (including</p>	<p>Senior Director of Student Supports School Administration Teachers Related Service Providers</p>	<p style="text-align: right;"><input checked="" type="checkbox"/> Approved <input type="checkbox"/> See below</p> <p>8/15/22 Approved. (MG)</p> <p>8/1/22(AG) The school provides professional development for school personnel based on strategic plans, department goals, and student need. Should a student require a particular service or assisted technology that requires additional training, the school would partner with Chicago Public Schools to disseminate the correct information to staff.</p> <p>7/26/22 -How does the school address the need for supports for school personnel? (MG)</p> <p>7/11/22 (AG) The school addresses the concerns of the parent in the parental concern component of the IEP. The school works with the parent as a part of the IEP team to develop supports for the student.</p> <p>Assistive technology and communication needs are also discussed in appropriate sections in the IEP when the students access to the curriculum, ability to communicate, or other functional capabilities are adversely affected by the student’s disability. The IEP team identifies assistive technology required for the student to interact with staff and peers, to access any portion of the curriculum, or to meet the social and/or communication needs of the student. In the case of a student who is deaf or hard of hearing, the IEP team also considers the students language needs. </p>

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<p>b) Functional Assessments of Behavior</p> <p>– describe this provision; (34 CFR 300.324(a)(2)(i)) (34 CFR 300.530(d-f)) (23 IAC 226.75)</p>	<p>Positive behavioral interventions, strategies, and supports, or a formal functional behavioral assessment (FBA) are initiated and a behavior intervention plan (BIP) developed, when a student's behavior impedes their learning and/or their peers' learning.</p> <p>The initiation or revision of a FBA and BIP are also required when disciplinary sanctions result in out-of-school removal beyond 10 school days in a school year; or when a manifestation determination review (MDR) is conducted for students with disabilities served through a 504 plan or IEP.</p> <p>Prior to conducting the FBA, parental consent is obtained either through the Consent/Assessment Planning process if the student is undergoing a FIE; or via a separate FBA Consent form.</p> <p>When conducting an FBA, behavior is addressed ecologically, through multiple contexts, from multiple theoretical perspectives, results from collaboration, and is used whenever a student's behavior impedes the learning of themselves or others.</p> <p>The FBA uses both direct and indirect assessments, and includes the following components: detailed description of the target behavior, description of the settings in which the target behavior occurs, description of environmental barriers that may impact the behavior, an examination of the suspected function of the behavior, and a description of environmental modifications to be used to change the behavior.</p> <p>Functional Assessments of Behavior are for both students with disabilities and students without. If the results of the FBA create a suspicion of a potential disability, a student will be referred for a specialized services evaluation.</p> <p>In addition to FBA and BIPS, Perspectives Charter Schools utilizes MTSS supports, restorative based discipline practices, and other behavioral interventions such as individualized token economy when the need is present to support a child.</p>	<p>Senior Director of Student Supports School Administration Teachers Related Service Providers</p>	<p style="text-align: right;"><input checked="" type="checkbox"/> Approved</p> <p style="text-align: right;"><input type="checkbox"/> See below</p> <p>7/26/22 Approved. (MG)</p> <p>7/11/22 (AG) All students at Perspectives Charter Schools receive Tier 1 SEL supports--whole class, whole school community, culture and climate.</p> <p>Perspectives Charter Schools must adhere to the special education guidelines outlined by Chicago Public Schools. Initiation of an FBA/BIP occurs when the student's behavior impedes the learning of themselves or others, disciplinary sanctions result in out of school removal beyond 10 school days in a school year or when a manifestation determination review is conducted. Prior to conducting the FBA for a BIP, parent/guardian consent is obtained through the standalone consent for functional behavior assessment document.</p> <p>A minimum of two weeks of quantitative baseline data must be collected using two or more data collection methods. There is a minimum of 15 instances of antecedent, behavior, consequence data per target behavior in a BIP. In addition, schools must include one of the following: preference assessment, paired choice preference assessment, multiple stimulus with replacement, multiple stimulus without replacement, student functional assessment interview and reinforcer survey, or reinforcer assessment for individuals with severe disabilities.</p>

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<p>c) Behavior Intervention Plans – describe how these will be implemented; Provide assurances that in accordance with state and federal laws, BIPs shall not interfere with students human rights</p> <p>(34 CFR 300.530(d-f)) (23 IAC 226.750(a))</p>	<p>Behavior Intervention Plans are developed based on the results of Functional Behavior Assessments for students whose behavior impedes the learning of themselves or others or who have been removed from the school setting for disciplinary reasons for 10 consecutive or cumulative school days.</p> <p>When a child has been removed from the school setting for disciplinary reasons for 10 consecutive or cumulative school days, an IEP meeting is held to review the student's behavior intervention plan, or develop one if none exists.</p> <p>The Behavior Intervention Plan is a component of a child's Individualized Education Plan. It is enacted to ensure that students are not removed from the educational environment unnecessarily. Behavior Intervention Plans will be developed and implemented in accordance with Illinois School Code Section 14-8.05 The Behavior Intervention Plan includes a summary of the FBA, a summary of previous interventions attempted and their success or lack thereof, a detailed description of non-restrictive and restrictive behavior interventions to be used for each target behavior, a list of measurable behavior changes expected and methods of evaluation, a schedule for review of intervention effectiveness, and a list of provisions for coordinating with the parent.</p> <p>All student behavior referrals reference interventions attempted if the referral is written for a student with a disability who has a BIP and one of their target behaviors is the reason for the referral. Referrals are audited internally to assess for BIP implementation. BIP observations also take place to ensure effectiveness of implementation. No child is disciplined for any behaviors on their Behavior Intervention Plan if the plan is not followed or implemented.</p> <p>Parents of children who have a Behavior Intervention Plan are also given a copy of discipline procedural safeguards.</p> <p>Perspectives ensures that at no point and time will a Behavior Intervention Plan interfere with human rights by ensuring staff receive the professional development and training needed to implement BIPS.</p>	<p>Senior Director of Student Supports School Administration Teachers Related Service Providers</p>	<p style="text-align: center;"><input checked="" type="checkbox"/> Approved <input type="checkbox"/> See below</p> <p>7/26/22 Approved. (MG)</p> <p>7/11/22 (AG) Perspectives Charter Schools must adhere to the special education guidelines outlined by Chicago Public Schools. The revision of a BIP occurs when the student's behavior impedes the learning of themselves or others, disciplinary sanctions result in out of school removal beyond 10 school days in a school year or when a manifestation determination review is conducted. Prior to conducting the FBA for a BIP, parent/guardian consent is obtained through the standalone consent for functional behavior assessment document.</p> <p>A minimum of two weeks of quantitative baseline data must be collected using two or more data collection methods. There is a minimum of 15 instances of antecedent, behavior, consequence data per target behavior in a BIP. In addition, schools must include one of the following: preference assessment, paired choice preference assessment, multiple stimulus with replacement, multiple stimulus without replacement, student functional assessment interview and reinforcer survey, or reinforcer assessment for individuals with severe disabilities.</p> <p>6/30/22 -What is the school's policy and practice for revising the BIP (e.g., timeline, how much data is required, etc.)? (MG)</p>

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<p>d) Discipline – describe what and how discipline will be managed with special education students; (34 CFR 300.530(b-e))</p>	<p>Perspectives’ approach to culture is rooted in a belief that the learning environment is sacred and that adherence to the 26 Principles of A Disciplined Life® is crucial for student academic as well as social-emotional success. We strive to ensure that every child is safe physically, emotionally, mentally, and intellectually and that every child has the chance to learn without needless disruptions. Our philosophy is non-punitive, holistic, and inclusive of multiple, diverse perspectives. We use a restorative practices approach that emphasizes relationships and community. Students with disabilities are expected to abide by the Perspectives Student Code of Conduct. Adjustments to the SCC are made based on a case by case basis, as required by federal and state laws and regulations, individualized to a student’s IEP or accommodations when necessary. Schools monitor discipline data for all students—including students with disabilities—through a variety of means including weekly analysis of referrals, detentions, in school and out of school suspensions. As outlined in Chicago Public Schools’ Procedural Safeguards for Discipline of Students with Disabilities/Impairments, school officials may suspend students with disabilities/impairments and cease educational services for a total of up to 10 consecutive or 10 cumulative school days in one school year without providing procedural safeguards. To ensure that Perspectives is in compliance with ISBE Indicator 4, any out of school suspension for a student with a disability must be approved by the Case Manager. A student with a disability will not be disciplined for misconduct which was caused by, or had a direct and substantial relationship to, the child’s disability; or the direct result of the school’s failure to implement the individual education plan (IEP). If a student does receive an out of school suspension, students with disabilities are provided with appropriate and available supports and services during the duration of their out of school removal. Federal regulations offer some flexibility in suspending students with disabilities in excess of 10 school days in the school year in certain circumstances. When necessary, in order to determine whether the circumstances permit a suspension in excess of 10 days per school year, Perspectives will consult with the CPS Department of Procedural Safeguards and Parental Supports. When school officials anticipate a referral for expulsion or prior to the 11th consecutive or cumulative day of suspension a Manifestation Determination Review (MDR) will be convened. For expulsions, Perspectives holds the MDR meeting within 10 school days of the date of the decision to request the expulsion hearing.</p>	<p>Senior Director of Student Supports School Administration Teachers Related Service Providers</p>	<p style="text-align: center;"> <input checked="" type="checkbox"/> Approved <input type="checkbox"/> See below </p> <p>7/26/22 Approved. (MG)</p> <p>7/11/22 (AG) As a Charter School under Chicago Public Schools that uses our own student code of conduct, we do not have access to utilize interim alternative educational placements. Should a child possess a weapon, use or sells drugs, or inflicts serious bodily injury, we follow our student code of conduct and assign consequences on a case by case basis.</p> <p>6/30/22 -Please provide information on Interim Alternative Educational Placement (MG)</p>

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<p>e) Transition planning – describe the methods used for agencies' involvement, participation of agencies in IEPs, and tracking post-graduation implementation: (34 CFR 300.320(b)) (34 CFR 300.321(b)) (34 CFR 300.43) (23 IAC 226.230(c))</p>	<p>Transition services are a coordinated set of activities that Perspectives provides in an effort to ensure that a child with a disability is successfully moving to a post-secondary setting after high school. These services include instruction, related services, community experiences, post-secondary goals and objectives, and acquisition of daily living skills.</p> <p>A transition plan is written into an IEP starting in the 8th grade but no later than when a child with a disability turns age 14 1/2. Students are also given transition minutes in their IEP as time to work on and implement transition services. The transition plan is updated annually, and students are invited to be a part of the IEP meeting if transition planning will occur.</p> <p>The transition plan consists of assessments pertaining to post-secondary education/training, post-secondary employment and post-secondary independent living. It details students competency skills and how a student's current skills will impact him/her after high school when in higher education or training, employment, or independent living settings. It also describes a student's social skills, self-determination skills, post-secondary outcomes, planned course of study, coordinated set of activities, and home based support eligibility.</p> <p>Annual IEP goals are written for post-secondary employment, post-secondary education, and independent living that link to the outcomes in the transition plan. These goals are monitored and evaluated according to the evaluation criteria outlined in the IEP, and progress is documented in IEP report cards, to be send home quarterly with report cards.</p> <p>Perspectives is dedicated to the continuous improvement of writing transition plans. In accordance with ISBE guidelines, an Outside Agency Representative is invited to meetings when Consent to Invite an Outside Agency Representative is obtained each year. All appropriate and available public agencies are invited to attend IEP meetings when the purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals. To the extent appropriate, with the consent of the parents or a child who has reached the age of majority, Perspectives will invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.</p> <p>To improve the postsecondary outcomes for our scholars, new (and different) transition assessments are conducted for each IEP. Scholars, Parents and Guardians are provided the Illinois Department of Rehabilitation Services referral packet at each IEP</p>	<p>Senior Director of Student Supports School Administration Teachers Related Service Providers</p>	<p style="text-align: right;"> <input checked="" type="checkbox"/> Approved <input type="checkbox"/> See below </p> <p>6/30/22 (MG)</p>

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<p>f) Transportation – describe provisions for this service; (34 CFR 300.34(c)(16)) (34 CFR 300.107(b)) (23 IAC 226.750(b))</p>	<p>Perspectives Charter Schools makes available transportation services through Chicago Public Schools. Transportation to and from Perspectives is coordinated, routed, and provided through CPS. Arrival and departure times for transportation maintain a full instructional day, and travel times are limited to the maximum extent possible.</p> <p>Transportation services for students with disabilities are provided in accordance with students' individualized education plans and developed in accordance with IDEA rules and regulations.</p> <p>The IEP team is responsible for determining if transportation is required to assist a student with a disability to benefit from special education, and how the transportation services should be implemented. The IEP describes the transportation services to be provided, including transportation to enable a student with disabilities to participate in nonacademic and extracurricular activities in the manner necessary to afford the student an equal opportunity for participation in those services and activities to the maximum extent appropriate to the needs of that student, as well as transportation of a student to a nonpublic or residential facility.</p> <p>Transportation services can also include travel training. Travel training is instruction that enables students who require this instruction, to develop an awareness of the environment in which they live, and to learn the skills necessary to move effectively and safely from place to place within that environment.</p> <p>Transportation as a related service is considered when the nature or severity of a student's disability prohibits them from transporting themselves to and from school, or in and around the school, in the same manner as their non-disabled peers. Transportation also includes the use of specialized equipment such as a bus aide, nurse on the bus, air conditioning, pick-up/drop-off location other than home, presence of adult at pick-up/drop off or medical.</p> <p>When a student is determined to need transportation services, the parent/guardian must decide whether to accept or decline the services. The parent/guardian's decision of whether to accept or decline transportation services must be reflected on both the IEP and the Parent Non-Acceptance of IEP Services Letter. If the parent/guardian provides notice (oral or written) to the Case Manager after the IEP meeting that he/she has changed his/her mind regarding accepting or declining transportation services, the IEP will be revised to reflect the parent/guardian's new decision following the procedural safeguards for IEP revision meetings.</p>	<p>Senior Director of Student Supports School Administration Teachers Related Service Providers</p>	<p><input checked="" type="checkbox"/> Approved <input type="checkbox"/> See below</p> <p>6/30/22 (MG)</p>

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<p>g) Extended School Year – describe how extended school year services will be provided. (34 CFR 300.106(a-b)) (34 CFR 300.320(a)(5)) (34 CFR 300.320(a)(4)(ii))</p>	<p>Perspectives Charter Schools makes available extended school year (ESY) services through Chicago Public Schools. Extended School Year (ESY) services are determined on a case by case basis according to the needs of students and provided as necessary at no cost to the parent(s) of the students. ESY is provided per the student's need without limits. ESY services are addressed by the IEP team on or before April 1st of each school year to determine whether or not a child will be in need of ESY services.</p> <p>In accordance with the IDEA, the IEP team determines how much regression will occur during the time away from school, how long the recoupment period will be, whether new or emerging skills will be lost during the time away from school, whether benefits gained during regular school year will be significantly jeopardized during a prolonged time away from school, the degree of the child's disability; and the ability of the parent's to provide structure at home.</p> <p>The IEP team also determines why the student cannot participate with their non-disabled peers in summer school due to their regression and recoupment needs. Students eligible for ESY are involved in the general education curriculum and extracurricular activities through making progress in those areas by participating in ESY.</p> <p>If a child qualifies for extended school year services, the IEP team records such services into the students individualized education plan and ensures all necessary documentation exists to coordinate and provide ESY services to the student through CPS.</p> <p>When a student is determined eligible for ESY services, the parent/guardian must decide whether to accept or decline the services. The parent/guardian's decision of whether to accept or decline ESY services must be reflected on both the IEP and the Parent Non-Acceptance of IEP Services Letter. If the parent/guardian provides notice (oral or written) to the local school district representative after the IEP meeting that he/she has changed his/her mind regarding declining ESY services, the IEP is revised to reflect the parent/guardian's new decision to accept ESY services following the procedural safeguards for IEP revision meetings.</p> <p>All students whose IEPs indicate they are eligible for ESY services and their parents accepted the service at the IEP meeting will receive an ESY Parental Acceptance Letter in late April/early May identifying the student's ESY school site, as determined by Chicago Public Schools. If a parent declines ESY services after receiving the ESY Parental Acceptance Letter, the parent's</p>	<p>Senior Director of Student Supports School Administration Teachers Related Service Providers</p>	<p style="text-align: right;"><input checked="" type="checkbox"/> Approved <input type="checkbox"/> See below</p> <p>6/30/22 (MG)</p>

VII. PARTICIPATION IN ASSESMENTS

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<p>a) College board, state, local, and/or alternate assessment – indicate how an appropriate assessment testing is determined by the IEP team; (34 CFR 300.320(a)(6)) (23 IAC 226.230(a)(2))</p>	<p>IAR/PSAE/DLM testing is determined on a case by case basis by the IEP team and reflected in the students individual education plans.</p> <p>All students with disabilities will participate in state and district assessments unless otherwise identified by the IEP team due to the severity of their disability that they qualify for Dynamic Learning Maps (DLM).</p> <p>The IEP team will follow the following ISBE guidance when determining whether or not a student qualifies for the DLM:</p> <p>(1) Whether or not the student in question has intellectual functioning well below average (typically an IQ of 55 or below.) and/or (2) Whether or not the well below average intellectual functioning exists concurrently with impairments or deficits of adaptive functioning. More specifically, the questions that populate in the Chicago Public Schools IEP are: (1) Does the student have a significant cognitive disability? (2) Is the student's instruction linked to grade level content and reflective of the common core essential elements? and (3) Does the student require extensive direct individualized instruction and substantial support to achieve measurable gains in the grade and age appropriate curriculum?</p> <p>When reviewing the participation criteria, the IEP team reviews classroom instruction of students to see if it is linked to grade level content, but narrowed in complexity; to see if it is reflective of the critical functions found in the Alternative Assessment framework, and to determine if the student requires more frequent and intensive instruction in incremental steps in order to apply and transfer skills across settings. If the team finds that the above is true, they will choose the DLM as the most appropriate assessment for the student.</p>	<p>Senior Director of Student Supports School Administration Teachers Related Service Providers</p>	<p><input checked="" type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p> <p>6/30/22 (MG)</p>

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<p>b) College board, state, and local assessment accommodations – indicate how assessment accommodations will be determined and made for students with disabilities whose IEPs require accommodations;(34 CFR 300.320(a)(6))</p>	<p>IAR/PSAE accommodations are made for students with disabilities whose IEPs requires accommodations. All testing accommodations are aligned to IAR/PSAE approved accommodations and based on the individual needs of the student on a case by case basis as determined by the IEP team in an IEP meeting. When making the determination, the IEP team looks at all relevant assessment and evaluation data as well as current and past accommodations and the students' response to them.</p>	<p>Senior Director of Student Supports School Administration Teachers Related Service Providers</p>	<p><input checked="" type="checkbox"/> Approved <input type="checkbox"/> See below</p> <p>6/30/22 (MG)</p>

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Perspectives Charter Schools

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<p>c) Student Achievement – Cite data that demonstrates increased student academic achievement for students with disabilities. If the charter school cannot demonstrate increased student academic achievement for students with disabilities, the charter school should describe any specific strategies it will utilize to address low student achievement among this student population. (34 CFR 300.101)</p>	<p>From 2016-2021, students with disabilities at Perspectives have raised their composite ACT scores from a 13 to a 14. While scores have fluctuated, we have seen a positive growth trend for this population. With the exception of one of our campuses, we saw greater gains in Explore to ACT growth in our students with IEPs than our General Education population, with about a third of these students making their expected growth targets.</p> <p>From 2016-2021, SAT scores for students with disabilities at Perspectives have fallen by an average of 31.7 points. In comparison to the score fall rate of general education students though, which is 88 points, there has been less loss for students with disabilities.</p> <p>During the 2019-2020 school year, 87% of students with disabilities improved their overall average GPA, a reflection of our continued improvements in exposure to grade level curriculum and strong student support programs. Attendance rates for students with disabilities are on track with the general education population, with rates of 91% and 92% respectively.</p> <p>The drop out rate for our special education students is 3%, which is a lower increase in dropout rate than our general education students. While college enrollment rates for our special education students dropped down to 45%, college persistence rates for students with disabilities are at 54%.</p> <p>Perspectives recognizes that our students with disabilities are not immune from the national achievement gap that affects diverse learners and are committed to strengthening our practices in specially designed instruction. We believe we can build on the momentum we have going now through targeted instruction that focuses on high leverage practices, professional development on how to implement the HLPS, data driven instructional decisions to inform instruction, and strengthening intervention practices to shift the narrative for our students with disabilities and allow them to achieve at a greater rate.</p> <p>Since our last renewal, multiple staff members have received master’s level professional development through Relay Graduate School of Education’s National Special Education Leadership Academy. The learning achieved has enabled Perspectives to set an inclusive vision for our students with disabilities as well as evaluate, assess, and plan targeted development strategies to increase academic performance.</p>	<p>Senior Director of Student Supports School Administration Teachers Related Service Providers</p>	<p><input checked="" type="checkbox"/> Approved <input type="checkbox"/> See below</p> <p>6/30/22 (MG)</p>

VIII. CONFIDENTIALITY OF RECORDS

CHARTER SCHOOL NAME

Perspectives Charter Schools

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>Provide method of access to records, access controls in place, and guidelines for appropriateness of special education documents in temporary files. (FERPA) (20 USC 1232g) (23 IAC 226.740) (34 CFR 300.610 - 300.627) (105 ILCS 10) (23 IAC 375)</p>	<p>The school Case Manager serves as the official records custodian who is responsible for the maintenance, care and security of all special education records, whether or not such records are in their personal custody or control. The Case Manager takes reasonable measures to prevent unauthorized access to or dissemination of the records. The information contained in or added to the special education record is limited to information which is of clear relevance to the education of the student.</p> <p>Special education records and the information contained in those records are maintained for not less than 5 years after the student has transferred, graduated, or otherwise withdrawn from the school. The records are not disclosed except as provided in section five or six of the Illinois School Records Act or by court order.</p> <p>Before any school student record is destroyed or information deleted therefrom, the parent is given reasonable prior notice at his or her last known address in accordance with regulations adopted by the State Board and an opportunity to copy the record and information proposed to be destroyed or deleted.</p> <p>In accordance with the Illinois School Records Act, a parent or any person specifically designated as a representative by a parent has the right to inspect and copy all school student permanent and temporary records of that parent's child. A student shall have the right to inspect and copy his or her school student permanent record. No person who is prohibited by an order of protection from inspecting or obtaining school records has any right of access to, or inspection of, the school records of that student.</p> <p>A parent's or student's request to inspect and copy records, or to allow a specifically designated representative to inspect and copy records, is granted within a reasonable time, and in no case later than 10 business days after the date of receipt of such request by the official records custodian.</p> <p>All special education records are kept in locked filing cabinets inside of a locked room at each school site with access only for applicable staff members, which include the Case Manager, Related Services Provides, Special Education Teachers, and School Administration. Sign out sheets are placed in each student's folder where permitted staff who accessed the files will record their name, date, and time of reviewing student files.</p> <p>Individualized Education Plans are distributed only to applicable staff members on a need to know basis and such staff members sign a verification of read receipt indicating that they have received the IEP and commit to maintaining confidentiality of the student</p>	<p>Senior Director of Student Supports School Administration Teachers Related Service Providers</p>	<p><input checked="" type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p> <p>7/26/22 Approved. (MG)</p> <p>7/11/83 (AG) Student's permanent records contain elementary school transcripts, high school transcripts, health records, registration cards, test scores on all relevant state assessments administered at the high school levels, and a copy of the student's original birth certificate. Permanent records are retained for 82 years after the student's date of birth.</p> <p>6/30/22 -What information is contained in a student's permanent record? How long is the school required to keep this record? (MG)</p>

IX. SPECIAL EDUCATION PERSONNEL

CHARTER SCHOOL NAME

Perspectives Charter Schools

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>Describe how the charter school will perform background checks as well as credential verification of its prospective special education personnel. (105 ILCS 5/10-21.9) (34 CFR 300.18)</p>	<p>The Perspectives Charter Schools application process asks teachers to list their credentials and their IEIN number. Human Resources verifies each employees status via the ISBE website.</p> <p>In the event that an employee's certification is in process of converting or pending, HR will check ISBE website and teacher candidate periodically before the start of the school year. No staff member will be allowed to instruct or support special education students without current and appropriate certification.</p> <p>As part of Perspectives' offer process each teacher candidate is informed that they must complete and pass a background check through a third party vendor prior to the first day of work. Specifically, Perspectives Charter Schools will utilize the Chicago Public Schools background check process, where each applicant will be fingerprinted and undergo a criminal background check. The report will include ISP/FBI criminal history, National Sex Offender Registry Status, Illinois Murder and Violent Offender Against Youth Registry, Illinois Sex Offender Registry, Illinois DCFS--state automated child welfare system, and CPS eligibility for rehire.</p>	<p>Senior Director of Student Supports School Administration Teachers Related Service Providers</p>	<p><input checked="" type="checkbox"/> Approved <input type="checkbox"/> See below</p> <p>6/30/22 (MG)</p>

X. SPECIAL EDUCATION PERSONNEL

CHARTER SCHOOL NAME

Perspectives Charter Schools

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>Describe how the charter school will determine and monitor general education class composition and special education class size to remain in compliance with federal and state requirements. (23 IAC 226.730(a-c))</p>	<p>In accordance with Illinois Administrative Code 23, Perspectives follows all class size rules and guidelines to remain in compliance with federal and state requirements including: (1) When a student's IEP calls for services in a general education classroom, the student is served in a class that is composed of students of whom at least 70 percent are without IEPs, that utilizes the general curriculum, that is taught by an instructor holding an educator license for general education and who is employed for that purpose, and that is not designated as a general remedial classroom. (2) Classes in which all the students receive special education services for 20% of the school day or less have a ratio of 1 teacher per 15 students or 1 teacher and 1 paraprofessional with 17 students. (3) Classes in which any student receives special education services for 20-60% of the school day have a ratio of 1 teacher per 10 students or 1 teacher and 1 paraprofessional with 15 students. (4) Classes in which any student receives special education services for more than 60% of the school day have a ration of 1 teacher per 8 students or 1 teacher and 1 paraprofessional per 13 students.</p> <p>Class size placement is based on student need.</p> <p>Class sizes are monitored by the IEP and School Leadership teams through running reports in the PowerSchool system once per month to calculate current class sizes and ensure that classes are within the limits. These include general education classes and special education classes.</p>	<p>Senior Director of Student Supports School Administration Teachers Related Service Providers</p>	<p><input checked="" type="checkbox"/> Approved <input type="checkbox"/> See below</p> <p>6/30/22 (MG)</p>



Illinois State Board of Education

100 West Randolph Street, Suite 14-300
Chicago, IL 60601

CHARTER SCHOOL RENEWAL APPLICATION FOR ENGLISH LANGUAGE LEARNING SERVICES

MULTILINGUAL DEPARTMENT

Pursuant to Section 27A-5(g) of the Illinois School Code [105 ILCS 5/27A-5(g)], charter schools are required to comply with “all federal and State laws and rules applicable to public schools that pertain to . . . the instruction of English learners[.]” To ensure that both parties to a charter school contract fully understand their respective legal obligations with respect to English learners, all applications to open a new charter school and all applications to renew the charter of an existing charter school must include “[a] plan for the provision of educational services for English learners that aligns to the requirements of Article 14C of the School Code [105 ILCS 5/Art. 14C] and 23 Ill. Adm. Code 228 (Transitional Bilingual Education).” 23 Ill. Admin. Code 650.30(b)(2)(D).

To fully address all requirements, please review the following authorities:

- 20 U.S.C. 6801, et seq. (“Language Instruction Educational Programs and Immigrant Students”)
- 20 U.S.C. 1701, et seq. (“Equal Educational Opportunities Act”)
- *Castañeda v. Pickard*, 648 F.2d 989 (5th Cir. 1981)
- 105 ILCS 5/Article 14C (“Transitional Bilingual Education”)
- 23 Ill. Admin. Code Part 228 (“Transitional Bilingual Education”)
- *Plyler v. Doe*, 457 U.S. 202 (1982)
- *Lau v. Nichols*, 414 U.S. 563, 566 (1974)

CHARTER SCHOOL NAME Perspectives Charter Schools	DISTRICT NAME AND NUMBER Chicago Public Schools District 299	
ADDRESS (STREET, CITY, STATE, ZIP CODE) 1530 S. State Street, Chicago, IL 60605	TELEPHONE (Include Area Code) 312-604-2200	FAX (Include Area Code)
	DATE OF APPLICATION SUBMISSION 5-27-2021	
GRADES TO BE SERVED 6-12	TOTAL NUMBER OF STUDENTS TO BE SERVED 1700	
CONTACT NAME Amy Gambrel, Senior Director of Student Supports	CONTACT TELEPHONE (Include Area Code) 312-604-2200	CONTACT E-MAIL agambrel@pcsedu.org

ISBE USE ONLY:

Review # 2 Date 8/12/2022

Instructions for required corrections AND clarification:

Your application is not approved; please see the following components for corrections: Components 1, 2, 3, 4, 5, 6, and 7 that indicate an X See below. If you have any questions, please contact me at sserrano@isbe.net.

8/12/2022 Your application has been approved. Just keep posting positions for the ESL teacher and continue to provide PD to Gen Ed staff regarding English Learners. If you have any questions please feel free to contact me.

SECTION I: ALL APPLICANTS MUST COMPLETE THIS SECTION

COMPONENT 1: IDENTIFICATION OF ELIGIBLE STUDENTS

This component examines whether the charter school is implementing the Home Language Survey and screening procedures to identify students of non-English speaking background for program eligibility according to the state requirements.

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	NAME/TITLE OF STAFF AT CHARTER SCHOOL AND/OR DISTRICT WHO WILL ENSURE IMPLEMENTATION	FOR ISBE USE ONLY
<p>Legal Standard - Identification of Eligible Students (23 Ill. Adm. Code 228.10, 228.15; OCR, Identification of Discrimination and Denial of Services on the Basis of National Origin, (May 25, 1970), reprinted in 35 Fed. Reg. 11,595 (July 18, 1970)</p> <p>Explain the procedures implemented to ensure that parents of ELs receive meaningful access to the admissions information in a manner and form they can understand, such as by providing free interpreter and/or translation services and ensure that parents understand that all children, including potential students identified as English Learners, are informed about their eligibility in the school's lottery system.</p>	<p>Perspectives Charter Schools ensures that all families who are interested in enrolling their child in one of our schools receives all relevant information in a language that they can understand. For our Spanish speaking students and families specifically, there are multiple staff members in our enrollment offices that are fluent in Spanish and can translate in person or over the phone for parents and families who need it, as well as who can translate any promotional materials and/or handouts from Perspectives. All of these translation services are provided free of charge to parents/guardians.</p> <p>Perspectives exhausts all efforts to seek free translators/interpreters for families who speak a language other than Spanish, including seeking guidance from Chicago Public Schools Office of Language and Cultural Education (OLCE) when needed. Translation services are provided at registration, enrollment, and other school related activities including Individualized Education Plan (IEP) meetings. Perspectives will utilize the OLCE (Office of Learning and Cultural Education) at</p>	<p>Senior Director of Enrollment Senior Director of Student Supports School Administration</p>	<p><input checked="" type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below Not able to complete reading description. not able to scowl down.</p> <p>8/2/22 (AG): Please see second paragraph:</p> <p>Perspectives exhausts all efforts to seek free translators/interpreters for families who speak a language other than Spanish, including seeking guidance from Chicago Public Schools Office of Language and Cultural Education (OLCE) when nee. Translation services are provided at registration, enrollment, and other school related activities including Individualized Education Plan (IEP) meetings. Perspectives will utilize the OLCE (Office of Learning and Cultural Education) at Chicago Public Schools to provide translated materials to families for any CPS sponsored promotional materials. For any forms that are not made available through Chicago Public Schools, Perspectives will utilize ISBE as a resource.</p>

COMPONENT 1: IDENTIFICATION OF ELIGIBLE STUDENTS (Continued)

This component examines whether the charter school is implementing the Home Language Survey and screening procedures to identify students of non-English speaking background for program eligibility according to the state requirements.

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	NAME/TITLE OF STAFF AT CHARTER SCHOOL AND/OR DISTRICT WHO WILL ENSURE IMPLEMENTATION	FOR ISBE USE ONLY
<p>Legal Standard - Identification of Eligible Students (23 Ill. Adm. Code 228.10, 228.15; OCR, Identification of Discrimination and Denial of Services on the Basis of National Origin, (May 25, 1970), reprinted in 35 Fed. Reg. 11,595 (July 18, 1970)</p> <p>How will the charter school communicate the procedures for administering the Home Language Survey (HLS) to its entire intake staff?</p> <p>For those students identified through the home language survey as having a language background other than English, please explain the screening procedures that are in place to meet state requirements for the identification of English Learners.</p>	<p>As outlined in Title 23 of the Illinois Administrative Code, Part 228, Perspectives administers a Home Language Survey (HLS) to every parent or legal guardian of all newly-enrolling students. This requirement includes all students in preschool through grade 12, though Perspectives serves students in grades 6-12, and is communicated to parents at the time of enrollment.</p> <p>The HLS asks questions in order to ascertain if the student speaks another language, or if he/she has had an exposure to another language that could have had an impact on the student's language proficiency development in English. Specifically, the questions asked are: 1) Is a language other than English spoken in the home, and if so, what language? and 2) Does the student speak a language other than English, and if so, which language?</p> <p>The HLS is administered at enrollment and registration for new students, and throughout the year as new students enroll. The HLS is given to families by the school Office Clerk in an enrollment/registration</p>	<p>Senior Director of Enrollment Senior Director of Student Supports School Administration</p>	<p>X Approved</p> <p>- See Below</p>

COMPONENT 2: PROGRAM STRUCTURE

This component examines whether the charter school has established a TBE and/or TPI Program.

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	NAME/TITLE OF STAFF AT CHARTER SCHOOL AND/OR DISTRICT WHO WILL ENSURE IMPLEMENTATION	FOR ISBE USE ONLY
<p>Legal Standard – Program Structure (23 Ill. Adm. Code 228.25, 228.30)</p> <p>For any school that has an enrollment of and/or 20 or more ELs of the same language classification in grades K-12, please describe your Transitional Bilingual Program (TBE). Include the following information:</p> <ul style="list-style-type: none"> • Full-time TBE components and program design; • Part-time TBE components and program design; and • How English learners are placed into the full-time or part-time TBE program. <p>In addition to the information above, if a TBE program is not yet fully implemented for any language classification that has an enrollment of 20 or more ELs of the same language classification in preschool and/or 20 or more ELs of the same language classification in grades K-12, please explain the steps the charter school is taking to establish such a program.</p>	<p>NA School does not have 20 or more identified ELs that come from the same language background.</p>	<p>NA</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p> <p>X N/A</p>

COMPONENT 2: PROGRAM STRUCTURE (continued)

This component examines whether the charter school has established a TBE and/or TPI Program.

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	NAME/TITLE OF STAFF AT CHARTER SCHOOL AND/OR DISTRICT WHO WILL ENSURE IMPLEMENTATION	FOR ISBE USE ONLY
<p>For any school that has an enrollment of 19 or fewer ELs for preschool and grades K through 12, please describe your Transitional Program of Instruction (TPI) for each language classification. Include information about the TPI program components and design.</p> <p>In addition to the information above, if a TPI program is not yet fully implemented for any language classification that has an enrollment of 19 or fewer ELs in preschool and grades K through 12, please explain the steps the charter school is taking to establish such a program.</p>	<p>The Transitional Program of Instruction (TPI) provides English as a Second Language instruction in core content areas for ELs through use of collaboration of various appropriately endorsed teachers or during instruction in core content areas when available. ELs receive scaffolding and instruction may also include the history and culture of the native land and of the United States. Instruction is aligned to all adopted Illinois Content and Language Standards and is determined by each individual student's needs. Specific core academic courses for ELs are not offered, but ESL instructional strategies are used by ESL-endorsed classroom teachers to differentiate, and additional services are offered through co-teaching and as a separate instructional period. Home language support is provided to the extent practicable and ESL instruction is provided.</p> <p>Though we currently do not have a certified staff member to provide ESL instruction, our Human Resources team is actively recruiting to staff the position.</p>	<p>Senior Director of Student Supports School Administration Teachers</p>	<p>- Approved</p> <p>X See below.</p> <p>According to SIS data, the school has [REDACTED] EL students listed. Please Describe what services are provided or who provides services to [REDACTED] EL students.</p> <p>8/2/22 (AG): As we did not have an ESL teacher this past school year, students did not receive their services.</p> <p>8-12-2022 Approve - continue to post position for a ESL teacher and provide Professional Development to Gen Ed teachers to support the EL students.</p>

COMPONENT 3: CURRICULUM AND INSTRUCTION

This component examines whether the charter school is implementing a curriculum that is standards-based and supported by appropriate instructional materials.

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	NAME/TITLE OF STAFF AT CHARTER SCHOOL AND/OR DISTRICT WHO WILL ENSURE IMPLEMENTATION	FOR ISBE USE ONLY
<p>Legal Standard – Curriculum and Instruction (20 U.S.C. 6826, 6912; 30 CFR 80.32)</p> <p>List and describe the curricula, aligned to the relevant and appropriate standards designed to meet the instructional needs of ELs.</p> <p>List the instructional materials that are used, including, if applicable, native language instructional materials, supplemental native language materials, and English as a Second Language materials.</p>	<p>Rigorous content instruction aligned to Illinois learning standards and Common Core standards is provided to all students at Perspectives. The primary way that our EL students are supported is through differentiated instruction in the general education setting through either accommodations implemented from the general education teacher or through the support of a second teacher in the classroom setting (ie. through graphic organizers, sentence starters, explanation and elaboration of terms and content language, modeling of speaking about topic, academic language anchor charts for reference, etc.). For each student, they have a consult meeting with the EL instructor intermittently to support in a content area of need. Often this content area coincides with the reading/writing heavy courses of history or literature. Through that time a focus on content</p>	<p>Senior Director of Student Supports School Administration Teachers</p>	<p><input type="checkbox"/> Approved</p> <p><input checked="" type="checkbox"/> See below</p> <p>Please provide how the curriculum is aligned to the relevant and appropriate standards designed to meet the instructional needs of EL.</p> <p>ESL must be aligned to WIDA standards and must address all standards (WIDA English Development Standards).</p> <p>List the Instructional materials suitable for the EL TPI students.</p> <p>8/12/2022 Approved Please note: EL students must be provided services according to the students needs. continue to provide PD regarding the EL services to your Ged Staff.</p>

COMPONENT 4: ACCESS TO SERVICES

This component examines whether the charter school is implementing policies that guarantee equal access for English learners.

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	NAME/TITLE OF STAFF AT CHARTER SCHOOL AND/OR DISTRICT WHO WILL ENSURE IMPLEMENTATION	FOR ISBE USE ONLY
<p>Legal Standard – Access to Services (20 U.S.C. 1703(f); Lau v. Nichols, 414 U.S. 563, 566 (1974); 23 Ill. Adm. Code 228.25, 228.30)</p> <p>Explain what information is provided to prospective student and parents to demonstrate what “affirmative steps” the school will take to help English Learners overcome language barriers so that they can participate meaningfully in their schools’ educational programs, including the availability of services for English Learners required under state and federal law.</p>	<p>Discussion of the EL program takes place with all prospective families in a language that they can understand during registration and enrollment. Families are informed about the TPI program and the support offered to their child through the program, including through use of collaboration of various appropriately endorsed teachers or during instruction in core content areas when available. ELs receive scaffolding and instruction may also include the history and culture of the native land and of the United States. Instruction is aligned to all adopted Illinois Content and Language Standards and is determined by each individual student’s needs. Specific core academic courses for ELs are not offered, but ESL instructional strategies are used by ESL-endorsed classroom teachers to differentiate, and additional services are offered through co-teaching and as a separate instructional period. Home language support is provided to the extent practicable and ESL instruction is provided.</p> <p>Parents are also informed that for students who meet the proficiency criteria before having received at least a minimum of three years of TBE/TPI services, they will continue receiving services for the remainder of the three years unless the</p>	<p>Senior Director of Student Supports Senior Director of Student Enrollment School Administration Teachers</p>	<p><input checked="" type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

COMPONENT 4: ACCESS TO SERVICES

This component examines whether the charter school is implementing policies that guarantee equal access for English learners.

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	NAME/TITLE OF STAFF AT CHARTER SCHOOL AND/OR DISTRICT WHO WILL ENSURE IMPLEMENTATION	FOR ISBE USE ONLY
<p>Legal Standard - Access to Enrollment (20 U.S.C 1703); Plyler v. Doe, 457 U.S. 202 (1982), 23Ill. Adm. Code 228.30</p> <p>List the permissible combination of documents that are required to prove residency.</p> <p>Provide a description of the steps the school/district proposes to take to ensure equitable access to and participation in EL programs for EL students, teachers, parents, and other program beneficiaries with special needs. The six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age.</p> <p>Legal Standard – Student Assessment and Language Acquisition Services (23 Ill. Adm. Code 226.210, 228.25, 228.27)</p> <p>How will the school ensure that an appropriate interpreter/translator is present at the Individualized Education Program (IEP) meetings of English learners?</p>	<p>Perspectives Charter Schools is an open enrollment public school with five campuses serving grades 6-12, which means that all families can apply as long as they live within city boundaries and their student completes their current academic school year. Perspectives does not discriminate against students based on race, color, national origin, disability, or a language barrier. Perspectives requires that parents/guardians show a valid State ID/Driver’ s license and utility bill as proof of residency.</p> <p>Perspectives ensures that an appropriate interpreter/translator is present at Individual Education Program meetings of English learners by utilizing either a</p>	<p>Senior Director of Student Supports Senior Director of Enrollment School Administration</p>	<p><input checked="" type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

COMPONENT 4: ACCESS TO SERVICES (continued)

This component examines whether the charter school is implementing policies that guarantee equal access for English learners.

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	NAME/TITLE OF STAFF AT CHARTER SCHOOL AND/OR DISTRICT WHO WILL ENSURE IMPLEMENTATION	FOR ISBE USE ONLY
<p>Describe the program options that are offered for parents who refuse or waive the recommended TBE/TPI services.</p> <p>English learners must be able to fully participate in extracurricular activities and the summer school program (if one is offered). Describe how the charter school ensures that parents of English learners are fully aware of these opportunities, including through translation/interpretation efforts where necessary and feasible.</p>	<p>Parents/guardians are informed that they have a right to refusal of services. A parent/guardian can decide to refuse the placement of his/her child in Bilingual Education Services after the student is screened and determined to be eligible for EL services, but before the student has received any of those services. A parent/guardian can also decide to withdraw his/her child from Bilingual Education Services at any time during the student's participation in the TPI program.</p> <p>When a parent or legal guardian wishes to refuse EL program services for a child, Perspectives requires that they must submit a handwritten, signed, and dated request to the school. The school will complete</p>	<p>Senior Director of Student Supports School Administration Teachers</p>	<p>- Approved</p> <p>X See Below</p> <p>Please clarify statement below.</p> <p>Parents/guardians are also informed that they have a right to request that their student be considered for placement in Bilingual Education Services if they have not yet been identified as an English Learner.</p> <p>8/12/2022 - Approved</p>

COMPONENT 5: PERSONNEL QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

This component examines whether the charter school has adequate qualified staff to support programming and is providing professional development to all staff including administrators, principals, teachers, paraprofessionals, and other school personnel.

Legal Standard – Personnel Qualifications and Professional Development (23 Ill. Adm. Code 25.510, 228.35; 20 U.S.C. 6319, 6825; 105 ILCS 5/10-22.34; and *Castaneda v. Pickard*)

List the name, licensure, and EIEN number for all teachers (preschool and K-12) that will provide services to English learners using the table below (add rows if necessary):

Last Name	First Name	Grade Level Endorsement (i.e. Elementary, etc.) & EIEN Number	TBE/TPI Service Endorsement					Test Administration Certification	Position (i.e. classroom, co-teacher, itinerant (pull-out or push-in))
			Bilingual endorsement (indicate language)	ESL endorsement	ELS - TBE (formerly Type 29)	ELS-Visiting Teacher from Spain	Other		
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

List the name, licensure information, and EIEN number for all preschool and K-12 paraprofessionals who will be providing support services to English learners using the table below (add rows if necessary). Also describe the plan for the paraprofessional to be under the direct supervision of a certified teacher at all times.

Last Name	First Name	Licensure & EIEN Number	Position

RESPONSE

Using the table below, list the professional development opportunities (topics and dates) specifically related to the education of English learners that the school or district will offer to the following target audiences:

- 1) Newly hired staff for the TBE/TPI program and current TBE/TPI staff;
- 2) General education classroom teachers;
- 3) Administrators and support staff, and, if applicable,
- 4) Staff teaching Spanish Language Arts.

Proposed Dates	Topic	Target Audience
September 2021 September 2021	CPS OLCE Sponsored Professional Development Introduction to EL Development, Foundations, and Academic Language	Newly hired staff for the TPI program, teachers, administrations, and support staff.

COMPONENT 5: PERSONNEL QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

This component examines whether the charter school has adequate qualified staff to support programming and is providing professional development to all staff including administrators, principals, teachers, paraprofessionals, and other school personnel.

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	NAME/TITLE OF STAFF AT CHARTER SCHOOL AND/OR DISTRICT WHO WILL ENSURE IMPLEMENTATION	FOR ISBE USE ONLY
<p>Legal Standard — Personnel Qualifications and Professional Development (23 Ill. Adm. Code 25.510, 228.35; 20 U.S.C. 6319, 6825; 105 ILCS 5/10-22.34; and <i>Castaneda v. Pickard</i>)</p> <p>If the school does not have qualified teachers currently on staff, please describe your plan for expeditiously bringing in qualified teachers or supporting the current staff in seeking the appropriate endorsements. The plan must include specific classes that teachers are taking, or plan to take, to achieve full compliance.</p> <p>If the school does not have qualified teachers, please list professional development opportunities that are provided to the interim staff that specifically address the instructional needs of English learners.</p>	<p>The Human Resource Department of Perspectives is actively seeking candidates for the ESL teaching position. All Perspectives staff have access to professional development or browse materials offered through Chicago Public Schools Office of Language and Cultural Education.</p> <p>8/2/22 (AG) : -ELPT Training #1 9/5/22 -English Language Development (ELD) Modules: series of professional learning modules around ELD. The purpose of the ELD modules is to increase teacher understanding around the academic needs of English learners. Session topics include academic performance and progress, intentionally scaffolded language and resources. The modules goal is to equip teachers with knowledge and tools, so that English Learners across the district can access the academic language needed to achieve academic success at the same rate as their monolingual English-speaking peers.</p>	<p>Senior Director of Student Supports Senior Director of Human Resources School Administration</p>	<p><input type="checkbox"/> Approved</p> <p><input checked="" type="checkbox"/> See below</p> <p>Please list professional development opportunities that are provided to the interim staff that specifically address the instructional needs of English Learners.</p> <p>8/12/2022 Approved</p>

COMPONENT 6: RIGHTS OF PARENTS AND COMMUNITY ENGAGEMENT

This component examines whether the charter school has established and is implementing effective means of community engagement and that parents are fully informed of their rights.

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	NAME/TITLE OF STAFF AT CHARTER SCHOOL AND/OR DISTRICT WHO WILL ENSURE IMPLEMENTATION	FOR ISBE USE ONLY
<p>Legal Standard – Rights of Parents and Community Engagement (105 ILCS 5/14C-3, 14C-4; 23 Ill. Adm. Code 228.30, 228.40; and 20 U.S.C. 6826, 7012)</p> <p>How does the charter school communicate the procedures for sending home notices of enrollment to all relevant staff?</p> <p>Please provide a copy of the notification letter that is used. Include any translated copies the school makes available to families for the languages represented at your school.</p>	<p>There are multiple notice of enrollment letters that are sent home to parents. First, for enrollment into the Perspectives Charter School network, after the lottery is conducted, accepted students and families are notified via email, recorded phone call and hard-copy, mailed acceptance letters which explains that the parent/guardians must come in to complete enrollment at the campus and in the grade of their choice. Seats are available on a first come, first serve basis, so parents are encouraged to come in to enroll as soon as possible. The acceptance letter outlines the necessary documents parents must bring in order to complete enrollment, including the student's most recent report card, the student's birth certificate and proof of residency.</p> <p>Second, after a student is screened and identified as an EL, he or she is enrolled in</p>	<p>Senior Director of Student Supports Senior Director of Enrollment School Administration</p>	<p><input type="checkbox"/> Approved</p> <p><input checked="" type="checkbox"/> See below</p> <p>Please provide a copy of the notification letter that is used. Include any translated copies the school makes available to families for the languages represented at your school.</p> <p>8/2/22 (AG): Please see attached document in email.</p> <p>8/12/2022 Approved</p>

COMPONENT 7: PROGRAM EVALUATION, STUDENT RECORDS, AND DATA MANAGEMENT

This component examines whether the charter school is meeting the accountability measures and maintaining accurate student records and reporting procedures.

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	NAME/TITLE OF STAFF AT CHARTER SCHOOL AND/OR DISTRICT WHO WILL ENSURE IMPLEMENTATION	FOR ISBE USE ONLY
<p>Legal Standard – Program Evaluation, Records, and Data Management (23 Ill. Adm. Code 228.15, 228.40)</p> <p>Describe the formal procedures and protocol for the maintenance of EL student records.</p>	<p>Perspectives Charter Schools utilizes Chicago Public Schools’ EL Folder Guidance to maintain student records. Specifically, Bilingual education records are considered temporary student files, with the exception of the ACCESS assessment, which is considered to be a state standardized assessment to be included in the student’s permanent record. All student cumulative files include</p>	<p>Senior Director of Student Supports School Administration Teachers</p>	<p><input checked="" type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

SECTION II: COMPLETE THIS SECTION ONLY IF YOUR SCHOOL/DISTRICT RECEIVES TITLE III FUNDS

COMPONENT 1: STUDENT ASSESSMENT AND LANGUAGE ACQUISITION SERVICES

This component examines whether the charter school is annually assessing the English language proficiency of its English learners and is monitoring the progress of students who met the exit criteria.

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	NAME/TITLE OF STAFF AT CHARTER SCHOOL AND/OR DISTRICT WHO WILL ENSURE IMPLEMENTATION	FOR ISBE USE ONLY
<p style="text-align: center;">Legal Standard – Student Assessment and Language Acquisition Services (20 U.S.C. 6841)</p> <p>Describe the process the school uses to annually assess the English proficiency of its English learners.</p> <p>Describe how students who have met the exit proficiency criteria are monitored for two years after they transition into the general education program.</p>	<p>The ELL teacher at Perspectives collects data on a consistent basis to address the English proficiency of its English language learners, as well as utilization of the student’s annual ACCESS scores. Students who are struggling academically will be put on a support/tutoring plan. In accordance with ESSA, academic progress of transitioned students is monitored for at least two years by the EL teacher. Perspectives utilizes the progress monitoring provided by the Chicago Public Schools OLCE which tracks students grades, district/state assessment scores, teacher anecdotal evidence, and personal support/tutoring plan if needed. Transition monitoring is communicated to parents through a notice of transitioning students, translated letter, and through receiving a copy of the progress monitoring form.</p>	<p>Senior Director of Student Supports School Administration Teachers</p>	<p><input checked="" type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

COMPONENT 3: PROGRAM EVALUATION, STUDENT RECORDS, AND DATA MANAGEMENT

This component examines whether the charter school meets the accountability measures and maintains accurate student records and reporting procedures.

ONLY COMPLETE IF YOUR SCHOOL/DISTRICT RECEIVES TITLE III FUNDS

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	NAME/TITLE OF STAFF AT CHARTER SCHOOL AND/OR DISTRICT WHO WILL ENSURE IMPLEMENTATION	FOR ISBE USE ONLY
<p>Legal Standard – Program Evaluation, Records, and Data Management (20 U.S.C. 6841).</p> <p>Describe how assessment and evaluation results are used to determine the TBE/TPI and other EL programs’ effectiveness in assisting English learners to attain English proficiency and meet challenging academic achievement standards.</p>	<p>Assessment and evaluation results are analyzed on a frequent basis to determine TPI effectiveness in assisting English language learners to attain English proficiency. The two primary areas used to inform EL instruction are the ACCESS test scores and content assessment feedback. ACCESS information is analyzed on an annual basis and classroom content several times per week. Teacher’s feedback and student work samples in each content area are another primary way Perspectives determines appropriate instructional materials as students may have increased</p>	<p>Senior Director of Student Supports School Administration Teachers</p>	<p><input checked="" type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

SECTION III: COMPLETE THIS SECTION ONLY IF YOUR SCHOOL/DISTRICT IS COMMISSION-AUTHORIZED AS AN LEA

COMPONENT 1: PERSONNEL QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

This component examines whether the charter school has adequate and qualified staff to support programming and is providing professional development to all staff including administrators, principals, teachers, paraprofessionals, and other school personnel.

Legal Standard – Personnel Qualifications and Professional Development (23 Ill. Adm. Code 25.510, 228.35; 20 U.S.C. 6319, 6825; 105 ILCS 5/10-22.34 and *Castaneda v. Pickard*)

List the Program Director's name, licensure information, and EIEN number.

Last Name	First Name	Licensure & EIEN Number	Position

COMPONENT 2: RIGHTS OF PARENTS AND COMMUNITY ENGAGEMENT

This component examines whether the charter school has established and is implementing effective means of community engagement and that parents are fully informed of their rights.

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	NAME/TITLE OF STAFF AT CHARTER SCHOOL AND/OR DISTRICT WHO WILL ENSURE IMPLEMENTATION	FOR ISBE USE ONLY
<p align="center">Legal Standard –</p> <p>Describe how the charter school plans to recruit parents to form a Bilingual Parent Advisory Committee (BPAC) If the charter school has a TBE program.</p>	<p>NA. Perspectives does not have a TBE program.</p>	<p>NA</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p> <p><input checked="" type="checkbox"/> N/A</p>

ILLINOIS STATE BOARD OF EDUCATION

Charter School Certificate



Perspectives Charter School

Name of charter school

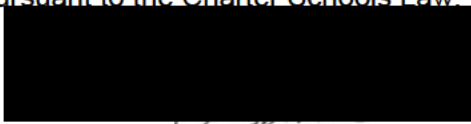
Perspectives Charter School

Name of founding organization

Chicago Public Schools District 299

Charter authorizer

This certifies that the above identified charter school has been certified by the Illinois State Board of Education and is entitled to operate as a charter school for a term of 3 years beginning July 1, 2022 pursuant to the Charter Schools Law. This recognition status is valid for the term of the charter.



State Superintendent of Education

April 7, 2025

Date
