

F. CHARTER SCHOOL APPLICATION REVIEW CHECKLIST

Authorizers should adapt this form and use it as a guide when evaluating charter school applications to ensure the applicants have thought through and fulfilled their special education responsibilities. Applicants and/or founding teams should be able to answer the questions below and provide documentation as indicated.

| TOPIC | COMMENTS | DATE/ INITIALS |
|---|----------|-------------------|
| Human Resources | | |
| How many students with disabilities do the founders estimate that the school will enroll? | | |
| <i>If the school will be responsible for providing special education:</i> | | |
| How many special education teachers will the school need to employ? | | |
| What kind of certification will the special education teachers need? | | |
| What are the state's teacher and special education teacher qualifications standards? | | |
| Will the school hire dual-certified teachers? | | |
| Will the school hire part-time or retired special education teachers? | | |
| Will the school need to hire staff for health-related issues? | | |
| What are the implications for salaries and benefits if the school hires full- versus part-time employees? | | |
| <i>If an LEA will be responsible for all, or part of, special education in the school:</i> | | |
| Will the school be required to contract with an LEA for the purposes of special education? | | |
| If the school needs to work with an LEA, how will it negotiate with the LEA to ensure its students will receive appropriate services? | | |
| Curriculum and Assessment | | |
| What curricula and instruction will the school offer? | | |
| How will the school modify the curriculum and instructional delivery to address the unique needs of children with disabilities? | | |
| How can the school train general and special education teachers to modify/adapt the curriculum and instructional approach for children with disabilities in inclusive classrooms? | | |
| How will the school include children with disabilities in required assessments or develop alternate assessment? | | |

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| How will curriculum and assessment decisions be considered and monitored by IEP teams and staff? | | |
| Professional Development | | |
| How will the school provide teachers with professional development? | | |
| Will teachers need any specialized professional development related to educating and including children with disabilities? | | |
| Does the district or the state operate a professional development program or network that the school can utilize? | | |
| Administration | | |
| Who will administer the special education program? | | |
| Who will be responsible for collecting, managing, and reporting data related to children with disabilities? | | |
| Will the founders create their own system to administer special education or will they adopt the policies/procedures dictated by the authorizer, local district, or other administrative unit? | | |
| How will the school handle student records and other school property appropriately in the event of closure of the charter school? | | |
| Special Education Funding | | |
| How will federal, state, and local special education dollars flow? | | |
| What does the school need to budget for special education during the first year of operation? | | |
| Does the school need to prepare financially to enroll a student or students with significant special needs? | | |
| Facilities | | |
| <i>If the school will be responsible for special education evaluations and services:</i> | | |
| Where will it conduct student evaluations? | | |
| Where will it conduct IEP meetings? | | |
| Where can it store confidential student records? | | |
| Where will it provide pullout services? | | |
| Where will related services personnel meet with individual students? | | |
| Will entrances, classrooms, common areas, and bathrooms be accessible to individuals—including adults—with physical disabilities? | | |
| Will the facility have space for a nurse to store and administer medications or use medical equipment? | | |

| Transportation | | |
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| <i>If the school is responsible for special education services:</i> | | |
| How will the school meet transportation needs of students who receive transportation as a related service articulated on their IEP? | | |
| Where will the school access transportation for a student in a wheelchair? | | |
| Required Documentation | | |
| Plan to evaluate and identify children with disabilities | | |
| Plan to develop, review, and revise IEPs | | |
| Plan to integrate special education into the general education program | | |
| Plan to deliver special education and related services (e.g., in-house or contract out) | | |
| Projected cost of special education program (e.g., percent of operating budget) | | |
| Plan to access and account for special education funds | | |
| Plan to ensure that the school facility meets the requirements of other related laws such as the Americans with Disabilities Act (ADA) and Section 504 | | |
| Plan for enrollment/IEP transition procedure | | |
| Plan to address discipline for students with disabilities | | |
| Plan to ensure confidentiality of special education records | | |
| Plan to purchase services from special education vendors | | |
| Plan to secure technical assistance and training | | |