

## 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
<b>Human Resources</b>		
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?		
<b>Curriculum and Assessment</b>		
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?		

How will curriculum and assessment decisions be considered and monitored by IEP teams and staff?		
<b>Professional Development</b>		
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?		
<b>Administration</b>		
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?		
<b>Special Education Funding</b>		
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?		
<b>Facilities</b>		
<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?		

<b>Transportation</b>		
<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?		
<b>Required Documentation</b>		
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		