

Corey H. BENCHMARKS

The following benchmarks have been imposed upon the Chicago Public Schools by the Illinois State Board of Education's *Corey H.* settlement agreement. Your school is expected to meet each of the court-imposed benchmarks outlined below with at least 85% compliance by the end of the school's participation in the *Education Connection* program.

- A. Students with disabilities have **access** to the general education curriculum, including all subjects covered by the Chicago Academic Standards, at age appropriate levels, and program options available to other students and participate in standardized or alternate assessments of achievement used to assess overall school performance, as designed and justified in their IEPs. Alternate assessment will be selected from an established list of CPS submitted alternate assessments and such assessments will be provided to local schools at the cost of the school district.
- B. **Interventions** to address unique learning problems are provided to students with disabilities. Such interventions provided by general and special education personnel, as appropriate.
- C. The **School Improvement Plan for Academic Advancement and Achievement** promotes education of students with disabilities in the LRE and contains activities that provide opportunities for the integration of students with disabilities.
- D. General and special education teachers plan curriculum and school activities in **collaborative teams**, where appropriate.
- E. The principal, school staff and **LSC** conduct planning to assure that, to the maximum extent appropriate, students with disabilities are provided opportunities for integration with nondisabled peers.
- F. **Related services** are provided in settings that include nondisabled peers, to the maximum extent appropriate.
- G. **Parents** of students with disabilities are given the same opportunity as parents of nondisabled students to collaborate with school personnel and the LSC to plan for overall school improvement.
- H. A classroom is considered a general education classroom if it is (1) comprised of **no more than 30% students with disabilities**; and (2) the general education curriculum is being taught in the classroom; and (3) the classroom is not designated as a remedial class.
- I. **Consultative services** are available for all students with disabilities when they are being educated in regular classes. Receiving services outside the regular classroom will not exclude the ability of students to receive consultative service for time they are being educated in the regular class.