

ILLINOIS STATE BOARD OF EDUCATION
 Special Education & Support Services
 100 North First Street, E-228
 Springfield, Illinois 62777-0001

CHARTER SCHOOL INITIAL 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 UCAN Tech	DISTRICT NAME AND NUMBER	
ADDRESS (Street, City, State, Zip Code)	TELEPHONE (Include Area Code) (773)722-3097	FAX (Include Area Code)
GRADES TO BE SERVED 9th through 12th	DATE OF APPLICATION SUBMISSION	
CONTACT NAME Cherilyn Thomas	TOTAL NUMBER OF STUDENTS TO BE SERVED 130	CONTACT TELEPHONE (Include Area Code) (773)722-3097 x 46202
		CONTACT E-MAIL Cherilyn.thomas@ucanchicago.org

ISBE USE ONLY:

Review # _____ Date _____

Instructions for required corrections AND clarification:

I. APPLICATION PROCESS

CHARTER SCHOOL NAME

UCAN Tech

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>UCAN Tech enrollment forms will clearly note our anti-discrimination policy.</p>		<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

II. CHILD FIND

CHARTER SCHOOL NAME

UCAN Tech

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 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>UCAN Tech is a High School, Child Find is not applicable for this program.</p>		<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

III. EVALUATION AND DETERMINATION OF ELIGIBILITY

CHARTER SCHOOL NAME

UCAN Tech

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>a) Referral system – describe steps for Initial evaluation and Reevaluation; (34 CFR 300.301) (34 CFR 300.303) (34 CFR 300.304) (34 CFR 300.306) (23 IAC 226.110)</p>	<p>UCAN Tech will adhere to the following Referral procedure: 1. A referral for evaluation can be made by the parents/guardian or UCAN Tech. 2. UCAN Tech will decide whether to evaluate a student 14 days after the date of referral. If evaluation is deemed necessary, UCAN Tech will provide parents/guardians with consent documentation to begin evaluation. If a evaluation is not necessary, UCAN Tech will respond to parent/guardian in writing. 3. After consent is signed, UCAN Tech will have no more than 60 school days to complete evaluation. 4. By the end of the 60th day, UCAN Tech will meet with parents/guardians to determine eligibility. Once this is determined, UCAN Tech will meet with the parent to create the student's IEP. 5. Parents must sign consent for placement before SPEd services can begin. 6. UCAN will conduct a Reevaluation 3 years after the initial evaluation.</p>	<p>Principal, Parent, Teacher, Social Worker, Data Coordinator</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

III. EVALUATION AND DETERMINATION OF ELIGIBILITY

CHARTER SCHOOL NAME

UCAN Tech

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>b) Evaluation – describe how the areas for evaluation are determined; (34 CFR 300.304(c)(4)) (34 CFR 300.307) (34 CFR 300.309) (23 IAC 226.110(c)(3)(B))</p>	<p>Once a request for Evaluation is made, UCAN Tech will have 14 school days to decide to proceed with an evaluation. UCAN Tech will use a variety of assessments, tools and strategies to conduct the evaluation. If conducting an initial evaluation, UCAN Tech will test the student in all areas of the suspected disability.</p> <p>UCAN Tech will assess students, in their native language, in the following areas:</p> <ol style="list-style-type: none"> 1. Academic performance 2. Health 3. Vision 4. Hearing 5. Social/Emotional 6. Communication 7. General intelligence 8. Functional Performance 9. Motor Abilities 10. Other areas if needed. 	<p>School Social Worker, Teacher, Parent, Student</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

III. EVALUATION AND DETERMINATION OF ELIGIBILITY

CHARTER SCHOOL NAME

UCAN Tech

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>c) Timelines – describe how timelines are or will be met for:</p> <ul style="list-style-type: none"> 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. <p>(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)) (23 IAC 226.110(i)) (23 IAC 226.120) (23 IAC 226.180(d)) (23 IAC 226.220(a)) (23 IAC 226.520) (23 IAC 226.530)</p>	<p>UCAN Tech will employ the following timelines:</p> <ol style="list-style-type: none"> 1. Initial Evaluation- 60 school days of receiving written consent 2. Yearly reviews will be one year after current IEP's completion date. 3. Tri-Annual reevaluations will take place three years after initial evaluation 4. All Notices and Consents will be sent to parent/guardian a minimum of 10 days prior to any meeting 5. Student progress toward IEP goals will be given each quarter along with their report card. Detailed descriptions of the student's goals will be shared with all necessary stakeholders 	<p>Social Worker, Principal, Intake Coordinator and Teacher</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

IV. PARENTAL INVOLVEMENT

CHARTER SCHOOL NAME

UCAN Tech

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 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>UCAN Tech will make every effort to ensure parental involvement in their child's education. UCAN Tech will attempt a minimum of three times to invite/coordinate the IEP meeting with the parents schedule.</p> <p>Prior written notice (a minimum of 10 days) will be given in the event there are any changes to the identification, evaluation and educational placement of a student. A detailed description of proposed changes and a description of the evaluation measure used as the basis of the change.</p> <p>UCAN Tech will provide the parents/guardians the with the following, if appropriate:</p> <ul style="list-style-type: none"> Parent/Guardian Notification of Decision Regarding a request for and evaluation Parent/Guardian Consent for Initial Evaluation Parent/Guardian Consent for Evaluation Parent Consent for Reevaluation Parent/Guardian Notification of Conference Parent/Guardian Notification of Conference Recommendations Parent/Guardian Consent for Initial Provision of Special Education and Related Services Parent/Guardian Notification of Individualized Education Program Amendment Parent/Guardian Excusal of an Individual Education Program Team Member Parent/Guardian and Student Notification of Transfer of Rights Due to Age Majority 	<p>Principal, Intake Coordinator, Social Worker</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

V. LEAST RESTRICTIVE ENVIRONMENT

CHARTER SCHOOL NAME

UCAN Tech

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>Indicate how the full range of Special Education environment and related services in the Least Restrictive Environment will be determined. (34 CFR 300.114(a)(2)(ii)) (34 CFR 300.116(b)) (34 CFR 300.116(d)) (34 CFR 300.324(a)(1)(i-iii)) (34 CFR 300.503(b)(6))</p>	<p>UCAN Tech will not make any decisions regarding placement until after the IEP goals are developed. Placement decision, at UCAN Tech, will be based solely on student needs. Student needs include but are not limited: assistive technology, positive behavior strategies, preferential seating, study breaks, modified assignments, etc. UCAN Tech will make every effort possible to provide enough additional supports in the general education so that students can access the general education.</p> <p>The first placement considered will be the general education. Student receives instruction with supplementary aids and services in the general education.</p> <p>Additional considerations</p> <p>Resource Room</p> <p>Student receives specially designed instruction through a special education class for less than half of the day</p> <p>Self-contained Room - the student is included, with support for parts of general education classes when appropriate</p> <p>Full removal from general education considerations</p> <p>Separate Day-Residential Program</p> <p>Home/Hospital Program</p>	<p>Principal, Teachers, SPED teacher, parent, student, social work</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

CHARTER SCHOOL NAME

UCAN Tech

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>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 <u>will only be made after the IEP team's consideration of the educational environment options (taking into consideration all available educational resources such as accommodations AND related services)</u> and the IEP team's determination that the Charter School's educational program and services do not meet the child's individual needs.</p> <p>(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>UCAN Tech will provide special education and related services deemed necessary in the student's IEP.</p> <p>Modifications/Accommodations will be provided by the teacher in order for student to successfully access the general education</p> <p>Social Work minutes will be provided by a licensed social worker to improve social emotional functioning and/or independent functioning</p> <p>Nursing services will be provided by UCAN Tech's full time nurse.</p> <p>Occupational Therapy, Speech services will be provided to students in need during the school day.</p> <p>UCAN believes that all students have the right to a quality education. UCAN currently operates a therapeutic day school, UCAN Academy. We understand the importance of providing options for all students as they complete their path towards adulthood and post-secondary options. UCAN will not make any placement/enrollment decisions base on category of disability, severity of disability, configuration of delivery system, availability of educational or related services, availability of space or convenience</p>	<p>Principal, Social Worker, Intake Coordinator, SPED teacher, teacher, nurse, OT, SLP</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

CHARTER SCHOOL NAME

UCAN Tech

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>b) Functional Assessments of Behavior - describe this provision; (34 CFR 300.324(a)(2)(i)) (34 CFR 300.530(d-f)) (23 IAC 226.75)</p>	<p>UCAN Tech will conduct a FBA to improve understanding of problematic behavior to identify skills need to be taught and to develop a behavior plan. FBA includes observations, data collection and interviews. FBA will be used to determine the function of the child's behavior. UCAN Tech's FBA will include an objective description of the behavior, paying special attention to antecedents, consequences, frequency, intensity and duration of maladaptive behaviors. Once the function is determined (sensory stimulation, work avoidance, attention seeking, etc) an effective behavior plan can be developed.</p>	<p>School social worker, teacher and parents</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

CHARTER SCHOOL NAME

UCAN Tech

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>c) Behavior Intervention Plans – describe how these will be implemented; (34 CFR 300.530(d-f)) (23 IAC 226.750(a))</p>	<p>UCAN's IEP team will use FBA to develop an effective behavior intervention plan.</p> <p>The BIP will identify replacement behaviors, adjustments to the student's schedule/day that contribute to their behaviors and teach missing skills that will increase the chances of appropriate behaviors.</p> <p>The BIP will include a summary of the FBA and function of the behaviors. Student strengths and replacement behaviors will be outlined. The replacement behavior section will include who will teach the new behaviors and how it will be taught. The length of time needed to teach the behaviors and how will it be appropriately reinforced. Lastly, the BIP will include any additional supports that must exist for student success.</p> <p>UCAN Tech will not use BIP to outline consequences for maladaptive behaviors, instead, it will outline the roles/responsibilities of the adult stakeholders to support student success</p>	<p>Social Worker, Sped Teacher, Teacher, Parent, Student</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

CHARTER SCHOOL NAME

UCAN Tech

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>d) Discipline – describe what and how discipline will be managed with special education students; (34 CFR 300.530(b-e)) (34 CFR 300.532(b-e))</p>	<p>UCAN Tech will use out of school suspension sparingly for all of our students. UCAN Tech's Progressive Discipline model is a tiered discipline model that provides more time to address maladaptive student behaviors.</p> <p>UCAN Tech will utilize a Progressive Discipline Model. This comprehensive behavior management tools will be instrumental in helping our school maintain a therapeutic and supportive environment for our students. The intervention strategies are structured from the least restrictive to the most restrictive. They include:</p> <ol style="list-style-type: none"> 1. Managing the Environment which entails being aware of and using the environment to prevent and de-escalate crises in a non-aversive and unobtrusive manner. 2. Prompting which signals to the young person to either begin a desired behavior or to stop an inappropriate action. 3. Caring Gesture is utilized to help the young person calm themselves and to help them regulate their emotions. 4. Hurdle Help is utilized to assist the young person with a difficult task at hand and limiting the risk of roadblocks. 5. Redirections and Distractions is utilized to divert or redirect a young person's energy and attention to a substitute activity which would hopefully de-escalate the situation and help the young person maintain control. 6. Proximity is a method used to calm a young person and to keep them on task. The nearness of a supportive adult is helpful in calming a young person. 7. Directive Statements are used when a young person's ability to make rational decisions are decreased due to a stressful situation, at this point it is necessary to give a young person clear guidance. <p>The UCAN Tech Progressive Discipline Model reflects our commitment to a safe and supportive</p>	<p>Principal, Behavior Intervention Specialists, Social Worker</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

CHARTER SCHOOL NAME

UCAN Tech

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>e) Transition planning – describe the methods used for agencies' involvement, participation of agencies in IEP's, and tracking post-graduation implementation; (34 CFR 300.320(b)) (34 CFR 300.321(b)) (34 CFR 300.43) (34 CFR 300.600(d)(2)) (34 CFR 300.601(a-b)) (23 IAC 226.230(c))</p>	<p>UCAN will implement a number of philosophical and programmatic changes to enhance student career and vocational education and planning. These include: identifying each student's goals through career interest inventories, formation of cohort groups based on career goals, refining goals through exposure outings, hands-on, in-house career education helps students gain experience in a safe, familiar environment, completing applications for post-secondary employment, vocational training, or a college education.</p> <p>Throughout this process care is taken to empower each student to develop a career path that realistically matches his/her abilities and interests. Each student completes a Career Interest Inventory with the Post-Secondary counselor to begin to identify the unique career path he/she desires to follow. Helping students to recognize their interests and abilities, and how to capitalize on them, is crucial. A key component to successful post-secondary planning is respecting the student goals, desires, and dreams for their future. As education professions, we are aware that high school students often, initially, identify career paths that require education and training that they are not willing to commit to completing. Care is taken never to discourage a student from following a dream. Conversely, students are given a forum and opportunities to gain real-world information needed to refine their own career goals.</p> <p>UCAN Tech students are divided into Cohort Groups based on a Technology pathway. Pairing students, who share the same dreams, is powerful. Each student learns that there are others in our school community that harbor the same secret and dreams, needed for a better life, in the future. This knowledge creates an opportunity for students to</p>	<p>Post-secondary counselor, Social Worker, parent and student</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

CHARTER SCHOOL NAME

UCAN Tech

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>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>UCAN Tech will provide transportation for all students with disabilities as a related service if his/her unique needs make it difficult to access regular transportation services. Transportation supports are a related services and will be provided at no additional cost for families. As such, transportation services will be reviewed annually at the IEP meeting to determine continued need.</p> <p>Transportation support includes but is not limited to:</p> <ol style="list-style-type: none"> 1. Bus fare for public transportation 2. School busing services <p>If students is transported to school on a school bus, then the arrival and departure times shall ensure a full instructional day. Every effort will be made to limit a child's travel time to not more than one hour each way to and from school.</p>	<p>IEP Team (Principal, Teachers, Sped teacher, social worker, intake coordinator, parent/student)</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

CHARTER SCHOOL NAME
UCAN Tech

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>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>ESY will include special education and related services to students with a disability. ESY is beyond the normal school year and will be in accordance with student's IEP and will be provided at no cost for the parents/guardians. ESY services, if appropriate, will be provided during UCAN Tech's regular summer program.</p> <p>ESY services will be provided based on students current level of progress. Specifically, pre and post data to determine level or retention/regression during a scheduled break in instruction and IEP progress monitoring data will determine need and eligibility of ESY.</p>	<p>Principal, Social Worker, Teacher, Sped Teacher and Data Coordinator.</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

VII. PARTICIPATION IN ASSESSMENTS

CHARTER SCHOOL NAME

UCAN Tech

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>a) ISAT/PSAE/IAA Determination – indicate how ISAT/PSAE/IAA testing is determined by the IEP team; (34 CFR 300.320(a)(6)) (23 IAC 226.230(a)(2))</p>	<p>Students must participate in in state assessment either through regular state assessment without accommodations, state assessment with accommodations or an alternative assessment</p> <p>Alternative assessment will be conducted for students with significant cognitive disabilities, well below average intellectual functioning and deficits in adaptive functioning. Other participation criteria in alternative assessment include:</p> <p>1) Whether student's instruction is linked to grade level content but narrowed in scope and complexity 2. When compared to other disabled peers, student required more frequent and intensive instruction in order to successfully apply and transfer skills across setting.</p>	<p>Social Worker, Teacher, Parent, Student, SPED teacher</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

VII. PARTICIPATION IN ASSESSMENTS

CHARTER SCHOOL NAME

UCAN Tech

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>b) ISAT/PSAE accommodations – indicate how ISAT/PSAE accommodations will be made for students with disabilities whose IEPs require accommodations; (34 CFR 300.320(a)(6))</p>	<p>UCAN Tech will provide all accommodations for students with disabilities. UCAN Tech will apply for accommodations for every district and/or statewide assessment. UCAN Tech will use student's IEP as proof of required accommodations.</p> <p>UCAN Tech will share the assessment calendar with parents/guardians for transparency in the assessment process.</p>	<p>Principal and Data Coordinator</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

VIII. CONFIDENTIALITY OF RECORDS

CHARTER SCHOOL NAME

UCAN Tech

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)</p>	<p>UCAN Tech will maintain records for al students. The student file will include</p> <ol style="list-style-type: none"> 1. Identifying information <ol style="list-style-type: none"> a. Student face sheet with optional, basic demographic data 2. Most current IEP and Tri-annual Evaluation 3. Academic records and transcripts 4. Evaluation documentation/outcomes 5. Emergency contact form 6. Medical documentation. 7. Related services 8. Discipline records 9. Attendance 10. Correspondence and consents <p>UCAN TECH will be directly responsible for protecting confidential educational records for all students. We will ensure this by dedicated a locked storage area for records. Only the administrative team will have a key to the locked storage area. A log will be kept as evidence to determine who has read a student's file.</p> <p>Parents will be granted access to review their child's record, provided they show identification. Parent/guardians:</p> <ol style="list-style-type: none"> 1. have the right to inspect records 2. have the right to have representative inspect 3. have the right to ask for copies <p>UCAN Tech will not release any student information without parental consent.</p>	<p>Principal, Intake Coordinator, Data Coordinator</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

IX. SPECIAL EDUCATION PERSONNEL

CHARTER SCHOOL NAME

UCAN Tech

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>All UCAN Tech staff will have a fingerprint-based background through the Illinois State Police and Federal Bureau of Investigations.</p> <p>UCAN's Human Resources department will schedule the background check during the hiring process. The HR department is also responsible for checking the Illinois Sex Offender Registry and the Violent Offender Against Youth Registry prior to an official offer letter is drafted to the candidate. HR will also validate the teaching/school personnel candidate's licensure to determine ability to teach in Illinois.</p>	<p>Human Resources specialist</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

X. SPECIAL EDUCATION PERSONNEL

CHARTER SCHOOL NAME

UCAN Tech

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 class size to remain in compliance with federal and state requirements. (23 IAC 226.730(a-c))</p>	<p>Careful planning and coordination of the Intake and scheduling process will be incorporated at UCAN Tech to ensure that students are provided a FAPE that is aligned with ISBE's guidelines to have no more than 30% of SPED student in a given class.</p>	<p>Intake coordinator and Data coordinator</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>