



Illinois State Board of Education

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 Andromeda Blue Academy		DISTRICT/AUTHORIZER NAME AND NUMBER	
ADDRESS (Street, City, State, Zip Code) 1085 Bristol Ct Streamwood IL 60107		TELEPHONE (Include Area Code) 773-677-8580	FAX (Include Area Code)
		DATE OF APPLICATION SUBMISSION	
GRADES TO BE SERVED K-8		TOTAL NUMBER OF STUDENTS TO BE SERVED	
CONTACT NAME Milena Novikova Perryman		CONTACT TELEPHONE (Include Area Code) 773-677-8580	CONTACT E-MAIL milena@andromedablue.org

Overall percent of Students with Disabilities: District Level: _____ Charter School: _____

ISBE USE ONLY:

Review # _____ Date _____

Instructions for required corrections AND clarification:

I. APPLICATION PROCESS

CHARTER SCHOOL NAME

Andromeda Blue Academy

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>We hold Admission Information Sessions (AIS) during the fall and winter months. Admission Information Sessions are designed to allow families the opportunity to meet the principals and students, and learn about academics at the campus. This is also an opportunity to have all questions answered regarding ABA. Applications are distributed at the end of each session and are available online. Admission Information Sessions are highly recommended so that you can see and learn about ABA for yourself. However, if you cannot attend a scheduled session, you may also contact the campus and obtain an application at the school, by personal delivery or mail. Application Deadline and Lottery Procedure: Students are required to complete an application and submit it by the deadline in order to participate in the lottery for enrollment. No application will be withheld from the lottery as long as they have students name, home address, and at least one parent or guardian listed. Complete applications are to be returned by the deadline provided. If applications are received after the deadline, those applicants will be placed on the campus waitlist in the order they were received. If demand exceeds open seats, a blind lottery is held after the application deadline. Student test scores, grades, or special need information are not used in any way as part of the admissions process or lottery. The lottery is open to the public and conducted by drawing participants names from a rolling bin. Enrollment is offered to the first names drawn, until all enrollment spots are filled. Waitlist numbers are assigned in the same manner until all names have been pulled from the bin. For students who submitted an application by the deadline, the legal guardian will receive one letter from our central office with the admission results. Notification letters are mailed 2 weeks after lotteries are held. This letter must be returned to secure a students enrollment/waitlist spot. Students who participate in the lottery and are not selected will be provided with a waitlist number, families will be contacted via phone and/or mail if the childs name is reached on the waitlist. It is extremely important that you notify the enrollment office if any of your contact information changes. Students who missed the application deadline may be added to the general waitlist. If a campus has space available for enrollment the Lottery Waitlist takes priority over the general list. We also work to conduct very thorough outreach to notify the greatest number of potential students of enrollment opportunities. Principals and their administrative staff will make dozens of visits to local elementary schools, churches, community organizations and youth centers over the admissions period to promote enrollment opportunities. Many campuses also use radio, newspaper, public transportation ads, bill boards, direct mail or a combination of these advertisements to reach the greatest number of community members. ABA is not allowed to inquire as to the special needs status of any student until after they have accepted enrollment. However, to accommodate students of special need and their family during the application process, staff are</p>	<p>Milena Perryman, President and or Rtl points, advisors, grade level chairs, case managers, and school psychologists.</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

II. CHILD FIND

CHARTER SCHOOL NAME

Andromeda Blue Academy

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>Each campus in the ABA Network currently has an operating Rtl system in place. Protocols and structures have been put into place to monitor academic struggles of students. Depending on the area of need, an intervention is implemented and monitored closely to determine if another intervention is necessary or if there might be a learning issue impeding on a student's academic success. If the progress monitoring of a student suggests larger problems, the student is discussed at depth with the Rtl team and presented to the IEP team for a full case study. Additionally, Rtl will not be utilized to delay any referral for evaluation. Each campus will use information presented by parents/guardians and its own staff to determine if a student should be evaluated for specialized services. Furthermore, it is ABA Network's understanding that it is held responsible for knowing how to handle identification of 3-year old children (early childhood) any campus may come across. Through our partnership with our LEA, CPS, our Network will utilize CPS's resources to assist families.</p>	<p>Milena Perryman, President and or Rtl points, advisors, grade level chairs, case managers, and school psychologists.</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

III. EVALUATION AND DETERMINATION OF ELIGIBILITY

CHARTER SCHOOL NAME

Andromeda Blue Academy

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; 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>Initial- students who have gone through RtI and are being ecommended for more intense interventions will have case studies completed by the Special Education team with parent consent. Please note that RtI will not be utilized to delay any referral for evaluation. Each campus will use information presented by parents/guardians and its own staff to determine if a student should be evaluated for specialized services. IF the information reflects more intense interventions are definitely necessary based on the case study, a domains meeting will be held with the parent to further identify what evaluations the school needs to conduct that are based on data showing what is impacting him/her academically or emotional which will include parent input and any outside documentation that will assist the team. At this point, the parents participation and team discussion will most likely warrant the need for a consent form to continue investigation. From this point on, the team will have 60 school days to evaluate and assess before meeting for an eligibility determination meeting to decide whether an IEP must be written based on the findings. The parents will receive 10 calendar days notification of the meeting to ensure their attendance. The team will meet for the FIE and write and IEP if needed. Re-evaluations- based on previous dates, the special education team will invite the parent in for a domains meeting to determine what areas are necessary to visit. At this point, the parent will be given a consent form agreeing or disagreeing to the testing of his/her child. Depending on the needs decided on at the domains meeting, testing will begin immediately if consent is given. The team will meet prior to the previous anniversary to determine if the student remains eligible for services. Based on the data discussed at this meeting and parental agreement, an IEP will be written to meet the needs of the student.</p>	<p>Milena Perryman, President and or RtI points, advisors, grade level chairs, case managers, and school psychologists.</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

III. EVALUATION AND DETERMINATION OF ELIGIBILITY

CHARTER SCHOOL NAME

Andromeda Blue Academy

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;</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>The IEP team meets with the family of the scholar up for an initial evaluation (or reevaluation) and it is decided which tests will be completed for what domain. This also gives the team the opportunity to answer questions from the parent about services, needs, and tests.</p>	<p>Milena Perryman, President and or Rtl points, advisors, grade level chairs, case managers, and school psychologists.</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

III. EVALUATION AND DETERMINATION OF ELIGIBILITY

CHARTER SCHOOL NAME

Andromeda Blue Academy

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 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>-Initial evaluations are completed within 60 school days from the date written on the consent form.</p> <p>-Annual IEPs and development of those IEPs are completed prior to the date the previous IEP was finalized after the team reviews the growth and needs of that student.</p> <p>-Triennial reevaluations are completed prior to the date generated by IMPACT based on the last FIE.</p> <p>-Notice of Conferences are sent three different ways 10 calendar days in advance of an IEP meeting. In order for an IEP meeting to proceed, the team must have made 3 separate attempts three different ways (documented in IMPACT) before being able to continue without the parent present. Notice of Conferences are sent three different ways 10 calendar days in advance of domain meetings and FIE meetings. All NOC attempts are documented under the event log in IMPACT.</p> <p>-Consent forms are typically completed at Domain meetings, and parents are sent Notices of Conference to gain parent participation.</p> <p>-Campuses complete quarterly progress report via IMPACT and distribute the information to parents on Report Card Pick Up.</p> <p>*All time lines adhere to IDEA and section 504.</p>	<p>Milena Perryman, President and or Rtl points, advisors, grade level chairs, case managers, and school psychologists.</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

IV. PARENTAL INVOLVEMENT

CHARTER SCHOOL NAME

Andromeda Blue Academy

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>Parents are sent a Notice of Conference in their native language three different ways that includes the purpose of the meeting, time and location, the titles of attendees, and the parent's right to invite/involve others in the meeting. For IEP and FIE meetings, parents are given 10 days notice prior. For MDRs, parents are given 3 days notice. Campuses also include a parent's procedural safeguards with the Notices. No IEP meeting can be held without a parent/legal guardian present, unless the parent has been given proper notification multiple times or participates via phone, video conference, etc. IMPACT prevents the finalization of IEP paperwork if the proper notification was not completed. If an interpreter is necessary, the school will provide one to ensure parent participation and involvement. Campus case managers will explain to each family the procedural safeguards, as well as explain the purpose and relevance of each IEP section as it pertains to the parent's child.</p>	<p>Milena Perryman, President and or Rtl points, advisors, grade level chairs, case managers, and school psychologists.</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

V. LEAST RESTRICTIVE ENVIRONMENT

CHARTER SCHOOL NAME

Andromeda Blue Academy

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 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>Each campus offers a continuum of services based on the LRE needs documented in our students' IEPs. Depending on core subject areas offered in each grade level at each of Noble's campuses, the instructional settings vary from instructional settings, (including life skills development), resource to address specific skill/learning deficits, and co-taught/inclusion classrooms to allow 100% access to general education content with learning specialist support. Decisions are based on the abilities of each individual student and IEP teams utilize assistive technology and creative methods of accommodation and modifying curriculum to ensure all students have the opportunity to learn in their least restrictive environment. Related services are provided per what each student requires based on eligibility and individual needs. Our clinicians meet with students either in groups or individually based on each scholar's IEP</p>	<p>Milena Perryman, President and or RtI points, advisors, grade level chairs, case managers, and school psychologists.</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

CHARTER SCHOOL NAME

Andromeda Blue Academy

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 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.</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>All services and resources required by a student’s IEP will be provided. Learning specialists are assigned case loads and monitor academic progress and struggles of their students. These learning specialists ensure students are receiving the proper accommodations and modifications as listed in each student’s IEP, along with requesting revisions be made if a student needs more or less services. ABA works closely with CPS, its LEA, in ensuring the proper teacher and clinician allocations are distributed to ensure each campus is equipped with the proper manpower to ensure minutes are being met and students are being supported per IEP. Based on FIEs, the IEP team determines the proper eligibility status of a student and develops an IEP to address his/her academic and emotional needs. NO students are denied entry to any of our campuses because of their disability.</p>	<p>Milena Perryman, President and or Rtl points, advisors, grade level chairs, case managers, and school psychologists.</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

CHARTER SCHOOL NAME

Andromeda Blue Academy

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</p> <p>– describe this provision; (34 CFR 300.324(a)(2)(i)) (34 CFR 300.530(d-f)) (23 IAC 226.75)</p>	<p>A functional behavioral assessment is conducted when a student's behavior is impeding his/her ability (or that of other students) to access curriculum and be successful. Campuses monitor the behavior of scholars and conduct FBAs when a behavior intervention plan is warranted. Depending on the behavior that is being exhibited, either the school psychologist, learning specialist, or social worker will conduct observations and monitor the behavior. Each campus has an accountability system in place to track and flag any students who are displaying behavior issues kept by teacher and staff via Tableau. This information helps determine whether a FBA needs to be conducted to identify target behaviors to remediate. Additionally, if a parent/guardian shares an issue that is occurring outside the school, the IEP team will convene and determine next steps and interventions that will address the scholar's needs.</p>	<p>Milena Perryman, President and or Rtl points, advisors, grade level chairs, case managers, and school psychologists.</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

CHARTER SCHOOL NAME

Andromeda Blue Academy

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; 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 by the IEP team based on the data collected through a functional behavioral assessment. The team creates action plans, interventions, and positive behavior incentives to decrease the inappropriate behavior, replace inappropriate behavior, and encourage better behavior from a student. The IEP team shares this information with appropriate staff members that may interact with the student. This communication and sharing ensures that the student with a BIP is being offered consistency in the plan being implemented, as well as a consistent application of interventions that the IEP team deemed necessary. Both the unwanted behavior and proper behavior are documented for monitoring and decisions regarding revisions to a student's IEP or BIP. Based on periodic reviews, the IEP team will continue to meet and discuss how the plan is working and any possible adjustments. The ABA Network follows a consistent set of rules stated in our Student Code of Conduct for all students. If a student with a disability needs special accommodations or a rule modification because a behavior may be a manifestation of his/her disability, the modification/accommodation is made and documented in that student's IEP (BIP, goals, accommodations, and promotion/grading policy). In the event a student's behavior requires a Manifestation Determination Review, the team will either add a BIP or revise the plan currently in place that addresses the new inappropriate behavior.</p>	<p>Milena Perryman, President and or Rtl points, advisors, grade level chairs, case managers, and school psychologists.</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

CHARTER SCHOOL NAME

Andromeda Blue Academy

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))</p>	<p>The ABA Network follows a consistent set of rules stated in our Student Code of Conduct for all students. If a student with a disability needs special accommodations or a rule modification because a behavior may be a manifestation of his/her disability, the modification/accommodation is made and documented in that student's IEP (BIP, goals, accommodations, and promotion/grading policy). If a MDR is necessary, the IEP team will determine (1) was the conduct caused by or did it have a substantial relationship to the student's disability (2) was the conduct a direct result of a failure to implement the student's IEP. If a school implements a suspension, it will meet prior to the suspension being given to determine whether FAPE will be denied. If the school is considering an expulsion, a MDR will be held before any further action is decided. ALL ABA Network scholars who are suspended, regardless of being identified under IDEA, will be provided classwork/homework to be completed while his/her suspension is being served. Currently, we does not have a 45 day alternative placement, but campuses consider different consequences based on the behaviors exhibited and a scholar's current discipline record (including temporary expulsion as an option). Additionally, CPS has its SMART program as another alternative to expulsion.</p>	<p>Milena Perryman, President and or RtI points, advisors, grade level chairs, case managers, and school psychologists.</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

CHARTER SCHOOL NAME

Andromeda Blue Academy

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 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>Our Network currently completes transition plans for all of its students at each campus who qualify for specialized services through IDEA. These transition plans are determined by a student's academic capabilities, transition assessments, interest inventories, and interviews with the parents of that student. The goals and tracking post-graduation outcomes are monitored by learning specialists and revisited on a yearly basis to ensure a student is on track and is receiving the proper services. Outside agencies have been contacted to attend meetings and act as resources to our campuses and parents of students with disabilities (DHS and DRS along with Marriot Bridges and the Mayor's office).</p>	<p>Milena Perryman, President and or Rtl points, advisors, grade level chairs, case managers, and school psychologists.</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

CHARTER SCHOOL NAME

Andromeda Blue Academy

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>Since ABA Network's campuses are schools of choice, specialized transportation is provided per a student's individual need. Students with IEPs are eligible for services if they cannot transport themselves in the same manner as their same-aged, non-disabled peers. Students who have a difficult time making decisions or navigating due to their disability qualify for transportation, which is provided by our LEA, CPS. If a student qualifies for transportation, it is documented in that student's IEP so services can start immediately. Additionally, campuses work with CPS's Transition Departments Transportation coaches to enroll scholars currently receiving transportation via CPS in a program that teaches scholars how to independently utilize public transportation to and from school, as well as throughout the community. We provides transportation for all students, regardless of special need, to sports, extracurriculars, field trips and college visits. Where appropriate, special accommodations are made for students with special needs to ensure that transportation does not prevent them from participating in extracurricular activities.</p>	<p>Milena Perryman, President and or Rtl points, advisors, grade level chairs, case managers, and school psychologists.</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

CHARTER SCHOOL NAME

Andromeda Blue Academy

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>Students who show regression and/or recoupment difficulties may qualify for ESY services at an assigned location during the summer. The IEP team will determine ESY eligibility based on data collection taken prior to and post extended breaks in school services for all scholars with IEPs. Placement in an ESY setting will be determined by a student's current LRE needs.</p>	<p>Milena Perryman, President and or RtI points, advisors, grade level chairs, case managers, and school psychologists.</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

VII. PARTICIPATION IN ASSESSMENTS

CHARTER SCHOOL NAME

Andromeda Blue Academy

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) 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>The ABA Network adheres to ISBE's IAA and PSAE determination. Depending on IQ and other concurrent issues, a student may be eligible for IAA in place of PSAE. If a student does not qualify for IAA, then she/he must take the PSAE.</p>	<p>Milena Perryman, President and or Rtl points, advisors, grade level chairs, case managers, and school psychologists.</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

VII. PARTICIPATION IN ASSESSMENTS

CHARTER SCHOOL NAME

Andromeda Blue Academy

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) 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>Students who must take the PSAE may have testing accommodations based on an IEP team's decision on how best a student with an IEP may access the test. If a student has a severe reading disability, the IEP team may include assistance with reading certain sections of the test; however, these accommodations are only granted if the eligibility paperwork and psychological assessments can provide justification for the accommodations.</p>	<p>Milena Perryman, President and or Rtl points, advisors, grade level chairs, case managers, and school psychologists.</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

VIII. CONFIDENTIALITY OF RECORDS

CHARTER SCHOOL NAME

Andromeda Blue Academy

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>We plan to utilize the electronic IEP and Student Information System, IMPACT. There are up to 4 years of electronic IEP and 504 data stored in IMPACT, and there are other hard copy files from beyond that of IMPACT's implementation. These files are collected from elementary schools of incoming freshmen and stored with upper class men's files in locked filing cabinets in private offices. Only learning specialists and clinicians who have service minutes and staff members who are implementers of the IEP (or at least review relevant parts of the IEP), have access to the electronic and hard copies of student files. Each campus keeps a hard copy attached to each student's files which records who has reviewed a student's file. Parents, including non-custodial have a right to review their students records. The school must comply with a student records request with 15 school days. Student Temporary Record- This includes all other information not required to be in the student permanent record and shall consist of the following, and must be maintained for 5 years: A record of release of temporary record information; Scores received on the State assessment tests administered in the elementary grade levels; The completed home language survey form; Information regarding serious infractions (i.e., those involving drugs, weapons, or bodily harm to another) that resulted in expulsion, suspension or the imposition of punishment or sanction. Information provided under Section 8.6 of the Abused and Neglected Child Reporting Act; Any biometric. Permanent Record – The students permanent record must include the following and be maintained for 60 years: Basic identifying information, including the student's name and address, birth date and place, and gender, and the names and addresses of the student's parents; Academic transcript, including grades, class rank, graduation date, grade level achieved, scores on college entrance examinations, and the unique student identifier; Attendance record; Accident reports and health record; Record of release of permanent record information; and scores received on all State assessment tests administered at the high school level.</p>	<p>Milena Perryman, President and or Rtl points, advisors, grade level chairs, case managers, and school psychologists.</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

IX. SPECIAL EDUCATION PERSONNEL

CHARTER SCHOOL NAME

Andromeda Blue Academy

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>Every new hire is required to complete a fingerprint background check when they are hired. This is stated in the offer letter and is itemized and explained in the first email that HR sends to new hires. The Learning Specialist application requires applicants to input information about their certification, including the ISBEs IEN. The offer letter all states that special education staff are required to be certified in IL and that employment is contingent upon this. The first email that HR sends to new sped hires includes questions about certification and offers support if someone is transferring an out-of-state sped certificate to IL.</p>	<p>Milena Perryman, President and or Rtl points, advisors, grade level chairs, case managers, and school psychologists and or HR</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

X. SPECIAL EDUCATION PERSONNEL

CHARTER SCHOOL NAME

Andromeda Blue Academy

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>ABA determines class size across its campuses by taking into account a variety of historic and campus-specific information including building capacity, school budget and historic class size vs. school performance. Per-pupil funding is also a major determinant. In the past as with future projections, we aim for a certain student:teacher ratio to determine class size and thus budget going forward, especially for young campuses not yet at full capacity. This ratio does include learning specialists, but does not include paraprofessionals or social workers, only direct instructional roles. Campuses employ learning specialists based on the number of students with IEPs and 504 plans as reported by incoming students and families. After campuses send out notification of enrollment and students/families submit their acceptance, students with an IEP or 504, or their families, will notify the campus of special needs for placement testing prior to the start of the school year. ABA always keeps in the mind the legal student to teacher ratios as set forth by the law. For general education classes (co-taught), campuses do not exceed 30% of a class's enrollment to be that of students requiring specialized services (IEP and 504 plans.) For self-contained classes we follow the guidelines established in Section 226.730 of Illinois Administrative Code 226.730 (b)730(b) and (c).</p>	<p>Milena Perryman, President and or Rtl points, advisors, grade level chairs, case managers, and school psychologists.</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>