Mr. Mark Rasar - CEO
Alicia Parker - Executive Director of Student Services
Amy Gerardy - Executive Director of Academics

Cambridge Lakes Charter School (CLCS) Educational Services Overview

At Cambridge Lakes Charter School (CLCS), we are committed to providing a free and appropriate public education (FAPE) to all eligible children with disabilities, ensuring it occurs in the least restrictive environment (LRE). Our services align with the Individuals with Disabilities Education Act (IDEA), Illinois School Code, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA). We serve children aged 5 to 18 who, as determined by the Illinois State Board of Education's Special Education Part 226 rules, require special education services.

CLCS also adheres to the "Child Find" process, an essential initiative for identifying students who may have disabilities. Our goal is to ensure timely referral, identification, and evaluation of all students suspected of having a disability.

Education Services at CLCS

Our Student Services Department encompasses both special learning and related services, reinforcing an inclusive approach. Our mission is to empower students by providing a supportive environment that fosters their academic growth and social-emotional development. To achieve this, we utilize a combination of push-in and pull-out resource models, ensuring students receive quality instruction from content specialists while remaining integrated with their peers.

Multi-Tiered Systems of Support (MTSS)

To address students' academic and behavioral needs, CLCS employs a data-driven Multi-Tiered System of Supports (MTSS). This process includes three tiers of support:

- Tier 1: Universal support provided to all students.
- Tier 2: Targeted interventions for students identified for small groups of students.
- Tier 3: Intensive, individualized interventions for students identified as "High-Risk.

Progress monitoring occurs every 6 to 8 weeks, ensuring timely updates and interventions. If academic progress remains insufficient after completing all three tiers, we will initiate the referral process for special education services.

Referral for Special Education Services

Parents or guardians may request a case study evaluation at any time to determine their child's eligibility for special education services. Following a referral, a domain meeting will be convened, bringing together knowledgeable staff and the student's family to discuss concerns and present levels of performance, to determine whether further evaluations are necessary.

Timelines for Educational Services

- Request for Evaluation: Within 14 school days, CLCS will respond to the referral.
- Case Study Evaluation (CSE): Initial evaluations must be conducted, and eligibility determined within 60 school days of receiving parental consent.
- Eligibility Determination: Written notice will be provided within 10 school days after the eligibility determination meeting.
- Initial IEP: Once eligibility is determined, an IEP will be completed within 30 calendar days of the eligibility determination but not exceed 60 days past the initial consent to begin the evaluation.
- IEP Implementation: Newly developed or revised IEPs will be implemented within 10 calendar days of parental notice.

Individualized Education Plan (IEP)

If a student is found eligible for special education services, an Individualized Education Program (IEP) will be developed. The IEP outlines specialized instruction, related services, and accommodations. It is reviewed annually, but parents/guardians may request a meeting at any time. Parents/guardians play an essential role in the IEP team, providing valuable insights about their child.

Section 504 Plans

Students who may not qualify for special education services under IDEA but require accommodations may be eligible for a Section 504 plan. These plans ensure that necessary accommodations are provided in the general education setting and are reviewed annually.

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Transfer Students and Existing IEPs/504 Plans

CLCS welcomes students with existing IEPs or Section 504 plans. Prior to enrollment, the plans are reviewed by the Director of Student Services to ensure student needs can be met within CLCS's setting. While we support a wide range of IEP needs, some services may fall outside what we can provide. Upon enrollment approval, we will meet with families through an intake meeting to review and, if necessary, modify these plans to suit the student's needs. We remain dedicated to ensuring a seamless transition for students transferring into our school community.

Services for IEP Students

CLCS is dedicated to collaborating with families to ensure that every eligible student receives the services outlined in their IEP or 504 plan. While we support a wide range of IEP needs, some services may fall outside what we can provide. See *Continuum of Services* below.

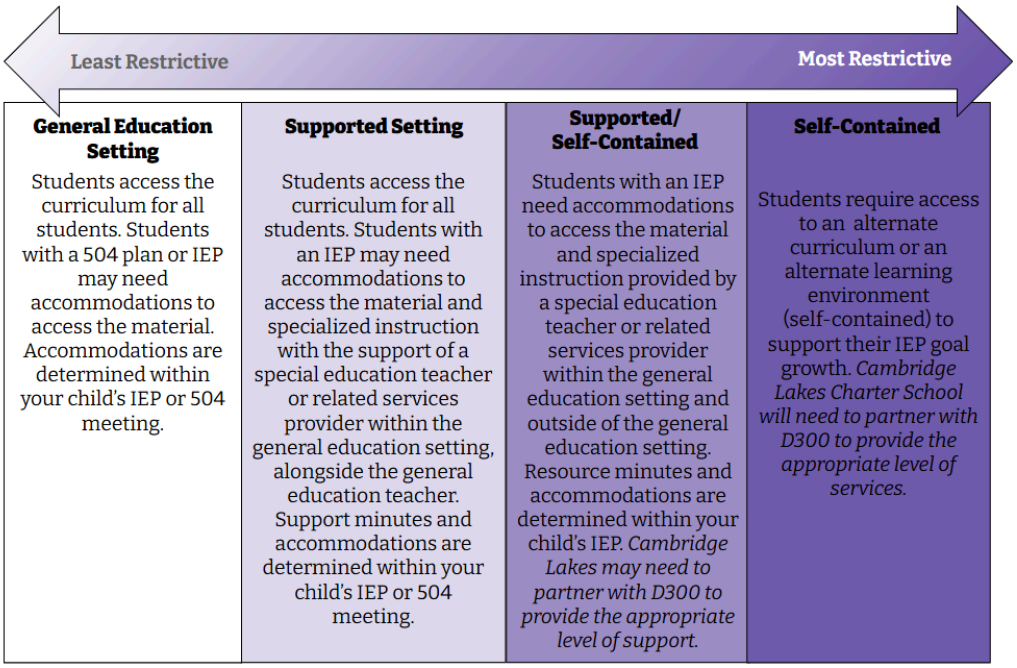
Cambridge Lakes offers Extended School Year (ESY) services at no cost to families for students who qualify. Your child's eligibility for ESY will be reviewed and discussed during their Individualized Education Program (IEP) meeting. The purpose of ESY is to help students retain the skills they learned during the school year. Services focus on continued work toward IEP goals during designated times in the summer, so students can maintain their progress, reduce regression, and be ready to start the new school year successfully.

Assessments

All students at CLCS will participate in state and local assessments, with accommodations provided as determined through IEP meetings.

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Continuum or Services



Recording a Section 504 or IEP meeting

A parent, or guardian, requiring the recording of a Section 504 or IEP meeting to meaningfully participate must request the accommodation in writing 24 hours prior to the meeting.

Upon the request of a 504 or IEP meeting to be recorded, all participants will be made aware. Cambridge Lakes Charter School will record the meeting using its own equipment. Audio recordings of meetings will become part of the student's educational record and are maintained in accordance with the Family Education Rights and Privacy Act, the Illinois School Student Records Act, and other applicable laws. Video recordings of any IEP or 504 meeting are not permitted.

After the meeting is complete a parent will provide a personal device to transfer the recording for their personal records, or a secure link will be shared with the family. The use and purpose of an audio recording is for the IEP or 504 team and is not to be shared for any other purpose.

CAMBRIDGE LAKES CHARTER SCHOOL
Our Mission: To Facilitate Lifelong, High Achievement Learning

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PUNS (Prioritization of Urgency of Need for Services)

Database Information for Students and Parents or Guardians

The Illinois Department of Human Services (IDHS) maintains a statewide database known as the PUNS database (Prioritization of Urgency of Need for Services) that records information about individuals with intellectual disabilities or developmental disabilities who are potentially in need of services.

IDHS uses the data on PUNS to select individuals for services as funding becomes available, to develop proposals and materials for budgeting, and to plan for future needs. The PUNS database is available for children with intellectual disabilities or developmental disabilities with unmet service needs.

Registration to be included on the PUNS database is the first step toward receiving developmental disabilities services in this State. A child who is not on the PUNS database will not be in the queue for State developmental disabilities services.

For more information and to sign up for PUNS, see the Illinois Department of Human Services PUNS information page at https://www.dhs.state.il.us/page.aspx?item=41131

If you have any questions or need further information, please contact Alicia Parker, Executive Director of Student Services at aparker@clcsstaff.org or (847) 464 - 8096.