



Illinois State Board of Education

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James T. Meeks
Chairman

Tony Smith, Ph.D.
State Superintendent of Education

March 9, 2016

Mr. Reggie Clinton, Superintendent
Beardstown CUSD #15
500 E 15th Street
Beardstown, Illinois 62618

Dear Superintendent Clinton:

On April 27-28, 2015, the Division of English Language Learning (DELL) of the Illinois State Board of Education conducted an on-site monitoring review of Beardstown CUSD #15's implementation of Article 14C of the Illinois School Code (105 ILCS 5/14C), Part 228 of the 23 Illinois Administrative Code (23 Ill. Adm. Code 228), Part 1, Section 1.88 of the 23 Illinois Administrative Code (23 Ill. Adm. Code 1.88), Title III of the No Child Left Behind Act of 2001 (20 USC 6801 et. seq.), and any other applicable laws.

DELL issued a compliance monitoring report on June 12, 2015, outlining findings that required corrective actions and received Beardstown CUSD #15's response August 14, 2015. DELL issued a report summarizing the results of our review of Beardstown CUSD 15's Corrective Action Plan on September 18, 2015 and received an updated response on November 13, 2015. DELL issued a report summarizing the results of our review of your second Corrective Action Plan on December 18, 2015. Beardstown CUSD #15's updated response and additional documentation received on February 2, 2016 satisfactorily addressed the findings identified in the compliance monitoring report.

We appreciate your work in responding to the concerns outlined in the report. We look forward to continuing to work with your District to ensure that all students who are ELs have access to quality programs, become proficient in English, and achieve academic success. If you have any questions, please do not hesitate to contact DELL at 312-814-3850 or dellmonitoring@isbe.net.

Sincerely,

A black rectangular box redacting the signature of Beth Robinson.

Beth Robinson
Principal Consultant
Division of English Language Learning

cc: Trevor Cottle, Program Director
David González Nieto, Division Administrator

COMPONENT 1: IDENTIFICATION OF ELIGIBLE STUDENTS

This component examines whether the District has implemented the Home Language Survey to identify students of non-English background and appropriately screened the students for program eligibility according to the state requirements.

Component Number	Legal Standard
1.1 - 1.4	<p>Home Language Survey 23 Ill. Adm. Code 228.15 (a) <i>Each school district shall administer a home language survey with respect to each student in preschool, kindergarten or any of grades 1 through 12 who is entering the district's schools or any of the district's preschool programs for the first time, for the purpose of identifying students who have a language background other than English. The survey should be administered as part of the enrollment process or for preschool programs, by the first day the student commences participation in the program. The survey shall include at least the following questions, and the student shall be identified as having a language background other than English if the answer to either question is yes: (1) Whether a language other than English is spoken in the student's home and, if so, which language; and (2) Whether the student speaks a language other than English and, if so, which language.</i> (b) <i>The home language survey shall be administered in English and, if feasible, in the student's home language.</i> (c) <i>The home language survey form shall provide spaces for the date and the signature of the student's parent or legal guardian.</i> (d) <i>The completed home language survey form shall be placed into the student's temporary record as defined in 23 Ill. Adm. Code 375 (Student Records).</i></p>
<p>Rating: Partially Implemented</p> <p>District Response Required: Yes</p>	
<p>Finding: Based on a review of student files, the HLS does not include the correct wording of one of the two required questions.</p>	
<p>DISTRICT'S FIRST RESPONSE—(August 14, 2015) (To be completed by District Staff)</p>	
<p>Description of Corrective Action <i>The Home Language Surveys were corrected by the director and translated to clarify the two questions of language spoken in the home and if student spoke the language as well.</i></p>	
<p>List of Attached Evidence of Completion of the Corrective Action (if applicable) <i>Examples of the English, French and Spanish surveys are attached component 1 item 1.1-1.4</i></p>	
<p>Description of Internal Procedures for continued implementation after the ISBE visit <i>A revamp of the Home Language Survey (HLS) was completed to replace the existing copy used through-out the district. Office personnel in each district building had the old HLS destroyed and the new forms were included in all the new student packets for registration in August 2015 and beyond.</i></p>	
<p>ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN—(September 18, 2015) (To be completed by the Division of English Language Learning at ISBE)</p>	
<p>Status of Corrective Action: <input checked="" type="checkbox"/> Accepted <input type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted</p>	

COMPONENT 2: STUDENT ASSESSMENT AND LANGUAGE ACQUISITION SERVICES

This component examines whether the District has annually assessed the English language proficiency of the English learners, provided adequate language acquisition services, and monitored the progress of students who met the exit criteria.

Component Number	Legal Standard
2.1	<p>Annual English Language Proficiency Assessment 23 Ill. Adm. Code 228.25 (b)(1) <i>School districts must annually assess the English language proficiency, including aural comprehension (listening), speaking, reading, and writing skills, of all children of all English learners in kindergarten and any of grades 1 through 12 (Section 14C-3 of the School Code) using the English language proficiency assessment prescribed by the State Superintendent of Education. This assessment shall be administered during a testing window designated by the State Superintendent, for the purpose of determining individual students' continuing need and eligibility for bilingual education services. The annual assessment shall be based on the 2012 Amplification of the English Language Development Standards Kindergarten-Grade 12 (2012), published by the Board of Regents of the University of Wisconsin System on behalf of the WIDA Consortium, University of Wisconsin-Madison, 1025 West Johnson Street, MD#23, Madison WI 53706, and posted at http://wida.us/standards/eld.aspx. No later amendments to or editions of these standards are incorporated by this Section. (3) Each student who is not enrolled in a program under this Part but who has been identified as an English learner shall be required to participate in the assessment each year until he or she achieves a "proficient" score.</i></p>
<p>Rating: Partially Implemented</p>	
<p>District Response Required: Yes</p>	
<p>Finding: Based on a review of SIS data, the district did not annually assess 6 students identified as EL, in kindergarten and any of grades 1 through 12, with the ACCESS for ELLs® for English language proficiency in 2014.</p>	
<p align="center">DISTRICT'S FIRST RESPONSE—(August 14, 2015) (To be completed by District Staff)</p>	
<p>Description of Corrective Action <i>The director and teachers make every effort in capturing all EL's to take the ACCESS for ELL's. In addition to comparing the local data bases with the previous year's ACCESS list, individual class rosters will be examined closer at the beginning and through-out the year to ensure that all elementary EL's are accounted for in the administration of the ACCESS. In the high and middle school, the local data bases will be used and ACCESS, but more consistent consultation with guidance counselors to ensure all new students who qualify for EL services are included in the ACCESS administration. In general, more cross checking of class, database and state lists will be conducted as well as communication with teachers and counselors to ensure full participation.</i></p>	
<p>List of Attached Evidence of Completion of the Corrective Action (if applicable)</p>	
<p>Description of Internal Procedures for continued implementation after the ISBE visit <i>The Director's communication with teachers and counselors and comparing the local data bases with the previous year's ACCESS list and individual class rosters will be examined closer at the beginning (August 2015) and through-out the year to ensure that all elementary EL's are accounted for in the administration of the ACCESS. In the high and middle school, the local data bases will be used and ACCESS, but more consistent consultation with guidance counselors to ensure all new students who qualify for EL services are included in the ACCESS administration. In general, more cross checking of class, database and state lists will be conducted as well as communication with teachers and counselors to ensure full participation. During the assigning of tiers to the students, teachers and counselors will be</i></p>	

communicating the most to ensure not only if all are accounted for, but also that students are assigned the proper test level. A regular check of new students will be monthly before The ACCESS testing window and weekly during testing so as to capture them for assessment when they qualify through the screening process.

**ISBE’S RESPONSE TO CORRECTIVE ACTION PLAN—(September 18, 2015)
(To be completed by the Division of English Language Learning at ISBE)**

Status of Corrective Action:

Accepted Partially Accepted Not Accepted

Component Number	Legal Standard
2.2	Individualized Educational Plan (IEP) Teams for EL students 23 Ill. Adm. Code 226.210 (e) <i>The IEP Team shall include a qualified bilingual specialist or bilingual teacher, if the presence of such a person is needed to assist the other participants in understanding the child’s language or cultural factors as they relate to the child’s instructional needs. If documented efforts to locate and secure the services of a qualified bilingual specialist are unsuccessful, the district shall instead meet the requirements set forth in Section 226.150(b) of this Part.</i>
<p>Rating: Partially Implemented</p> <p>District Response Required: Yes</p>	
<p>Finding: Based on the review of IEP sign-in sheets, a qualified bilingual specialist or bilingual teacher does not consistently participate on the Individual Education Plan (IEP) teams of English learners being evaluated for special education services in order to assist the other participants in understanding the student’s language or cultural factors as they relate to the student’s instructional needs.</p>	
<p>DISTRICT’S FIRST RESPONSE—(August 14, 2015) (To be completed by District Staff)</p>	
<p>Description of Corrective Action <i>Special Education teachers will place the language acquisition director on all teams that include EL students who have or are domained for the IEP process. In case the director cannot attend, a qualified surrogate (Bilingual teacher) will be assigned to the case as soon as a conflict is recognized.</i></p>	
<p>List of Attached Evidence of Completion of the Corrective Action (if applicable) <i>Attached is a memo to all administrators and Special Education teachers to inform them of the fact that a bilingual specialist must be included in IEP meetings concerning ELs. Component 2 item 2.2</i></p>	
<p>Description of Internal Procedures for continued implementation after the ISBE visit <i>Special Education teachers who are responsible for inclusion of qualified personnel will place the language acquisition director on all teams that include EL students who have or are to be domained for the IEP process by written notice. In case the director cannot attend, a qualified surrogate (Bilingual teacher) will be assigned to the case as soon as a conflict is recognized. The Director will seek a qualified bilingual/ESL teacher to act as the bilingual specialist.</i></p>	
<p>ISBE’S RESPONSE TO CORRECTIVE ACTION PLAN—(September 18, 2015) (To be completed by the Division of English Language Learning at ISBE)</p>	
<p>Status of Corrective Action:</p> <p><input checked="" type="checkbox"/> Accepted <input type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted</p>	

Component Number	Legal Standard
2.5	<p>Monitoring Performance after Exit 20 USC 6841 (a) IN GENERAL - Each eligible entity that receives a subgrant from a State educational agency under subpart 1 shall provide such agency, at the conclusion of every second fiscal year during which the subgrant is received, with an evaluation, in a form prescribed by the agency, that includes—...(4) a description of the progress made by children in meeting challenging State academic content and student academic achievement standards for each of the 2 years after such children are no longer receiving services under this part.</p>
<p>Rating: Not Implemented</p>	
<p>District Response Required: Yes</p>	
<p>Finding: As evidenced by review of files and based on interviews with district staff, the progress of students who have exited the TBE/TPI program is not monitored for two years after they transition into the general education program.</p>	
<p>DISTRICT'S FIRST RESPONSE—(August 14, 2015) (To be completed by District Staff)</p>	
<p>Description of Corrective Action <i>A list of students who have achieved language proficiency in the last two years will be made in the Spring prior to the next school year. A consultation and sign-off by teachers of core subjects for each student will be made on a quarterly basis to ensure the progress of the student in the general curriculum.</i></p>	
<p>List of Attached Evidence of Completion of the Corrective Action (if applicable) <i>Exited student monitoring letter and data collection sheet attached in Component 2 item 2.5</i></p>	
<p>Description of Internal Procedures for continued implementation after the ISBE visit <i>After the ACCESS results have been returned in the Spring, students who have become proficient in English, based on the state criteria, will be identified. They will be added to a database to be included in a letter/data collection sheet that will be distributed to teachers, for review by the director and teachers in the 2 years following when the student received their fluent score as deemed by the state minimum scores on the ACCESS for ELL's. A form will go to the teacher of the 4 main subjects in the general education classes to monitor the student's progress. The form will be examined by the director and teachers for any intervention needed then be placed in the student's temporary file.</i></p>	
<p>ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN—(September 18, 2015) (To be completed by the Division of English Language Learning at ISBE)</p>	
<p>Status of Corrective Action: <input checked="" type="checkbox"/> Accepted <input type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted</p>	

COMPONENT 3: PROGRAM STRUCTURE

This component examines whether the District has established the TBE and/or TPI Program based on the student data and that the program structure/model is based on scientifically based research on teaching English learners.

Component Number	Legal Standard
3.5	<p>Full-time Program Components 23 Ill. Adm. Code 228.30 (c) Specific Requirements for Transitional Bilingual Education (TBE) Programs (1) <i>Each full-time TBE program shall consist of at least the following components (Section 14C-2 of the School Code): (A) Instruction in subjects which are either required by law (see 23 Ill. Adm. Code 1) or by the student's school district, to be given in the student's home language and in English; core subjects such as math, science and social studies must be offered in the student's home language, except as otherwise provided in subsection (c)(3); (B) Instruction in the language arts in the student's home language; (C) Instruction in English as a second language, which must align to the applicable English language development standards set forth in Section 228.10; and (D) Instruction in the history and culture of the country, territory, or geographic area which is the native land of the students or of their parents and in the history and culture of the United States.</i></p>
<p>Rating: Partially Implemented</p> <p>District Response Required: Yes</p>	
<p>Finding: Based on a review of documents and interviews conducted with district staff, the program for full-time French TBE students does not incorporate the following required components:</p> <ul style="list-style-type: none"> • Instruction in English and the home language of the students for all core subjects; • Language Arts in the student's home language (teaching the student how to read and write in his/her home language) 	
<p>DISTRICT'S FIRST RESPONSE—(August 14, 2015) (To be completed by District Staff)</p>	
<p>Description of Corrective Action <i>While instruction for students is being implemented in English by qualified ESL teachers, a shortage of teachers who are bilingual in French are non-existent in our area. French Speaking Aides are used to deliver instruction in French. The subject areas to be taught in French will be accomplished through language facilitators under the supervision of the ESL teacher until we can hire a bilingual French Speaking teacher for elementary as the two teachers in the middle school/high school who are serving students in grades 5-12, cannot be scheduled for time with the elementary. A French teacher has been advertised. We will advertise for the 2015-16 school year to be filled immediately by qualified and certified staff.</i></p>	
<p>List of Attached Evidence of Completion of the Corrective Action (if applicable)</p>	
<p>Description of Internal Procedures for continued implementation after the ISBE visit</p>	
<p>ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN—(September 18, 2015) (To be completed by the Division of English Language Learning at ISBE)</p>	
<p>Status of Corrective Action: <input type="checkbox"/> Accepted <input checked="" type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted</p>	
<p>Basis for Partial Acceptance or Non Acceptance: Further evidence of implementation is needed.</p>	

<p>Required Elements of Corrective Action and Progress Report: Please submit copies of the advertisements and other outreach materials distributed to recruit a French bilingual teacher for the elementary school.</p>
<p align="center">DISTRICT'S SECOND RESPONSE – November 13, 2015 (To be completed by District Staff)</p>
<p>Updates to the Description of Corrective Action <i>November 2015: See Open advertisement in the IASA Job Bank for French teacher at the elementary level (3.5a) and a Job interview from this summer (3.5b). We went so far to interview a gentleman from Ghana to possibly hire. The risk was too high in this case. Another individual who we were pursuing was hired by another district in IL with the same demographic.</i></p>
<p>Additional Evidence of Completion of the Corrective Action (if applicable) <i>See above</i></p>
<p>Updates to the Internal Procedures for continued implementation after the ISBE visit (if applicable) <i>The district is constantly on the lookout for qualified staff or potentially qualified staff to fill the position at the Elementary school. We have our job advertised and will continue to find new avenues to advertise and place a teacher that will serve the French-Language TBE students.</i></p>
<p align="center">ISBE'S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN—December 18, 2015 (To be completed by the Division of English Language Learning at ISBE)</p>
<p>Status of Corrective Action: <input checked="" type="checkbox"/> Accepted <input type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted</p>

COMPONENT 4: CURRICULUM AND INSTRUCTION

This component examines whether the District has implemented a curriculum that is standards-based and supported by appropriate instructional materials.

Component Number	Legal Standard
4.1	<p>Standards Aligned Curriculum 20 USC 6826 (d)(3) the eligible entity has based its proposed plan on scientifically based research on teaching limited English proficient children; (4) the eligible entity will ensure that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.</p> <p>23 Ill. Adm. Code 228.30 (b)(4) Beginning with the 2012-13 school year, instruction in Spanish language arts, where provided under subsection (c) or (d), shall be aligned to the standards that are appropriate to the ages or grade levels of the students served, which are set forth in the document titled "World-Class Instructional Design and Assessment: Spanish Language Arts Standards" (2005), published by the Board of Regents of the University of Wisconsin System on behalf of the WIDA Consortium, University of Wisconsin-Madison, 1025 West Johnson Street, MD #23, Madison WI 53706, and posted at http://wida.us/standards/sla.aspx. No later amendments to or editions of these standards are incorporated by this Section.</p>
<p>Rating: Partially Implemented</p> <p>District Response Required: Yes</p>	
<p>Finding: The district does not have a district-wide curriculum that outlines how the District anchors the English Language Development (ELDS), Common Core (CCSS), and Spanish Language Arts (SLA) standards with the assessments and instructional materials implemented for each grade level in the TBE/TPI programming.</p>	

DISTRICT'S FIRST RESPONSE—(August 14, 2015) (To be completed by District Staff)
Description of Corrective Action <i>We are open for guidance on how to remedy this issue.</i>
List of Attached Evidence of Completion of the Corrective Action (if applicable)
Description of Internal Procedures for continued implementation after the ISBE visit
ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN—(September 18, 2015) (To be completed by the Division of English Language Learning at ISBE)
Status of Corrective Action: <input type="checkbox"/> Accepted <input type="checkbox"/> Partially Accepted <input checked="" type="checkbox"/> Not Accepted
Basis for Partial Acceptance or Non Acceptance: Evidence of implementation is required.
Required Elements of Corrective Action and Progress Report: The district needs to submit a detailed action plan presenting how it plans to review and align the district's curriculum in the TBE/TPI program for each grade level with the English Language Development (ELDS), Common Core (CCSS), and Spanish Language Arts (SLA) standards. The action plan should include the dates, topics, resources, and individuals involved in the creation of the final product.
DISTRICT'S SECOND RESPONSE – November 13, 2015 (To be completed by District Staff)
Updates to the Description of Corrective Action <i>November 2015: We have started the Technical Assistance and CSI Process of prioritizing issues to work toward the 2015-16 school year. The main one is to work on curriculum as it pertains to EL's and native language instruction. We had an introductory meeting on November 6. And another on November 10 to begin the planning process. The findings in April have shaped how we use our time in developing and organizing curriculum to include the CCSS, ELDS and SLA. This is still in the planning stages and informal conversations with program teachers have been establishing an awareness that this must happen.</i>
Additional Evidence of Completion of the Corrective Action (if applicable) <i>See the Running record in 4.1a and 4.1b the notes from Nov 10 Webinar mentioning curriculum as a priority.</i>
Updates to the Internal Procedures for continued implementation after the ISBE visit (if applicable) <i>We will continue with the process of identifying areas of concern within the Language Arts and Math Curricula. Ideally, the conventional wisdom is to integrate more science and social studies in the Language arts and math. The development will allow languages to be bridged between teachers in a strand of Dual and in a stand-alone situation. There will be a deliberate connection of the standards mentioned above in developing a more appropriate curriculum for EL's to access and become successful. In the middle and high school, there are different challenges to be identified during the TA process during the course of 2015-16.</i>
ISBE'S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN—December 18, 2015 (To be completed by the Division of English Language Learning at ISBE)
Status of Corrective Action: <input type="checkbox"/> Accepted <input checked="" type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted
Basis for Partial Acceptance or Non Acceptance: Additional evidence is needed to describe how the finding will be addressed.
Required Elements of Corrective Action and Progress Report: Please provide an update on the development of the targeted assistance plan to detail how curriculum addressed through this process.

**DISTRICT'S THIRD RESPONSE – (February 2, 2016)
(To be completed by District Staff)**

Updates to the Description of Corrective Action

February 2016: On January 22, 2016 the TA team met to begin the task of plan development for a March turn-in date at which time progress can be monitored. Goals were established through the facilitation of the IRC TA with active participation of a portion of the Local TA work group. On February 5, 2016, Center for School Improvement consultants will aide in the formulation of the plan along with a group from the local TA working group. February 17, 2016 the EL TA will be involved in a webinar to further the initiative on curriculum writing and a timeline for certain tasks to be completed toward the overall goal of a set curriculum for EL's

Additional Evidence of Completion of the Corrective Action (if applicable)

See Component 4 for evidence of meetings, agendas and minutes

Updates to the Internal Procedures for continued implementation after the ISBE visit (if applicable)

The planning process will begin February 5 and continue to be updated and modified even after the March turn-in date to work toward the goal of developing appropriate curriculum for the 2017-18 school year.

**ISBE'S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN—February 23, 2016
(To be completed by the Division of English Language Learning at ISBE)**

Status of Corrective Action:

Accepted Partially Accepted Not Accepted

COMPONENT 6. PERSONNEL QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

This component examines whether the District has adequate and highly qualified staff to support programming and that on-going professional development is provided to all staff including administrators, principals, teachers, paraprofessionals, and other school personnel.

Component Number	Legal Standard
6.2	<p>Teacher Qualification (K-12) 23 Ill. Adm. Code 228.35 (a) Each individual assigned to provide instruction in a student's home language shall meet the requirements for bilingual education teachers set forth in 23 Ill Adm. Code 25 (Educator Licensure) and 23 Ill. Adm. Code 1 (Public Schools Evaluation, Recognition and Supervision), as applicable. (b) Each individual assigned to provide instruction in ESL shall meet the requirements for ESL or English as a New Language teachers set forth in 23 Ill. Adm. Code 25 and 23 Ill. Adm. Code 1, as applicable.</p>
<p>Rating: Partially Implemented District Response Required: Yes</p>	
<p>Finding: According with the Educator Licensure Information System (ELIS) and documentation submitted by the district, one fifth grade teacher and one high school teacher who provide bilingual instruction do not have the required endorsements for their teaching assignments. One high school teacher who teaches ESL is not endorsed to teach ESL. Three bilingual or dual language teachers with an Educator License with Stipulations (ELS) only do not have a plan for completing coursework to obtain the Professional Educator License with a bilingual endorsement.</p>	

DISTRICT'S FIRST RESPONSE—(August 14, 2015) (To be completed by District Staff)	
Description of Corrective Action <i>In correcting the certification issue with the following positions the director and superintendent will ensure that a plan of action is underway for those who were found teaching out of their certification or be replaces by qualified staff.</i>	
<ul style="list-style-type: none"> • <i>The fifth grade DL teacher was dismissed and a new hire who will start on their ESL endorsement in December will take over.</i> • <i>The High School teacher who was not certified took their TLP test this summer and is eligible for the PLS Cert now. He will start taking classes for his endorsement in Spring of 2016</i> • <i>The High school teacher who has TESOL certification is lacking one class and will be taking that class at the next available opportunity from WIU or an online provider.</i> • <i>The two bilingual or dual language teachers have run out of time and will receive a letter stating the need for a plan and proper endorsement by December of 2015. If they do not, they will be placed on the RIF list in March of 2016. We will have to hire two teachers to fulfill that void.</i> • <i>One bilingual teacher will need one class and submission of their credentials to ISBE to attain the endorsement by November 2015.</i> • <i>A new search for teachers will then commence to hire certified and endorsed personnel in April 2016.</i> 	
List of Attached Evidence of Completion of the Corrective Action (if applicable) <i>See attached of email correspondence to the Superintendent</i>	
Description of Internal Procedures for continued implementation after the ISBE visit <i>Teacher records are constantly being reviewed by the director and the board of education to ensure compliance. Informal conversations regarding the nature of their progress to obtain the proper endorsement were conducted. However, this will change to ensure that a more formal –paper trail” is maintained to document the conversations and the actions of the teachers as they pursue the proper certification. This will start September 2015.</i>	
ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN—(September 18, 2015) (To be completed by the Division of English Language Learning at ISBE)	
Status of Corrective Action: <input checked="" type="checkbox"/> Accepted <input type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted	

Component Number	Legal Standard
6.3	Highly Qualified Teachers 20 USC 6319 (a) (1) IN GENERAL: <i>Beginning with the first day of the first school year after January 8, 2002, each local educational agency receiving assistance under this part shall ensure that all teachers hired after such day and teaching in a program supported with funds under this part are highly qualified...</i> (3) LOCAL PLAN: <i>As part of the plan described in section 6312 of this title, each local educational agency receiving assistance under this part shall develop a plan to ensure that all teachers teaching within the school district served by the local educational agency are highly qualified not later than the end of the 2005-2006 school year.</i>
Rating: Partially Implemented	
District Response Required: Yes	
Finding: According with documentation submitted by the district, it has been found that one or more teachers assigned to provide bilingual and/or ESL instruction are not “highly qualified” in accordance with the No Child Left Behind Act of 2001 (NCLB).	

DISTRICT'S FIRST RESPONSE—(August 14, 2015) (To be completed by District Staff)
Description of Corrective Action <i>As mentioned in 6.2, the superintendent and the director will pursue the teachers who will need to complete coursework to achieve ESL or Bilingual compliance</i>
List of Attached Evidence of Completion of the Corrective Action (if applicable)
Description of Internal Procedures for continued implementation after the ISBE visit
ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN—(September 18, 2015) (To be completed by the Division of English Language Learning at ISBE)
Status of Corrective Action: <input checked="" type="checkbox"/> Accepted <input type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted

Component Number	Legal Standard
6.5	Paraprofessional 23 Ill. Adm. Code Part 25.510 (b)(c) <i>Service as a paraprofessional requires a statement of approval issued by the State Board of Education, in consultation with the State Teacher Certification Board.</i>

Rating: Partially Implemented

District Response Required: Yes

Finding:

According with documentation submitted by the district, one or more paraprofessionals serving ELs in a TBE/TPI program do not have state issued approval.

DISTRICT'S FIRST RESPONSE—(August 14, 2015) (To be completed by District Staff)
Description of Corrective Action <i>The district installs language paraprofessionals as substitutes in the classrooms to ensure they get experience and time for Administrators to assess their abilities based on the criteria in the certification process through the WorkKeys program. This way they can help students in need and work toward their certification. It is rare to find a language aide that is already certified. Individuals that are placed in classrooms are given guidance by the director on how to attain certification (through WorkKeys or the Paraprofessional test through ETS) and are encouraged to do so in a timely manner to earn considerably more money when they receive it. If everyone stays in the positions they have we hope to have full implementation by the end of 2015-16.</i>
List of Attached Evidence of Completion of the Corrective Action (if applicable) <i>Language paraprofessional packet for obtaining paraprofessional certification Component 6 item 6.5</i>
Description of Internal Procedures for continued implementation after the ISBE visit
ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN—(September 18, 2015) (To be completed by the Division of English Language Learning at ISBE)
Status of Corrective Action: <input type="checkbox"/> Accepted <input checked="" type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted
Basis for Partial Acceptance or Non Acceptance: Further evidence of implementation is required.
Required Elements of Corrective Action and Progress Report:

Please submit an updated list of the language paraprofessionals and their licensure for the 2015-16 school year.

**DISTRICT’S SECOND RESPONSE – November 13, 2015
(To be completed by District Staff)**

Updates to the Description of Corrective Action

Additional Evidence of Completion of the Corrective Action (if applicable)

See 6.2 in Component 6 for current ParaPro List for 2015-16

Updates to the Internal Procedures for continued implementation after the ISBE visit (if applicable)

**ISBE’S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN—December 18, 2015
(To be completed by the Division of English Language Learning at ISBE)**

Status of Corrective Action:

Accepted Partially Accepted Not Accepted

Component Number	Legal Standard
6.8	<p>In-Service Training for Staff 23 Ill. Adm. Code 228.35 (e) Professional Development for Staff (1) Each school district having a program shall annually plan professional development activities for the licensed and nonlicensed personnel involved in the education of English learners. This plan shall be included in the district’s annual application and shall be approved by the State Superintendent of Education if it meets the standards set forth in subsections (e)(2) and (e)(3). (2) Program staff beginning their initial year of service shall be involved in training activities that will develop their knowledge of the requirements for the program established under this Part and the employing district’s relevant policies and procedures. (3) Training activities shall be provided to all bilingual program staff at least twice yearly and shall address at least one of the following areas: (A) current research in bilingual education; (B) content-area and language proficiency assessment of English learners; (C) research-based methods and techniques for teaching English learners; (D) research-based methods and techniques for teaching English learners; and (E) the culture and history of the United States and of the country, territory or geographic area that is the native land of the students or of their parents... (5) Each district that operates either a TBE or a TPI program for students of Spanish language background in kindergarten and any of grades 1 through 12 shall provide annually at least one training session related to the implementation of the Spanish language arts standards required under Section 228.30(b)(4) for staff members of that program who are providing instruction in the Spanish language arts.</p> <p>District-Wide Professional Development for All Staff (Title III Recipients Only) 20 USC 6825 (c)REQUIRED SUBGRANTEE ACTIVITIES – An eligible entity receiving funds under section 6824(a) of this title shall use the funds—...(2) to provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel, that is—(A) designed to improve the instruction and assessment of limited English proficient children;(B) designed to enhance the ability of such teachers to understand and use curricula, assessment measures and instruction strategies for limited English proficient children;(C) based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and (D) of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers’ performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher’s supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher.</p> <p>Adequate Training for Qualified Staff Castaneda v. Pickard, 648 F. 2d 989, 1013. 1981...As in any educational program, qualified teachers are a critical component of the success of a language remediation program. A bilingual education program, however sound in theory, is clearly unlikely to have a significant impact on the language barriers confronting</p>

	<i>limited English speaking school children, if the teachers charged with day-to-day responsibility for educating these children are termed "qualified" despite the fact that they operate in the classroom under their own unremediated language disability</i>
Rating: Partially Implemented District Response Required: Yes	
Finding: Based on information gathered from staff interviews and a review of documentation, the district did not provide training activities to all bilingual program staff at least twice a year; and did not provide annual training on the implementation of the Spanish language arts standards to TBE program staff who teach Spanish language arts.	
DISTRICT'S FIRST RESPONSE—(August 14, 2015) (To be completed by District Staff)	
Description of Corrective Action <i>Beginning with the last year's Program Improvement Grant, planning and implementation of staff development has been more deliberate. At the end of the 2014-15, a rating of EL topics was conducted to see what interested staff. Based on the results the director and EL staff could plan for PD regarding many of the areas that are in the state Rules. October 2015 and January 2016 will be district-wide PD regarding</i>	
List of Attached Evidence of Completion of the Corrective Action (if applicable) <i>See Attachment of Component 6 item 6.8</i>	
Description of Internal Procedures for continued implementation after the ISBE visit <i>In April and May of the previous year, the director and EL committee will poll staff on their interests on topics pertaining to EL and immigrant issues to design relevant and meaningful PD within the framework of topics that are in the state Rules. The PD will be scheduled and reflected on the Consolidated ELL Grant, specifically on the TBE/TPI Activities tab.</i>	
ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN—(September 18, 2015) (To be completed by the Division of English Language Learning at ISBE)	
Status of Corrective Action: <input type="checkbox"/> Accepted <input checked="" type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted	
Basis for Partial Acceptance or Non Acceptance: Additional evidence of implementation is required.	
Required Elements of Corrective Action and Progress Report: Please provide the scheduled date(s) and topic(s) for professional development in Spanish Language Arts for staff who teach that subject in the 2015-16 school year.	
DISTRICT'S SECOND RESPONSE – November 13, 2015 (To be completed by District Staff)	
Updates to the Description of Corrective Action	
Additional Evidence of Completion of the Corrective Action (if applicable) <i>Component 6.8b SLA PD</i>	
Updates to the Internal Procedures for continued implementation after the ISBE visit (if applicable)	
ISBE'S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN—December 18, 2015 (To be completed by the Division of English Language Learning at ISBE)	
Status of Corrective Action: <input checked="" type="checkbox"/> Accepted <input type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted	

COMPONENT 7: RIGHTS OF PARENTS AND COMMUNITY ENGAGEMENT

This component examines whether the District has established and implemented effective means of community engagement and that parents are fully informed of their rights.

Component Number	Legal Standard
7.1	<p>Notice of Enrollment; Content; Rights of Parents 105 ILCS 5/14C-4 (from Ch. 122, par. 14C-4) <i>No later than 30 days after the beginning of the school year or 14 days after the enrollment of any child in a program in transitional bilingual education during the middle of a school year, the school district in which the child resides shall notify by mail the parents or legal guardian of the child of the fact that their child has been enrolled in a transitional bilingual education program or a transitional program of instruction. The notice shall be in English and in the home language of the student and contain all of the following information in simple, nontechnical language: (1) The reasons why the child has been placed in and needs the services of the program. (2) The child's level of English proficiency, how this level was assessed, and the child's current level of academic achievement. (3) The method of instruction used in the program and in other available offerings of the district, including how the program differs from those other offerings in content, instructional goals, and the use of English and native language instruction. (4) How the program will meet the educational strengths and needs of the child. (5) How the program will specifically help the child to learn English and to meet academic achievement standards for grade promotion and graduation. (6) The specific exit requirements for the program, the expected rate of transition from the program into the regular curriculum, and the expected graduation rate for children in the program if the program is offered at the secondary level. (7) How the program meets the objectives of the child's individual educational program (IEP), if applicable. (8) The right of the parents to decline to enroll the child in the program or to choose another program or method of instruction, if available. (9) The right of the parents to have the child immediately removed from the program upon request. (10) The right of the parents to visit transitional bilingual education classes in which their child is enrolled and to come to the school for a conference to explain the nature of transitional bilingual education. The notice shall be in writing in English and in the language of which the child of the parents so notified possesses a primary speaking ability. Any parent whose child has been enrolled in a program in transitional bilingual education shall have the absolute right to immediately withdraw his child from said program by providing written notice of such desire to the school authorities of the school in which his child is enrolled or to the school district in which his child resides. (Source: P.A. 92 -604, eff. 7-1 -02.</i></p>
<p>Rating: Partially Implemented District Response Required: Yes</p>	
<p>Finding: Based on a review of student files and interviews with district staff, it has been found that:</p> <ul style="list-style-type: none"> • the district does not send written notice to the parents of English learners every year to inform them that their child was enrolled in a TBE/TPI program. • the district's notice of enrollment letter does not include all of the required components: <ul style="list-style-type: none"> ○ the expected graduation rate for children in the program if the program is offered at the secondary level. 	
<p align="center">DISTRICT'S FIRST RESPONSE—(August 14, 2015) (To be completed by District Staff)</p>	
<p>Description of Corrective <i>The program descriptions have been changed by the director to include the local graduation rate. These descriptions and notices were sent out at registration to the parents of EL's in August 2015 in grades K-8. Grades 9-12 will be distributed at the start of school August 2015. A signature will be obtained from the parent regarding a child's program enrollment after 3 years in TBE/TPI. A copy will be maintained in the child's temporary folder. This will continue every year at registration and when a new student arrives once they are Screened to establish a clearer communication with parents regarding the students placement. August 2015 start.</i></p>	

<p>List of Attached Evidence of Completion of the Corrective Action (if applicable) <i>See Component 7 item 7.1 for the parent letters and notifications</i></p>
<p>Description of Internal Procedures for continued implementation after the ISBE visit <i>It is the hope that we are able to secure the opportunity to utilize web based software to generate the letter without handwriting the scores on over 400 ELs, copy and distribute to parents. Support staff are an integral part of getting the signatures back from the "more than three years in the program" students. They will be collected and submitted to the director who will copy and ensure placement in the temporary file of the student and language office files. Registration will be used every year to contact parents and inform them through notifications of their child's placement for the coming school year.</i></p>
<p align="center">ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN—(September 18, 2015) (To be completed by the Division of English Language Learning at ISBE)</p>
<p>Status of Corrective Action: <input checked="" type="checkbox"/> Accepted <input type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted</p>

Component Number	Legal Standard
7.2	<p>Progress Reports 23 Ill. Adm. Code 228.40 (c)(1) Maintenance of Records and Reporting Procedures (1) Report Cards - <i>The school shall send progress reports to parents or legal guardians of students enrolled in programs in the same manner and with the same frequency as progress reports are sent to parents or legal guardians of other students enrolled in the school district. (A) Progress reports shall indicate the student's progress in the program and in the general program of instruction. (B) Progress reports shall indicate when the student has successfully completed requirements for transition from the program into the general program of instruction if that information has not been reported separately in writing to the parents or legal guardian. (C) Progress reports for all students enrolled in a program under this Part shall be written in English and in the student's home language unless a student's parents or legal guardian agrees in writing to waive this requirement. The parents' waiver shall be kept on file in accordance with subsection (c)(3) of this Section.</i></p>
<p>Rating: Partially Implemented</p>	
<p>District Response Required: Yes</p>	
<p>Finding: Based on documentation submitted by the district and interviews with district staff, progress reports at the middle school and high school are not provided in all the English learners' home languages and written agreements from parents of ELs to waive this requirement are not obtained by the District.</p>	
<p align="center">DISTRICT'S FIRST RESPONSE—(August 14, 2015) (To be completed by District Staff)</p>	
<p>Description of Corrective Action <i>A waiver for parents to decide if they want the report card in English will be available at registration to sign in the middle/high school. The report card will be translated in Spanish and French to be sent home but a waiver will be available when the parent requests English only and it will be sent in English only.</i></p>	
<p>List of Attached Evidence of Completion of the Corrective Action (if applicable) <i>Waiver forms attached (Spanish and English) French is forthcoming. Component 7 item 7.2</i></p>	
<p>Description of Internal Procedures for continued implementation after the ISBE visit <i>After translation of the report card waiver into Spanish and French, the waiver will be available to Middle/High school Parents in August 2016. In the meantime, translation of the report cards in Spanish and French will be completed by May 2016. The local SIS will need to be programmed to be able to print the reports in the languages and testing of the system for accuracy will need to be made this year (2015-16)</i></p>	

**ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN—(September 18, 2015)
(To be completed by the Division of English Language Learning at ISBE)**

Status of Corrective Action:

Accepted Partially Accepted Not Accepted

Basis for Partial Acceptance or Non Acceptance:

Additional evidence of implementation is required.

Required Elements of Corrective Action and Progress Report:

Please submit copies of the waiver form in French. The District's plan to translate the report card by May 2016 is accepted. Please detail what translation and interpretation services for report cards will be available in the interim during the 2015-16 school year.

**DISTRICT'S SECOND RESPONSE – November 13, 2015
(To be completed by District Staff)**

Updates to the Description of Corrective Action

Additional Evidence of Completion of the Corrective Action (if applicable)

See Item 7.2 alphabetical glossary on courses. 7.2 French Waiver

Updates to the Internal Procedures for continued implementation after the ISBE visit (if applicable)

November 2015: The current local SIS program can only print in two languages. It is Spanish and English. Since we have that limitation, a list of classes in alphabetical order that has the French translation next to it will be available as an attachment to the English language report card for French-speaking families. The direction of calling the school if there is any question about the report card is in three languages on all report cards and will continue to be present on the form. A signed report card language waiver would still decide whether they would want this attachment or not. This will start during the second quarter report card distribution in January 2016.

**ISBE'S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN—December 18, 2015
(To be completed by the Division of English Language Learning at ISBE)**

Status of Corrective Action:

Accepted Partially Accepted Not Accepted

Component Number	Legal Standard
7.3	<p>Withdrawal by Parents 23 Ill. Adm. Code 228.40 (a)(2) Withdrawal by Parents – Any parent or legal guardian whose child has been enrolled in a program shall have the absolute right to withdraw the child from the program immediately by submitting a written notice of his or her desire to withdraw the child to the school authorities of the school in which the child is enrolled or to the school district in which the child resides. (Section 14C-4 of the School Code).</p>
<p>Rating: Partially Implemented</p> <p>District Response Required: Yes</p>	
<p>Finding: Based on a review of files, the district form for parent refusals (Early Exit Release Form) does not always include a written statement from parents who requested to withdraw their children from the TBE/TPI program.</p>	

DISTRICT'S FIRST RESPONSE—(August 14, 2015) (To be completed by District Staff)
Description of Corrective Action <i>Registration is the time for conversations with parents if they decide to refuse language services. Parents must submit the exit form after a meeting/consultation with the director and state in writing the reason for waiving language services before movement to a classroom with no services offered. This will happen each year at registration beginning August 2015.</i>
List of Attached Evidence of Completion of the Corrective Action (if applicable) <i>See Component 7 item 7.4 Early exit- parent refusal form</i>
Description of Internal Procedures for continued implementation after the ISBE visit
ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN—(September 18, 2015) (To be completed by the Division of English Language Learning at ISBE)
Status of Corrective Action: <input checked="" type="checkbox"/> Accepted <input type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted

Component Number	Legal Standard
7.4	Notice and Consent for Continued Placement or Early Exit 105 ILCS 5/14C-3 ...A child of limited English-speaking ability enrolled in a program in transitional bilingual education may, in the discretion of the school district and subject to the approval of the child's parent or legal guardian, continue in that program for a period longer than 3 years. ...No school district shall transfer a child of limited English-speaking ability out of the program in transitional bilingual education prior to his third year of enrollment therein unless the parents of the child approve the transfer in writing, and unless he child has received a score on said examination which, in the determination of the State Board, reflects a level of English language skills appropriate to his or her grade level.

Rating: Partially Implemented

District Response Required: Yes

Finding:

Based on interviews conducted with staff and a review of files, the district does not obtain annual written consent from parents to enroll an EL in the TBE/TPI program for a period longer than three (3) years.

DISTRICT'S FIRST RESPONSE—(August 14, 2015) (To be completed by District Staff)
Description of Corrective Action <i>See 7.1 for corrective action on program notification for program placement beyond 3 years. Registration is the time for conversations with parents if they decide to refuse language services. Parents must submit the exit form after a meeting/consultation with the director and state in writing the reason for waiving language services before movement to a classroom with no services offered. This will happen each year at registration beginning August 2015.</i>
List of Attached Evidence of Completion of the Corrective Action (if applicable) <i>See Component 7 item 7.4 Early exit- parent refusal form</i>
Description of Internal Procedures for continued implementation after the ISBE visit
ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN—(September 18, 2015) (To be completed by the Division of English Language Learning at ISBE)
Status of Corrective Action: <input checked="" type="checkbox"/> Accepted <input type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted

Component Number	Legal Standard
7.5	<p>TBE Program Parent Advisory Committee (PAC) 23 Ill. Adm. Code 228.30 (c)(4) Parent and Community Participation – Each district or cooperative shall establish a parent advisory committee consisting of parents, legal guardians, transitional bilingual education teachers, counselors, and community leaders. This committee shall participate in the planning, operation, and evaluation of programs. The majority of committee members shall be parents or legal guardians of students enrolled in these programs. Membership on this committee shall be representative of the languages served in programs to the extent possible. (Section 14C-10 of the School Code [105 ILCS 5/14C-10]) (A) The committee shall: (i) meet at least four times per year; (ii) maintain on file with the school district minutes of these meetings; (iii) review the district's annual program application to the State Superintendent of Education; and (iv) autonomously carry out their affairs, including the election of officers and the establishment of internal rules, guidelines, and procedures. (Section 14C-10 of the School Code). (B) Each district or cooperative shall ensure that training is provided annually to the members of its parent advisory committee. This training shall be conducted in language that the parent members can understand and shall encompass, but need not be limited to, information related to instructional approaches and methods in bilingual education; the provisions of State and federal law related to students' participation and parents' rights; and accountability measures relevant to students in bilingual programs.</p>
<p>Rating: Partially Implemented District Response Required: Yes</p>	
<p>Finding: Based on interviews with staff and parents, it has been found that the district's Bilingual Parent Advisory Committee (BPAC)</p> <ul style="list-style-type: none"> • does not meet at least four times per year and does not maintain minutes of these meetings; and • does not provide annual training to the members in the areas of instructional approaches and methods in bilingual education, the provisions of state and federal law related to students' participation and parents' rights, and accountability measures relevant to students in bilingual programs. 	
<p>DISTRICT'S FIRST RESPONSE—(August 14, 2015) (To be completed by District Staff)</p>	
<p>Description of Corrective Action <i>Parent involvement through the BPAC will begin this fall with meetings scheduled Sept. 20, 2015 to establish future meetings and content of those meetings based upon state and federal requirements. Parents will be trained initially to understand the rationale of language acquisition and language programs as they pertain to ELs in the district. This is to promote understanding so that parents can have voice in the planning and policy making at the local level. Other Scheduled meetings will be in January, March and June of 2016.</i> <i>With the aid of the parent liaison, support staff and district automated call system we will attempt to bolster participation from year's past.</i></p>	
<p>List of Attached Evidence of Completion of the Corrective Action (if applicable)</p>	
<p>Description of Internal Procedures for continued implementation after the ISBE visit</p>	
<p>ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN—(September 18, 2015) (To be completed by the Division of English Language Learning at ISBE)</p>	
<p>Status of Corrective Action: <input type="checkbox"/> Accepted <input checked="" type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted</p>	
<p>Basis for Partial Acceptance or Non Acceptance: Additional evidence of implementation is required.</p>	
<p>Required Elements of Corrective Action and Progress Report:</p>	

Please submit the attendee sign-in sheet, agenda and meeting summary for the meeting scheduled for September 20, 2015.
DISTRICT'S SECOND RESPONSE – November 13, 2015 (To be completed by District Staff)
Updates to the Description of Corrective Action
Additional Evidence of Completion of the Corrective Action (if applicable)
Updates to the Internal Procedures for continued implementation after the ISBE visit (if applicable) <i>November 2015: No meeting was held. Meeting will be held January 18, 2016 regarding Program and ACCESS.</i>
ISBE'S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN—December 18, 2015 (To be completed by the Division of English Language Learning at ISBE)
Status of Corrective Action: <input type="checkbox"/> Accepted <input checked="" type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted
Basis for Partial Acceptance or Non Acceptance: Additional evidence of implementation is required.
Required Elements of Corrective Action and Progress Report: Please submit the attendee sign-in sheet, agenda and meeting summary for the meeting scheduled on January 18, 2016.
DISTRICT'S THIRD RESPONSE – (February 2, 2016) (To be completed by District Staff)
Updates to the Description of Corrective Action <i>February 2016: Two meetings were held on January 25, 2016. One was for French Speakers the second for Spanish Speakers.</i>
Additional Evidence of Completion of the Corrective Action (if applicable) See Component 7 for sign-in, agendas and summaries of the meetings.
Updates to the Internal Procedures for continued implementation after the ISBE visit (if applicable) <i>It was a decent start of reestablishing BPAC(s) in the district. Another meeting will be set for April 5, 2016 to cover more specifics regarding duties of the BPAC(s) with those who were interested in being more involved.</i>
ISBE'S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN—February 23, 2016 (To be completed by the Division of English Language Learning at ISBE)
Status of Corrective Action: <input checked="" type="checkbox"/> Accepted <input type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted

COMPONENT 8: PROGRAM EVALUATION, STUDENT RECORDS, AND DATA MANAGEMENT

This component examines whether the District has met the accountability measures and maintained accurate student records and reporting procedures.

Component Number	Legal Standard
8.4	<p>Maintenance of Records 23 Ill. Adm. Code 228.15 (d) <i>The completed home language survey form shall be placed into the student's temporary record as defined in 23 Ill. Adm. Code 375 (Student Records).</i></p> <p>Ill. Adm. Code 228.40 (c)(3) Records - <i>School districts shall maintain records of each student enrolled in programs in the manner prescribed in 23 Ill. Adm. Code 375 (Student Records). These records shall include program entry/exit information, annual English language proficiency assessment scores and results from the prescribed screening instrument for students in kindergarten and any of grades 1 through 12 or the results from the prescribed screening procedures for students in preschool programs; other student information (e.g., language, grade level, and attendance); the rationale for a student's placement into a part-time program, where applicable, including documentation of the criteria, as set forth in Section 228.30(c)(3) of this Part, used to determine that a part-time program would be appropriate; and documentation of conferences and written communication with parents or legal guardians. Parents and legal guardians of students enrolled in programs shall have access to their students' records, as specified in 23 Ill. Adm. Code 375.</i></p>
<p>Rating: Partially Implemented</p> <p>District Response Required: Yes</p>	
<p>Finding: Based on a review of student files, the district does not consistently maintain the records of each student enrolled in a TBE/TPI program in the manner prescribed by 23 Ill. Adm. Code 228.15(d) and 228.40 (c)(3) with respect to the following items:</p> <ul style="list-style-type: none"> • Annual continuation letters, parental consent for exit before three years of services or continuation beyond three years of services, and written notification of a parent's desire to withdraw their child from the program; • The rationale for a student's placement in a part-time TBE program; and • Parents' report card waiver. 	
<p>DISTRICT'S FIRST RESPONSE—(August 14, 2015) (To be completed by District Staff)</p>	
<p>Description of Corrective Action <i>With records getting more organized in light of the recent monitoring visit and with more guidance on what needs to be included from ISBE/DELL, a tracking checklist will be added to the students file to ensure that all items are complete and accounted for in the students' records. The director will train office personnel on what to include and look for in the instance that a record is incomplete. If a record is incomplete office staff will advise the director and the district office of Language Acquisition will ensure that the item is completed within the guidelines and rules of the Admin Code. September 2015</i></p>	
<p>List of Attached Evidence of Completion of the Corrective Action (if applicable) <i>See Component 8 item 8.4 Checklist for files.</i></p>	
<p>Description of Internal Procedures for continued implementation after the ISBE visit</p>	
<p>ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN—(September 18, 2015) (To be completed by the Division of English Language Learning at ISBE)</p>	
<p>Status of Corrective Action: <input checked="" type="checkbox"/> Accepted <input type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted</p>	