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Illinois State Board of Education
555 West Monroe Street,
Suite 900 Chicago, IL 60661

CHARTER SCHOOL RENEWAL APPLICATION FOR ENGLISH LANGUAGE LEARNING SERVICES

MULTILINGUAL DEPARTMENT

Pursuant to Section 27A-5(g) of the Illinois School Code [105 ILCS 5/27A-5(g)], charter schools are required to comply with "all federal and State laws and rules applicable to public schools that pertain to . . . the instruction of English learners[.]" To ensure that both parties to a charter school contract fully understand their respective legal obligations with respect to English learners, all applications to open a new charter school and all applications to renew the charter of an existing charter school must include "[a] plan for the provision of educational services for English learners that aligns to the requirements of Article 14C of the School Code [105 ILCS 5/Art. 14C] and 23 Ill. Adm. Code 228 (Transitional Bilingual Education)." 23 Ill. Admin. Code 650.30(b)(2)(D)

To fully address all requirements, please review the following authorities:

- 20 U.S.C. 6801, et seq. ("Language Instruction Educational Programs and Immigrant Students")
- 20 U.S.C. 1701, et seq. ("Equal Educational Opportunities Act")
- *Castañeda v. Pickard*, 648 F.2d 989 (5th Cir. 1981)
- 105 ILCS 5/Article 14C ("Transitional Bilingual Education")
- 23 Ill. Admin. Code Part 228 ("Transitional Bilingual Education")
- *Plyler v. Doe*, 457 U.S. 202 (1982)
- *Lau v. Nichols*, 414 U.S. 563, 566 (1974)

CHARTER SCHOOL NAME	DISTRICT NAME AND NUMBER	
ADDRESS (STREET, CITY, STATE, ZIP CODE)	TELEPHONE (Include Area Code)	FAX (Include Area Code)
	DATE OF APPLICATION SUBMISSION	
GRADES TO BE SERVED	TOTAL NUMBER OF EL STUDENTS TO BE SERVED	
CONTACT NAME	CONTACT TELEPHONE (Include Area Code)	CONTACT EMAIL

COMPONENT 1: IDENTIFICATION OF ELIGIBLE STUDENTS

This component examines whether the charter school is implementing the Home Language Survey to identify students of non-English-speaking background for program eligibility according to the state requirements.

Legal Standard - Identification of Eligible Students (23 Ill. Adm. Code 228.10, 228.15; OCR, Identification of Discrimination and Denial of Services on the Basis of National Origin, (May 25, 1970), reprinted in 35 Fed. Reg. 11,595 (July 18, 1970)

Are charter school network procedures implemented to ensure that parents of English learners (Els) receive meaningful access to the admissions information through translated documents and interpreters?	☐ Yes ☐ No **If the response is no, please explain in detail.**
ISBE response: ☐ Approved ☐ Disapproved **Comments:**	
Does the charter school network offer free interpreter and/or translation services to ensure that parents of all children, including perspective children identified as ELs, are informed about their eligibility in the school's lottery system?	☐ Yes ☐ No **If the response is no, please explain in detail.**
ISBE response: ☐ Approved ☐ Disapproved **Comments:**	
Does the charter school network communicate the procedures for administering the Home Language Survey (HLS) to its entire intake, office, and EL staff for registration?	☐ Yes ☐ No **If the response is no, please explain in detail.**
ISBE response: ☐ Approved ☐ Disapproved **Comments:**	
Does the charter school network have all registering families complete the HLS with a signature and date?	☐ Yes ☐ No **If the response is no, please explain in detail.**
ISBE response: ☐ Approved ☐ Disapproved **Comments:**	

Please provide one blank copy of the Home Language Survey that is used by the charter school network. Include any translated copies the charter school network makes available to families for the languages represented in the community.	***Please include attachments as separate files.***
ISBE response: ☐ Approved ☐ Disapproved **Comments:**	
For those students identified through the HLS as having a language background other than English, does the charter school network have EL screening procedures, Student Information System data, and EL folder transfer information in place to meet state requirements for the identification of ELs?	☐ Yes ☐ No **If the response is no, please explain in detail.**
ISBE response: ☐ Approved ☐ Disapproved **Comments:**	

COMPONENT 2: PROGRAM STRUCTURE

This component examines whether the charter school has established a TBE and/or TPI Program.

Legal Standard – Program Structure (23 Ill. Adm. Code 228.25, 228.30)

Does the charter school network have a Transitional Bilingual Education (TBE) program for all attendance centers that have an enrollment of 20 or more ELs in a specific language classification for preschool, as well as grades K through 12?	☐ Yes ☐ No **If the response is no, please explain in detail.**
ISBE response: ☐ Approved ☐ Disapproved **Comments:**	
Does the charter school network offer a full-time TBE program for EL students who qualify for it?	☐ Yes ☐ No **If the response is no, please explain in detail.**
ISBE response: ☐ Approved ☐ Disapproved **Comments:**	
Does the charter school network offer a part-time TBE program for the EL students who qualify for it?	☐ Yes ☐ No **If the response is no, please explain in detail.**
ISBE response: ☐ Approved ☐ Disapproved **Comments:**	

Does the charter school network have a Transitional Program of Instruction (TPI) for all attendance centers that have an enrollment of 19 or fewer ELs in a specific language classification for preschool, as well as grades K through 12?	☐ Yes ☐ No **If the response is no, please explain in detail.**
ISBE response: ☐ Approved ☐ Disapproved **Comments:**	
Does the charter school network have TBE and TPI teachers with English as a Second Language (ESL) and/or Bilingual certification to serve <u>all</u> EL students who qualify for such services?	☐ Yes ☐ No **If the response is no, please explain in detail.**
ISBE response: ☐ Approved ☐ Disapproved **Comments:**	

COMPONENT 3: CURRICULUM AND INSTRUCTION

This component examines whether the charter school is implementing a curriculum that is standards-based and supported by appropriate instructional materials.

Legal Standard – Curriculum and Instruction (20 U.S.C. 6826, 6912; 30 CFR 80.32)

Does the charter school network use the WIDA English Language Development Standards to plan lessons for EL students in the language proficiency domains of listening, speaking, reading, and writing?	☐ Yes ☐ No **If the response is no, please explain in detail.**
ISBE response: ☐ Approved ☐ Disapproved **Comments:**	
Does the charter school network use the Spanish Language Arts Standards to plan lessons for EL students in a full-time Spanish TBE program?	☐ Yes ☐ No **If the response is no, please explain in detail.**
ISBE response: ☐ Approved ☐ Disapproved **Comments:**	

List and describe the EL curriculum and instructional resources the charter school network uses. Are they aligned to the relevant and appropriate standards designed to meet the instructional needs of EL students? (Please include all ESL and native language instructional resources the charter school network has available.)	**Description:**

ISBE response: ☐ Approved ☐ Disapproved
Comments:

List and describe the EL assessments the charter school network uses. Are they aligned to the relevant and appropriate standards designed to meet the instructional needs of EL students? (Please include all ESL and native language assessments the charter school network has available.)	**Description:**

ISBE response: ☐ Approved ☐ Disapproved
Comments:

COMPONENT 4: ACCESS TO SERVICES

This component examines whether the charter school is implementing policies that guarantee equal access for English learners.

Legal Standard - Access to Enrollment (20 U.S.C 1703); Plyler v Doe, 457 U.S. 202 (1982), 23Ill. Adm. Code 228.30

Legal Standard – Student Assessment and Language Acquisition Services (23 Ill. Adm. Code 226.210, 228.25, 228.27)

Does the charter school network have a list of registration documents that are required to prove residency in the home languages of the students?	☐ Yes ☐ No **If the response is no, please explain in detail.**
ISBE response: ☐ Approved ☐ Disapproved **Comments:**	
Does the charter school network have a list of lottery, registration, and enrollment criteria requirements available in the home languages of the students who may apply?	☐ Yes ☐ No **If the response is no, please explain in detail.**
ISBE response: ☐ Approved ☐ Disapproved **Comments:**	
Does the charter school network ensure that an appropriate interpreter or translator is present at the Individualized Education Program (IEP) meetings of English learners?	☐ Yes ☐ No **If the response is no, please explain in detail.**
ISBE response: ☐ Approved ☐ Disapproved **Comments:**	
Does the charter school network offer other program options that are explained to parents who refuse or waive the recommended TBE/TPI services?	☐ Yes ☐ No **If the response is no, please explain in detail.**
ISBE response: ☐ Approved ☐ Disapproved **Comments:**	

Does the charter school network ensure that English learners are able to fully participate in extracurricular activities?	☐ Yes ☐ No **If the response is no, please explain in detail.**
ISBE response: ☐ Approved ☐ Disapproved **Comments:**	
Does the charter school network ensure that English learners are able to fully participate in the summer school program (if one is offered)?	☐ Yes ☐ No **If the response is no, please explain in detail.**
ISBE response: ☐ Approved ☐ Disapproved **Comments:**	
Does the charter school network ensure that parents of English learners are fully aware of extracurricular activities and the summer school program, including translation/ interpretation efforts where necessary and feasible?	☐ Yes ☐ No **If the response is no, please explain in detail.**
ISBE response: ☐ Approved ☐ Disapproved **Comments:**	

COMPONENT 5: PERSONNEL QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

This component examines whether the charter school has adequate highly qualified staff to support programming and is providing professional development to all staff including administrators, principals, teachers, paraprofessionals, and other school personnel.

Legal Standard – Personnel Qualifications and Professional Development (23 Ill. Adm. Code 25.510, 228.35; 20 U.S.C. 6319, 6825; 105 ILCS 5/10-22.34; and *Castaneda v. Pickard*)

If the charter school network does not have qualified teachers currently on staff, please describe your plan for expeditiously bringing in qualified teachers or supporting the current staff in seeking the appropriate licensure with the ESL and/or Bilingual endorsement. The plan must include specific classes that teachers are taking, or plan to take, to achieve full compliance.	**Description:**
If the charter school network does not have qualified teachers, please list professional development opportunities that are provided to the interim staff that specifically address the instructional needs of English learners.	**Description:**

List the name, licensure, and qualification information, and Illinois Educator Identification Number (IEIN) number for all teachers (preschool and K-12) who will provide services to English learners with the ESL and/or Bilingual certification using the table below (add rows, if necessary):

Last Name	First Name	Grade Level Endorsement(s) & IEIN	TBE/TPI Service Endorsement					Test Administration Certification	Position (classroom, co-teacher, itinerant, push-in, pull-out)
			Bilingual endorsement (indicate language)	ESL endorsement	ELS - TBE (formerly Type 29)	ELS- Visiting Teacher	Other		

List the name, licensure information, and IEIN for all preschool and K-12 paraprofessionals who will be providing support services to English learners using the table below (add rows, if necessary). Also describe the plan for the paraprofessional to be under the direct supervision of a certified teacher at all times.

Last Name	First Name	Licensure & EIEN	Position

Explanation:

List the program director's name, licensure information, and IEIN.

Last Name	First Name	Licensure & IEIN	Position

Using the table below, list the professional development opportunities (topics and dates) specifically related to the education of English learners that the school or district will offer to the following target audiences:

1) Newly hired staff for the TBE/TPI program and current TBE/TPI staff;

2) General education classroom teachers;

3) Administrators and support staff; and, if applicable,

4) Staff teaching Spanish Language Arts.

Anticipated Topics and Dates	Topic	Target Audience

COMPONENT 6: RIGHTS OF PARENTS AND COMMUNITY ENGAGEMENT

This component examines whether the charter school has established and is implementing effective means of community engagement and whether parents are fully informed of their rights.

Legal Standard – Rights of Parents and Community Engagement (105 ILCS 5/14C-3, 14C-4; 23 Ill. Adm. Code 228.30, 228.40; and 20 U.S.C. 6826, 7012)

Does the charter school network communicate the procedures for sending home EL notices of enrollment to all relevant intake, office, and EL staff members?	☐ Yes ☐ No **If the response is no, please explain in detail.**
ISBE response: ☐ Approved ☐ Disapproved **Comments:**	
Does the charter school network communicate the procedures for sending home EL notices of continuation to all relevant intake, office, and EL staff members?	☐ Yes ☐ No **If the response is no, please explain in detail.**
ISBE response: ☐ Approved ☐ Disapproved **Comments:**	
Does the charter school network communicate the procedures for sending home regularly scheduled EL progress reports to all relevant intake, office, and EL staff members?	☐ Yes ☐ No **If the response is no, please explain in detail.**
ISBE response: ☐ Approved ☐ Disapproved **Comments:**	
Does the charter school network communicate the procedures for sending home regularly scheduled report cards in the home languages of EL families to all relevant intake, office, and EL staff members?	☐ Yes ☐ No **If the response is no, please explain in detail.**
ISBE response: ☐ Approved ☐ Disapproved **Comments:**	

Does the charter school network communicate the procedures for sending home EL notices of exit to all relevant intake, office, and EL staff members?	☐ Yes ☐ No **If the response is no, please explain in detail.**
ISBE response: ☐ Approved ☐ Disapproved **Comments:**	
Please provide one template of each document below: 1) 1-3 years EL program notification letter and program description 2) 3-plus years EL program continuation letter and program description 3) EL progress report 4) Report card 5) Exit letter with English proficiency scores included Include any translated copies that the charter school network makes available to families for the languages represented in your community.	***Please include attachments as separate files.***
ISBE response: ☐ Approved ☐ Disapproved **Comments:**	
Does the charter school network implement an effective means of outreach to parents of English learners through translation of documents and personal interpreters in their home language?	☐ Yes ☐ No **If the response is no, please explain in detail.**
ISBE response: ☐ Approved ☐ Disapproved **Comments:**	
Does the charter school network hold regular meetings for the purposes of formulating and responding to recommendations, questions, and/or concerns from parents of English learners?	☐ Yes ☐ No **If the response is no, please explain in detail.**
ISBE response: ☐ Approved ☐ Disapproved **Comments:**	

Does the charter school network work with EL parents to form a Bilingual Parent Advisory Committee that meets at least four times per school year?	☐ Yes ☐ No **If the response is no, please explain in detail.**
ISBE response: ☐ Approved ☐ Disapproved **Comments:**	

COMPONENT 7: PROGRAM EVALUATION, STUDENT RECORDS, AND DATA MANAGEMENT

This component examines whether the charter school is meeting the accountability measures and maintaining accurate student records and reporting procedures.

Legal Standard – Program Evaluation, Records, and Data Management (23 Ill. Adm. Code 228.15, 228.40)

Legal Standard – Program Evaluation, Records, and Data Management (20 U.S.C. 6841)

Does the charter school network have formal procedures and protocol for the maintenance of EL student records each year?	☐ Yes ☐ No **If the response is no, please explain in detail.**
ISBE response: ☐ Approved ☐ Disapproved **Comments:**	
Does the charter school network use assessment and evaluation results to determine the TBE/TPI programs' effectiveness in assisting English learners as they attain English proficiency, as well as meet challenging academic achievement standards?	☐ Yes ☐ No **If the response is no, please explain in detail.**
ISBE response: ☐ Approved ☐ Disapproved **Comments:**	

COMPONENT 8: STUDENT ASSESSMENT AND LANGUAGE ACQUISITION SERVICES

This component examines whether the charter school is annually assessing the English language proficiency of its English learners, is providing adequate language acquisition services, and is monitoring the progress of students who met the exit criteria.

Legal Standard – Student Assessment and Language Acquisition Services (20 U.S.C. 6841)

Does the charter school network provide EL programming to <u>all</u> students who qualify for language services?	☐ Yes ☐ No **If the response is no, please explain in detail.**
ISBE response: ☐ Approved ☐ Disapproved **Comments:**	
Does the charter school network administer the annual WIDA ACCESS for ELLS to all students enrolled in the TBE/TPI program including parent refusals?	☐ Yes ☐ No **If the response is no, please explain in detail.**
ISBE response: ☐ Approved ☐ Disapproved **Comments:**	
Does the charter school network have a process in place for former EL students who have met the exit proficiency criteria to be sure they are monitored for two years after they transition into the general education program?	☐ Yes ☐ No **If the response is no, please explain in detail.**
ISBE response: ☐ Approved ☐ Disapproved **Comments:**	