



Illinois State Board of Education

100 West Randolph Street, Suite 14-300
Chicago, IL 60601

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 STUDENTS TO BE SERVED	
CONTACT NAME	CONTACT TELEPHONE (Include Area Code)	CONTACT E-MAIL

ISBE USE ONLY:

Review # _____ Date _____

Instructions for required corrections AND clarification:

SECTION I: ALL APPLICANTS MUST COMPLETE THIS SECTION

COMPONENT 1: IDENTIFICATION OF ELIGIBLE STUDENTS

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

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	NAME/TITLE OF STAFF AT CHARTER SCHOOL AND/OR DISTRICT WHO WILL ENSURE IMPLEMENTATION	FOR ISBE USE ONLY
<p>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))</p> <p>Explain the procedures implemented to ensure that parents of ELs receive meaningful access to the admissions information in a manner and form they can understand, such as by providing free interpreter and/or translation services and ensure that parents understand that all children, including potential students identified as English Learners, are informed about their eligibility in the school's lottery system.</p>			<input type="checkbox"/> Approved <input type="checkbox"/> See below

COMPONENT 1: IDENTIFICATION OF ELIGIBLE STUDENTS (Continued)

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

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	NAME/TITLE OF STAFF AT CHARTER SCHOOL AND/OR DISTRICT WHO WILL ENSURE IMPLEMENTATION	FOR ISBE USE ONLY
<p>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))</p> <p>How will the charter school communicate the procedures for administering the Home Language Survey (HLS) to its entire intake staff?</p> <p>For those students identified through the home language survey as having a language background other than English, please explain the screening procedures that are in place to meet state requirements for the identification of English Learners.</p>			

COMPONENT 2: PROGRAM STRUCTURE

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

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	NAME/TITLE OF STAFF AT CHARTER SCHOOL AND/OR DISTRICT WHO WILL ENSURE IMPLEMENTATION	FOR ISBE USE ONLY
<p>Legal Standard – Program Structure (23 Ill. Adm. Code 228.25, 228.30)</p> <p>For any school that has an enrollment of and/or 20 or more ELs of the same language classification in grades K-12, please describe your Transitional Bilingual Program (TBE). Include the following information:</p> <ul style="list-style-type: none">• Full-time TBE components and program design;• Part-time TBE components and program design; and• How English learners are placed into the full-time or part-time TBE program. <p>In addition to the information above, if a TBE program is not yet fully implemented for any language classification that has an enrollment of 20 or more ELs of the same language classification in preschool and/or 20 or more ELs of the same language classification in grades K-12, please explain the steps the charter school is taking to establish such a program.</p>			<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

COMPONENT 2: PROGRAM STRUCTURE (continued)

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

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	NAME/TITLE OF STAFF AT CHARTER SCHOOL AND/OR DISTRICT WHO WILL ENSURE IMPLEMENTATION	FOR ISBE USE ONLY
<p>For any school that has an enrollment of 19 or fewer ELs for preschool and grades K through 12, please describe your Transitional Program of Instruction (TPI) for each language classification. Include information about the TPI program components and design.</p> <p>In addition to the information above, if a TPI program is not yet fully implemented for any language classification that has an enrollment of 19 or fewer ELs in preschool and grades K through 12, please explain the steps the charter school is taking to establish such a program.</p>			

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.

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<p>Legal Standard – Curriculum and Instruction (20 U.S.C. 6826, 6912; 30 CFR 80.32)</p> <p>List and describe the curricula, aligned to the relevant and appropriate standards designed to meet the instructional needs of ELs.</p> <p>List the instructional materials that are used, including, if applicable, native language instructional materials, supplemental native language materials, and English as a Second Language materials.</p>			<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

COMPONENT 4: ACCESS TO SERVICES

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

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	NAME/TITLE OF STAFF AT CHARTER SCHOOL AND/OR DISTRICT WHO WILL ENSURE IMPLEMENTATION	FOR ISBE USE ONLY
<p>Legal Standard – Access to Services (20 U.S.C. 1703(f); Lau v. Nichols, 414 U.S. 563, 566 (1974); 23 Ill. Adm. Code 228.25, 228.30)</p> <p>Explain what information is provided to prospective student and parents to demonstrate what “affirmative steps” the school will take to help English Learners overcome language barriers so that they can participate meaningfully in their schools’ educational programs, including the availability of services for English Learners required under state and federal law.</p>			<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

COMPONENT 4: ACCESS TO SERVICES

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

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<p>Legal Standard - Access to Enrollment (20 U.S.C 1703); Plyler v. Doe, 457 U.S. 202 (1982), 23Ill. Adm. Code 228.30</p> <p>List the permissible combination of documents that are required to prove residency.</p> <p>Provide a description of the steps the school/district proposes to take to ensure equitable access to and participation in EL programs for EL students, teachers, parents, and other program beneficiaries with special needs. The six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age.</p> <p>Legal Standard – Student Assessment and Language Acquisition Services (23 Ill. Adm. Code 226.210, 228.25, 228.27)</p> <p>How will the school ensure that an appropriate interpreter/translator is present at the Individualized Education Program (IEP) meetings of English learners?</p>			<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

COMPONENT 4: ACCESS TO SERVICES (continued)

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

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	NAME/TITLE OF STAFF AT CHARTER SCHOOL AND/OR DISTRICT WHO WILL ENSURE IMPLEMENTATION	FOR ISBE USE ONLY
<p>Describe the program options that are offered for parents who refuse or waive the recommended TBE/TPI services.</p> <p>English learners must be able to fully participate in extracurricular activities and the summer school program (if one is offered). Describe how the charter school ensures that parents of English learners are fully aware of these opportunities, including through translation/interpretation efforts where necessary and feasible.</p>			

COMPONENT 5: PERSONNEL QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

This component examines whether the charter school has adequate 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*)

List the name, licensure, and EIEN number for all teachers (preschool and K-12) that will provide services to English learners using the table below (add rows if necessary):

Last Name	First Name	Grade Level Endorsement (i.e. Elementary, etc.) & EIEN Number	TBE/TPI Service Endorsement					Test Administration Certification	Position (i.e. classroom, co-teacher, itinerant (pull-out or push-in))
			Bilingual endorsement (indicate language)	ESL endorsement	ELS - TBE (formerly Type 29)	ELS-Visiting Teacher from Spain	Other		
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

List the name, licensure information, and EIEN number 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 Number	Position

RESPONSE

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.

Proposed Dates	Topic	Target Audience

COMPONENT 5: PERSONNEL QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

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

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	NAME/TITLE OF STAFF AT CHARTER SCHOOL AND/OR DISTRICT WHO WILL ENSURE IMPLEMENTATION	FOR ISBE USE ONLY
<p>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 <i>Castaneda v. Pickard</i>)</p> <p>If the school 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 endorsements. The plan must include specific classes that teachers are taking, or plan to take, to achieve full compliance.</p> <p>If the school 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.</p>			<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

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 that parents are fully informed of their rights.

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	NAME/TITLE OF STAFF AT CHARTER SCHOOL AND/OR DISTRICT WHO WILL ENSURE IMPLEMENTATION	FOR ISBE USE ONLY
<p>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)</p> <p>How does the charter school communicate the procedures for sending home notices of enrollment to all relevant staff?</p> <p>Please provide a copy of the notification letter that is used. Include any translated copies the school makes available to families for the languages represented at your school.</p>			<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

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.

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	NAME/TITLE OF STAFF AT CHARTER SCHOOL AND/OR DISTRICT WHO WILL ENSURE IMPLEMENTATION	FOR ISBE USE ONLY
<p>Legal Standard – Program Evaluation, Records, and Data Management (23 Ill. Adm. Code 228.15, 228.40)</p> <p>Describe the formal procedures and protocol for the maintenance of EL student records.</p>			<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

SECTION II: COMPLETE THIS SECTION ONLY IF YOUR SCHOOL/DISTRICT RECEIVES TITLE III FUNDS

COMPONENT 1: STUDENT ASSESSMENT AND LANGUAGE ACQUISITION SERVICES

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

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	NAME/TITLE OF STAFF AT CHARTER SCHOOL AND/OR DISTRICT WHO WILL ENSURE IMPLEMENTATION	FOR ISBE USE ONLY
<p>Legal Standard – Student Assessment and Language Acquisition Services (20 U.S.C. 6841)</p> <p>Describe the process the school uses to annually assess the English proficiency of its English learners.</p> <p>Describe how students who have met the exit proficiency criteria are monitored for two years after they transition into the general education program.</p>			<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

COMPONENT 3: PROGRAM EVALUATION, STUDENT RECORDS, AND DATA MANAGEMENT

This component examines whether the charter school meets the accountability measures and maintains accurate student records and reporting procedures.

ONLY COMPLETE IF YOUR SCHOOL/DISTRICT RECEIVES TITLE III FUNDS

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	NAME/TITLE OF STAFF AT CHARTER SCHOOL AND/OR DISTRICT WHO WILL ENSURE IMPLEMENTATION	FOR ISBE USE ONLY
<p>Legal Standard – Program Evaluation, Records, and Data Management (20 U.S.C. 6841).</p> <p>Describe how assessment and evaluation results are used to determine the TBE/TPI and other EL programs' effectiveness in assisting English learners to attain English proficiency and meet challenging academic achievement standards.</p>			<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

**SECTION III: COMPLETE THIS SECTION ONLY IF YOUR SCHOOL/DISTRICT IS COMMISSION-AUTHORIZED
AS AN LEA**

COMPONENT 1: PERSONNEL QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

This component examines whether the charter school has adequate and 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*)

List the Program Director's name, licensure information, and EIEN number.

Last Name	First Name	Licensure & EIEN Number	Position

COMPONENT 2: RIGHTS OF PARENTS AND COMMUNITY ENGAGEMENT

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

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	NAME/TITLE OF STAFF AT CHARTER SCHOOL AND/OR DISTRICT WHO WILL ENSURE IMPLEMENTATION	FOR ISBE USE ONLY
Legal Standard – Describe how the charter school plans to recruit parents to form a Bilingual Parent Advisory Committee (BPAC) If the charter school has a TBE program.			<input type="checkbox"/> Approved <input type="checkbox"/> See below