

ILLINOIS STATE BOARD OF EDUCATION Multilingual Department 100 West Randolph Street, Suite 14-300 Chicago, IL 60601	CHARTER SCHOOL INITIAL APPLICATION FOR ENGLISH LANGUAGE LEARNING SERVICES	
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 and Immigrant Students”) • 20 U.S.C. 1703, et seq. (“Equal Educational Opportunities Act”) • <i>Castañeda v. Pickard</i>, 648 F.2d 989 (5th Cir. 1981) • 105 ILCS 5/Article 14C (“Transitional Bilingual Education”) • 23 Ill. Admin. Code Part 228 (“Transitional Bilingual Education”)		
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
Legal Standard – Identification of Eligible Students (23 Ill. Adm. Code 228.10, 228.15) 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. How will the charter school communicate the procedures for administering the Home Language Survey (HLS) to its entire intake staff? Please provide a copy of the HLS that will be distributed to families during the school registration process. Include any translated copies the school will make available to families for the languages represented at the school.			☐ Approved ☐ See below

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
Legal Standard – Program Structure (23 Ill. Adm. Code 228.25, 228.30) For any school that expects to have an enrollment of 20 or more ELs of the same language classification for preschool and/or 20 or more ELs of the same language classification in grades K-12 grades K through 12, please describe how a Transitional Bilingual Program (TBE) will be established. Include the following information: • Full-time TBE components and program design; • Part-time TBE components and program design; and • How English learners will be placed into the full-time or part-time TBE program. For any school that expects to have an enrollment of 19 or fewer ELs for preschool and grades K through 12, please describe how a Transitional Program of Instruction (TPI) for each language classification will be established. Include information about the TPI program components.			☐ Approved ☐ See below

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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Legal Standard – Curriculum and Instruction (20 U.S.C. 6826, 6912; 30 CFR 80.32) List and describe the curricula, aligned to the relevant and appropriate standards that will be designed and implemented to meet the instructional needs of ELs. List the instructional materials that will be used, including, if applicable, native language instructional materials, supplemental native language materials, and English as a Second Language materials.			☐ Approved ☐ See below

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
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) Explain what information will be provided to prospective student and parent to demonstrate what "affirmative steps" the school will take to help English Learners overcome language barriers so they can participate meaningfully in their schools' educational programs, including the availability of services for English Learners required under state and federal law.			☐ Approved ☐ See below

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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Legal Standard – Access to Services (20 U.S.C. 1703(f); 23 Ill. Adm. Code 228.30) List the permissible combination of documents that will be required to prove residency. Legal Standard - Access to Enrollment (20 U.S.C 1703); Plyler v. Doe, 457 U.S. 202 (1982), 23Ill. Adm.. Code 228.30 List the permissible combination of documents that will be required to prove residency. 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.			☐ Approved ☐ See below

Legal Standard – Student Assessment and Language Acquisition Services (23 Ill. Adm. Code 226.210, 228.25, 228.27) How will the school ensure that an appropriate interpreter/translator will be present at the Individualized Education Program (IEP) meetings of English learners? Describe the program options that will be offered for parents who refuse or waive the recommended TBE/TPI services. 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 will ensure that parents of English learners will be fully aware of these opportunities, including through translation/interpretation efforts where necessary and feasible.			
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COMPONENT 5: PERSONNEL QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

This component examines whether the charter school has adequately 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		
			☐	☐	☐	☐	☐		

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

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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>) If the school initially will not have qualified teachers 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 will be taking, or are planning to take, to achieve full compliance. If the school initially will not have qualified teachers on staff, please list professional development opportunities that will be provided to the interim staff that specifically address the instructional needs of English learners.			☐ Approved ☐ See below

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
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) How will the charter school communicate the procedures for sending home notices of enrollment to all relevant staff? Please provide a copy of the notification letter that will be used. Include any translated copies that the school will make available to families for the languages represented at the school.			☐ Approved ☐ See below

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
Legal Standard – Program Evaluation, Records, and Data Management (23 Ill. Adm. Code 228.15, 228.40) Describe the formal procedures and protocol that will be implemented for the maintenance of EL student records.			☐ Approved ☐ See below

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
Legal Standard – Student Assessment and Language Acquisition Services (20 U.S.C. 6841) Describe the process the school uses to annually assess the English proficiency of its English learners. Describe how students who have met the exit proficiency criteria will be monitored for two years after they transition into the general education program.			☐ Approved ☐ See below

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
Legal Standard – Program Evaluation, Records, and Data Management (20 U.S.C. 6841 Describe how assessment and evaluation results will be 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.			☐ Approved ☐ See below

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 adequately 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.

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Legal Standard – If the charter school has a TBE program, describe how the charter school plans to recruit parents to form a Bilingual Parent Advisory Committee (BPAC).			☐ Approved ☐ See below