

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 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))

Explain how outreach activities will be implemented to ensure that language-minority parents who are not proficient in English receive meaningful access to the same admissions information and other school-related information provided to English-proficient parents 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 perspective children identified as English learners, will be informed about their eligibility in the school's lottery system.

RESPONSE

NAME/TITLE OF STAFF AT CHARTER SCHOOL AND/OR DISTRICT WHO WILL ENSURE IMPLEMENTATION

Explain how the charter school will 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.

RESPONSE

NAME/TITLE OF STAFF AT CHARTER SCHOOL AND/OR DISTRICT WHO WILL ENSURE IMPLEMENTATION

For those students identified through the home language survey as having a language background other than English, please explain the screening procedures that will be in place to meet state requirements for the identification of English Learners.

RESPONSE

NAME/TITLE OF STAFF AT CHARTER SCHOOL AND/OR DISTRICT WHO WILL ENSURE IMPLEMENTATION

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)

For any school that expects to have an enrollment of 20 or more ELs for preschool and grades K through 12, please describe how a Transitional Bilingual Program (TBE) will be established. Include the following information:

- Full-time TBE components;
- Part-time TBE components; and
- How English learners will be placed into the full-time or part-time TBE program.

RESPONSE

NAME/TITLE OF STAFF AT CHARTER SCHOOL AND/OR DISTRICT WHO WILL ENSURE IMPLEMENTATION

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.

RESPONSE

NAME/TITLE OF STAFF AT CHARTER SCHOOL AND/OR DISTRICT WHO WILL ENSURE IMPLEMENTATION

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)

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.

RESPONSE

NAME/TITLE OF STAFF AT CHARTER SCHOOL AND/OR DISTRICT WHO WILL ENSURE IMPLEMENTATION

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.

RESPONSE

NAME/TITLE OF STAFF AT CHARTER SCHOOL AND/OR DISTRICT WHO WILL ENSURE IMPLEMENTATION

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 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 children and parents to demonstrate what “affirmative steps” the school will take to help English-language 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.

RESPONSE

NAME/TITLE OF STAFF AT CHARTER SCHOOL AND/OR DISTRICT WHO WILL ENSURE IMPLEMENTATION

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

List the permissible combination of documents that will be required to prove residency.

RESPONSE

NAME/TITLE OF STAFF AT CHARTER SCHOOL AND/OR DISTRICT WHO WILL ENSURE IMPLEMENTATION

List any lottery, registration, or enrollment criteria or requirements (including any assessments in English) which may have the effect of limiting or denying access to students on the basis of race, color, national origin, disability, or a language barrier.

RESPONSE

NAME/TITLE OF STAFF AT CHARTER SCHOOL AND/OR DISTRICT WHO WILL ENSURE IMPLEMENTATION

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?

RESPONSE

NAME/TITLE OF STAFF AT CHARTER SCHOOL AND/OR DISTRICT WHO WILL ENSURE IMPLEMENTATION

Describe the program options that will be offered for parents who refuse or waive the recommended TBE/TPI services.

RESPONSE

NAME/TITLE OF STAFF AT CHARTER SCHOOL AND/OR DISTRICT WHO WILL ENSURE IMPLEMENTATION

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.

RESPONSE

NAME/TITLE OF STAFF AT CHARTER SCHOOL AND/OR DISTRICT WHO WILL ENSURE IMPLEMENTATION

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*)

List the name, licensure and Highly Qualified information, and IEIN number for all teachers (preschool and K-12) that will provide services to English learners using the table below (add separate sheets if necessary).

Last Name	First Name	Grade Level Endorsement (i.e. Elementary, etc.) & IEIN Number	TBE/TPI Service Endorsement					Highly Qualified Status	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 IEIN number for all preschool and K-12 paraprofessionals who will be providing support services to English learners using the table below (add separate sheets 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 & IEIN 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

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.

RESPONSE

NAME/TITLE OF STAFF AT CHARTER SCHOOL AND/OR DISTRICT WHO WILL ENSURE IMPLEMENTATION

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. (ISBE offers professional development to all Illinois educators. For more information about professional development opportunities, please visit <http://www.isbe.net/bilingual/htmls/prof-dev.htm>.)

RESPONSE

NAME/TITLE OF STAFF AT CHARTER SCHOOL AND/OR DISTRICT WHO WILL ENSURE IMPLEMENTATION

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.

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.

RESPONSE

NAME/TITLE OF STAFF AT CHARTER SCHOOL AND/OR DISTRICT WHO WILL ENSURE IMPLEMENTATION

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)

Describe the formal procedures and protocol that will be implemented for the maintenance of student records.

RESPONSE

NAME/TITLE OF STAFF AT CHARTER SCHOOL AND/OR DISTRICT WHO WILL ENSURE IMPLEMENTATION

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, 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)

Describe how students who have met the exit proficiency criteria will be monitored for two years after they transition into the general education program.

RESPONSE

NAME/TITLE OF STAFF AT CHARTER SCHOOL AND/OR DISTRICT WHO WILL ENSURE IMPLEMENTATION

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.

Legal Standard – Rights of Parents and Community Engagement (20 U.S.C. 7012)

Describe how the charter school will implement an effective means of outreach to parents of English learners and hold regular meetings for the purposes of formulating and responding to recommendations from parents of English learners.

RESPONSE

NAME/TITLE OF STAFF AT CHARTER SCHOOL AND/OR DISTRICT WHO WILL ENSURE IMPLEMENTATION

ONLY COMPLETE IF YOUR SCHOOL/DISTRICT RECEIVES TITLE III FUNDS

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.

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 programs' effectiveness in assisting English learners to attain English proficiency and meet challenging academic achievement standards.

RESPONSE

NAME/TITLE OF STAFF AT CHARTER SCHOOL AND/OR DISTRICT WHO WILL ENSURE IMPLEMENTATION

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

COMPONENT 1: PERSONNEL QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

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

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

Last Name	First Name	Licensure & IEIN 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.

Describe how the charter school plans to recruit parents to form a Bilingual Parent Advisory Committee (BPAC).

RESPONSE

NAME/TITLE OF STAFF AT CHARTER SCHOOL AND/OR DISTRICT WHO WILL ENSURE IMPLEMENTATION