

**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”)
- *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”)

CHARTER SCHOOL NAME Andromeda Blue Academy		DISTRICT NAME AND NUMBER	
ADDRESS (Street, City, State, Zip Code) 1085 Bristol Ct Streamwood IL 60107		TELEPHONE (Include Area Code) 773-677-8580	FAX (Include Area Code)
		DATE OF APPLICATION SUBMISSION	
GRADES TO BE SERVED K-8		TOTAL NUMBER OF STUDENTS TO BE SERVED	
CONTACT NAME Milena Perryman		CONTACT TELEPHONE (Include Area Code) 773-677-8580	CONTACT E-MAIL milena@andromedablue.org

**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><b>Legal Standard – Identification of Eligible Students (23 Ill. Adm. Code 228.10, 228.15)</b></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> <p>How will the charter school communicate the procedures for administering the Home Language Survey (HLS) to its entire intake staff?</p> <p>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.</p>	<p>In effort to recruit and enroll a diverse student population (i.e. students with disabilities, representation of students of homeless status, and English Language Learners), we rely on a community outreach plan that seeks to develop new and enhance current community relationships and by word of mouth through religious organizations, and non-public agencies and institutions. Admission information and other school-related information will be provided in both English and the language-minority parent's native language. Due to the abundance of interpreter and/or translation software, information can be readily available for parents by printing out materials in their native language. We will also access interpreter and/or translation services through vendors provided by Chicago Public Schools (CPS). We will provide written notification to parents in both English and the families' native language. The HLS will be provided in English and in the home language if feasible. The HLS in multiple languages is available at <a href="https://www.isbe.net/Pages/English-Learners-Forms-and-Notifications.aspx">https://www.isbe.net/Pages/English-Learners-Forms-and-Notifications.aspx</a>.</p>	<p>Milena Perryman, President/CEO</p>	<p><input type="checkbox"/> <b>Approved</b></p> <p><input type="checkbox"/> <b>See below</b></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><b>Legal Standard – Program Structure (23 Ill. Adm. Code 228.25, 228.30)</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>• Full-time TBE components and program design;</li> <li>• Part-time TBE components and program design; and</li> <li>• How English learners will be placed into the full-time or part-time TBE program.</li> </ul> <p>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.</p>	<p>BE services may be offered by the classroom teacher. Full-time TBE programs must consist of at least the following components:</p> <p>Instruction in subjects that are either required by law 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 state regulation;</p> <p>Instruction in the language arts in the student's home language;</p> <p>Instruction in English as a second language, which must align to WIDA standards; and</p> <p>Instruction in the history and culture of the country, territory, or geographic area that is the native land of the students or of their parents and in the history and culture of the U.S.</p> <p>Programs may also include other services or activities such as counseling, tutorial assistance, learning settings, or special instructional resources that will assist ELLs in meeting the Illinois Learning Standard</p> <p>Under certain conditions students may attend a part-time program, or students previously in a full-time program may be placed in a part-time program. A part-time</p>	<p>Milena Perryman, President/CEO</p>	<p><input type="checkbox"/> <b>Approved</b></p> <p><input type="checkbox"/> <b>See below</b></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><b>Legal Standard – Curriculum and Instruction (20 U.S.C. 6826, 6912; 30 CFR 80.32)</b></p> <p>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.</p> <p>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.</p>	<p>Language Arts - Journeys            Language Arts - Collections            Math - envisionmath2.0            Science - Dimensions            Social Studies - My World Interactive            Social Studies - My World Interactive American History            Social Studies - America: History of our nation Civil War to Present            Social Studies - Civics: Governments and Economics in Action            Foreign Language - Sonrisas Spanish School            Foreign language - French: The Ontario Curriculum            Technology - Google CS First            Technology - Google applied Digital Skills</p>	<p>Milena Perryman, President/CEO</p>	<p><input type="checkbox"/> <b>Approved</b></p> <p><input type="checkbox"/> <b>See below</b></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><b>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)</b></p> <p>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.</p>	<p>We have a full and well rounded outreach program in place that is currently bi-lingual and seeks to perform outreach and support for ESL learners and their families so that all members can be included in the educational journey of their child or loved one.</p>	<p>Milena Perryman, President/CEO</p>	<p><input type="checkbox"/> <b>Approved</b></p> <p><input type="checkbox"/> <b>See below</b></p>

**COMPONENT 4: ACCESS TO SERVICES**

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<p><b>Legal Standard – Access to Services (20 U.S.C. 1703(f); 23 Ill. Adm. Code 228.30)</b></p> <p>List the permissible combination of documents that will be required to prove residency.</p> <p><b>Legal Standard - Access to Enrollment ( 20 U.S.C 1703); Plyler v. Doe, 457 U.S. 202 (1982), 23Ill. Adm.. Code 228.30</b></p> <p>List the permissible combination of documents that will be 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>Proof of current address includes, but is not limited to, any TWO of the documents listed below:</p> <p>Current utility bill</p> <p>Illinois driver's license or State of Illinois identification card</p> <p>Deed</p> <p>Employee identification number</p> <p>MediPlan/Medicaid card</p> <p>Court documents</p> <p>Illinois Department of Public Aid card</p> <p>Stamped United States Post Office change of address form</p> <p>Illinois state aid check/social security check</p>	<p>Milena Perryman, President/CEO</p>	<p><input type="checkbox"/> <b>Approved</b></p> <p><input type="checkbox"/> <b>See below</b></p>

<p style="text-align: center;"><b>Legal Standard – Student Assessment and Language Acquisition Services (23 Ill. Adm. Code 226.210, 228.25, 228.27)</b></p> <p>How will the school ensure that an appropriate interpreter/translator will be present at the Individualized Education Program (IEP) meetings of English learners?</p> <p>Describe the program options that will be 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).</p> <p>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.</p>	<p>In recognition of the need for meaningful participation for non- or limited-English-speaking parent(s)/guardian (s) at IEP team meetings, we will conduct designed training for bilingual school site staff designated by the site administrator to provide oral interpretation at IEP team meetings. In addition, CPS Office of Diverse Learners Services and Supports provides written translation of IEP documents into their primary language for parent review. Our goal is to ensure that parents/guardians have access to timely and accurate translation services. Parents may make a request to the IEP case manager for translation of the IEP documents and/or oral interpretation of the IEP team meeting into their primary language. Translation services provide translation into the following languages:  Armenian  Chinese  Farsi  Filipino  Korean  Russian  Spanish  Other languages may be available as needed and available.</p>	<p>The parent/legal guardian has the right to refuse bilingual education program services for his/her child. When the parent/legal guardian refuses bilingual education services for their child, the school must complete the following steps:</p> <ol style="list-style-type: none"> <li>1. Conduct an in person conference with the parent/legal guardian to explain the benefits of the bilingual education program services and discuss the child's English language proficiency level.</li> <li>2. Review the district's promotion policy and guidelines that the child will be responsible for in the general program of instruction.</li> <li>3. Inform the parent/legal guardian that the child must be tested annually with the English language proficiency assessment until child attains the state set English language proficiency score.</li> <li>4. If the parent/legal guardian still refuses placement upon completion of the in person conference, he/she must submit a written request to the school and the school must complete the Student Reclassification Request (SRR) form.</li> <li>5. The school's bilingual lead teacher (or principal's designee) must fax the parent's/legal guardians written request to waive bilingual education services together with a Student Reclassification Request</li> </ol> <p>//Milena Perryman, President</p>	
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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		
			<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**

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<p><b>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>)</b></p> <p>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.</p> <p>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.</p>	<p>The school has planned to hire bilingual staff to assist with assessment and instruction of ESL learners.</p>	<p>Milena Perryman, President</p>	<p><input type="checkbox"/> <b>Approved</b></p> <p><input type="checkbox"/> <b>See below</b></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><b>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)</b></p> <p>How will 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 will be used. Include any translated copies that the school will make available to families for the languages represented at the school.</p>	<p>The Office of Language and Cultural Education offers a variety of professional development opportunities for teachers of linguistically and culturally diverse students. The workshop series address the basic constructs of bilingualism and second language development, the nature of language proficiency, and the role of the native language and culture in learning. All ESL, bilingual and content area teachers working in culturally diverse schools are encouraged to attend. OLCE also provides training for teachers to become certified to administer the English language proficiency screeners and the annual assessment of ELLs. Teachers must be certified to administer the screener and assessments.</p>	<p>Milena Perryman, President</p>	<p><input type="checkbox"/> <b>Approved</b></p> <p><input type="checkbox"/> <b>See below</b></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><b>Legal Standard – Program Evaluation, Records, and Data Management (23 Ill. Adm. Code 228.15, 228.40)</b></p> <p>Describe the formal procedures and protocol that will be implemented for the maintenance of EL student records.</p>	<p>English Language Learner (ELL) Required Documentation</p> <p>The following documents must be filed in the students ELL folder within the cumulative folder:</p> <ol style="list-style-type: none"> <li>1. Home Language Survey (HLS) completed, signed and dated by the parent/legal guardian</li> <li>2. English language proficiency screener/s</li> <li>3. Parent Notification Letter(s)</li> </ol>	<p>Milena Perryman, President</p>	<p><input type="checkbox"/> <b>Approved</b></p> <p><input type="checkbox"/> <b>See below</b></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 style="text-align: center;"><b>Legal Standard – Student Assessment and Language Acquisition Services (20 U.S.C. 6841)</b></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 will be monitored for two years after they transition into the general education program.</p>	<p>Students are regularly assessed for needs throughout the year.</p>	<p>Milena Perryman, President</p>	<p><input type="checkbox"/> <b>Approved</b></p> <p><input type="checkbox"/> <b>See below</b></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><b>Legal Standard – Program Evaluation, Records, and Data Management (20 U.S.C. 6841</b></p> <p>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.</p>			<p><input type="checkbox"/> <b>Approved</b></p> <p><input type="checkbox"/> <b>See below</b></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 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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<p align="center"><b>Legal Standard –</b></p> <p>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).</p>			<p><input type="checkbox"/> <b>Approved</b></p> <p><input type="checkbox"/> <b>See below</b></p>