



# Illinois State Board of Education

100 West Randolph Street, Suite 14-300 • Chicago, Illinois 60601-3223  
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**James T. Meeks**  
Chairman

**Tony Smith, Ph.D.**  
State Superintendent of Education

October 17, 2017

Kyle Schumacher, Superintendent  
LA GRANGE SD 102  
333 N Park Road  
LaGrange Park, IL 60526

Dear Superintendent Schumacher:

On **November 3-4, 2016** the Division of English Language Learning (DELL) of the Illinois State Board of Education conducted an on-site monitoring review of La Grange SD 102's implementation of Article 14C of the Illinois School Code (105 ILCS 5/14C), Part 228 of the 23 Illinois Administrative Code (23 Ill. Adm. Code 228), Part 1, Section 1.88 of the 23 Illinois Administrative Code (23 Ill. Adm. Code 1.88), Title III of the No Child Left Behind Act of 2001 (20 USC 6801 et. seq.), and any other applicable laws.

DELL issued a compliance monitoring report on November 16, 2016, outlining findings that required corrective actions and received La Grange SD 102's response on February 1, 2017. DELL issued a report summarizing the results of our review of your Corrective Action Plan on March 24, 2017. La Grange SD 102's updated response and additional documentation received on April 20, 2017 did not meet the requirements, DELL requested additional documentation on June 13, 2017 and received correspondence from La Grange SD 102 on September 1, 2017 and clarification on October 17, 2017 satisfactorily addressed the findings identified in the compliance monitoring report.

We appreciate your work in responding to the concerns outlined in the report. We look forward to continuing to work with your District to ensure that all students who are ELs have access to quality programs, become proficient in English, and achieve academic success. If you have any questions, please do not hesitate to contact DELL at 312-814-3661 or [sserrano@isbe.net](mailto:sserrano@isbe.net).

Sincerely,



Sonia Serrano  
Principal Consultant  
Division of English Language Learning

cc: Rachel Owens, Program Director

**COMPONENT 1: IDENTIFICATION OF ELIGIBLE STUDENTS**

This component examines whether the District implements the Home Language Survey to identify students of non-English background and appropriately screens the students for program eligibility according to the state requirements.

<b>Component Number</b>	<b>Legal Standard</b>
<b>1.1 - 1.4</b>	<p><b>Home Language Survey</b>  <b>23 Ill. Adm. Code 228.15</b> (a) <i>Each school district shall administer a home language survey with respect to each student in preschool, kindergarten or any of grades 1 through 12 who is entering the district's schools or any of the district's preschool programs for the first time, for the purpose of identifying students who have a language background other than English. The survey should be administered as part of the enrollment process or for preschool programs, by the first day the student commences participation in the program. The survey shall include at least the following questions, and the student shall be identified as having a language background other than English if the answer to either question is yes: (1) Whether a language other than English is spoken in the student's home and, if so, which language; and (2) Whether the student speaks a language other than English and, if so, which language. (b) The home language survey shall be administered in English and, if feasible, in the student's home language. (c) The home language survey form shall provide spaces for the date and the signature of the student's parent or legal guardian. (d) The completed home language survey form shall be placed into the student's temporary record as defined in 23 Ill. Adm. Code 375 (Student Records).</i></p>
<p><b>Rating:</b> Partially Implemented</p>	
<p><b>District Response Required:</b> Yes</p>	
<p><b>Finding:</b>            As evidenced by a review of student files and documentation obtained from the District, it has been found that the HLS is not consistently administered in all the English learners' home languages, when feasible.</p>	
<p align="center"><b>DISTRICT'S FIRST RESPONSE – February 1, 2017</b></p>	
<p>Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit</p> <p>Two changes will be enacted to address this issue. The first is that every HLS will include the Spanish version on the reverse of the English form. Every enrollee will receive the Spanish HLS beginning in March 2017. Rachel Owens, EL Coordinator, will provide the Spanish HLS to building principals.</p> <p>Another change will be a re-training of secretaries to use the HLS binder available in each school office. The binder contains paper copies of the HLS in each language provided on the ISBE website. Asst. Superintendent Chris Finch will oversee the retraining of building</p>	

secretaries and the new standard for new student registration. This training will take **place in April of 2017**

**List and Attach Evidence of Implementation of the Corrective Action**

HLS Spanish: <https://www.isbe.net/Documents/HLS-Spanish.pdf>

HLS in other languages: <https://www.isbe.net/Pages/English-Learners-Forms-and-Notifications.aspx>

**ISBE’S RESPONSE TO CORRECTIVE ACTION PLAN – March 24, 2017**

**Status of Corrective Action:**

Accepted       Partially Accepted       Not Accepted

**Basis for Partial Acceptance or Non Acceptance:**

Additional documentation is required as evidence of implementation.

**Required Elements of Corrective Action and Progress Reports:**

Please submit the agenda and sign in sheet of the training that will take place in April 2017.

**DISTRICT’S SECOND RESPONSE – April 20, 2017**

**Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit**

This meeting has not yet taken place, but we are committed to retraining building secretaries to ensure all students have access to the proper HLS. Each building has a binder with HLS in each language provided on the ISBE website and each English HLS will have the Spanish version printed on the back for 2017-2018 registration period.

**List and Attach Evidence of Implementation of the Corrective Action**

HLS Spanish: <https://www.isbe.net/Documents/HLS-Spanish.pdf>

HLS in other languages: <https://www.isbe.net/Pages/English-Learners-Forms-and-Notifications.aspx>

**ISBE’S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN – June 13, 2017**

**Status of Corrective Action:**

Accepted       Partially Accepted       Not Accepted

**COMPONENT 2: STUDENT ASSESSMENT AND LANGUAGE ACQUISITION SERVICES**

This component examines whether the District annually assesses the English language proficiency of the English learners, provides adequate language acquisition services, and monitors the progress of students who met the exit criteria.

<b>Component Number</b>	<b>Legal Standard</b>
<b>2.2</b>	<b>Individualized Educational Plan (IEP) Teams for EL students</b> <i>23 Ill. Adm. Code 226.210 (e) The IEP Team shall include a qualified bilingual specialist or bilingual teacher, if the presence of such a person is needed to assist the other participants in understanding the child's language or cultural factors as they relate to the child's instructional needs. If documented efforts to locate and secure the services of a qualified bilingual specialist are unsuccessful, the district shall instead meet the requirements set forth in Section 226.150(b) of this Part.</i>
<b>Rating:</b> Partially Implemented	
<b>District Response Required:</b> Yes	
<b>Finding:</b> As evidenced by a review of student records, it has been found that a qualified bilingual specialist or bilingual teacher does not consistently participate on the Individual Education Plan (IEP) teams of English learners being evaluated for special education services in order to assist the other participants in understanding the student's language or cultural factors as they relate to the student's instructional needs.	
<b>DISTRICT'S FIRST RESPONSE – February 1, 2017</b>	
<b>Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit</b> Rachel Owens, EL Coordinator, has retrained EL teachers to actively track the IEP schedule to monitor when EL students meeting occur. Joyce Powell, Asst. Superintendent for Special Education, will retrain lead resource teachers to include EL teachers in the scheduling process. Rachel Owens, EL Coordinator, will convey to building principals the expectation that EL teachers are to attend the IEP meetings.	
<b>List and Attach Evidence of Implementation of the Corrective Action</b> Sample sign in sheets with EL teacher signature: attached	
<b>ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – March 24, 2017</b>	
<b>Status of Corrective Action:</b>	

Accepted       Partially Accepted       Not Accepted

<b>Component Number</b>	<b>Legal Standard</b>
2.5	<p><b>Monitoring Performance after Exit</b>  <b>20 USC 6841 (a) IN GENERAL</b> - Each eligible entity that receives a subgrant from a State educational agency under subpart 1 shall provide such agency, at the conclusion of every second fiscal year during which the subgrant is received, with an evaluation, in a form prescribed by the agency, that includes—...(4) a description of the progress made by children in meeting challenging State academic content and student academic achievement standards for each of the 2 years after such children are no longer receiving services under this part.</p>
<p><b>Rating:</b> Partially Implemented  <b>District Response Required:</b> Yes</p>	
<p><b>Finding:</b>  As evidenced by a review of student records and interviews conducted with teachers and administrators, it has been found that the district does not have a district-wide consistent monitoring system of students’ performance after reaching English language proficiency.</p>	
<p><b>DISTRICT’S FIRST RESPONSE – February 1, 2017</b></p>	
<p><b>Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit</b>  All EL teachers will record students that exit the EL program on one common google sheet. Each student added will be monitored for at least 2 years. Teachers will review IEP, Tier, grade and test information to ensure former ELs are having success in the general education program. Having a common document ensures that students continue to be monitored through a building or faculty change.</p> <p>Retraining EL teachers will happen at our next meeting on April 5th. Rachel Owens, EL Coordinator will provide the training.</p>	
<p><b>List and Attach Evidence of Implementation of the Corrective Action</b>  <b>List and Attach Evidence of Implementation of the Corrective Action</b>  District wide post-exit monitoring hub:  <a href="https://docs.google.com/spreadsheets/d/19L3ZSHjo8uB8EXjaghHnc-8bDKfj_dRPOiej4tKDgw/edit#gid=831148204">https://docs.google.com/spreadsheets/d/19L3ZSHjo8uB8EXjaghHnc-8bDKfj_dRPOiej4tKDgw/edit#gid=831148204</a></p>	
<p><b>ISBE’S RESPONSE TO CORRECTIVE ACTION PLAN – March 24, 2017</b></p>	
<p><b>Status of Corrective Action:</b>  <input checked="" type="checkbox"/> Accepted      <input type="checkbox"/> Partially Accepted      <input type="checkbox"/> Not Accepted</p>	

**COMPONENT 4: CURRICULUM AND INSTRUCTION**

This component examines whether the District implements a curriculum that is standards-based and supported by appropriate instructional materials.

<b>Component Number</b>	<b>Legal Standard</b>
<b>4.1</b>	<p><b>Standards Aligned Curriculum</b>  <b>20 USC 6826 (d)(3)</b> <i>the eligible entity has based its proposed plan on scientifically based research on teaching limited English proficient children; (4) the eligible entity will ensure that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.</i></p> <p><b>23 Ill. Adm. Code 228.30 (b)(4)</b> <i>Beginning with the 2012-13 school year, instruction in Spanish language arts, where provided under subsection (c) or (d), shall be aligned to the standards that are appropriate to the ages or grade levels of the students served, which are set forth in the document titled "World-Class Instructional Design and Assessment: Spanish Language Arts Standards" (2005), published by the Board of Regents of the University of Wisconsin System on behalf of the WIDA Consortium, University of Wisconsin-Madison, 1025 West Johnson Street, MD #23, Madison WI 53706, and posted at <a href="http://wida.us/standards/sla.aspx">http://wida.us/standards/sla.aspx</a>. No later amendments to or editions of these standards are incorporated by this Section.</i></p>
<p><b>Rating:</b> Partially Implemented</p> <p><b>District Response Required:</b> Yes</p>	
<p><b>Finding:</b>            As evidenced by a review of documents obtained from the District, as well as interviews conducted with teachers and administrators, it has been found that the District does not have an English as a Second Language (ESL) curriculum that is aligned to the English Language Development Standards (ELDS) and/or the New Illinois Learning Standards Incorporating the Common Core.</p>	
<p><b>DISTRICT’S FIRST RESPONSE – February 1, 2017</b></p>	
<p><b>Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit</b>            Our district is going through a transition period with changes in curriculum, materials and delivery models. As a result, the EL Department will write a new curriculum aligned to the English Language Arts Standards and the IL Learning Standards. Work on the new curriculum will be complete in June 2017. Rachel Owens, EL Coordinator will oversee the teacher team that will work on the curriculum.</p>	
<p><b>List and Attach Evidence of Implementation of the Corrective Action</b></p>	

<b>ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – March 24, 2017</b>
<b>Status of Corrective Action:</b> <input type="checkbox"/> Accepted <input checked="" type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted
<b>Basis for Partial Acceptance or Non Acceptance:</b> Additional documentation is required to fully address this finding.
<b>Required Elements of Corrective Action and Progress Reports:</b> The District must submit a clear and detailed timeline for the ESL curriculum development, along with a sample of the curriculum maps and sample units developed so far.
<b>DISTRICT'S SECOND RESPONSE – April 20, 2017</b>
<b>Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit</b> The team has started curriculum planning. I have attached a curriculum map for the kindergarten sheltered class that we have been creating under the guidance of an IRC consultant. Curriculum mapping and alignment for the Dual Language classrooms will begin this summer during a weeklong training in June. Four teachers will be attending. Mapping for Dual and other EL classes will continue during the 2017-2018 school year. Dates TBD based on IRC consultant availability.
<b>List and Attach Evidence of Implementation of the Corrective Action</b> Sheltered Kindergarten Curriculum Map
<b>ISBE'S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN – June 13, 2017</b>
<b>Status of Corrective Action:</b> <input checked="" type="checkbox"/> Accepted <input type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted

<b>Component Number</b>	<b>Legal Standard</b>
4.2	<b>Instructional Materials (Title III recipients)</b> <b>20 USC 6912 (a)(2)(B)</b> Grants awarded under this section may be used for... <i>(iv) improving the instruction programs for limited English proficient children by identifying, acquiring, and applying effective curricula, instructional materials (including materials provided through technology), and assessments that are all aligned with State and local standards.</i>
<b>Rating:</b> Partially Implemented  <b>District Response Required:</b> Yes	
<b>Finding:</b> As evidenced by a detailed review of documents obtained from the District, interviews conducted with teachers and administrators, and classroom visits conducted; the District does not consistently provide adequate native language instruction materials for all core subject areas in all grade levels to meet the needs of English learners at each attendance center.	
<b>DISTRICT'S FIRST RESPONSE –February 1, 2017</b>	
<b>Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion)</b> and Description of Internal Procedures for continued implementation after the ISBE visit LaGrange SD 102 has many native language materials for our bilingual program including Calle de Lectura texts, guided reading books in Spanish, My On Learning online books in Spanish, Schoolwide Spanish Leveled Libraries and other Spanish books in classroom libraries. As we implement our new curriculum for both our ESL and bilingual programs, we will be able to better connect our materials with our lessons for each standard. In order to accomplish this, Rachel Owens, EL Coordinator, will review the available materials with the bilingual faculty in August of 2017.	
<b>List and Attach Evidence of Implementation of the Corrective Action</b>	
<b>ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – March 24, 2017</b>	
<b>Status of Corrective Action:</b> <input type="checkbox"/> Accepted <input checked="" type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted	
<b>Basis for Partial Acceptance or Non Acceptance:</b> Evidence of implementation is required.	
<b>Required Elements of Corrective Action and Progress Reports:</b> In order to fully address this finding, please submit a list of proposed native language instructional materials in core subjects including timeline of when these materials will be	

purchased.

**DISTRICT’S SECOND RESPONSE – April 20, 2017**

**Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit**

Two Spanish language book bundles have been ordered and received (order and check attached) and several other orders have been placed in the last few months. (one other order attached) These orders include Spanish language books and other materials for both the school library and classroom libraries.

**List and Attach Evidence of Implementation of the Corrective Action**

2 completed orders showing Spanish language materials

**ISBE’S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN – June 13, 2017**

**Status of Corrective Action:**

Accepted       Partially Accepted       Not Accepted

**COMPONENT 6. PERSONNEL QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT**

This component examines whether the District has adequate and highly qualified staff to support programming and that on-going professional development is provided to all staff including administrators, principals, teachers, paraprofessionals, and other school personnel.

<b>Component Number</b>	<b>Legal Standard</b>
<b>6.3</b>	<p><b>Test Administrator Certification</b>  <b>23 Ill. Adm. Code 228.35 (e)(4)</b> <i>In addition to any other training required under this subsection (e), each individual who is responsible for administering the prescribed screening instrument referred to in Section 228.15(e) or the annual English language proficiency assessment discussed in Section 228.25(b) shall be required to complete on-line training designated by the State Superintendent of Education and to pass the test embedded in that material.</i></p>
<p><b>Rating:</b> Partially Implemented  <b>District Response Required:</b> Yes</p>	
<p><b>Finding:</b>  As evidenced by interviews conducted with teachers and administrators, it has been found that one individual who administers the prescribed screening instrument has not successfully completed the on-line training designated by the State Superintendent of Education.</p>	

**DISTRICT'S FIRST RESPONSE – February 1, 2017**

**Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit**  
Screening and ACCESS certification has been added to our “beginning of the Year” checklist. This will ensure that every new teacher to the EL department will complete the online trainings.

**List and Attach Evidence of Implementation of the Corrective Action**

Checklist:  
[https://docs.google.com/document/d/1wB3ZpKSqr\\_wbWcmuNBhYJCDLJvRMt2bOQv0yuyhd2v8/edit](https://docs.google.com/document/d/1wB3ZpKSqr_wbWcmuNBhYJCDLJvRMt2bOQv0yuyhd2v8/edit)

**ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – March 20, 2017**

**Status of Corrective Action:**  
 Accepted       Partially Accepted       Not Accepted

**Basis for Partial Acceptance or Non Acceptance:**  
Evidence of implementation is required

**Required Elements of Corrective Action and Progress Reports:**

To fully address this finding please Provide a list of teachers who has completed the training for ACCESS for ELLs 2.0 ® certification and evidence of said completion (print out of completion certificate).

**DISTRICT'S SECOND RESPONSE – April 20, 2017**

**Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit**  
All of our EL teachers have completed the ACCESS training. Attached please find the completion certificates.

**List and Attach Evidence of Implementation of the Corrective Action**

[https://docs.google.com/document/d/1wB3ZpKSqr\\_wbWcmuNBhYJCDLJvRMt2bOQv0yuyhd2v8](https://docs.google.com/document/d/1wB3ZpKSqr_wbWcmuNBhYJCDLJvRMt2bOQv0yuyhd2v8)

**ISBE'S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN – June 13, 2017**

**Status of Corrective Action:**  
 Accepted       Partially Accepted       Not Accepted

**COMPONENT 7: RIGHTS OF PARENTS AND COMMUNITY ENGAGEMENT**

This component examines whether the District established and implements effective means of community engagement and that parents are fully informed of their rights.

<b>Component Number</b>	<b>Legal Standard</b>
<p align="center"><b>7.2</b></p>	<p><b>Progress Reports</b>  <b>23 Ill. Adm. Code 228.40 (c)(1) Maintenance of Records and Reporting Procedures (1) Report Cards</b> - The school shall send progress reports to parents or legal guardians of students enrolled in programs in the same manner and with the same frequency as progress reports are sent to parents or legal guardians of other students enrolled in the school district. (A) Progress reports shall indicate the student's progress in the program and in the general program of instruction. (B) Progress reports shall indicate when the student has successfully completed requirements for transition from the program into the general program of instruction if that information has not been reported separately in writing to the parents or legal guardian. (C) Progress reports for all students enrolled in a program under this Part shall be written in English and in the student's home language unless a student's parents or legal guardian agrees in writing to waive this requirement. The parents' waiver shall be kept on file in accordance with subsection (c)(3) of this Section.</p>
<p><b>Rating:</b> Partially Implemented  <b>District Response Required:</b> Yes</p>	
<p><b>Finding:</b>  As evidenced by a review of documents obtained from the District, as well as interviews conducted with teachers and administrators, it has been found that progress reports are written in English but not in all the English learners' home languages and written agreements from students' parents to waive this requirement are not obtained by the District.</p>	
<p align="center"><b>DISTRICT'S FIRST RESPONSE – February 1, 2017</b></p>	
<p><b>Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit</b>  Beginning with registration for the Fall of 2017, parents of students in the EL program will be provided with a form to waive the requirement to provide progress reports in all the home language represented in our community.</p>	
<p><b>List and Attach Evidence of Implementation of the Corrective Action</b></p>	
<p align="center"><b>ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – March 24, 2017</b></p>	
<p><b>Status of Corrective Action:</b>  <input type="checkbox"/> Accepted      <input checked="" type="checkbox"/> Partially Accepted      <input type="checkbox"/> Not Accepted</p>	
<p><b>Basis for Partial Acceptance or Non Acceptance:</b>  Evidence of implementation is required.</p>	

**Required Elements of Corrective Action and Progress Reports:**

Please submit the following evidence:

- Procedures/protocols share with staff.
- Copies of the report card waiver form (in English, Spanish, and any other needed translations).
- Provide a detailed plan to translate report cards into languages other than English and Spanish if the families choose not to sign the waiver.

**DISTRICT’S SECOND RESPONSE – April 20, 2017**

**Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit**

Attached please find the report card waiver. The report card is being translated in house and will be ready for Trimester 1 (11/2017). We anticipate a couple other languages will be needed and are actively looking for translators.

**List and Attach Evidence of Implementation of the Corrective Action**

Report Card Waiver

**ISBE’S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN – June 13, 2017**

**Status of Corrective Action:**

Accepted       Partially Accepted       Not Accepted

Component Number	Legal Standard
7.5	<p><b>TBE Program Parent Advisory Committee (PAC)</b>  <b>23 Ill. Adm. Code 228.30 (c)(4) Parent and Community Participation</b> – Each district or cooperative shall establish a parent advisory committee consisting of parents, legal guardians, transitional bilingual education teachers, counselors, and community leaders. This committee shall participate in the planning, operation, and evaluation of programs. The majority of committee members shall be parents or legal guardians of students enrolled in these programs. Membership on this committee shall be representative of the languages served in programs to the extent possible. (Section 14C-10 of the School Code [105 ILCS 5/14C-10]) (A) The committee shall: (i) meet at least four times per year; (ii) maintain on file with the school district minutes of these meetings; (iii) review the district’s annual program application to the State Superintendent of Education; and (iv) autonomously carry out their affairs, including the election of officers and the establishment of internal rules, guidelines, and procedures. (Section 14C-10 of the School Code). (B) Each district or cooperative shall ensure that training is provided annually to the members of its parent advisory committee. This training shall be conducted in language that the parent members can understand and shall encompass, but need not be limited to, information related to instructional approaches and methods in bilingual education; the provisions of State and federal law related to students’ participation and parents’ rights; and accountability measures relevant to students in bilingual programs</p>
<p><b>Rating:</b> Partially Implemented  <b>District Response Required:</b> Yes</p>	
<p><b>Finding:</b>  As evidenced by a review of documents obtained from the District and interviews conducted with teachers, administrators and parents, it has been found that the BPAC does not consistently review the district’s annual program application to the State Superintendent of Education.</p>	
<p><b>DISTRICT’S FIRST RESPONSE – February 1, 2017</b></p>	
<p><b>Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit</b>  The BPAC does review the program application. The problem is that since the grant is due in June, we often have a new president for the next year that has not reviewed the application. As we have in the past, the application will be reviewed at our May BPAC meeting. Rachel Owens, EL Coordinator, will ensure that the outgoing president relays information regarding the application to the new president.</p>	
<p><b>List and Attach Evidence of Implementation of the Corrective Action</b></p>	
<p><b>ISBE’S RESPONSE TO CORRECTIVE ACTION PLAN – March 24, 2017</b></p>	
<p><b>Status of Corrective Action:</b>  <input type="checkbox"/> Accepted      <input checked="" type="checkbox"/> Partially Accepted      <input type="checkbox"/> Not Accepted</p>	
<p><b>Basis for Partial Acceptance or Non Acceptance:</b>  Evidence of implementation is required.</p>	

**Required Elements of Corrective Action and Progress Reports:**

Please submit procedures/protocols shared with the PBAC members and include Flyers and any communications sent to parents in English and their native language regarding review of ISBE grant application as evidence of implementation.

**DISTRICT’S SECOND RESPONSE – April 20, 2017**

**Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit**

The BPAC does review the program application. We plan to review the application at our May 5th meeting. The agenda is attached.

**List and Attach Evidence of Implementation of the Corrective Action**

Evidence attached: BPAC Agenda

**ISBE’S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN – June 13, 2017**

**Status of Corrective Action:**

Accepted       Partially Accepted       Not Accepted

<b>Component Number</b>	<b>Legal Standard</b>
7.6	<p><b>Parental Participation (Title III Recipients Only)</b>  <b>20 USC 7012 (e) PARENTAL PARTICIPATION:</b> (1) IN GENERAL- Each eligible entity using funds provided under this title to provide a language instruction educational program shall implement an effective means of outreach to parents of limited English proficient children to inform such parents of how they can - (A) be involved in the education of their children; and (B) be active participants in assisting their children - (i) to learn English; (ii) to achieve at high levels in core academic subjects; and (iii) to meet the same challenging State academic content and student academic achievement standards as all children are expected to meet. (2) RECEIPT OF RECOMMENDATIONS. - The outreach described in paragraph (1) shall include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents described in such paragraph.</p>
<p><b>Rating:</b> Partially Implemented  <b>District Response Required:</b> Yes</p>	
<p><b>Finding:</b>  As evidenced by a review of documents obtained from the District and interviews conducted with teachers, administrators and parents, it has been found that the District does not implement an effective means of outreach to parents of English learners to inform them how they can be involved in the education of their children and be active participants in assisting their children to learn English and to achieve at high levels.</p>	

**DISTRICT'S FIRST RESPONSE – February 1, 2017**

**Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit**  
 The BPAC working with the district organized 7 programs for parents this year. The topics of these programs were how they can be involved in the education of their children.

**List and Attach Evidence of Implementation of the Corrective Action**

Several fliers for programs:  
[https://drive.google.com/drive/u/0/folders/0B7aTxDO4\\_p0vVEJNbFVZLWNxX0k](https://drive.google.com/drive/u/0/folders/0B7aTxDO4_p0vVEJNbFVZLWNxX0k)

**ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – March 24, 2017**

**Status of Corrective Action:**

Accepted       Partially Accepted       Not Accepted

**COMPONENT 8: PROGRAM EVALUATION, STUDENT RECORDS, AND DATA MANAGEMENT**

This component examines whether the District has met the accountability measures and maintained accurate student records and reporting procedures.

Component Number	Legal Standard
<b>8.3</b>	<p><b>Maintenance of Records</b>  <b>23 Ill. Adm. Code 228.15 (d)</b> <i>The completed home language survey form shall be placed into the student's temporary record as defined in 23 Ill. Adm. Code 375 (Student Records).</i></p> <p><b>Ill. Adm. Code 228.40 (c)(3) Records</b> - <i>School districts shall maintain records of each student enrolled in programs in the manner prescribed in 23 Ill. Adm. Code 375 (Student Records). These records shall include program entry/exit information, annual English language proficiency assessment scores and results from the prescribed screening instrument for students in kindergarten and any of grades 1 through 12 or the results from the prescribed screening procedures for students in preschool programs; other student information (e.g., language, grade level, and attendance); the rationale for a student's placement into a part-time program, where applicable, including documentation of the criteria, as set forth in Section 228.30(c)(3) of this Part, used to determine that a part-time program would be appropriate; and documentation of conferences and written communication with parents or legal guardians. Parents and legal guardians of students enrolled in programs shall have access to their students' records, as specified in 23 Ill. Adm. Code 375.</i></p>
<p><b>Rating:</b> Partially Implemented</p> <p><b>District Response Required:</b> Yes</p>	
<p><b>Finding:</b>                      As evidenced by a review of student files at each attendance centers, the District does not consistently maintain the records of each student enrolled in a TBE/TPI program in the manner prescribed by 23 Ill. Adm. Code 228.15(d) and 228.40 (c)(3). The following items have been found inconsistently:</p>	

- The rationale for a student’s placement in a part-time TBE program (if applicable); and
- Parents’ report card waiver.

**DISTRICT’S FIRST RESPONSE – February 1, 2017**

**Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit**

It is very difficult for us to have different bilingual programs because of our relatively small number of student who qualify for the program. We have decided to implement a Dual Language program in the school with our bilingual program. This will allow us to provide a full-time bilingual program to all students who qualify for TBE.

**List and Attach Evidence of Implementation of the Corrective Action**

Dual Language Implementation Timeline:  
<https://docs.google.com/document/d/1WWcSXJMJGW-ErEAPKDAT5lKYttcQGshOsTY1pa4zxPY/edit>

**ISBE’S RESPONSE TO CORRECTIVE ACTION PLAN – March 24, 2017**

**Status of Corrective Action:**

Accepted       Partially Accepted       Not Accepted

**Basis for Partial Acceptance or Non Acceptance:**

Documentation submitted is not acceptable; please provide additional documentation to fully address this finding.

**Required Elements of Corrective Action and Progress Reports:**

Please provide evidence of procedure, or an in-service training, that took place in the District in order to ensure that the required documents are consistently maintained in the student records.

**DISTRICT’S SECOND RESPONSE – April 20, 2017**

**Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit**

Attached please find the Report Card Waiver Form, placement rationale form, and file checklist that now includes the TBE pt/ft rationale form

**List and Attach Evidence of Implementation of the Corrective Action**

Attached please find the Report Card Waiver Form, placement rationale form, and file checklist that now includes the TBE pt/ft rationale form

Dual Language Implementation Timeline:  
<https://docs.google.com/document/d/1WWcSXJMJGW-ErEAPKDAT5lKYttcQGshOsTY1pa4zxPY/edit>

**ISBE'S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN – October 17, 2017**

**Status of Corrective Action:**

Accepted       Partially Accepted       Not Accepted