

# BILINGUAL PARENT ADVISORY COMMITTEE *FREQUENTLY ASKED QUESTIONS*



**2025 Bilingual Directors Conference**

Multilingual/Language Development Department  
Illinois State Board of Education

# BPAC FAQ

## INTRODUCTION

### A Bilingual Parent Advisory Committee (BPAC):

- **Represents** the interests of EL students in TBE program(s), their parents/guardians, and community members.
- **Ensures** the district recognizes these community voices and acts to meet their needs.
- **Advises** and **focuses** on helping bilingual parents and community members better understand bilingual programming.
- **Advocates** for the academic needs of EL students in TBE.

[105 ILCS 5/14C-10; Ill. Admin. Code title 23, 228.30 \(c\)\(4\)](#)

# BPAC FAQ

## INTRODUCTION

### A Bilingual Parent Advisory Committee:

- **Receives** a detailed overview of the bilingual programs.
- **Has** access to resources.
- **Encourages** involvement in the school district.
- **Strengthens** community investment in EL Student outcomes.

[105 ILCS 5/14C-10; Ill. Admin. Code title 23, 228.30 \(c\)\(4\)](#)

# BPAC FAQ

This presentation covers the main points of the [BPAC FAQ document](#).

# BPAC FAQ

## 1. What are school district responsibilities regarding a BPAC?



- ✓ Ensure the establishment of the BPAC.
- ✓ Provide annual training needed to develop the BPAC in the language that the parent members understand. This includes:
  - Information on the basic requirements of the BPAC.
  - Information related to instructional approaches and methods in bilingual education.
  - Information about state and federal law related to students' participation and parents' rights.
  - Accountability measures relevant to students in bilingual programs.

# BPAC FAQ

## School district responsibilities regarding the BPAC:



- Ensure the BPAC is meeting at least four times a year.
- Provide the BPAC with the Bilingual Service Plan (BSP); the EL portions of the Evidence-Based Funding Spending Plan; and other documents requested for review, such as a Consolidated District Plan (CDP) or Title III applications.
- Provide a space and materials for the BPAC to meet.
- Provide support, as needed, for the BPAC to conduct meetings.

# BPAC FAQ

## School district responsibilities regarding the BPAC:



- Save meeting minutes and have documentation available, as needed.
- Ensure a district representative attends each BPAC meeting.
- Provide interpreters and translators for each meeting to ensure meaningful access for parents/guardians who don't speak English.

# BPAC FAQ

## 2. When is a district required to have a BPAC?



**It is mandated that a school district establish a BPAC when:**

- One (or more) attendance center(s) has 20 or more EL students who share the same home language in any grades from K-12.
- One (or more) attendance center(s) has 20 or more EL students who share the same home language in pre-K.

The 20-plus number **includes** students with parent refusals.

**\*Once a BPAC is established, it is recommended that a district maintain the BPAC even if numbers fluctuate below 20.**



# BPAC FAQ

## 3. What are the responsibilities of the BPAC?



### **An established BPAC shall do the following:**

- Operate independent of district influence, including the election of officers, and establish and document internal rules and procedures.
- Receive training from the district to make informed decisions.
- Meet at least four times per year.
- Record minutes of all meetings, which shall remain on file with the school district.

# BPAC FAQ

## Responsibilities of the BPAC:



- Review the district's program applications to the state of Illinois for each school year:
  - Bilingual Service Plan
  - Evidence-Based Spending Plan (English learner portions)
- Collaborate with school district leadership regarding bilingual programs.
- Provide recommendations for bilingual programs.
- Reviews the district's annual program applications related to English learners that the district submits to ISBE

# BPAC FAQ

## 4. What are the requirements for BPAC membership?



BPAC members must be parents or legal guardians of children enrolled in Transitional Bilingual Education (TBE) programs or Transitional Programs of Instruction (TPIs) or transitional bilingual education teachers, counselors, and representatives from the community.

# BPAC FAQ

## 5. How many members are required for a BPAC?



Committee sizes will vary depending on the sizes of districts and the number of TBE programs represented, with a minimum of three members (majority of parents/guardians of children in the TBE program).

The BPAC consists of individuals who are representative of the various home languages of students receiving TBE services in the district, to the extent possible.

# BPAC FAQ

## 6. Does the BPAC need to have representatives from all languages that have a TBE program?



It is recommended.

If the EL student enrollment number in the district's TBE program dictates the requirement for a BPAC, the district should attempt to include all the languages represented in the TBE program(s) as well as other languages of students receiving EL services in the district.

# BPAC FAQ

**7. Must the majority of BPAC parents be the parents of EL students who are currently enrolled in the TBE program, or can they be just any EL parents?**



Any EL parents may join, but the BPAC majority must consist of parents or legal guardians of students currently enrolled in the TBE program(s).

Additionally, teachers, other school staff members, and community members may join the committee. Community members may include parents/guardians of non-EL students in two-way dual language program(s).

# BPAC FAQ

## 8. Can parents continue as BPAC members after their child/children exit services?



Yes. However, the majority of the BPAC membership must be parents/guardians of students enrolled in the TBE program(s).

# BPAC FAQ

## 9. What is the role of the BPAC in a two-way dual language program?



The BPAC's role is to represent and advocate for the needs of EL students enrolled in a TBE program, who are being served in a two-way dual language program.

The list of action items that fall under the role/responsibilities BPAC are otherwise unchanged.

Parents/guardians of non-EL students in dual language program(s) can serve as community members on the committee.



# BPAC FAQ

## 10. Is the BPAC's role advisory? Does the BPAC have the authority to approve or disapprove district plans?



A Bilingual Parent Advisory Committee does not have the authority to make decisions for a school district or approve/disapprove district plans.

A BPAC's role, which is based on insight into the needs of its bilingual community and students in TBE program(s), is to advise the district and give recommendations for bilingual programming. Additionally, it may explore new opportunities that may benefit the community and present its findings to district leadership.

# BPAC FAQ

## 11. Can the BPAC meetings be supported by Title III funds?\*



Yes, Title III funds may be used if they are allocated for supplemental activities.

TITLE III funds may be used for effective activities and strategies that enhance or supplement language instruction educational programs for English learners, which shall include supplemental EL parent/family and community-engaged activities, cultural events, guest speakers, etc.

# BPAC FAQ

## 12. What does it mean 'to function autonomously'?



“To function autonomously” means the BPAC shall operate independently without control or influence from the school district. It may make internal decisions and carry out actions on its own without reliance on district intervention or approval.

# BPAC FAQ

## 13. The BPAC is to function autonomously once established. When is a BPAC considered to be established?



The BPAC is considered established when the committee has consistent membership.

This includes parents/guardians of EL students (enrolled in TBE program(s)), who actively participate in leading and autonomously managing the committee.

This also involves electing officers and creating documented internal rules, guidelines, and procedures.

# BPAC FAQ

14. Can the district's school personnel, such as principal, bilingual program director, and superintendent, be the chair of the BPAC?



It is **strongly** recommended that the BPAC chairperson be a parent or guardian of a student who is currently enrolled in an EL TBE program to avoid a conflict of interest.

# BPAC FAQ

**15. Does the BPAC need to have a bylaw or a written standing rule and procedure for the election of officers and to conduct their business?**



BPACs should document their rules and procedures, which may include bylaws. All BPAC meeting minutes shall be recorded and filed with the district.

# BPAC FAQ

**16. Should BPAC meetings be made open to the public (EL parents)? Are districts required to notify the EL parents of BPAC meetings and share the agenda?**



The Open Meetings Act states that the actions and deliberations of a public body are to be conducted openly. It also is the policy of the state that its citizens be notified in advance and afforded the right to attend all meetings.

Districts should consult with their attorneys regarding whether the BPAC for their district falls under the definition of "public body."

<https://www.ilga.gov/legislation/ilcs/fulltext.asp?DocName=000501200K1.02>

# BPAC FAQ

## 17. When a district has TBE programs in multiple languages in different attendance centers is the district required to have more than one BPAC?



A single BPAC should be established, and it is recommended to have members representing the various TBE programs across multiple attendance centers in the school district.

Depending on the district's size, there is an option to have parent committees at the school level that cater to the specific needs of the local population. These school-level committees can then provide feedback to the main district-level BPAC.

Additionally, a district may choose to hold multiple meetings for the district-level BPAC to accommodate the language requirements of committee members.



# More Information on BPACS

[Log Into ELIS](#) [Log Into IWAS](#) [Become a](#)

## STUDENT LEARNING



*Fenton Community High School District 100*

Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

- Assessment
- College & Career
- Early Childhood
- **Multilingual**
- Data Reporting and Collections
- Special Education

# More Information on BPACS

🏠 > Multilingual

## Multilingual

- English Learners / Bilingual Education
- English Education Program
- Illinois State Seal of Biliteracy
- Visiting International Teacher Program
- Multilingual / Language Development Department Complaint Process
- Illinois Advisory Council on Bilingual Education (IACBE)
- Newcomer Resources
- World Languages

## MULTILINGUAL



The Multilingual / Language Development Department provides leadership, advocacy and support to districts, parents and policy makers by promoting equitable access to language development services for students from culturally and linguistically diverse backgrounds.

### News and Updates

- [Enrolling Older Newcomer FAQ](#) 📄
- [Register for the 2024 Bilingual Program Directors Meeting - Rosemont, IL](#)
- [Illinois Learning Standards Spanish Language Arts Webinars](#)
  - [Estándares de Artes del Lenguaje de IL Seminario Web](#)
  - [IL Learning Standards SLA Webinar](#)
  - [Implementation Coaching Information](#) 📄

# More Information on BPACS

🏠 > Multilingual > English Learners / Bilingual Education

## MULTILINGUAL

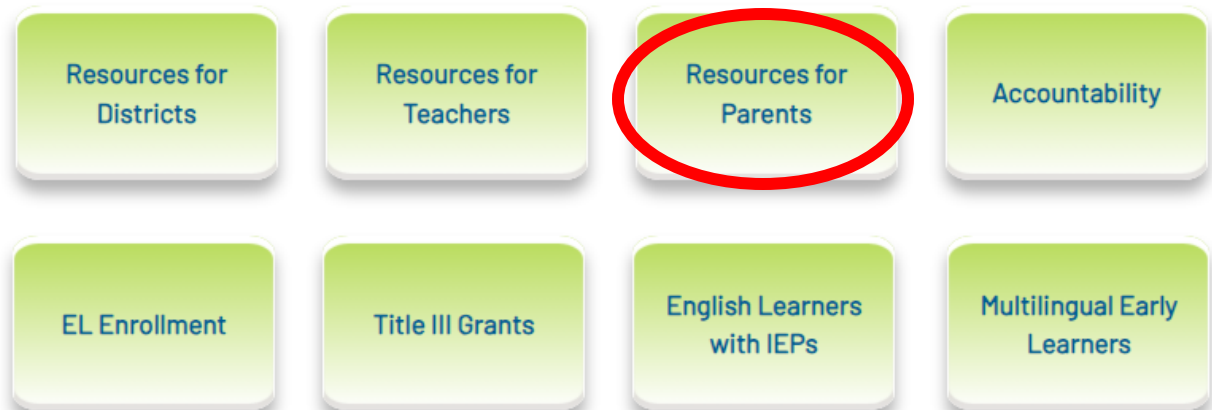
### English Learners / Bilingual Education

- [Resources for Districts](#)
- [Resources for Teachers](#)
- [Resources for Parents](#)
- [Accountability](#)
- [EL Enrollment](#)
- [Title III Grants](#)
- [English Learners with IEPs](#)

## MULTILINGUAL

### ENGLISH LEARNERS / BILINGUAL EDUCATION

The Multilingual / Language Development Department provides leadership, advocacy and support to districts, parents and policy makers by promoting equitable access to language support services for students from culturally and linguistically diverse backgrounds who have been identified as English Learners. ISBE offers resources for District staff, Teachers, and parents about English learners and students in bilingual programs. In addition, Title III grants, Accountability, dually-identified English Learners with IEPs, and Multilingual Early Learners are also addressed.



# More Information on BPACS



[Home](#) > [Multilingual](#) > [English Learners / Bilingual Education](#) > **Resources for Parents**

## MULTILINGUAL English Learners / Bilingual Education

### Resources for Parents

- [Bilingual Parent Advisory Committee \(BPAC\)](#)

## RESOURCES

- [Bilingual Parent Summit](#) 
- [Residency and Student Enrollment](#) - Available in English and Spanish and requires legal paper to print. 

## MULTILINGUAL RESOURCES FOR PARENTS

The Multilingual / Language Development Department provides leadership, advocacy, and support to parents by promoting equitable access to language support services for students from culturally and linguistically diverse backgrounds who have been identified as English Learners. Parents can find useful information on this page to learn more about their child's rights to free public education, how to be more involved in your child's education, refugee and immigrant student resources, and the process districts use to identify students as English Learners.

Resources



Parent Involvement/Activities



Dual Language Programs



# More Information on BPACS

MULTILINGUAL  
English Learners / Bilingual  
Education  
Resources for Parents

Bilingual Parent Advisory  
Committee (BPAC)

## MULTILINGUAL

### BILINGUAL PARENT ADVISORY COMMITTEE (BPAC)

A Bilingual Parent Advisory Committee (BPAC) is required to be established in school districts that have Transitional Bilingual Education programs (20 or more English Learners from the same language background). [See the State statute here](#). The BPAC represents the interests of English learner (EL) students in Transitional Bilingual Education (TBE) program(s), their parents, and community members of a school district. Its purpose is to ensure the district recognizes their voices and acts to meet their needs. This committee's role is advisory; it focuses on helping bilingual parents and community members better understand how bilingual programming works so they may advocate for the academic needs of their students. Additionally, it offers a detailed overview of the bilingual programs available, provides access to important resources, and encourages continued involvement in the school district. Through such efforts, a BPAC can strengthen a community's investment in the outcomes related to EL students in TBE program(s).

BPAC Rules

Resources to Run a BPAC

BPAC Summit

# More Information on BPACS

MULTILINGUAL  
English Learners / Bilingual  
Education  
Resources for Parents

Bilingual Parent Advisory  
Committee (BPAC)

## BILINGUAL PARENT ADVISORY COMMITTEE (BPAC)

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BPAC Rules

Resources to Run a BPAC

Bylaws must be created for each district's BPAC. The following is an example and should be tailored to meet the needs of the specific district.

- BPAC Bylaws template
  - [Bylaws Template - Arabic](#)
  - [Bylaws Template - Hindi](#)
  - [Bylaws Template - Polish](#)
  - [Bylaws Template - Simplified Chinese](#)
  - [Bylaws Template - Spanish](#)
  - [Bylaws Template - Urdu](#)

Each meeting should have an agenda; an outline of what will be discussed. During the meeting, minutes should be captured. The minutes detail who was in attendance, any actions taken or discussions. The following are examples of a meeting agenda and minutes but may be as detailed as necessary for each group.

- [Sample Agenda and Minutes](#)
  - [Sample Agenda and Minutes - Arabic](#)
  - [Sample Agenda and Minutes - Hindi](#)
  - [Sample Agenda and Minutes - Polish](#)
  - [Sample Agenda and Minutes - Simplified Chinese](#)
  - [Sample Agenda and Minutes - Spanish](#)
  - [Sample Agenda and Minutes - Urdu](#)

# Illinois State Board of Education

## Multilingual/Language Development Department

Additional Questions?

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