



Illinois State Board of Education

English Learner Rules and Responsibilities

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2019 Bilingual Parent Summit

May 11, 2019

Whole Child • Whole School • Whole Community

Overview

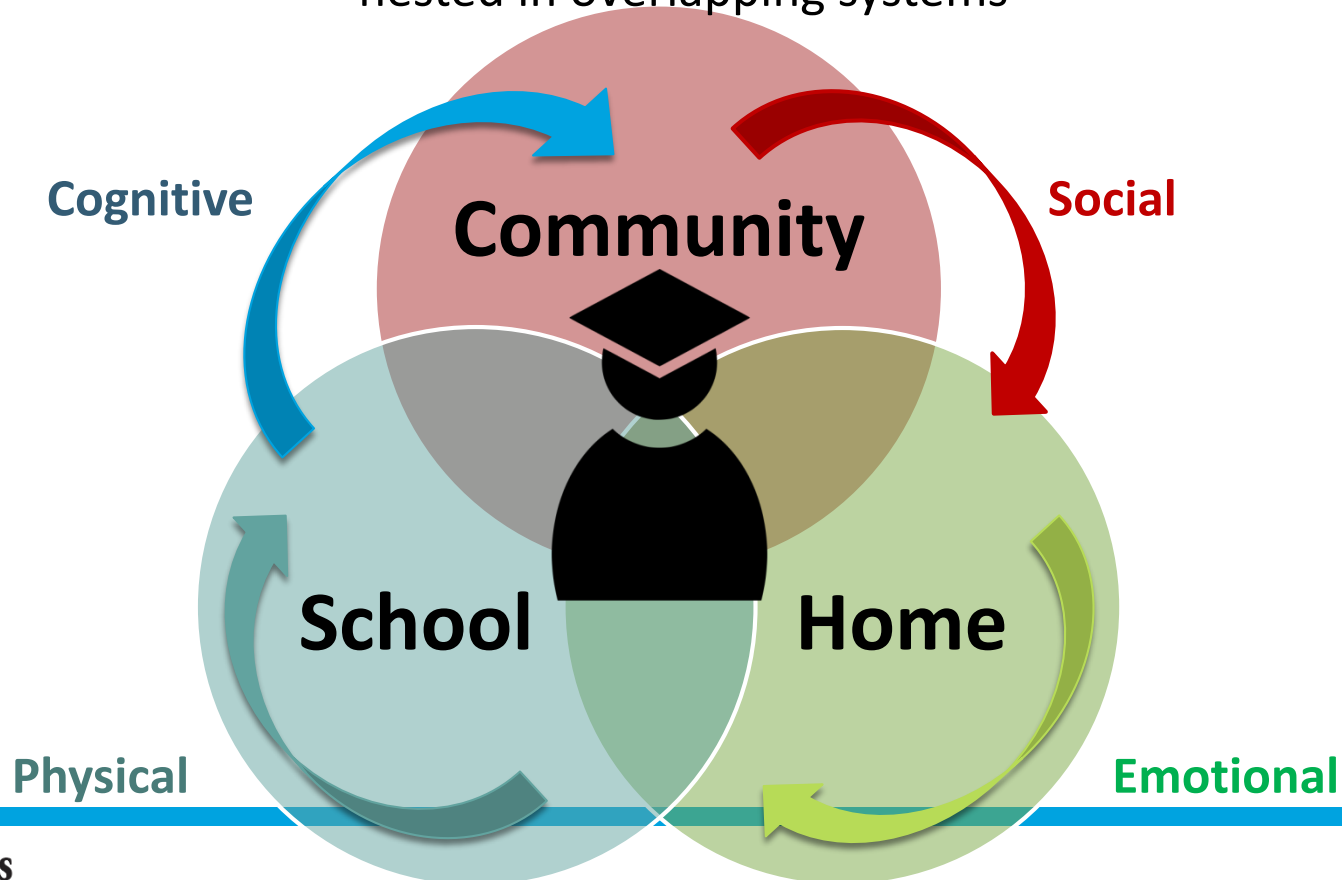
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- The Whole Child
- Transitional Bilingual Education
 1. Identifying students
 2. Programs
- Bilingual Parent Advisory Committees
- Q & A

The Whole Child

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A child within an ecology of multiple and interconnected parts
nested in overlapping systems



Whole Child • Whole School • Whole Community



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Transitional Bilingual Education



Transitional Bilingual Education

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Illinois School Code
(Article 14C
Transitional Bilingual
Education)
State Rules
(Part 228 Transitional
Bilingual Education)



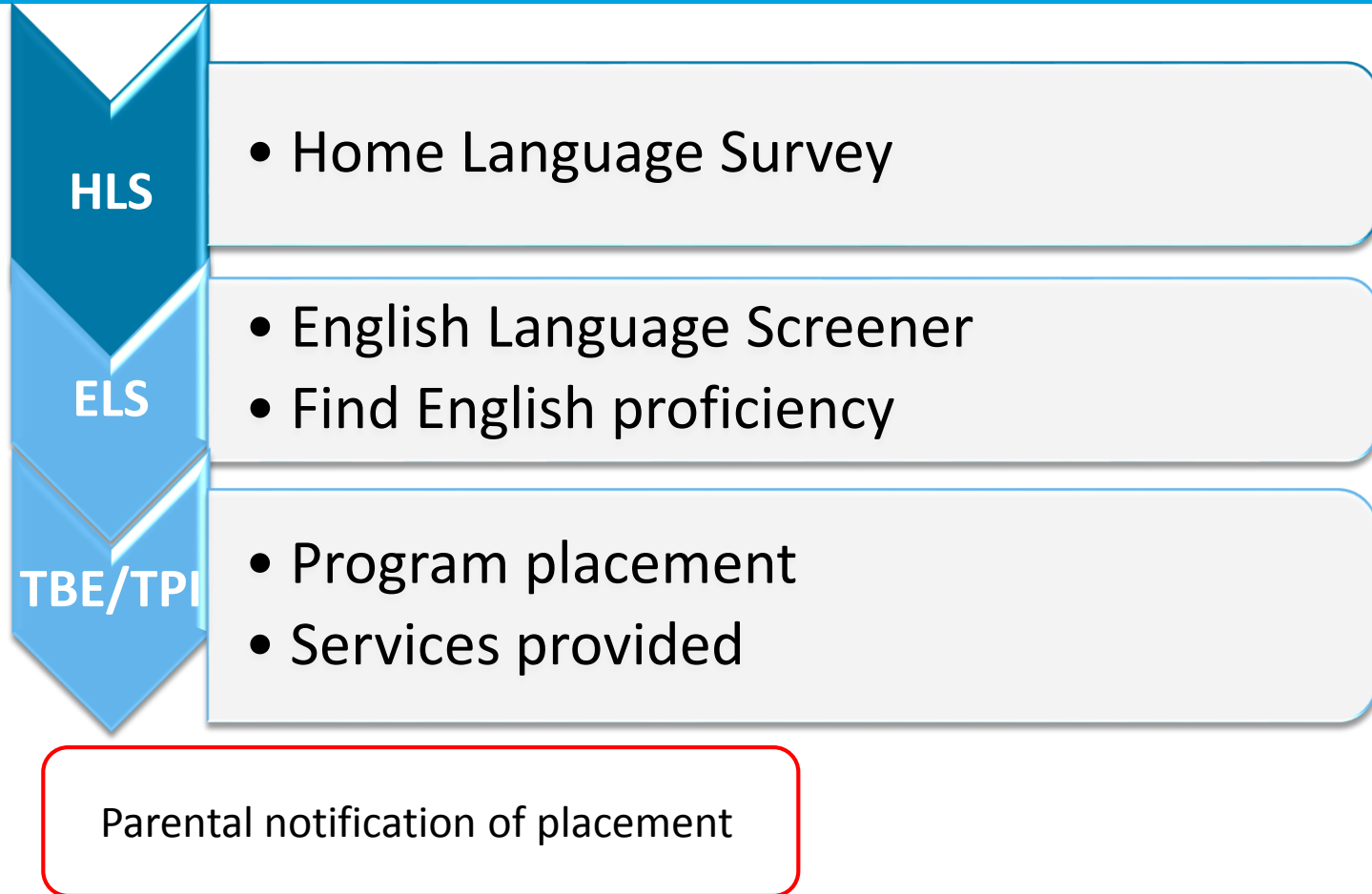
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Identifying English Learners

Identifying ELs

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Home Language Survey

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Home Language Survey (HLS) administered in a language the parents can understand:

1. Is a language other than English spoken in the student's home? If so which language?
2. Does the student speak a language other than English? If so, which language?

Yes

No

The school will administer an English Language Proficiency (ELP) Screener within 30 days of the start of school.



Which tests are used for screening?

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Preschool

• **Pre-IPT[®]** (oral)

Kindergarten—
first semester of
first grade

• **WIDA MODEL[™]**

Second semester
of first grade—
12th grade

• **WIDA Screener**



English Language Screening (MODEL and WIDA Screener)

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1st Semester
of K – WIDA
MODEL

At least 5.0 Oral
Composite
(listening and
speaking)

2nd Sem. K-1st
Semester of
1st grade
WIDA MODEL

Overall Composite
5.0 and Composite
Literacy 4.2
(Reading/Writing)

2nd Semester
of 1st grade-
12th grade
WIDA
Screener

Overall Composite 5.0
(online or paper)

Parent Notification Letter

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- Notify parents that child is an EL
- Must include the program placement
- 30 days after beginning of school year or 14 days after enrollment during the school year
- Parents have a right to refuse specific components of the program or refuse all EL services
- Parent may request information about additional models of instruction

Types of Programs for ELs

Types of Program

TBE

Transitional Bilingual Education

20 or more ELs from the same language background in school (preschool is counted separately)

TPI

Transitional Program of Instruction

The school can offer a program instead of TBE when there are 19 or fewer ELs from the same language background in school (preschool is counted separately)

TBE: Program Models

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Full-time TBE

- Instruction in both English and home language for core academic subjects at school (**language arts, math, science, and social studies**)
- English as a Second Language (ESL)

Part-time TBE

- Instruction in both English and native language for core academic subjects at school (**as determined by student's needs**)
- English as a Second Language (ESL)

Annual Assessment for English Language Proficiency (ELP)

Annual Assessment: ACCESS for ELLs

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- Every child identified as an English learner must take the annual English language proficiency (ELP) assessment (ACCESS for ELLs[®])
- Even EL students whose parent refuse services and are not in the TBE/TPI program must take the annual ELP

Is my child always going to be an “EL”?

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Students are English proficient when their ACCESS scores are at least:

4.8 overall composite

(calculated based on scores in reading, writing, listening, and speaking)

What happens when my child is no longer an EL?

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- Parents receive ACCESS results
- The school sends an “exit” letter to notify the parents that the student met criteria for English language proficiency and no longer needs EL services
 - If the student received fewer than 3 years of TBE/TPI services (not counting preK and K), parents have to sign a form to end EL services or agree to keep the student in the program
- For 2 years, schools monitor the progress of students who no longer receive TBE/TPI services

Bilingual Parent Advisory Committee (BPAC)



Bilingual Parent Advisory Committee

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- Required for districts that have **TBE programs**
- Consists of bilingual program parents, legal guardians of ELs, TBE/TPI teachers, counselors or other school personnel and EL community leaders
- Majority of members are parents/guardians of children in the program
- Membership is representative of the languages served
- Gives recommendations to the District regarding the EL program

Bilingual Parent Advisory Committee

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The Parent Advisory Committee will:

1. Meet four times per year
2. Keep minutes of meetings
3. Receive training from the district to make informed decisions
4. Participate in planning, operation and evaluation of EL programs
5. Review of district plan for use of state bilingual funding to implement EL services
6. After forming, the committee operates on its own, including the election of officers and the establishment of internal rules and procedures



Bilingual Parent Advisory Committee

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The Parent Advisory Committee will review:

1. The **EL – Bilingual Service Plan**
 - a) Released May 1, due June 30
2. Review the use of EL funds in **Evidence-Based Funding (EBF) Spending Plan**
 - a) Due September 30
3. Review the **EL-EBF Expenditure Report**
 - a) Released July 1, due July 20



Training the District can Offer

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- Types of assessments that ELs take and results of such assessments
- State and federal laws related to their child's participation in bilingual programs
- Information related to instructional approaches and methods used in bilingual education programs



Questions?

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Division of English Learners
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HAPPY MOTHER'S DAY

