

# English Learner Administrator Virtual Summer Series 2024

Presented by:  
The Multilingual/Language Development Department

# Welcome & Announcements

- We are so happy to be here with you today and are excited to share a lot of information!
- Introductions - who are your presenters today?
- Norms for this session
  - Please mute. Camera on or off, your choice.
  - Questions/comments? Use Teams "raise hand" icon or type in chat.
    - Or email [multilingual@isbe.net](mailto:multilingual@isbe.net)
- Do you receive our Multilingual Monthly Newsletter?
  - If not, sign up today at: <https://www.isbe.net/Pages/subscribe.aspx>


# Multilingual Directory/Assigned P.C.

- [Assigned Consultant Listing \(isbe.net\)](#)
  - Located at the bottom of the [Multilingual \(isbe.net\)](#)
  - NEW AND IMPROVED!
    - Simply type in your district to find your assigned consultant.

🏠 > Multilingual > Assigned Consultant Listing

**MULTILINGUAL**  
Assigned Consultant Listing

**MULTILINGUAL**  
**ASSIGNED CONSULTANT LISTING**  
Each school district in Illinois has an assigned principal consultant from the Multilingual/Language Development Department who is available to provide technical assistance. Use the search feature below to find the contact information for your district's assigned consultant.



District Name ▼	RCDTS Code	Assigned Consultant	Phone Number	Email
A-C Central CUSD 262	010092620260000	Lydia Kvinta	(312) 814-3607	lkvinta@isbe.net
Abingdon-Avon CUSD 276	330482760260000	Seng Naolhu	(312) 814-2229	snaolhu@isbe.net
ACE Amandla Charter School	150169020250000	Lauren Ligammari	(312) 814-0902	lligamma@isbe.net



# Federal Legislation and Landmark Cases

# Federal Requirements

## Title VI, Civil Rights Act of 1964

- Prohibits denial of equal access to education because of language minority students' limited proficiency in English.

## Title VII of the ESEA of 1968: The Bilingual Education Act

- Challenged assimilationist theories and the concept of the "melting pot" as assimilation exclusively.

## Equal Educational Opportunity Act of 1974

- Defines denial of equal educational opportunity as "failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by students in an instructional program."

## Individuals with Disabilities Education Act (IDEA) of 1975

- Provides for free appropriate public education to eligible children with disabilities throughout the nation.
- Ensures special education and related services to those children

**ELs must be able to participate effectively in all programs and content areas.**

# Landmark Cases

## *Lau v. Nichols*, 414 U.S. 563 (U.S. Supreme Court, 1974)

- Districts must take affirmative steps to overcome educational barriers faced by the non-English speaking students in the district.

## *Castañeda v. Pickard* (648 F.2d 989, U.S. Court of Appeals, 5<sup>th</sup> Circuit, 1981 )

- Program for ELs should be:
  - **Theory:** Based on “a sound educational theory”;
  - **Practice:** “Reasonably calculated to implement effectively the educational theory adopted by the school,” with adequate resources and personnel; and
  - **Results:** Evaluated as effective in overcoming language barriers after a trial period.

## *Plyler v. Doe*, 457 U.S. 202, 102 S. Ct. 2382, 72 L. Ed. 2d 786 (1982)

- The U.S. Supreme Court ruled that undocumented children have the same right as U.S. citizens and permanent residents to receive a free public education.

# Training Topics

- Identification and Screening
- Programming
- Special Education
- Newcomers
- Withdrawal and Refusal of Services
- Reclassification and Monitoring Former ELs



# Identification and Screening



# Federal: Identifying and Assessing All Potential ELs

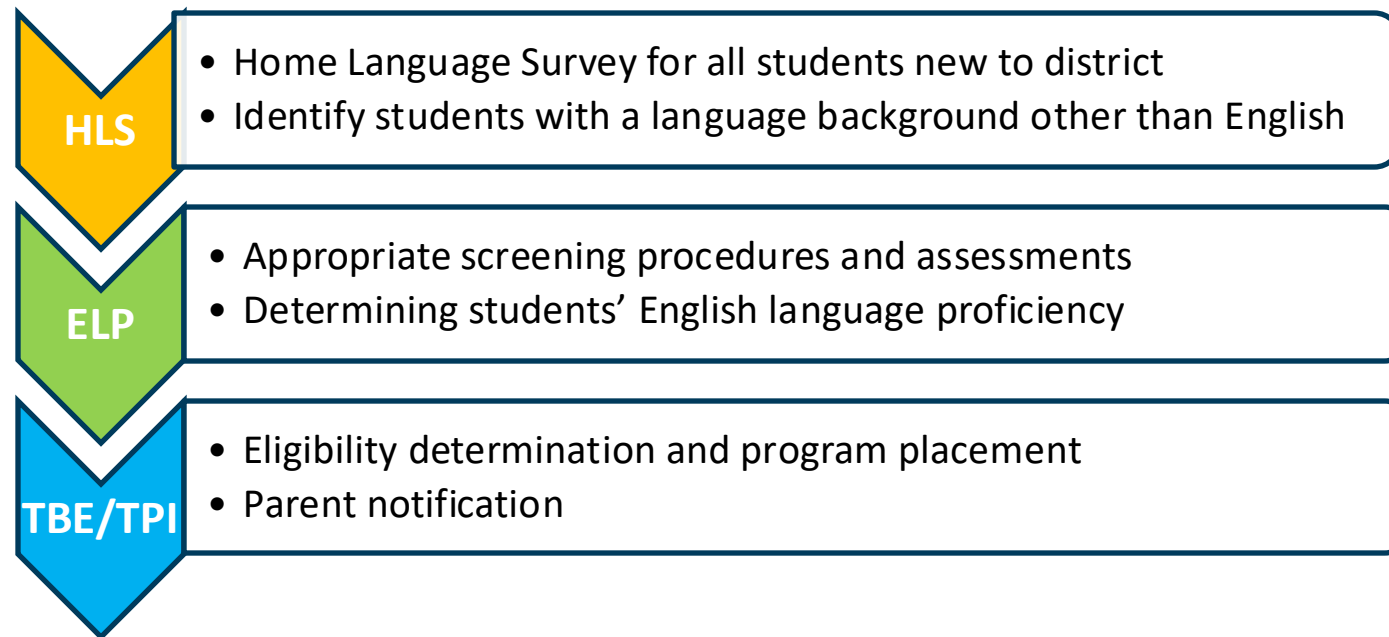
- School districts must have procedures in place to accurately and timely identify potential ELs
- Home Language Survey (HLS) should be administered at the time of enrollment to gather information about a student's language background and identify students whose primary or home language is other than English.
- School districts must then determine through a valid and reliable test that assesses English language proficiency in speaking, listening, reading, and writing if students are English learners.
- The original HLS must be maintained and accessible in the student's file.

U.S. Department of Justice, Civil Rights Division  
U.S. Department of Education, Office for Civil Rights



# Illinois Implementation of Federal Rules

- There are very specific guidelines with regard to the identification, screening, and placement of English learners:



# Key Points

- LEAs must identify, in a timely manner, English learner students in need of language assistance services using the Home Language Survey.
- An HLS must be administered effectively to ensure accurate results.
- Screening by districts with the appropriate prescribed screener is required for potential ELs.
- All students identified as ELs must have a notification sent to parents upon placement in a language support program.
- All ELs must be administered the ACCESS for ELLs or Alternate ACCESS on an annual basis.

# Two Critical Steps in Initial Identification of ELs

1. Districts shall administer a Home Language Survey for every student enrolling in a public school.

**-- In English and the home language, if feasible.**

ISBE provides the HLS in over 50 languages. If it is not provided by ISBE, it is the districts responsibility to have the HLS translated. We do understand that some languages aren't written, however, it is the districts responsibility to convey the information to the parents in a language they understand.

2. Districts shall administer an individual screener for English language proficiency to each student identified as a potential English learner through the HLS.

[ISBE Multilingual/Language Development Department: Identification](#)



# Illinois Example

## Home Language Survey

The state requires the district to collect a Home Language Survey for every new student. This information is used to count the students whose families speak a language other than English at home. It also helps to identify the students who need to be assessed for English language proficiency. Please answer the questions below and return this survey to your child's school.

Student name: \_\_\_\_\_

1. Is a language other than English spoken in your home? Yes No

What language? \_\_\_\_\_

2. Does your child speak a language other than English? Yes No

What language? \_\_\_\_\_

If the answer to either question is yes, the law requires the school to assess your child's English language proficiency.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date



# Home Language Survey Process

The HLS is to be completed by the parents/guardians of all students entering a school district in a language they understand.

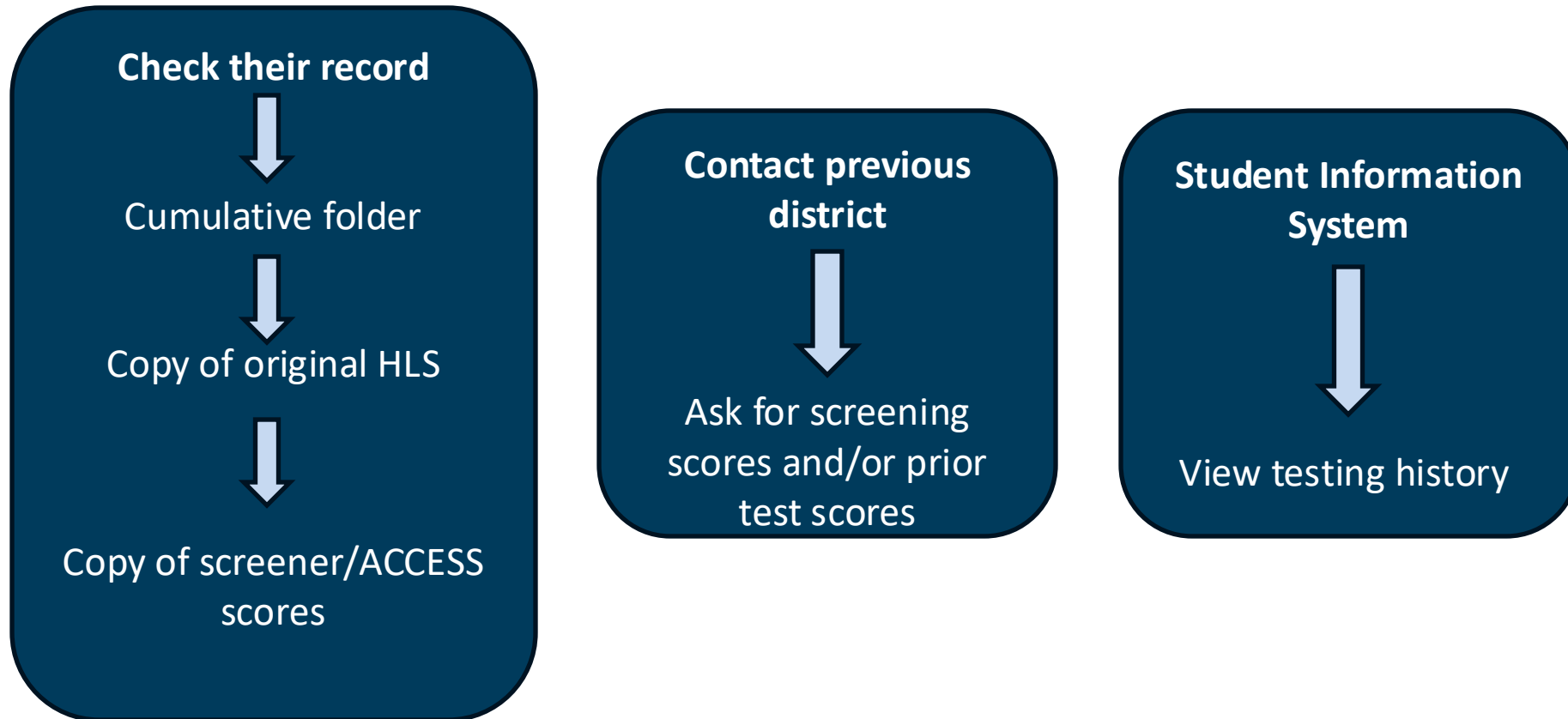
Answer is “Yes” to either question on the HLS:  
Student is a **potential** EL.

Conduct ISBE-prescribed screener for English language proficiency and notify parents of the results within 30 days.

Answer is “No” to both questions on the HLS:  
Student is not a **potential** EL.

No screening for English language proficiency required.

# Other Important Factors, Prior to Screening:



# Preschool English Proficiency Screening

- ❑ **ISBE lists vendors** of established screening instruments for assessing English language proficiency (ELP) in preschool for children ages 3 to 5 on the [ISBE Multilingual Identification webpage](#).
- ❑ **Other preschool screening procedures for ELP:**
  - ❑ Consult **family** on child's English language experience.
  - ❑ Be **culturally and linguistically** appropriate.
  - ❑ Be **age and developmentally** appropriate.
  - ❑ Be **research-based**.
  - ❑ Include **multiple observations**.
  - ❑ Use **multiple measures** and methods.
  - ❑ Be conducted by **qualified staff** with background in preschool education and second-language acquisition.





# K-12 English Proficiency Screening

Grade	Required Screening	Domains Included	Minimum Score for English Proficiency
Kindergarten semester 1	WIDA Screener for Kindergarten	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> </ul>	5.0 oral composite
Kindergarten semester 2; Grade 1 semester 1	WIDA Screener for Kindergarten	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul>	5.0 overall composite
Grade 1 semester 2 – 12th grade	WIDA Screener	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul>	

Screening must take place within 30 days of student enrollment in the district.

# Determining Which Screener to Administer

Grade	1		2		3		4		5		6		7		8		9		10		11		12	
Semester	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Grade-Cluster Form	K	1	2-3		4-5		6-8		9-12															

*Source: WIDA, Online Test Administration Manual*

[Source: Multilingual Identification page> Screener English Language Proficiency Test accordion](#)

# Certified Test Administrators

- Licensed instructional or non-instructional personnel:
  - Must hold a Professional Educator License or Educator License with Stipulations (e.g., transitional bilingual educator).
- Must complete required training from:
  - Vendors' online training.
  - WIDA Screener and/or ACCESS modules.
- District test coordinators may create [WIDA](#) and Data Recognition Corp. ([DRC](#)) accounts or contact ISBE for first-time coordinators.

# ELP Screening Exceptions

- **Exceptions:**
  - ACCESS for ELLs results from the previous school year are available.
  - Screening results from within the last 12 months are available.
  - Student previously demonstrated proficiency on screener or ACCESS for ELLs.
  - Ill. Admin. Code 228 Section 228.15 (e)(1)

## ELP Screening Exception: Ill. Admin. Code 228 Section 228.15 (e)(1) (C)

All  
criteria  
must  
be TRUE

For students  
eligible to  
participate in  
statewide  
assessments

- Resides in home where a language other than English is spoken, **AND**
- The student was not identified as an English learner in the previous district, **AND**
- The student did not receive EL services in the last school year, **AND**
- The student has met state standards in reading and math on the most recent state assessment or on a nationally normed assessment.

# After the ELP Screening

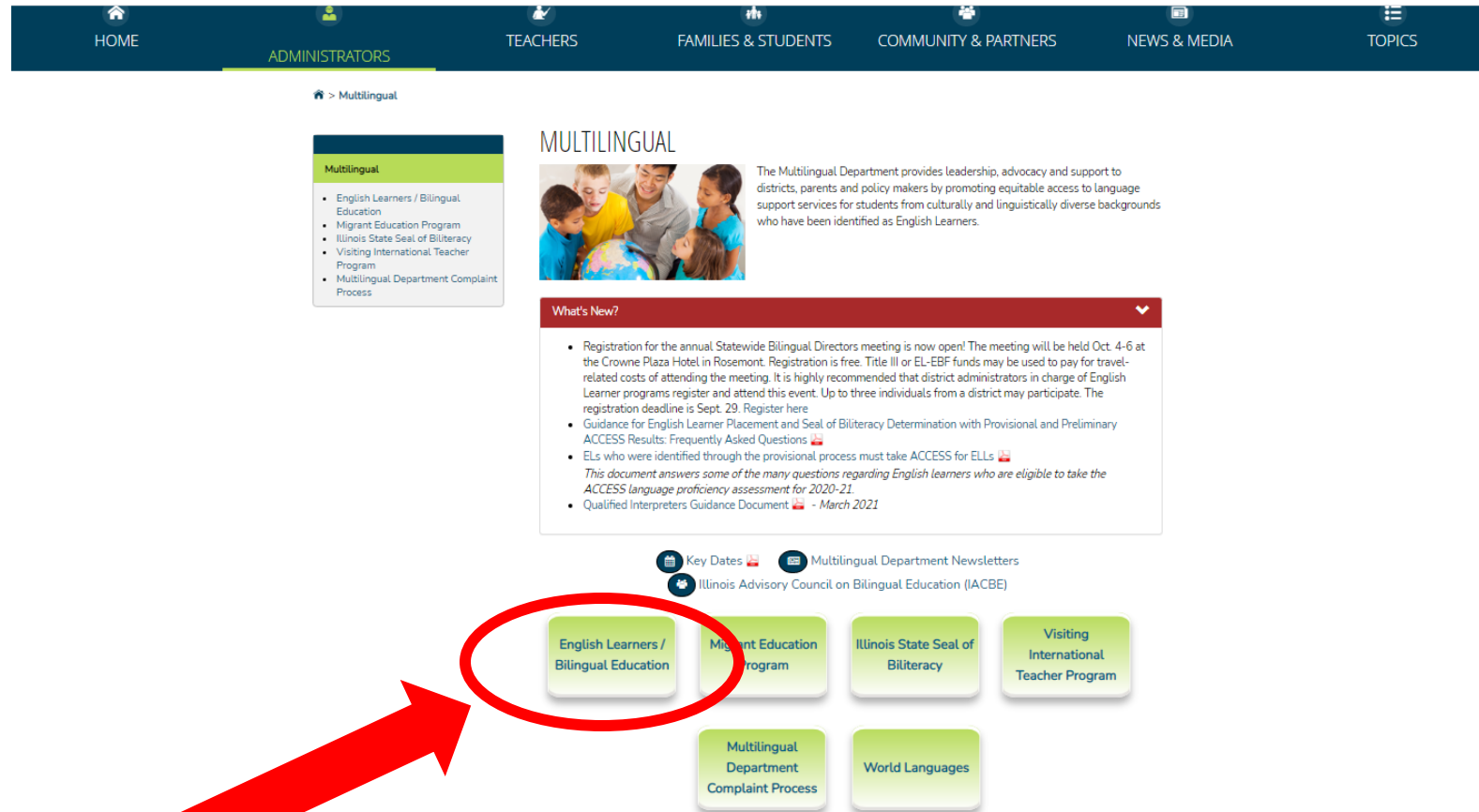


If a student **meets** ELP criteria on the screener, EL services/program are not required. It is best practice to notify the parents of the screening results.

# Placement Notification

- Letter in English and **student's home language**.
- Sent within **30 days of beginning of the school year** or within **14 days after enrollment in the program**.
- Explain how the EL program will **support the student**.
- **Notification of the right to withdraw** student from the program or choose different EL services, if offered.

# Screeners Guidance at Multilingual Website



The screenshot displays the ISBE Multilingual Department Website. The top navigation bar includes links for HOME, ADMINISTRATORS, TEACHERS, FAMILIES & STUDENTS, COMMUNITY & PARTNERS, NEWS & MEDIA, and TOPICS. The ADMINISTRATORS link is highlighted. Below the navigation bar, the breadcrumb trail shows 'Home > Multilingual'. On the left, a sidebar menu lists: English Learners / Bilingual Education, Migrant Education Program, Illinois State Seal of Biliteracy, Visiting International Teacher Program, and Multilingual Department Complaint Process. The main content area features a 'MULTILINGUAL' header with a photo of a family and a description of the department's role. Below this is a 'What's New?' section with a list of updates, including registration for the annual Statewide Bilingual Directors meeting and guidance for English Learner Placement. At the bottom, there are links for Key Dates, Multilingual Department Newsletters, and the Illinois Advisory Council on Bilingual Education (IACBE). A grid of six buttons is displayed: English Learners / Bilingual Education, Migrant Education Program, Illinois State Seal of Biliteracy, Visiting International Teacher Program, Multilingual Department Complaint Process, and World Languages. A large red arrow points to the 'English Learners / Bilingual Education' button, which is also circled in red.

HOME ADMINISTRATORS TEACHERS FAMILIES & STUDENTS COMMUNITY & PARTNERS NEWS & MEDIA TOPICS

Home > Multilingual

**MULTILINGUAL**

The Multilingual 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.

**What's New?**

- Registration for the annual Statewide Bilingual Directors meeting is now open! The meeting will be held Oct. 4-6 at the Crowne Plaza Hotel in Rosemont. Registration is free. Title III or EL-EBF funds may be used to pay for travel-related costs of attending the meeting. It is highly recommended that district administrators in charge of English Learner programs register and attend this event. Up to three individuals from a district may participate. The registration deadline is Sept. 29. Register here
- Guidance for English Learner Placement and Seal of Biliteracy Determination with Provisional and Preliminary ACCESS Results: Frequently Asked Questions
- ELs who were identified through the provisional process must take ACCESS for ELLs
- This document answers some of the many questions regarding English learners who are eligible to take the ACCESS language proficiency assessment for 2020-21.
- Qualified Interpreters Guidance Document - March 2021


Key Dates Multilingual Department Newsletters  
Illinois Advisory Council on Bilingual Education (IACBE)

English Learners / Bilingual Education Migrant Education Program Illinois State Seal of Biliteracy Visiting International Teacher Program  
Multilingual Department Complaint Process World Languages




[ISBE-Multilingual Department Webpage](#)










# Screeners Guidance at Multilingual Website



Illinois  
State Board of  
Education

System Quick Links > Illinois Report Card > Careers at ISBE > Contact Us >   

 HOME  ADMINISTRATORS  TEACHERS  FAMILIES & STUDENTS  COMMUNITY & PARTNERS  NEWS & MEDIA  TOPICS

[Home](#) > [Multilingual](#) > [English Learners / Bilingual Education](#)

MULTILINGUAL

English Learners / Bilingual Education

- Title III Grants
- Resources for Districts
- EL Enrollment
- Resources for Parents
- Resources for Teachers
- Accountability
- English Learners with IEPs

MULTILINGUAL

ENGLISH LEARNERS / BILINGUAL EDUCATION

The Multilingual 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.

Title III Grants

Resources for Districts

EL Enrollment

Resources for Parents

Resources for Teachers

Accountability

English Learners with IEPs

Multilingual Early Learners


CONTACT INFORMATION

General Inquiry Email: [multilingual@isbe.net](mailto:multilingual@isbe.net)




Directory: [Multilingual Directory](#)

[Screeners Guidance at ISBE-Multilingual Department Webpage](#)

# Screeners Guidance at Multilingual Website



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HOME

ADMINISTRATORS

TEACHERS

FAMILIES & STUDENTS

COMMUNITY & PARTNERS

NEWS & MEDIA

TOPICS

> Multilingual > English Learners / Bilingual Education > EL Enrollment

MULTILINGUAL  
English Learners / Bilingual Education

EL Enrollment

- Identification
- Placement
- Assessment

MULTILINGUAL  
EL ENROLLMENT




The enrollment of any new student to the district must include a Home Language Survey. Potential English Learners (ELs) must be screened and placed in EL services if they qualify. Additionally, all ELs must take the annual English language proficiency assessment (ACCESS). Districts must make annual placement determinations for ELs based on the ACCESS scores.

Identification

Placement

Assessment

RESOURCES

- United States Department of Education-OESE, Fact Sheet: Providing Services to English Learners During the COVID-19 Outbreak 
- 2021-22 State Assessment Dates  (Updated 7/13/2021)
- Immigrant Students: Your Rights to Free Public Education (Available in 8 languages) 

CONTACT INFORMATION

General Inquiry Email: [multilingual@isbe.net](mailto:multilingual@isbe.net)


Directory: [Multilingual Directory](#)

[Screeners Guidance at ISBE-Multilingual Department Webpage](#)




The logo for the Illinois State Board of Education, featuring a blue silhouette of the state of Illinois to the left of the text "ILLINOIS STATE BOARD OF EDUCATION" in a bold, sans-serif font.

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# Screeners Guidance at Multilingual Website



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HOME

ADMINISTRATORS

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NEWS & MEDIA

TOPICS

[Home](#) > [Multilingual](#) > [English Learners / Bilingual Education](#) > [EL Enrollment](#) > [Identification](#)

MULTILINGUAL  
English Learners / Bilingual Education  
EL Enrollment

Identification

MULTILINGUAL  
IDENTIFICATION

The enrollment of any new student to the district must include a Home Language Survey. Potential ELs must be screened and placed in EL services if they qualify. Additionally, all ELs must take the annual English language proficiency assessment (ACCESS). Districts must make annual placement determinations for ELs based on the ACCESS scores.

Phase 4 Screening Considerations ▾

Provisional Identification and Placement Procedures ▾

Enrollment ▾

Home Language Survey, Identification and Screening of English Learners ▾

Home Language Surveys ▾


Why is an English language proficiency test required? ▾

Screening Potential English Learners ▾

After Screening Has Been Completed ▾

Instances when potential ELs are not required to be screened ▾

[Screeners Guidance at ISBE-Multilingual Department Webpage](#)



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# Did you know?

- The K MODEL for screening kindergarten students was retired after the 2022-23 school year. The WIDA Screener for Kindergarten is the prescribed ELP screener for Illinois.
- Communicate with parents to inform them that they **cannot** refuse screening to ID for EL.
- Communicate to parents that they **cannot** refuse administration of the ACCESS for ELLs.
- 2020 English Language Development Framework is our current resource for ELD standards.
- The two questions asking about home language presence and use are not to be altered.
- The **NEW** Alternate ACCESS was implemented in FY 2024 for ACCESS testing.
  - Score reports will be delayed due to standard/score setting.
  - Tentative release of scores in September.





# Programming

# Federal: Providing Language Assistance to ELs

- ELs are entitled to appropriate language assistance services to become proficient in English and to participate equally in the standard instructional program within a reasonable period of time.
- Programs designed for instructing ELs must be educationally sound in theory and effective in practice.



# III. Admin. Code 228

## Section 228.25 Program Options

### Section 228.25 Program Options, Placement, and Assessment

#### a) Program Options and Placement

TBE

- 1) When an attendance center has an enrollment of 20 or more English learners of the same language classification the ~~school district must establish a transitional bilingual education (TBE) program for each language classification represented by those students.~~ (See Section 14C-3 of the School Code and Section 228.30(c) of this Part.) A further assessment of those students to determine their specific programmatic needs or for placement in either a full-time or a part-time program may be conducted. This subsection (a)(1) applies only to students enrolled in kindergarten or any of grades 1 through 12 in an attendance center.

TPI

- 2) When an attendance center has an enrollment of 19 or fewer English learners of any single language classification other than English, the ~~school district shall conduct an individual student language assessment to determine each student's need for home language instruction and may provide a transitional bilingual program in the languages other than English common to these students.~~ If the district elects not to provide a transitional bilingual program, the district shall provide a locally determined transitional program of instruction (TPI) for those students. (Section 14C-3 of the School Code) (See Section 228.30(d) of this Part.) This subsection (a)(2) applies only to students enrolled in kindergarten or any of grades 1 through 12 in an attendance center.



# Section 228.30 Establishment of Programs

## *d) SPECIFIC REQUIREMENTS FOR TPIs:*

- **Structure** of student's program determined by:
  - Proficiency in English (ACCESS or WIDA screener).
  - Proficiency/literacy in home language.
  - Any other additional information that is gathered.

- **Components of TPI**

### Must include:

- Home language support to extent necessary.
  - Enable the student to keep pace with age or grade peers in achievement in the core academic content areas.
- Instruction in English as a second language (ESL).

### May Include:

- Language arts in the home language.
- Instruction in history, culture, geography, territory that is native land of students or their parents plus history, culture of United States.

# Section 228.30 Establishment of Programs

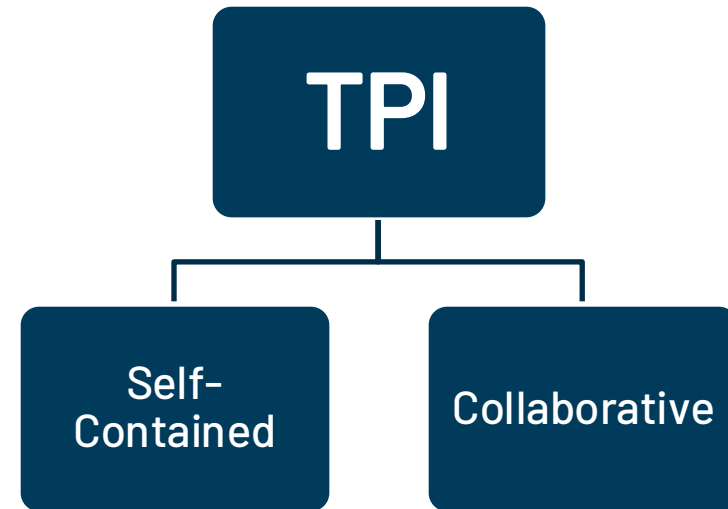
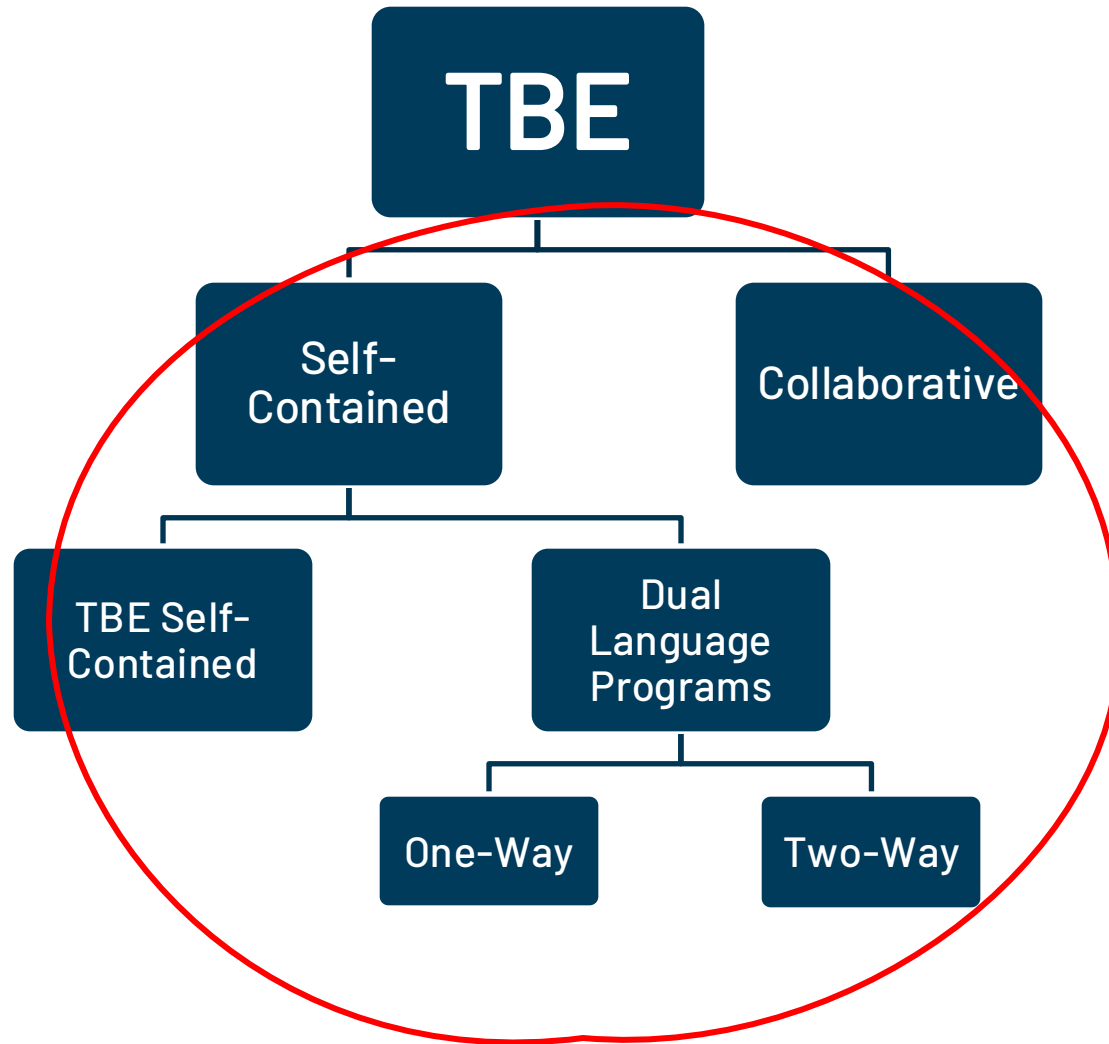
## *c) SPECIFIC REQUIREMENTS FOR TBE PROGRAMS:*

- Core classes taught in home language and English.
  - Math, social studies, language arts, science
    - Specifics re: language arts plus social studies
- Language arts taught in the student's home language.
  - Spanish Language Arts Standards
- Instruction in ESL.
- Part-time placement? → Only when beneficial to student. (See part-time rationale form.)

*A part-time program shall consist of components of a full-time program that are selected for a particular student based upon an assessment of the student's educational needs.  
Each student's part-time program shall provide daily instruction in English and in the student's home language as determined by the student's needs.*

*More requirements like class size, pre-K, BPAC, etc. Review Code!*

# Instructional Design within Program Type



# Two-Way Dual Language

- Serves **both** English learners from the same language background and English proficient students in a self-contained classroom with the goal of bilingualism and biliteracy for both groups.
- Core academic subjects are taught in both English and the home language of the students.
- **ESL** instruction is provided.

# One-Way Dual Language

- Only serves only English learners from *the same language background* in a self-contained classroom with the goal of bilingualism and biliteracy.
- **Core** academic subjects are taught in **both** English and the home language of the English learners.
- **ESL** instruction is provided.

# TBE Self-Contained

- Instruction that is only for **English learners** from the same language background in a **self-contained** classroom with the goal of English proficiency.
- **Core** academic subjects are taught in the **home language** of the English learners and in English with a gradual shift to instruction in English.
- The goal is to assist students in English language development through **connections** and **continuing development** of the home language.

# TBE Collaborative

- Serves English learners from the *same language background* placed **in classes with** non-ELs and/or ELs from various language backgrounds.
- Core academic subjects are taught in the home language of the English Learner and in English through a **co-teaching** or **pull-out model** with a gradual shift to instruction in English only.
- **Intentional and meaningful collaboration** between teachers serving the English learners is required.

# Part-Time Transitional Bilingual Education (TBE) Placement Rationale

Student Name: \_\_\_\_\_ Current Grade \_\_\_\_\_ Date \_\_\_\_\_

Criteria		Check (✓) if used	Evidence
<b>Minimum English Language Proficiency Score</b>	K – 1st semester	4.0 and above oral language composite proficiency level on the WIDA Screener for Kindergarten or MODEL™, but not English proficient*	
	K – 2nd semester through First Grade – 1st semester	3.5 and above literacy composite proficiency level on the WIDA Screener for Kindergarten, MODEL™ or the ACCESS for ELLs® but not English proficient**	
	First Grade – 2 <sup>nd</sup> semester through 12 <sup>th</sup> Grade	3.5 and above literacy composite proficiency level on the WIDA Screener or the ACCESS for ELLs® but not English proficient**	
If the student's score either on the screener or on the ACCESS for ELLs® is below the minimum identified above, a part-time placement for the student is allowed only if at least one of the following conditions is met.			
<b>Native Language Proficiency</b>	A native language proficiency test documents that the student has minimal or no proficiency in the home language and a parent provides written confirmation that English is the primary language spoken in the home.		
<b>Academic Performance in Subjects Taught in English</b>	Any student whose student grades, teacher recommendations and State or local assessment results in the previous school year indicate that the student has performed at or above grade level in one or more core subject areas (i.e., reading, English language arts, mathematics, physical sciences, social sciences) that were taught exclusively in English.		
<b>Academic Performance</b>	Any student in a departmentalized setting whose student grades, teacher recommendations and State or local assessment results in the previous school year indicate that the student has performed at or above grade level in at least two core subject areas that were taught in a U.S. school in the student's native language or via sheltered instruction in English.		
<b>Students with Disabilities</b>	Any student with a disability whose Individualized Education Program developed in accordance with 23 Ill. Adm. Code 226.Subpart C identifies a part-time transitional bilingual education program as the least restrictive environment for the student.		
<b>Limited Native Language Instruction</b>	The limited use of native language instruction is permissible for a student whose native language has no written component or one for which written instructional materials are not available. Oral native language instruction or support should be provided based on the student's needs.		
<b>Parental Preference</b>	The parents have clearly indicated in writing that they are refusing full-time TBE components for their child, and prefer that their child only receives part-time TBE services.		

08/18/2022

# TBE Part-Time

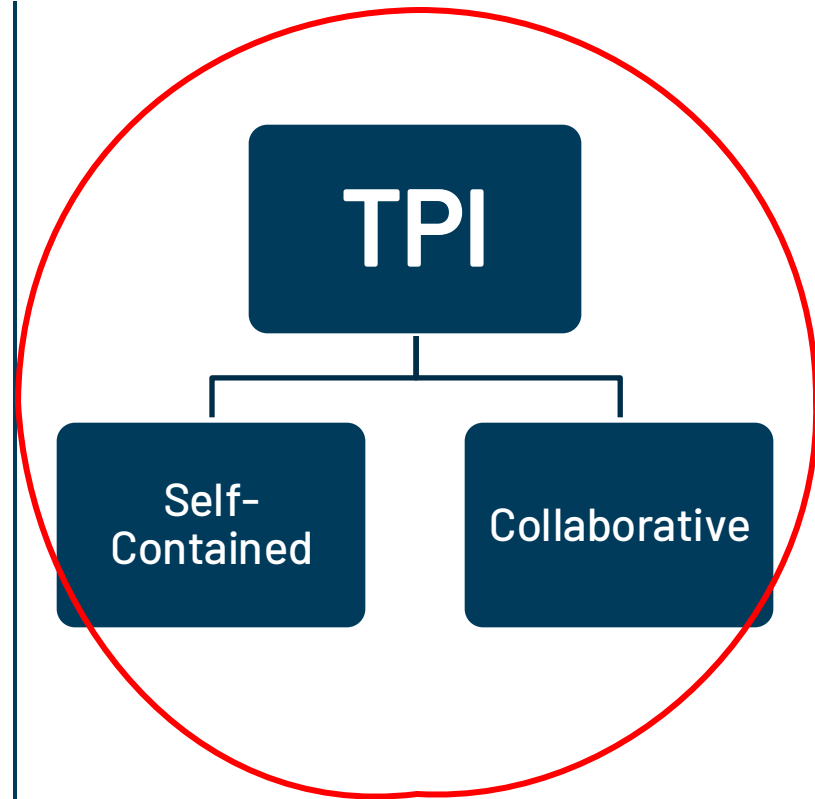
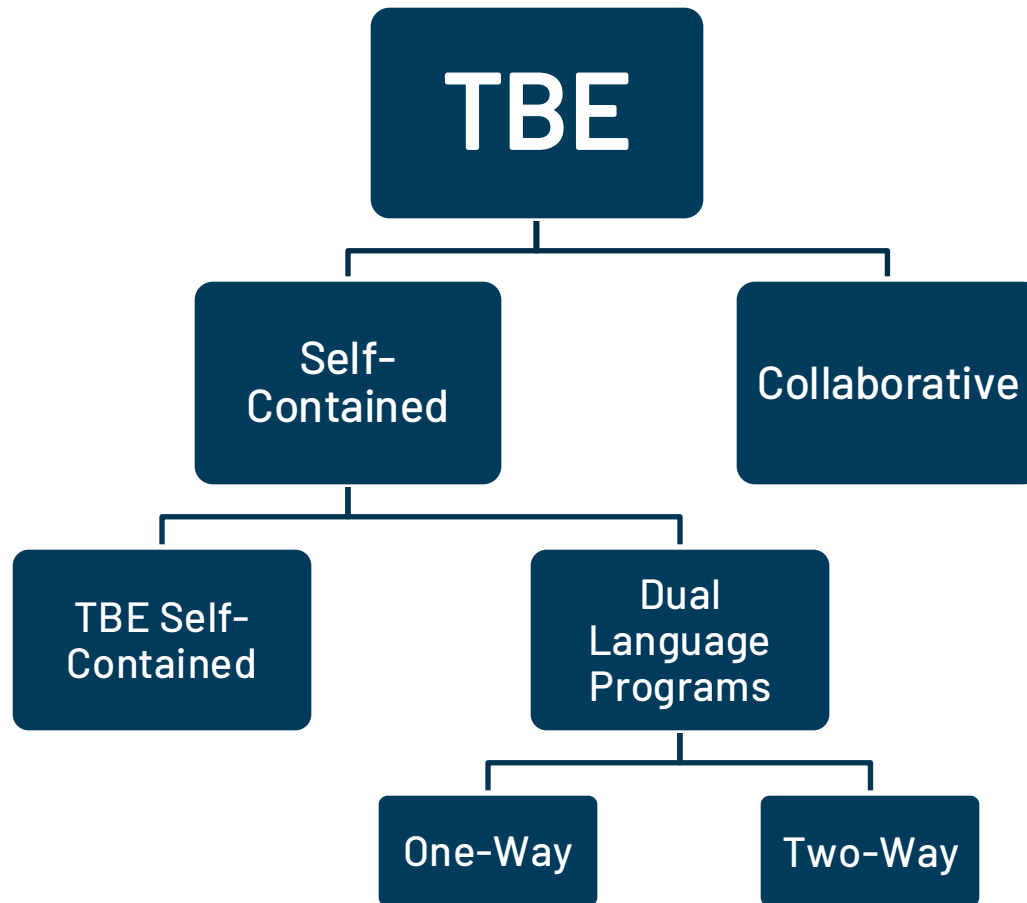
[TBE part-time criteria](#)  
[LEA Self-Assessment Report](#)



# TBE Part-Time

- Programming for TBE part-time is based on the needs of the student.
- Any combination of programming is allowable within TBE part-time.
- Please contact your principal consultant to gain a deeper understanding of TBE part-time.

# Instructional Design within Program Type



# TPI Self-Contained

- All students in a self-contained classroom have qualified for EL services.
- Multiple languages could be represented in one room.
- Teacher is endorsed for ESL for the incorporation of ESL services.
- Instruction is given in English and can be provided in the home language (based on the needs of the student).

# TPI Collaborative

- EL students are in mainstream classrooms.
- ESL teachers collaborate with classroom teachers to meet the needs of the students.
- EL students receive ESL instruction.
  - Push-in
  - Pull-out
  - Co-teaching
- Most common type of TPI.

# Instructional Design within Program Type

Complete the requested information below.

Key: Types of Instructional Design

1. Dual Language - Two Way (Self-contained)
2. Dual Language - One Way (Self-contained)
3. Transitional Bilingual Program (Self-contained)
4. Transitional Bilingual Program (Collaboration)
5. Transitional Program in English (Self-contained)
6. Transitional Program in English (Collaboration)

**TBE**

**TPI**

	Attendance Center Name		Program Type (check all that apply)		Types of Instructional Design (check all that apply)					
	In addition to district attendance centers that have ELs, special education co-ops and non-public special education program attendance centers that have out placed dually identified (ELs with IEPs) students must be listed.*	Grade Span	TBE	TPI	1	2	3	4	5	6
1.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





# Special Education:

Dually Identified  
Students

# Federal: Evaluating ELs for Special Education and Providing Dual Services

- ELs with disabilities must be provided *both* the language assistance and disability-related services to which they are entitled under federal law.
- ELs who may have a disability, like all other students who may have a disability and may require services under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973, must be located, identified, and evaluated for special education and disability-related services in a timely manner.
- To avoid inappropriately identifying ELs as students with disabilities because of their limited English proficiency, ELs must be evaluated in an appropriate language based on the student's needs and language skills.
- To ensure that an individualized plan for providing special education or disability-related services addresses the language-related needs of an EL with a disability, it is important that the team designing the plan include participants knowledgeable about that student's language needs.



# Dual Services

[Dear Colleague Letter, U.S. Department of Justice, Civil Rights Division and U.S. Department of Education, Office of Civil Rights, January 7, 2015 \(Section F\):](#)

*School districts must provide EL students with disabilities with both the language assistance and disability-related services to which they are entitled under Federal law. Districts must also inform a parent of an EL student with an individualized education program (IEP) how the language instruction education program meets the objectives of the child's IEP.*

# Illinois Implementation of Federal Rules

- A qualified bilingual specialist participates on the Individual Education Program (IEP) teams who work with ELs.
- Determining the primary language of the child's home, general cultural identification, and mode of communication.
- Evaluation to be nondiscriminatory with respect to language, culture, race, and gender.
- IEP shall include a statement as to the languages or modes of communication in which special education and related services will be provided, if other than or in addition to English.
- Considerations for parents' participation and notifications.

# Evaluations

34 CFR § 300.304 -- Evaluation procedures.

**(c) Other evaluation procedures.** Each public agency must ensure that --

**(1)** Assessments and other evaluation materials used to assess a child under this part --

**(i)** Are selected and administered so as not to be discriminatory on a racial or cultural basis;

**(ii)** Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer;

# Options when Evaluating ELs



1. Evaluation in two languages
2. Evaluation in the home language
3. Evaluation in English

# Amendments to the Illinois Special Education Rules

ISBE adopted amendments to the special education rules under 23 Ill. Admin. Code 226 that became effective on February 6, 2023. These amendments were published in the February 17, 2023, issue of the Illinois Register ([47 Ill. Reg. 2244](#)).

# Translations and Interpretations

- IEP notices, consent forms, and Procedural Safeguards to be provided in parents' home/preferred language.
- Vital documents, including the IEP, to be translated into top 10 languages in Illinois public schools (per [EL Statistical Report](#)).
- [Qualified interpreter](#) to participate in the IEP meetings ([Press Release](#)) for LEP parents.
- Bilingual specialist to participate in the IEP meetings for ELs.

# IEP for EL

- Language used by student and parents/guardians to be consistent with HLS/EL status.
- Per parents' request, interpreter to serve in no other role.
- Student's performance and progress in acquisition of English to be entered into the IEP documentation.
- Consideration of Special Factors to reflect student's EL status and list linguistic and cultural accommodations.
- ACCESS/Alternate ACCESS and testing accommodations to be entered into IEP documentation.
- Consideration to be given to language goals and to language supports while providing special ed services, including related services.

# Other Considerations for ELs with IEP

- Students with an IEP should receive accommodations when administered EL screener.
- Home districts must ensure provision of EL supports to outplaced ELs with an IEP.
- Students with an IEP in transitional programs must continue receiving EL supports based on needs.







# Newcomers

# Supports to the Newcomers

Enrollment of immigrant students can be challenging to districts, especially when newcomers cannot provide proof of residency. Additional challenges may arise while establishing legal custody of individuals who provide assistance to minors, school fees, and waivers.

To help with these tasks, ISBE has issued a non-regulatory guidance document:

## [REGISTRATION GUIDANCE](#)

**Residency & Enrollment, Immigrant Pupils, Homeless Pupils and  
School Fees  
& Waivers**

# Immigration Status of Students

- The immigration status of the parent or child has no bearing on the rights of the student to enroll. **The laws of Illinois and the United States guarantee all students, including undocumented immigrant students, access to a free public education through Grade 12 until the age of 21, regardless of immigrant status.**
- This requires every district to guarantee all immigrant students equal access to the full range of programs and resources. Districts' enrollment procedures might violate immigrant students' right to equal educational access.
- Immigrant students are entitled to the same access to a district's educational program as nonimmigrant students. Equal access is influenced by admission policies adopted at the district level and implemented at the school level.



# Newcomer Toolkit



## Newcomer Toolkit

U.S. Department of Education









## Withdrawal and Refusal of Services

# Meeting the Needs of Parent Refusals/Withdrawal of EL Programs or Particular Services

- All EL students are entitled to services. Parents may, however, choose to refuse/withdraw their children out of a school district's EL program or out of certain EL services within an EL program.
- School districts may not recommend that parents refuse/withdraw for any reason. Parents are entitled to guidance in a language that they can understand about their child's rights, the range of EL services that their child could receive, and the benefits of such services. School districts should appropriately document that the parent made a voluntary, informed decision to refuse/withdraw their child from the program.
- A school district must still take steps to provide refuse/withdraw EL students with access to its educational programs, monitor their progress, and offer EL services again if a student is struggling.





## Reclassification and Monitoring Former ELs

# Federal: Monitoring and Exiting ELs from EL Programs and Services

- LEAs must document that an EL has demonstrated English proficiency using a valid and reliable ELP assessment that tests all four language domains.
- Students exiting from EL status must be monitored for at least two years, to ensure that (1) they have not been prematurely exited; (2) any academic deficits incurred as a result of participating in the EL program have been remedied; and (3) they are meaningfully participating in the standard program of instruction comparable to their never EL peers.
- In addition, the ESEA now requires LEAs to report on the number and percentage of former ELs meeting state academic standards for four years



# ACCESS Exit Criteria for Reclassification

- ACCESS for ELLs 2.0 – Minimum composite proficiency score for reclassification is 4.8.
- Student's EL information will be automatically updated in the Student Information System (SIS) to last one year.
- Student will be a "Former EL" in SIS report.

**Note:** Districts must update their local student management platform to reflect the student is no longer EL. If not, student could roll back into EL the next year because the EL indicator was not switched to EL=NO.

# Exit Prior to Three Years in EL Program

- **Steps:**

- Student achieves score of **4.8 or higher** on ACCESS after less than three years in EL program.
- Must have parent notification indicating the right of student to complete three years of support.
- If student remains in program, they receive services but are not EL, nor included in the EL count for funding.

# EL Students Exited from EL program

- Under Title III of the ESEA, as amended by ESSA [Section 3121(a)(5)], LEAs must report on the number and percentage of former ELs meeting state standards for four years.
- For more information, see section J of the NRG (U.S. Department of Education Office of Elementary and Secondary Education, 2016).
- In addition, ESEA [Section 3113(b)(2)] requires standardized statewide entrance and exit procedures for ELs.



# Upcoming ISBE-Sponsored WIDA Workshops

## In-Person

- **September 9-10 (DuPage County ROE):** Writing with Multilingual Learners in the Elementary Grades
- **September 12-13 (DuPage County ROE):** Writing with Multilingual Learners in the Secondary Grades
- **October 8 (Maine Township High School District 207):** Collaboration Practices and Potentialities
- **October 10 (Maine Township High School District 207):** Teacher Leaders: Planning with the WIDA ELD Standards Framework [In-Person Module]

## Live Webinars

- **October 3:** Teacher Leaders: Planning with the WIDA ELD Standards Framework [Webinar Module]
- **October 20 & October 27:** Nurturing Speaking Growth
- **November 4 & November 11:** Mathematical Meaning-Making: Collaborating for Equity
- **November 21:** Considerations when Educating Bilingual Learners with Identified Learning Disabilities (ICMEE)
- **December 4 & December 11:** Expanding Reading Instruction with Multilingual Learners

Registration at: <https://www.isbe.net/Pages/WIDA-Workshops.aspx>

**NO COST FOR REGISTRATION!**

**PD HOURS ARE AWARDED FOR PARTICIPATION!**



September 18, 2024  
Focus on New Directors  
1/2-day training in  
afternoon

Crown Plaza  
Rosemont, Ill.

## Bilingual Directors Conference FY 2025



September 19-20, 2024  
Keynotes, Breakouts, Panel

Free to attend.  
Title funds can be used for  
travel/lodging.



December 10-13, 2024

Tinley Park, IL

## IRC Joint Multilingual Conference with ESSA



Keynotes and Breakout  
Sessions for Teachers

Title funds can be used.  
for attendance, travel,  
and lodging.

thank you