

English Learner Administrator Virtual Summer Series 2024 Session 3

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
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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.

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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
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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, 5th 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

- Staffing and Licensure
- Requirements for Communication in Parents' Native Language
- Bilingual Parent Advisory Committee (BPAC)
- Accountability and Compliance



Staffing and Licensure

Federal: Staffing and Supporting an EL Program

- ELs are entitled to EL programs with sufficient resources to ensure the programs are effectively implemented, including highly qualified teachers, support staff, and appropriate instructional materials.
- School districts must have qualified EL teachers, staff, and administrators to effectively implement their EL program and must provide supplemental training, when necessary.

Illinois Implementation of Federal Rules

- Bilingual teachers and ESL teachers must meet licensure requirements for:
 - Grade level
 - Subject taught
 - Bilingual/ESL endorsement, as applicable
- School districts must provide at least two professional development trainings annually.

TBE/TPI Program Director Requirements

Administrative certificate, supervisory or teacher leader endorsement, and:

200 or more ELs in the district:

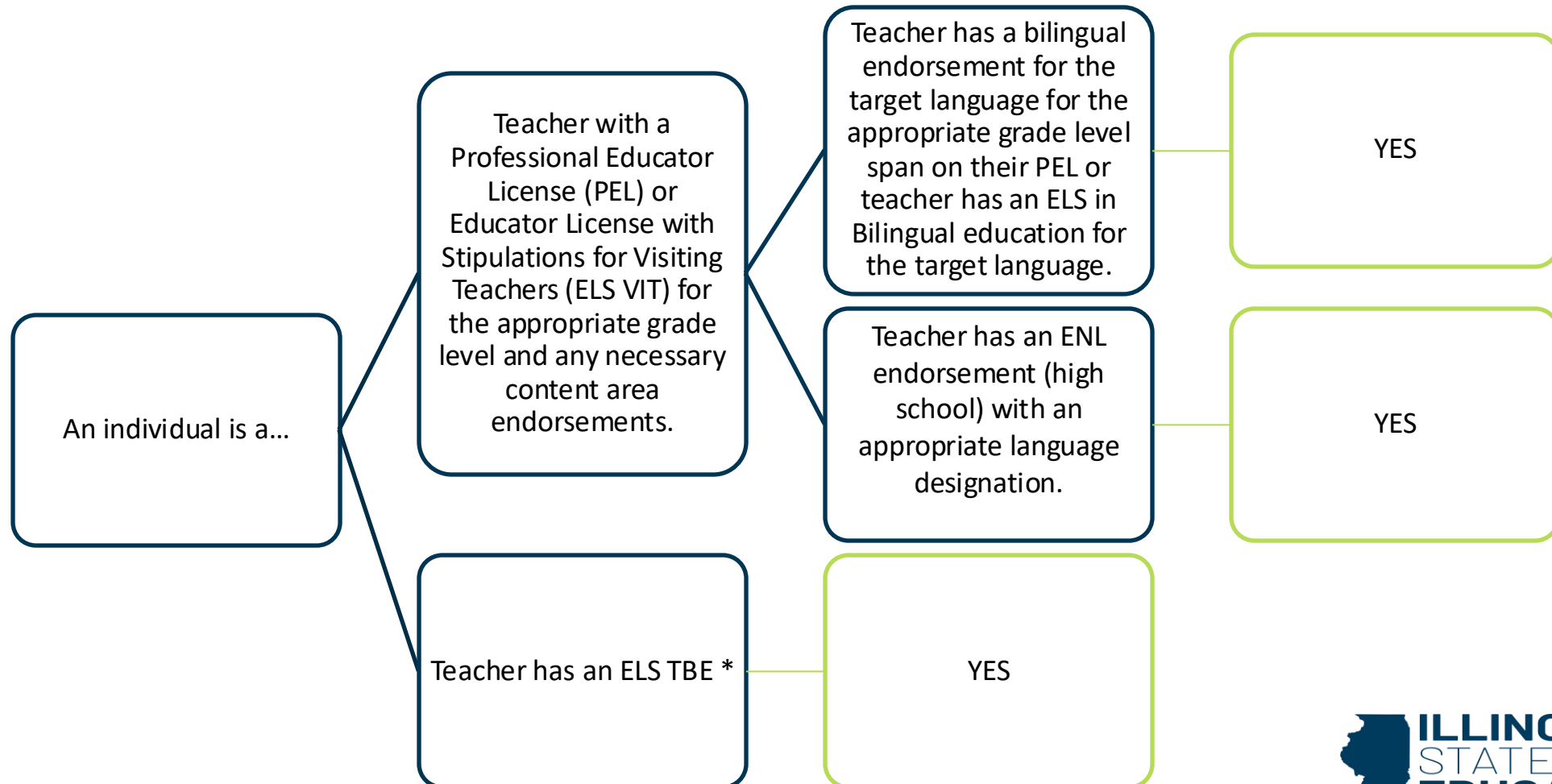
- **If there is a TBE program:**
 - Bilingual endorsement, or ENL endorsement with language designation,
 - **OR** 18 semester hours of coursework towards the bilingual endorsement as described in 23 Ill. Admin. Code 1.783.
- **If there are only TPIs:**
 - ESL/bilingual endorsement, or ENL endorsement,
 - **OR** 18 semester hours of coursework toward the bilingual endorsement as described in 23 IL Adm Code 1.783.

Fewer than 200 ELs in the district:

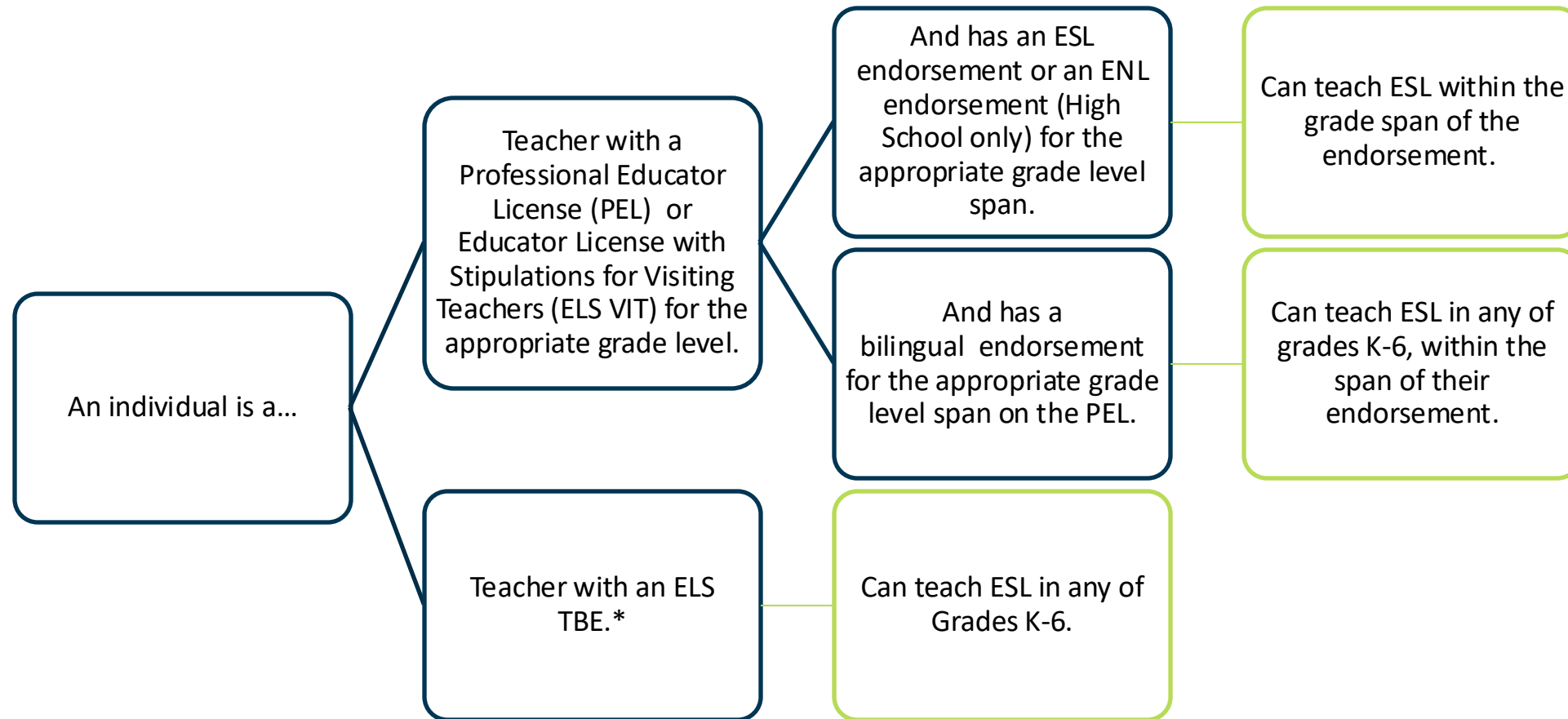
- ESL/bilingual endorsement, or ENL endorsement, or
- **OR** 18 semester hours of coursework toward the bilingual endorsement as described in 23 IL Adm Code 1.783,
- **OR** at least 8 hours of PD annually related to ELs.

DIS
BOARD OF
ATION

Is an individual qualified to provide native language instruction?



Can an individual teach ESL?



*** Can only be considered highly qualified for five years after the first date of hire, provided that the teacher:**

- (a) Is continuously enrolled in an approved teacher education program,
- (b) Has passed the state content exam for the subject(s) taught, and
- (c) Is receiving high quality professional development and mentoring.

Do TBE/TPI staffing requirements apply to all preschools?

- TBE/TPI is required by any preschool program (for children 3-5 years old) administered by a school district regardless of whether the program is provided in an attendance center or a non-school-based facility.
- If the district has Preschool for All (PFA) or Preschool for All Extended (PFAE), the staff must be endorsed in ESL/Bilingual **AND** Early Childhood **OR** have a co-teaching model with properly endorsed teachers.
- Non-PFA and non-PFAE may be taught by ELS-TBE

TBE/TPI Staff Professional Development

- Professional development addressing research, assessment, instruction, etc. as found in 228.35 must be offered to all staff working with EL students, **at least twice yearly**;
- Training for new-to-district staff;
- Spanish language arts professional development (for full-time Spanish TBE Programs) must be offered **at least once** a year; and,
- Online training for individuals who administer the screeners and annual assessment for English language proficiency.




Additional PD Requirements

Districts that receive federal Title III Language Instruction Educational Program (LIEP) funding, must also provide high-quality professional development pertaining to English learners to all staff:

- Professional development for teachers (including general education), administrators, and other personnel, that must be:
 - Designed to improve the instruction and assessment of limited English proficient children;
 - Designed to enhance the ability of such teachers to understand and use curricula, assessment measures, and instruction strategies for limited English proficient children;
 - Of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom.





Requirements for Communicating in Parents' Native Language

Federal: Ensuring Meaningful Communication with Limited English Proficient Parents

- LEP parents are entitled to meaningful communication in a language they can understand, such as through translated materials or a language interpreter, and to adequate notice of information about any program, service, or activity that is called to the attention of non-LEP parents.
- Schools must respond to a parent's request for language assistance, even if their children are proficient in English.
- Schools must provide translation and interpretation from appropriate and competent individuals and may not rely on or ask students, siblings, friends, or untrained school staff to translate or interpret for parents.



Federal: Ensuring Meaningful Communication with Limited English Proficient Parents

- Schools must communicate information in a language parents can understand, including information about or related to:
 - Registration and enrollment in school and school programs
 - Language assistance programs
 - Report cards
 - Student discipline policies and procedures
 - Special education and related services
 - Parent-teacher conferences
 - Grievance procedures
 - Parent handbooks
 - Gifted and talented programs, and magnet and charter school options
 - Requests for parent permission for student participation in school activities

*This is not an all-inclusive list



State Requirements -- Home Language Survey

TITLE 23: EDUCATION AND CULTURAL
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER f: INSTRUCTION FOR SPECIFIC STUDENTS
PART 228 TRANSITIONAL BILINGUAL INSTRUCTION
SECTION 228.15 IDENTIFICATION OF ELIGIBLE STUDENTS

Section 228.15 Identification of Eligible Students

a) Each school district shall administer a home language survey to each student in preschool, kindergarten or any of grades 1 through 12 in the district's schools or any of the district's preschool programs 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).

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).

****If feasible, applies to languages that do not have a written language.***

Notice of Enrollment and Withdrawal for English Learner Programming

TITLE 23: EDUCATION AND
SUBTITLE A
CHAPTER I: STATE EDUCATION
SUBCHAPTER f: INSTRUCTION FOR
PART 228 TRANSITIONAL BILINGUAL
SECTION 228.40 STUDENTS'

Section 228.40 Students' Participation; Records

a) Notice of Enrollment and Withdrawal

- 1) *Notice of Enrollment – No later than 30 days after the beginning of the school year or 14 days after the enrollment of any student in a transitional bilingual education program in the middle of a school year, the school district shall notify by mail the parents or legal guardians of the student that their child has been enrolled in a transitional bilingual education program or a transitional program of instruction. The notice shall be in English and in the home language of the student and shall convey, in simple, nontechnical language, all of the information called for in Section 14C-4 of the School Code [105 ILCS 5/14C-4].*
- 2) *Withdrawal by Parents – Any parent or legal guardian whose child has been enrolled in a program shall have the absolute right to withdraw the child from the program immediately by submitting a written notice of his or her desire to withdraw the child to the school authorities of the school in which the child is enrolled or to the school district in which the child resides. (Section 14C-4 of the School Code)*

- b) Unless terminated as set forth in subsection (a)(2) of this Section, the duration of a student's participation in a program under this Part shall be as set forth in Section 14C-3 of the School Code.

Section 228.40 Students' Participation; Records

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- b) Unless terminated as set forth in subsection (a)(2) of this Section, the duration of a student's participation in a program under this Part shall be as set forth in Section 14C-3 of the School Code.

Notice of Enrollment and Withdrawal

- The notice shall contain 10 items in simple, nontechnical language.

notice of transitional bilingual education.

The notice shall be in writing in English and in the language of which the child of the parents so notified possesses a primary speaking ability.

[105 ILCS 5/14C-4](#)

Report Cards for English Learners

TITLE 23:

CHAPTER 23:

SUBCHAPTER f: INSTRUCTION

PART 228: STUDENT RECORDS

SECTION 228.40: STUDENT RECORDS

Section 228.40 Students' Progress

c) Maintenance of Records and Reporting Procedures

- 1) Report Cards – 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.

The Provision of an Equal Education Opportunity to Limited-English Proficient Students

- *The Provision of an Equal Education Opportunity to Limited-English Proficient Students* states:
 - Title VI is violated if parents whose English is limited do not receive school notices and other information in a language they can understand.
 - **“School districts have a responsibility** to adequately notify national-origin minority parents of school activities that are called to the attention of other parents. **Notification must be sufficient so that parents can make well-informed decisions about the participation of their children in a district's programs and services.”**

Who is responsible?

- **School districts** must develop and implement a process for determining whether parents are non-English proficient and identifying their language needs.
- The process should be designed to identify all non-English proficient parents, including parents and guardians whose primary language is not common in the district or whose children are proficient in English.
- The school's initial inquiry should, of course, be translated into languages that are common in the school and surrounding community so that the inquiry is designed to reach parents in a language they are likely to understand.

Web-Based Translation

- **“Web-based automated translation”** is called “machine translation” in the Dear Colleague letter:
 - Machine translation is only appropriate if “The translated document accurately conveys the meaning of the source document, including accurately translating technical vocabulary.”
 - To ensure the accurate translation of a document using a machine translation: “The school district would need to have a machine translation reviewed, and edited as needed, by an individual qualified to do so.”
 - OCR and DOJ caution against using machine translations due to possible inaccurate translation, confidentiality may be at risk of being lost when documents are uploaded without sufficient controls to a web-based translation service and stored in their databases, and exposure of personally identifiable information of a student.

Waivers

- We **strongly discourage** the use of checkboxes for parents waiving the right to receive a report card and/or communication in their native language, as it implies the default is to not provide the report card in the parent's home language and/or communicate in the parent's home language.
- This also shifts the responsibility away from school districts. Such practice can be viewed as coercive and may potentially result in a Title VI violation.

Waivers Continued

- Per OCR and DOJ: "School districts have a responsibility to adequately notify national-origin minority parents of school activities that are called to the attention of other parents. Notification must be sufficient so that parents can make well-informed decisions about the participation of their children in a district's programs and services."
- Per OCR and DOJ: "School districts must develop and implement a process for determining whether parents are LEP and what their language needs are."
- Per Ill. Admin. Code title 23, 228.40 (c)(1)(c) for report cards for ELs: "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."
 - When a parent of an EL agrees in writing to have the report card in English only, it does not waive the right for all communication in the native language.
- The district may include language during registration explaining the process on how a parent can communicate their preference for report cards and other correspondence in English rather than their native language.

Additional Translation Information

- If you have a TBE program in specific languages, a district should have the registration documents translated and readily available at least into those languages.
 - **However, translation is required for all home languages of parents that require it.**

Guidance from
Dear Colleague
Letter on less
common
languages



Page 38–Dear Colleague Letter: English Learner Students and Limited English Proficient Parents

school and district levels, this essential information includes but is not limited to information regarding: language assistance programs, special education and related services, IEP meetings, grievance procedures, notices of nondiscrimination, student discipline policies and procedures, registration and enrollment, report cards, requests for parent permission for student participation in district or school activities, parent-teacher conferences, parent handbooks, gifted and talented programs, magnet and charter schools, and any other school and program choice options.¹⁰²

School districts must develop and implement a process for determining whether parents are LEP and what their language needs are. The process should be designed to identify all LEP parents, including parents or guardians of children who are proficient in English and parents and guardians whose primary language is not common in the district. For example, a school district may use a student registration form, such as a home language survey, to inquire whether a parent or guardian requires oral and/or written communication in a language other than English. The school's initial inquiry should, of course, be translated into languages that are common in the school and surrounding community so that the inquiry is designed to reach parents in a language they are likely to understand. For LEP parents who speak languages that are less common at a particular school, the school may use a cover page explaining in those languages how a parent may receive oral interpretation of the form and should offer interpreters to ensure parents accurately report their language communication needs on the form. Schools may also use other processes reasonably calculated to identify LEP parents, and should identify the language needs of LEP parents whenever those needs become apparent. It is important for schools to take parents at their word about their communication needs if they request language assistance and to keep in mind that parents can be LEP even if their child is proficient in English.

SEAs and school districts must provide language assistance to LEP parents effectively with appropriate, competent staff – or appropriate and competent outside resources.¹⁰³ It is not sufficient for the staff merely to be bilingual. For example, some bilingual staff and community

ESSA Parent Communication in Native Language Requirements

- ESSA, Title I, Section 1111(b)(2)(B)(x)
 - Individual assessment reports provided to parents.
- ESSA, Title I, Section 1111(h)(2)(B)(ii)
 - Local Education Agency Report Cards.
- ESSA, Title I, Section 1112(e)(4)
 - The notice of English learner identification and/or placement in EL program and any other information provided to parents as specified in ESSA Section 1112.

ESSA Parent Communication in Native Language Requirements Continued

- ESSA, Section 1116(b)(1)
 - School Parent and Family Engagement Policy.
- ESSA, Section 1116(d)(2)(D)
 - Requires regular two-way, meaningful communication between family members and school staff be provided.
- ESSA, Section 1116(e)(5)
 - Requires schools and LEAs to ensure that information related to school and parent programs, meetings, and other activities sent to parents.
- ESSA, Section 1116(f)
 - Requires schools and LEAs, in carrying out the parent and family engagement requirements found in Section 1116, to provide opportunities for informed participation of parents and family members.





Bilingual Parent Advisory Committee

BPAC

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.

BPAC

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.

Bilingual Parent Advisory Committee

Districts that have a TBE program must have a Bilingual Parent Advisory Committee.

- Consists of bilingual program parents, guardians, TBE teachers, counselors, and community leaders.
- Gives recommendations to program.
- Majority of members are parents/guardians of children in the TBE program.
- Membership representative of the languages served.

Bilingual Parent Advisory Committee

The BPAC 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 programs.
5. After forming, the committee operates autonomously, including the election of officers and the establishment of internal rules and procedures.





Accountability and Compliance

Meet the Monitoring Team

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Vacant



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INTRODUCTION

- ISBE is charged with the responsibility of ensuring that Transitional Bilingual Education requirements are being fulfilled by Local Education Agencies.
 - Illinois School Code ILSC 14C 1-13
 - 23 Illinois Administrative Code Part 228
- Monitoring of program requirements at the local level ensures compliance with regulations and assures the quality of the program and instructional delivery for English learners.
- Monitoring helps to protect the civil rights of ELs.

TOPICS COVERED



Selection Criteria



Monitoring Resources
for Districts



Steps of the
Monitoring Process



Trends and Data





Selection Criteria

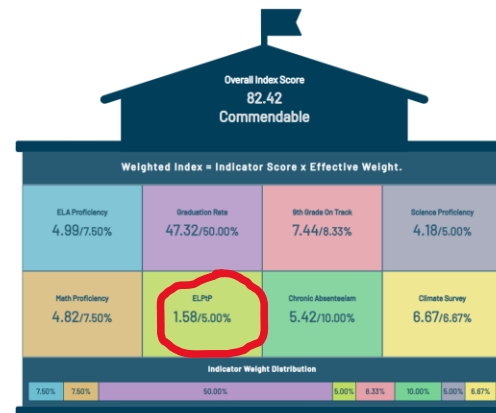
SELECTION CRITERIA

- EL progress to proficiency (ELPtP) scores.
- Disproportionality of dually identified students (special education and EL).
- Documentation that is submitted to the state. For example;
 - Bilingual Service Plan
 - Complaints
 - Grants
 - Intent to Apply
 - High number of parent refusals
 - Significant amount of carryover funds from EL-EBF

***Please note that Illinois' districts with the largest numbers of ELs will be monitored more frequently; thus, the selection criteria will not necessarily apply.**

EL Progress to Proficiency

- What is EL progress to proficiency?
 - Score used to show that ELs are making sufficient English proficiency growth each year.
 - Used for ESSA accountability on the School Report Card.
 - Is only calculated for ELs who have two years of ACCESS scores, and only for those schools with an *n* of students with those two years of scores. (Kindergarten doesn't count.)



Disproportionality

The incidence of disabilities among English learners should be similar to the incidence of disabilities among the general population.

% of General Population with IEP	% of ELs with IEP	
14%	14%	Expected
14%	25%	Disproportional
14%	3%	Disproportional

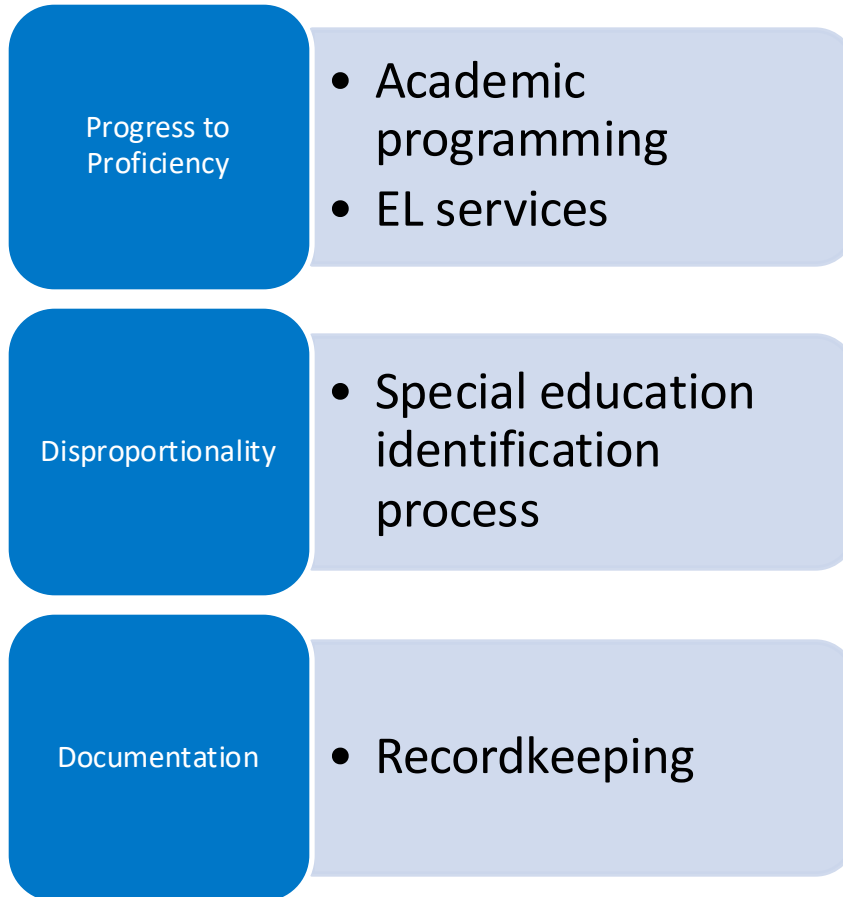
Documentation

- Bilingual Service Plan shows a demonstrated risk for lack of compliance with regulations.
- CDP/BSP/grant applications are:
 - Not submitted.
 - **Consistently** late.
 - **Consistently** full of errors.
- Grant Periodic Reports do not match grant applications; grant activities **consistently** not done.
- Significant and **consistent** of carryover funds from EL-EBF.

Additional Risk Factors

- Data submitted to SIS does not match:
 - Information shared on plans
 - Reports
 - Grant applications
- Complaints from parents, teachers, and community members submitted to ISBE that were determined to be valid.
- Monitoring by other ISBE departments shows potential areas of concern.

Why did we select these three factors?

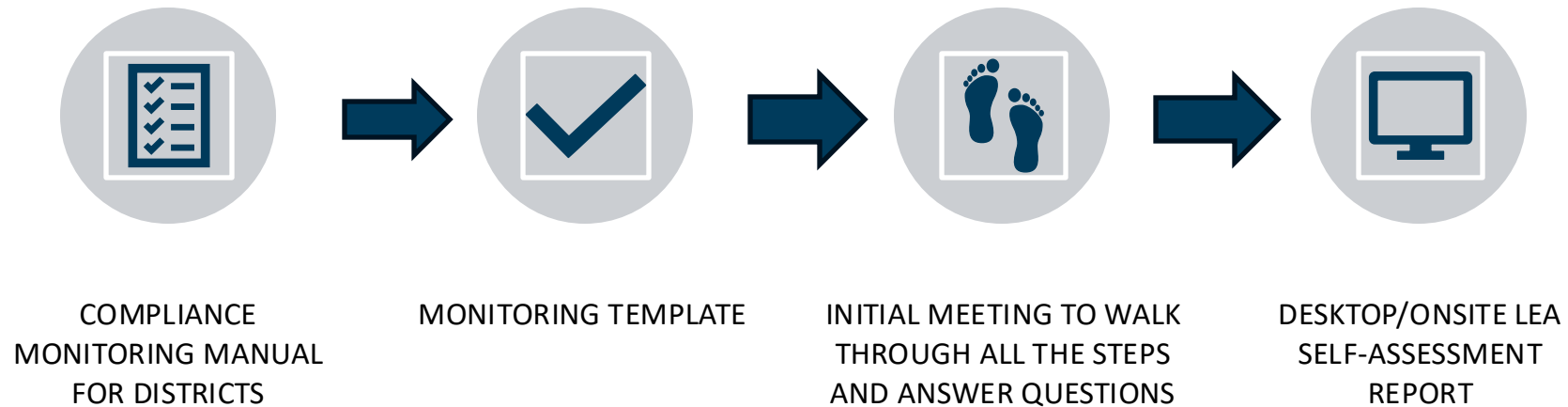


- District actions can affect these three factors.

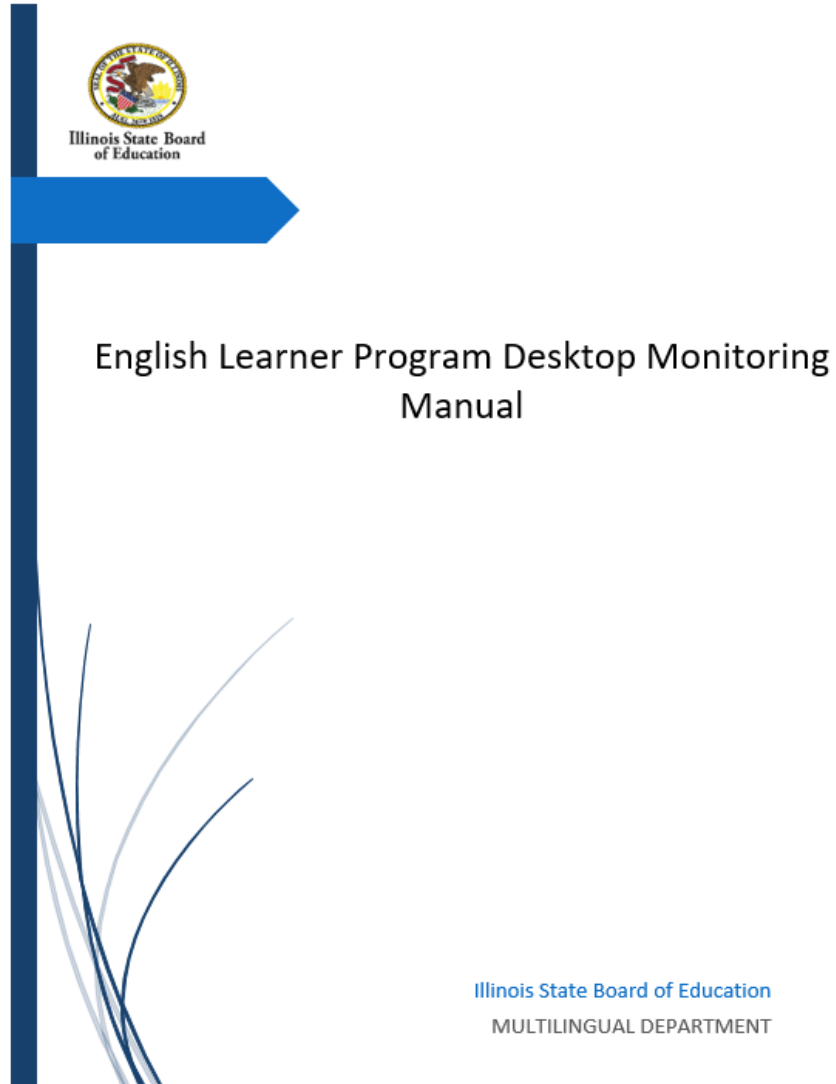


Monitoring Resources for Districts

Resources for Monitoring



Monitoring Manual



- Explains the selection criteria.
- Defines the roles and responsibilities of the district's monitoring coordinator.
- Provides a timeline.
- Explains what to expect at each step of the monitoring process.

Self-Assessment Report

Illinois State Board of Education Multilingual Department		
Serving English Learners- LEA Self-Assessment Monitoring Report		
Local Education Agency (LEA) Full Name:		
Notes to assist with the following self-assessment report: ¹ <i>Unit School Districts (LEAs):</i> Include samples of evidence from different grade levels -- primary, middle, and high school. ² <i>K-5 and K-8 LEAs:</i> Include samples of evidence from different grade levels - K, primary, intermediate, and/or middle school. ³ <i>High School Districts (LEAs):</i> Include samples of evidence from different grade levels -- sophomore, junior, senior. Ⓢ: Items marked with this are only required for attendance centers that have pre-K students. <i>*Core academic content areas refer to math, English language arts (ELA)/high school English, science, and social studies.</i>		
Key for Rating: F = Fully Implemented, N = Not Fully Implemented, N/A = Not Applicable		
1. Identification of Eligible Students and Equal Opportunities for All Students		
Item	Rating	Evidence Required
1.1 The LEA administers a Home Language Survey (HLS) for all students new to the LEA for identifying students of non-English background. Ill. Admin. Code title 23, 228.15(a); Title VI of the Civil Rights Act of 1964 Guidelines and Equal Educational Opportunities Act of 1974 (EEOA) Section 1703(f)		<input type="checkbox"/> One blank copy of the LEA's Registration Packet that includes the Home Language Survey.
1.2 A. The HLS asks the following: - Is a language other than English spoken in the home, and if so, what language? - Does the student speak a language other than English, and if so, what language? B. Parents/legal guardians' signature - The HLS (hard copy) provides a space for parents/legal guardians to sign and date. - If the HLS is electronic, there is space on the same webpage as the HLS for parents to sign and date. Ill. Admin. Code title 23, 228.15(a); Ill. Admin. Code title 23, 228.15(c) Title VI of the Civil Rights Act of 1964 Guidelines and Equal Educational Opportunities Act of 1974 (EEOA) Section 1703(f)		<input type="checkbox"/> See 1.1 evidence.
1.3 The HLS is administered in English and in the student's home language, if feasible. Ill. Admin. Code title 23, 228.15(b)		<input type="checkbox"/> One completed Home Language Survey in <i>each</i> of the home languages used in the LEA, if feasible.
1.4 The LEA's enrollment forms do not inquire about the immigration status of the student or		<input type="checkbox"/> See 1.1 evidence.

Self-Assessment Report

Serving English Learners- LEA Self-Assessment Monitoring Report
Local Education Agency (LEA) Full Name:
Notes to assist with the following self-assessment report: ¹ <i>Unit School Districts</i> (LEAs): Include samples of evidence from different grade levels -- primary, middle, and high school. ² <i>K-5 and K-8 LEAs</i> : Include samples of evidence from different grade levels - K, primary, intermediate, and/or middle school. ³ <i>High School Districts</i> (LEAs): Include samples of evidence from different grade levels -- sophomore, junior, senior. Ⓢ: Items marked with this are only required for attendance centers that have pre-K students. * <i>Core academic content areas refer to math, English language arts (ELA)/high school English, science, and social studies.</i>
Key for Rating: F = Fully Implemented, N = Not Fully Implemented, N/A = Not Applicable

Self-Assessment Report

4. Program Components/Curriculum & Instruction		
Item	Rating	Evidence Required
<p>4.1 ☑ An LEA has a TBE program for each attendance center that has an enrollment of 20 or more English learners of the same language classification (Preschool). Full-time TBE programs incorporate the required program components: Instruction is provided in English as a Second Language (ESL) and in subjects required by law or by the LEA in the student's home language and in English.</p> <p>105 ILCS 5/14C-11; Ill. Admin. Code title 23, 228.25 (a)(3); Ill. Admin. Code title 23, 228.30 (b)(4); Ill. Admin. Code title 23, 228.30 (d)</p>		<p><input type="checkbox"/> ☑ Sections of three different unit plans providing evidence of:</p> <p><input type="checkbox"/> Illinois Early Learning Standards and Early English Language Development Standards.</p> <p><input type="checkbox"/> ☑ A list of key home language instructional classroom materials used in the TBE program (including, but not limited to, textbooks, trade books, websites, software, applications, teacher-created materials, etc.)</p>

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<p>4.2 An LEA has a TBE program for each attendance center that has an enrollment of 20 or more English learners of the same language classification (Grades K-12). Full-time TBE programs incorporate the required program components: Instruction is provided in ESL and in subjects required by law or by the LEA in the student's home language and in English. Instruction also is provided in the history and culture of the student's native land and of the United States. (LEAs offering a Spanish TBE program must implement the Spanish Language Arts Standards.)</p> <p>105 ILCS 5/14C-3; Ill. Admin. Code title 23, 228.10; Ill. Admin. Code title 23, 228.25 (a)(1); Ill. Admin. Code title 23, 228.30 (b)(4); Ill. Admin. Code title 23, 228.30 (c)</p>		<p><input type="checkbox"/> ☑ ISBE will review data in SIS.</p> <p><input type="checkbox"/> Sections of four plans from different grade levels providing evidence of:</p> <p>A - Illinois Learning Standards and English Language Development Standards.</p> <p>B - Instruction in the history and culture of the students' native land and of the United States.</p> <p>C - Instruction in the four content subject areas of ELA, math, science, and social studies in the TBE program language.</p> <p><input type="checkbox"/> For TBE-Spanish: Two different unit plans for instruction in Spanish language arts, that demonstrate instruction is aligned to the Illinois Spanish Language Arts standards.</p> <p><input type="checkbox"/> A list of key home language instructional</p>
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Did you know?

☐ Follow-up monitoring visits began last school year

- ✓ School districts that were monitored SY 2021-22.
- ✓ Follow up process is required to ensure all corrective action items from the initial monitoring phase are now fully compliant.
- ✓ Any corrective action components found to be compliant will be closed out.
- ✓ If any corrective action components remain to be noncompliant, immediate action is required by the LEA to bring into compliance and full implementation.
- ✓ It is important to note that the failure of a school district to adequately address areas of non-compliance could have adverse effects on the recognition status and/or funding of the district or its schools, as outlined in Section 1.20 of the 23 Ill. Admin. Code.

Top 5 Findings for Accountability

Monitoring 1.3: The HLS is administered in English and in the student's home language, if feasible.

Ill. Admin. Code title 23, 228.15(b)

Monitoring 5.5: Parents of EL students are provided with appropriate and enough information about extracurricular activities.

105 ILCS 5/14C-7; Ill. OCR, Identification of Discrimination and Denial of Services on the Basis of National Origin, (May 25, 1970), reprinted in 35 Fed. Reg. 11,595 (July 18, 1970); Lau v. Nichols, 414 U.S. 563, 94 S. Ct. 786, 39 L. Ed. 2d 1 (1974)

Monitoring 4.6: The program incorporates approaches and methodologies based on scientifically based research on teaching EL students.

Castañeda v. Pickard, 648 F.2d 989, 1001 (5th Cir.1981); Title VI of the Civil Rights Act of 1964 Guidelines and Equal Educational Opportunities Act of 1974 (EEOA) Section 1703(f)

Monitoring 9.1: Notice of Program Enrollment:

All parents or legal guardians of EL students are notified in writing of their child's placement in a TBE program/TPI no later than 30 days after the beginning of the school year or 14 days after the enrollment of any child in a program during the school year. The parent notice of enrollment is in English and in the student's home language, to the extent possible.

105 ILCS 5/14C-4; Ill. Admin. Code title 23, 228.40 (a)(1); ESSA § 1112(e)(3)(A); ESSA § 1112(4)

Monitoring 10.3: Student records contain the following information:

g) Parent's report card waiver

Ill. Admin. Code title 23, 228.40 (c)(3)

***Castañeda v. Pickard*
Three-Prong Test:**

Sound educational
theory

Resources to
implement program

Proven to be an
effective program

Benefits of Monitoring



Identifies areas where districts are doing well.



Identifies areas of growth.



Added strength for your advocacy efforts.



Monitoring tools can be used by districts for their own self-monitoring efforts.



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