COMPLIANCE IS THE FLOOR – THE SKY'S THE LIMIT!

not the ceiling.			Sky's the Limit!
State Law	Title III	EEOA/Title VI/Castañeda v Pickard	Best Practice
"105 ILCS 5/14C-1 Therefore, pursuant to the policy of this State to insure equal educational opportunity to every child, and in recognition of the educational needs of children of limited English-speaking ability, it is the	"Sec. 3102 (1) to help ensure that children who are limited English proficient, including immigrant children and youth, <u>attain English</u> proficiency, develop high levels of academic attainment in English, and meet the same challenging	must provide services that will enable limited English proficient students to <u>"overcome barriers</u> that impede equal participation by these students in the	
purpose of this Act to provide for the establishment of transitional bilingual education programs in the public schools" Student Identification	State academic content and student academic achievement standards as all children are expected to meet"	district's instructional programs" (see 20 USC 1703) Theory: based on "a sound educational theory"; Practice: "reasonably calculated	Research-based
Placement TBE/TPI Programs Assessment Bilingual PACs		to implement effectively the educational theory adopted by the school," with adequate resources and personnel; and	Multilingual Development
Staff Qualifications		Results: evaluated as effective in overcoming language barriers, after a trial period.	