



Illinois State Board of Education

Bilingual Education Rules and Parent Advisory Committee Responsibilities

Division of English Language Learning



1. Academic language
2. English Learners (ELs)
3. Transitional Bilingual Education
 1. Identifying students
 2. Programs
4. Bilingual parent Advisory Committees
5. Q & A



Using language

- **Everyday language**
 - Used to communicate outside of school with family and friends
- **Social and Instructional language**
 - How students listen to instructions from the teacher, ask questions when they need help, or identify resources to complete an assignment



Academic language

- The language students need to be able to communicate ideas, concepts, and information necessary for academic success
- Students must be able to process academic language through listening and reading , and produce language through speaking and writing
- Students might be able to use everyday English at home and school, but they might not be able to communicate in English for academic purposes



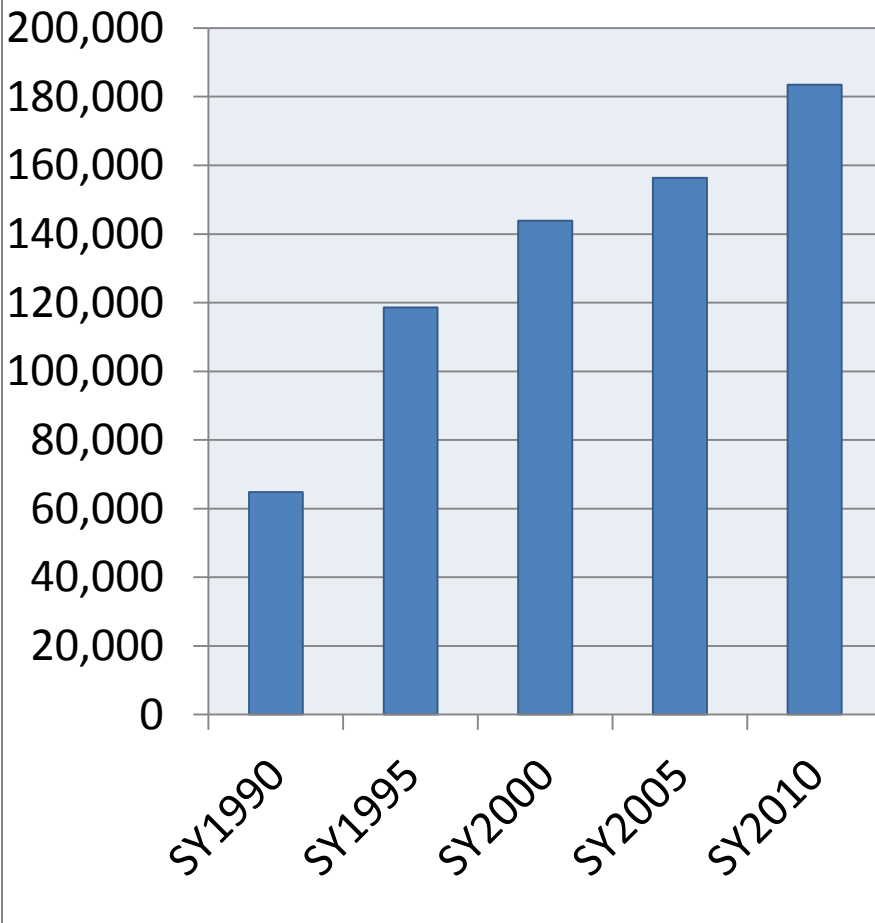
Various Terminology

- The same population of students might be referred to using different terminology:
 - EL: English Learner
 - ELL: English Language Learner
 - LEP: Limited English Proficient



ELs in Illinois

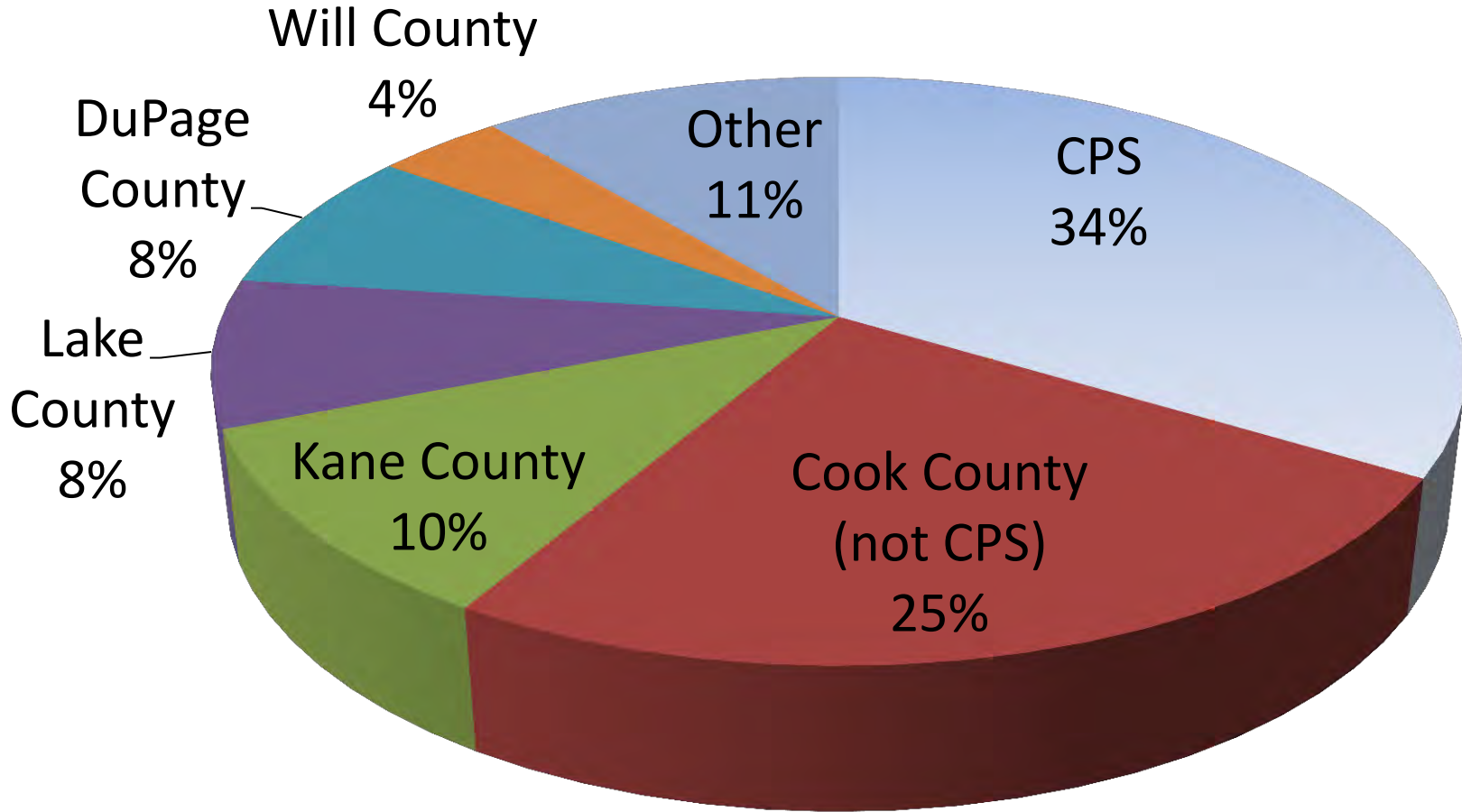
Number of ELs in IL Schools



- About 10% of all students in Illinois are English Learners
- ELs could have been born in the U.S. (at least 70%) or in another country
- They speak more than 130 different languages
 - Spanish (80%)
 - Polish (3%)
 - Arabic (3%)
 - Urdu (1%)
 - Tagalog, Gujarati, Cantonese, Korean, Vietnamese, Mandarin (<1% each)
- They need assistance in English in order to achieve academic success



ELs in Illinois





Transitional Bilingual Education

Illinois School Code

(Article 14C

Transitional
Bilingual Education)

State Rules

(Part 228 Transitional
Bilingual Education)

Illinois State Board of Education
James T. Meeks, Chairman
Tony Smith, Ph.D., State Superintendent of Education

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Site Map	Forms	Funding Opportunities	IWAS	ELIS / Educator Credentials	FRIS Inquiry	Employment at ISBE	Division & Program Areas
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Search ISBE [Send ISBE a file](#)

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<p>ISBE Agency Info</p> <ul style="list-style-type: none"> Agency Programs Board Budget Division Descriptions Division Links Education Funding new Employment Gov't Relations Rules Waivers Task Forces & Committees 	<p>A-Z Index</p> <ul style="list-style-type: none"> Charter Schools College & Career Readiness Early Childhood English Language Learning (DELL) Homeless Home Schooling School Health School Information Special Education Transportation 	<p>Administrator A-Z</p> <ul style="list-style-type: none"> EIS / ISCS / SIS Family Engagement new Innovation & Improvement Learning Supports Nutrition Programs Teacher A-Z Educator Licensure Preparation & Evaluation ROE Information 	<p>Schools A-Z</p> <ul style="list-style-type: none"> Report Cards General State Aid Race to the Top Reports & Stats Response to Intervention (RtI) School Business Services IL School Code Teacher of the Year / Those Who Excel 	<ul style="list-style-type: none"> Adequate Yearly Progress (AYP) Assessment and Test Information Illinois Learning Stds New Illinois Learning Standards (NILS) Math/ELA NCLB Next Generation Science Stds Public School Recognition
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How are ELs identified?

HLS

- Home Language Survey

ELP

- English Language Proficiency test
- Find child's fluency in English

TBE/TPI

- Program placement
- Parent Notification



How does the school know who is an EL?

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

1. Does anyone in the home speak another language? What language?
2. Does the student speak another language? What language?

Yes

No

Within **30** days, the district administers a screener assessment for English Language Proficiency (ELP)



Which tests are used as screeners

Preschool

- Pre-IPT **Pre-IPT**[®] can be used in preschool
- (<http://www.ballard-tighe.com/illinois/faq.asp>)

Kindergarten— first half of first grade

- WIDA MODEL[™] (Measure of Developing English Language) (<http://www.wida.us/assessment/MODEL/>)

Second half of first grade—12 grade

- W-APT[™] (WIDA ACCESS Placement Test) (<http://www.wida.us/assessment/w-apt/>)
- WIDA MODEL[™] (Measure of Developing English Language)



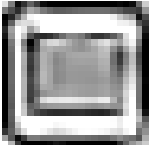
Listening



Speaking



Reading



Writing



WIDA
English Language
Proficiency Levels

1.0
Entering

2.0
Beginning

3.0
Developing

4.0
Expanding

5.0
Bridging

6.0
Reaching

Oral:	Listening/Speaking
Literacy :	Reading and Writing
Comprehension:	Reading and Listening
Overall:	Listening, Speaking, Reading, Writing



English Proficiency for Screening (MODEL and W-APT)

1st
Semester of
Kinder-
garten

At least 5.0 Oral
Composite
(listening and
speaking)

2nd Sem.
Kinder. & 1-
12th Grade

At least 4.2 Literacy
(reading and
writing) AND

At least 5.0
Composite
(listening, speaking,
reading, writing)



Types of Program Models

TBE:

Transitional Bilingual Education

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

English as a Second Language (ESL) and instruction in English and in the home language in core academic subjects

TPI

Transitional Program of Instruction

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

District / school locally determined:
The program offers at least English as a second language (ESL), and native language support as needed



TBE: Program Models

Full-time TBE

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

Part-time TBE

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



Who can be placed in part-time TBE?

- Schools that have TBE programs, can offer a part-time TBE program to students who meet specific criteria:
 - A minimum score for English Language proficiency
 - In kindergarten: at least 4.0 Oral composite score
 - In the older grades: at least 3.5 literacy composite score
 - Other characteristics, including: native language proficiency, academic performance in English, Individual Education Plan (IEP), parental preference



Parent Notification Letter

- School sends letter to notify parents that child is enrolled in the program
- 30 days after beginning of school year or 14 days after enrollment during the year
- Parents have a right to refuse specific components of the program or refuse all EL services



Parent notification letter:

- Child’s enrollment in program
- Test results
- Program description
- Right to withdraw child from program

Date _____

Dear _____

Your child, _____, is enrolled in grade _____ in the program checked below based on his/her [English language proficiency \(ACCESS/W-APT Screener\)](#) test scores:

- Transitional Bilingual Education Transitional Program of Instruction
- Dual language/Two-Way Immersion Developmental Bilingual Education
- Newcomer Program

This program will help your child learn English and the subjects required for grade promotion. We believe that this program is the best option to meet your child’s instructional needs and promote academic success in school. Information about this program, as well as other programs available for ELL students, is attached.

Your child’s English language proficiency test scores are indicated below:

TEST: W-APT ACCESS for ELLs™

Area Tested	Student Score	Proficiency Level 1-6
Listening		
Speaking		
Reading		
Writing		
Composite		

Proficiency Level	Description of English Proficiency Levels
1 - Entering	Knows and uses minimal social language and minimal academic language with visual support.
2 - Beginning	Knows and uses some social English and general academic language with visual support.
3 - Developing	Knows and uses social English and specific academic language with visual support.
4 - Expanding	Knows and uses social English and some technical academic language.
5 - Bridging	Knows and uses social and academic language working with grade level material.
6 - Reaching	Knows and uses social and academic language at the highest level measured by this test.



Parental Rights

- Parents of ELs 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
- Schools must communicate information in a language parents can understand, including information related to Registration and enrollment in school and school programs, Report cards, etc.



Annual Assessment: ACCESS for ELLs[®]

- Every child identified as an English learner (EL) must take the annual proficiency test (ACCESS for ELLs[®]).
- Even EL students who are not in the TBE/TPI program must take the ACCESS for ELLs[®].
- Teachers use the levels of English Language proficiency to determine what type of support and how much support a student needs



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

- Students are English proficient when their ACCESS for ELLs[®] scores are at least:
 - **4.2 Reading AND**
 - **4.2 Writing AND**
 - **5.0 Overall composite level** (calculated based on reading, writing, listening and speaking)



What happens when my child is not longer an EL?

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



Parent Advisory Committee

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



Parent Advisory Committee

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 programs.
5. Review bilingual program application to ISBE
6. After forming, the committee operates autonomously, including the election of officers and the establishment of internal rules and procedures



Parent Advisory Committee—District’s Grant Application

- District submits names and information about their district's BPAC members and planned meetings to ISBE (sample below)

Name	<input type="text"/>	Role	<input type="text"/>	Language(s)	<input type="text"/>
Street	<input type="text"/>	City	<input type="text"/>	State	<input type="text"/>
Name	<input type="text"/>	Role	<input type="text"/>	Language(s)	<input type="text"/>
Street	<input type="text"/>	City	<input type="text"/>	State	<input type="text"/>
Name	<input type="text"/>	Role	<input type="text"/>	Language(s)	<input type="text"/>
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Name	<input type="text"/>	Role	<input type="text"/>	Language(s)	<input type="text"/>
Street	<input type="text"/>	City	<input type="text"/>	State	<input type="text"/>

I certify that the Bilingual Parent Advisory Committee has had an opportunity to review this application.

Date: Name of Committee Chairperson:

* A printed copy of the completed page with the signature of the Committee Chairperson must be retained on file at the district for review upon request.

Meeting	Date(s) Projected	Activity
1.	<input type="text"/>	Bilingual Advisory Committee Training (required activity).
2.	<input type="text"/>	<input type="text"/>
3.	<input type="text"/>	<input type="text"/>
4.	<input type="text"/>	<input type="text"/>
5.	<input type="text"/>	Review district's FY17 TBE/TPI application (required activity).

- A printed copy of the completed page signed by the Committee Chairperson must be on file at the district for review upon request.



Training Provided to BPAC

Examples of Training and Workshops that Districts Report Offering:

- Types of assessments that their children 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



Types of Family Engagement Activities

- Below are some examples of activities districts may offer to parents of English learners to increase participation and engagement:
 - Family Literacy Night
 - Adult ESL classes for the purposes of understanding US schools
 - Multicultural Events



Division of English Language Learning:

312-814-3850, dell@isbe.net

<http://www.isbe.net/bilingual/default.htm>

Thank you!