Illinois State Board of Education

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English Learners and English Learner Services During Remote Learning FAQ

ACCESS Assessment

1. **Will the ACCESS test be scored? (Updated 5/11/2020)**

    The Data Recognition Corp. (DRC) and the World-class Instructional Design and Assessment (WIDA) Consortium have stated that Illinois' ACCESS tests are fully scored and the Illinois State Board of Education (ISBE) should receive the electronic version score reports by July 31, 2020. ISBE is receiving regular updates from WIDA and DRC regarding ACCESS and scoring ACCESS. Minnesota, where DRC is located, recently instituted a shelter-in-place order, which may affect when official paper score reports are sent.

2. **When will we get ACCESS results? (Updated 5/11/2020)**

    The ACCESS correction window for Local Education Agencies (LEAs) will be from May 7 through May 27, 2020. Final electronic score reports are due to be posted in the WIDA Assessment Management System on July 17, 2020, with official scores expected to be posted in the Student Information System (SIS) on July 31, 2020.

3. **Will students who took the ACCESS test exit Transition Bilingual Education (TBE) if they scored a 4.8 since the testing window closed before in-person instruction was canceled? (Updated 5/11/2020)**

    Yes, the ACCESS English proficiency reclassification score is still 4.8. Students are allowed to exit English Learner (EL) services when ISBE receives the official scores. Please remember that placement decisions should not be made using the preliminary scores, which are due to be released May 7, 2020. We will inform districts in a timely manner if any changes occur.

Application and Grants

4. **Will the application deadline for the fiscal year 2021 Title III Language Instruction Educational Program (LIEP) and Immigrant Education Grant Applications be extended? (Updated 5/11/2020)**

    The Title IIII LIEP and Immigrant Education Grant Applications are not available yet, so we do not anticipate a need for extensions. As always, extensions can be granted on a case-by-case basis. A request for extension with a rationale must be emailed to Joanne Clyde at jclyde@isbe.net and carbon-copied to district's assigned consultant.

5. **Can schools that must provide additional interpreter/translation services during remote learning fund them through Title III? (Updated 5/11/2020)**

    Title III money may be used if a communication is specifically being sent only to EL parents. District funds must cover additional interpreter/translation services that are used for communication sent to all families.

6. **Can Title III money be used to pay for native language instructional support? (Updated 5/11/2020)**

    Title III money can be used only for supplemental purposes. Title III money can be used for classroom language support that is supplemental for EL/bilingual students. District funds must cover classroom language support for general instructional purposes.

7. **How can services that were originally considered supplemental, but which become essential due to remote learning demands, be addressed based on Title III funding restrictions? (Updated 5/11/2020)**

    Title III funds must be used for supplemental services. If something was supplemental before, then it is still supplemental.

8. **How should LEAs handle Title III money designated for activities that cannot be implemented through remote learning? (Updated 5/11/2020)**

    The district may not be able to implement all planned Title III activities before the end of FY 2020. Districts may either amend their grants or carry over funds to next year. In all cases, grant funds are required to support the specific student groups for which they are intended. Grantees must ensure that those funds are used to support those students in alignment with the intent of the grant program.

9. **Will FY 2020 funds carry over to FY 2021? (Updated 5/11/2020)**

    Unspent FY 2020 funds will be carried over to FY 2021.

10. **Should changes in grant activities due to remote learning be addressed through Grant Periodic Reports? (Updated 5/11/2020)**

    Grant Periodic Reports should reflect the activities carried out as described in the approved budget. Title III Grant Periodic Report deadlines have been extended for three months.

Evidence-Based Funding

11. **How will provisional identification of English Learners affect our Evidence-Based Funding (EBF) funding for next year? (Updated 5/11/2020)**

    EBF is calculated using data pulled on both October 1 and March 1 of each year. Remote learning did not start until March 31, so there will be no effect on EBF due to provisional identifications.

Identification-Assessment-Placement

12. **What do we do when new families register during this remote learning time? (Updated 5/11/2020)**

   If the Home Language Surveys of new families that register during the remote learning period indicate that another language is spoken at home, then students should be provisionally screened to determine whether they may qualify for English Learner services. Please refer to Provisional Identification and Placement Procedures During Remote Learning Situations Pre-K to 12 for more information.

13. **Do we still have the 30-day placement and notification deadline? (Updated 5/11/2020)**

   Yes. The 30-day placement and notification deadline is a federal deadline that has not been waived.

14. **How do we screen children during suspension of in-person instruction? (Updated 5/11/2020)**

   Refer to Provisional Identification and Placement Procedures During Remote Learning Situations Pre-K to 12 for more information. Please note: This advice may change should the U.S. Department of Education issue further guidance.

15. **Can we administer the WIDA^{TM} Screener or WIDA ^{TM} MODEL online? (Updated 5/11/2020)**

   No. The WIDA^{TM} Screener or WIDA ^{TM} MODEL should not be administered remotely. Please see Provisional Identification and Placement Procedures During Remote Learning Situations Pre-K to 12 for detailed information on how to screen students during remote learning.

16. **Should parents be present for/participate in any Skype/Zoom/Virtual screening interview with the students? (Updated 5/11/2020)**

   It is recommended that a parent be present with the student during a virtual screening interview, but it is not a requirement.

17. **What consent is necessary from parents if a student is provisionally determined to not be EL, but then there are concerns prior to formal screening? How does a school get written consent? (Updated 5/11/2020)**

   The district should contact the parents and rescreen the student if evidence shows that a student who initially identified as English proficient may be an EL. Parents who do not want the student to receive EL services may refuse services by sending an email or mailing a letter to the school or district.

18. **Will ISBE provide a model provisional placement notification letter that districts can modify? (Updated 5/11/2020)**

   The district should revise its current notification letter and include the following statement along with a description of the services the student will receive:

   > *Because in-person contact is not currently allowed, we conducted a provisional screening of your child's English language development. Based on this screening,*

your child is provisionally identified as an English Learner during the period of remote learning only. When schools open again, your child will be screened with the state English language development screener. The results of the state screener may be different from those of the provisional screening. The results of the state screener will determine if your child is identified as an English Learner.

A notification letter should be sent either via email or the Postal Service.

19. **How do we handle refusal of EL services by parents during the time that districts offer remote learning? (Updated 5/11/2020)**

    Parents can send an email or a letter to refuse services for the duration of remote learning. Districts should handle this like any refusal. Districts are still obligated to monitor student growth and language proficiency during remote learning and when in-person instruction recommences.

20. **What if provisional screening results show that a student is identified as an EL, but results from the WIDA screener show that they are not an EL and their parents disagree with the placement? (Updated 5/11/2020)**

    The formal screening process determines the child's EL status and placement once in-person instruction recommences. It is vital to communicate this information in the provisional notification form. The district must inform parents that a provisional screener was administered to their child, that their child will be screened again with the state WIDA assessment once school recommences, and that there may be a difference between the services offered during remote instruction and those offered once school returns to in person instruction.

21. **Can the provisional screener be used to pre-screen pre-K students for next fall's kindergarten enrollment? (Updated 5/11/2020)**

    No. The provisional screener is only for those students who are enrolling in the current year during the remote learning period. It is not to be used on children who will enter kindergarten in the 2020-21 school year. We will provide additional guidance, as appropriate, as we get closer to the beginning of next school year.

Licensing

22. **What options are available for individuals pursuing an ESL or bilingual endorsement who are unable to complete the fieldwork required for the endorsement or the test required for the bilingual endorsement? (Updated 5/11/2020)**

    Individuals who are currently licensed as a teacher (or are planning to concurrently receive initial licensure at the same time as completing ESL or bilingual endorsement requirements) are eligible for a short-term approval if they completed all coursework requirements for the endorsement but are unable to complete all required fieldwork experience or the required target language proficiency test (only applicable to the bilingual education endorsement). The short-term approval is valid for three fiscal years and is not renewable. The application fee for the approval is $50. During the three-year validity period, the individual must pass the target language proficiency test and/or complete three months of teaching experience in an ESL or bilingual setting (as applicable to the endorsement sought) to be eligible for the full endorsement. Please note that three months of teaching experience waives fieldwork

requirements. Prior to receiving the subsequent endorsement, the candidate must either be entitled by an institution of higher education with approved preparation programs or apply through ISBE. Once the entitlement is entered into ELIS or the candidate submits appropriate documentation, the candidate must apply for the endorsement through ELIS.

Parents/Community

23. How can we support our Bilingual Parent Advisory Councils (BPACs) digitally? (Updated 5/11/2020)

ISBE encourages districts to facilitate teleconferencing if the Rules of Procedure for BPACs allow for members to participate via video or phone conference to have a quorum. Many teleconferencing companies currently are offering free or reduced-price services. Open Meetings Act requirements must be followed.

24. Are districts required to hold BPAC meetings remotely? (Updated 5/11/2020)

No face-to-face in-person meetings are to occur during the shelter-in-place period. Districts are encouraged to move their BPAC meetings online, if possible.

25. How are EL students and families being protected using remote platforms that are not approved/secured by the Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA)? (Updated 5/11/2020)

Refer to your district's protocols and media release forms. These forms should be available in other languages for language-minority parents. For federal guidance on HIPAA/FERPA, click here and here.

26. Where can EL parents/guardians direct questions related to bilingual supports during remote learning? (Updated 5/11/2020)

In addition to the remote learning guidance available in English, Spanish, Polish, and Arabic, the district should inform parents of how they can contact the teacher, the bilingual program director, and other school and district staff, as appropriate.

Program Instruction and Curriculum

27. What are expectations for instructional services for English Learners? (Updated 5/11/2020)

English Learners should still receive instructional services based on their needs. This will look different in each district depending on your remote learning plan. When planning remote learning tasks, classroom teachers should keep in mind the scaffolding and supports that English Learners need to meaningfully participate in the remote learning assignments that are provided to the entire class. In addition, targeted English language instruction should be provided to English Learners. English Learners should not be expected to spend more time receiving instruction than their non-EL peers. Please see the Remote Learning Recommendations document.

28. **What resources are available to help us work with our English Learners? (Updated 5/11/2020)**

    Please click here for a non-inclusive list of e-learning websites for English Learners. Additionally, there are specific recommendations for English Learners in the Remote Learning Recommendations document.

29. **How do we provide services to newcomer students? (Updated 5/11/2020)**

    Teachers can provide virtual instruction and differentiate instruction to meet the needs of individual students. See the resource web page for online resources for English Learners and the Remote Learning Recommendations document.

30. **Can schools implement a change in program delivery models during remote learning (e.g., by replacing dual language with full-time TBE or going from full-time TBE to part-time TBE)? If so, how should it be processed in SIS? (Updated 5/11/2020)**

    We understand that program delivery models may need to be adapted during remote learning; however, we do not recommend changing from one model to another. Changes in SIS are not required at this time.

31. **Can summer school be provided in lieu of regular bilingual services if bilingual services cannot be delivered through remote learning? (Updated 5/11/2020)**

    No. Summer school is supplemental. Supplemental services cannot replace general instruction. ELs must receive supports through remote learning. Please see the Remote Learning Recommendations document for additional information.

32. **Will grades achieved during remote learning count toward final grades, GPA, etc.? (Updated 5/11/2020)**

    As discussed in the Remote Learning Recommendations document, "the emphasis for schoolwork assigned, reviewed, and completed during the remote learning period is on **learning**, not on compliance ... All students should have the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work assigned prior to the remote learning period in that time frame." Final grading, GPA, etc. decisions for English Learners should align with district decisions for grading.

33. **How can paraprofessionals be utilized for bilingual supports during remote learning? (Updated 5/11/2020)**

    Districts should utilize paraprofessionals for bilingual support under the supervision of teachers endorsed for bilingual or English as a Second Language classes as identified in their remote learning plan.

34. **How will bilingual services be delivered through remote learning in charter schools? (Updated 5/11/2020)**

    The requirements for bilingual services in charter schools are the same as those for other public schools.

35. **How can LEAs involve private school students during remote learning? (Updated 5/11/2020)**

    Districts are reminded to reach out to their private school partners when reconsidering programs that cannot be completed.

Seal of Biliteracy

36. How can schools administer the STAMP 4S, the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL), the ACTFL Latin Interpretive Reading Assessment (ALIRA), or other language proficiency tests if we cannot meet in person? (Updated 5/11/2020)

In-person testing must not place during the COVID-19 stay-in-place order. Avant Assessment is offering its STAMP 4S tests online with virtual proctors. In addition, the American Council on the Teaching of Foreign Languages (ACTFL) tests (AAPPL and ALIRA) and home assessments were recently released. However, proctoring for ACTFL tests will be on the honor system. Parents and students must sign an assurance indicating that the student did not receive outside assistance while completing the exam. We recommend districts utilize these online assessments in place of in-person assessments for Seal of Biliteracy for 2020.

37. Are online Advanced Placement (AP) language assessments acceptable for the Seal of Biliteracy since they are different from the regular AP tests due to the COVID-19 pandemic? (Updated 5/11/2020)

Online AP assessments are acceptable as measures of languages other than English for the Seal of Biliteracy for FY 2020.

38. We understand that the SAT cut scores for the Seal of Biliteracy have been changed to 480. Have cut scores for ACCESS also been changed? (Updated 5/11/2020)

The acceptable SAT cut score for the Seal of Biliteracy was recently adjusted, but there is no change to the ACCESS cut score.