



97TH GENERAL ASSEMBLY

State of Illinois

2011 and 2012

HB3819

Introduced 10/5/2011, by Rep. Linda Chapa LaVia

SYNOPSIS AS INTRODUCED:

105 ILCS 5/14C-13

from Ch. 122, par. 14C-13

Amends the School Code in the Article concerning transitional bilingual education. Provides that by no later than January 1, 2013, the Advisory Council on Bilingual Education shall submit a report to the State Superintendent of Education, the Governor, and the General Assembly addressing certain questions concerning the modification of bilingual education programs. Sets forth definitions for "parent academies" and "cultural competency program".

LRB097 13481 RPM 58001 b

1 AN ACT concerning education.

2 **Be it enacted by the People of the State of Illinois,**
3 **represented in the General Assembly:**

4 Section 5. The School Code is amended by changing Section
5 14C-13 as follows:

6 (105 ILCS 5/14C-13) (from Ch. 122, par. 14C-13)
7 Sec. 14C-13. Advisory Council.

8 (a) There is created an Advisory Council on Bilingual
9 Education, consisting of 17 members appointed by the State
10 Superintendent of Education and selected, as nearly as
11 possible, on the basis of experience in or knowledge of the
12 various programs of bilingual education. The Council shall
13 advise the State Superintendent on policy and rules pertaining
14 to bilingual education. The Council shall establish such
15 sub-committees as it deems appropriate to review bilingual
16 education issues including but not limited to certification,
17 finance and special education.

18 Initial appointees shall serve terms determined by lot as
19 follows: 6 for one year, 6 for 2 years and 5 for 3 years.
20 Successors shall serve 3-year terms. Members annually shall
21 select a chairman from among their number. Members shall
22 receive no compensation but may be reimbursed for necessary
23 expenses incurred in the performance of their duties.

1 By no later than December 1, 2011, the Council shall submit
2 a report to the State Superintendent of Education, the
3 Governor, and the General Assembly addressing, at a minimum,
4 the following questions:

5 (1) whether and how the 20 child per attendance center
6 minimum in Section 14C-3 of this Code should be modified;

7 (2) whether and how educator certification
8 requirements in this Article 14C and applicable State Board
9 of Education rules should be modified;

10 (3) whether and how bilingual education requirements
11 in this Article 14C and applicable State Board of Education
12 rules should be modified to address differences between
13 elementary and secondary schools; and

14 (4) whether and how to allow school districts to
15 administer alternative bilingual education programs
16 instead of transitional bilingual education programs.

17 By no later than January 1, 2013, the Council shall submit
18 a report to the State Superintendent of Education, the
19 Governor, and the General Assembly addressing, at a minimum,
20 the following questions:

21 (i) whether and how bilingual education programs
22 should be modified to be more flexible and achieve a higher
23 success rate among Hispanic students in the classroom and
24 on State assessments;

25 (ii) whether and how bilingual education programs
26 should be modified to increase parental involvement

1 including the use of parent academies; and

2 (iii) whether and how bilingual education programs
3 should be modified to increase cultural competency through
4 a cultural competency program among bilingual teaching
5 staff.

6 (b) For the purpose of this Section:

7 "Parent academies" means a series of parent development
8 opportunities delivered throughout the school year to increase
9 parents' ability to successfully navigate the education system
10 and monitor their children's education. Parent academies are
11 specifically designed for parents of students who are enrolled
12 in any of the English Language Learner programs and are to be
13 provided after work hours in the parents' native language. At a
14 minimum, parent academies shall allow participants to do the
15 following:

16 (1) understand and use their children's standardized
17 tests to effectively advocate for their children's
18 academic success;

19 (2) learn home strategies to increase their children's
20 reading proficiency;

21 (3) promote homework completion as a successful daily
22 routine;

23 (4) establish a positive and productive connection
24 with their children's schools and teachers; and

25 (5) build the character traits that lead to academic
26 success, such as responsibility, persistence, a hard-work

1 ethic, and the ability to delay gratification.

2 "Cultural competency program" means a staff development
3 opportunity to increase the school staffs' ability to meet the
4 social, emotional, and academic needs of culturally and
5 linguistically diverse students and, at a minimum, allows
6 participants to do the following:

7 (i) discuss the impact that our constantly changing,
8 highly technological and globalist society is having on
9 Illinois' public education system;

10 (ii) analyze international, national, State, county,
11 district, and local students' performance data and the
12 achievement gaps that persistently exist between groups;

13 (iii) realize the benefits and challenges of reaching
14 proficiency in cultural competency;

15 (iv) engage in conversations that lead to
16 self-awareness and greater insight regarding diversity;
17 and

18 (v) learn strategies for building student-teacher
19 relationships and making instruction more comprehensible
20 and relevant for all students.

21 (Source: P.A. 97-305, eff. 1-1-12.)