

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 Sections
5 14C-10 and 14C-13 as follows:

6 (105 ILCS 5/14C-10) (from Ch. 122, par. 14C-10)
7 Sec. 14C-10. Parent and community participation.

8 School districts shall provide for the maximum practical
9 involvement of parents of children in transitional bilingual
10 education programs. Each school district shall, accordingly,
11 establish a parent advisory committee which affords parents the
12 opportunity effectively to express their views and which
13 ensures that such programs are planned, operated, and evaluated
14 with the involvement of, and in consultation with, parents of
15 children served by the programs. Such committees shall be
16 composed of parents of children enrolled in transitional
17 bilingual education programs, transitional bilingual education
18 teachers, counselors, and representatives from community
19 groups; provided, however, that a majority of each committee
20 shall be parents of children enrolled in the transitional
21 bilingual education program. Once established, these
22 committees shall autonomously carry out their affairs,
23 including the election of officers and the establishment of

1 internal rules, guidelines, and procedures.

2 (Source: P.A. 78-727.)

3 (105 ILCS 5/14C-13) (from Ch. 122, par. 14C-13)

4 Sec. 14C-13. Advisory Council.

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

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

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

25 (1) whether and how the 20 child per attendance center

1 minimum in Section 14C-3 of this Code should be modified;

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

5 (3) whether and how bilingual education requirements
6 in this Article 14C and applicable State Board of Education
7 rules should be modified to address differences between
8 elementary and secondary schools; and

9 (4) whether and how to allow school districts to
10 administer alternative bilingual education programs
11 instead of transitional bilingual education programs.

12 By no later than January 1, 2013, the Council shall submit
13 a report to the State Superintendent of Education, the
14 Governor, and the General Assembly addressing, at a minimum,
15 the following questions:

16 (i) whether and how bilingual education programs
17 should be modified to be more flexible and achieve a higher
18 success rate among Hispanic students in the classroom and
19 on State assessments;

20 (ii) whether and how bilingual education programs
21 should be modified to increase parental involvement
22 including the use of parent academies;

23 (iii) whether and how bilingual education programs
24 should be modified to increase cultural competency through
25 a cultural competency program among bilingual teaching
26 staff; and

1 (iv) whether and how the bilingual parent advisory
2 committees within school districts can be supported in
3 order to increase the opportunities for parents to
4 effectively express their views concerning the planning,
5 operation, and evaluation of bilingual education programs.

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.)