



Rep. Abdelnasser Rashid

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10300HB3822ham001

LRB103 30452 RJT 59183 a

1 AMENDMENT TO HOUSE BILL 3822

2 AMENDMENT NO. _____. Amend House Bill 3822 by replacing
3 everything after the enacting clause with the following:

4 "Section 5. The School Code is amended by adding 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,

1 finance and special education.

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

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

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

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

17 (3) whether and how bilingual education requirements
18 in this Article 14C and applicable State Board of
19 Education rules should be modified to address differences
20 between elementary and secondary schools; and

21 (4) whether and how to allow school districts to
22 administer alternative bilingual education programs
23 instead of transitional bilingual education programs.

24 By no later than January 1, 2013, the Council shall submit
25 a report to the State Superintendent of Education, the
26 Governor, and the General Assembly addressing, at a minimum,

1 the following questions:

2 (i) whether and how bilingual education programs
3 should be modified to be more flexible and achieve a
4 higher success rate among Hispanic students in the
5 classroom and on State assessments;

6 (ii) whether and how bilingual education programs
7 should be modified to increase parental involvement
8 including the use of parent academies;

9 (iii) whether and how bilingual education programs
10 should be modified to increase cultural competency through
11 a cultural competency program among bilingual teaching
12 staff; and

13 (iv) whether and how the bilingual parent advisory
14 committees within school districts can be supported in
15 order to increase the opportunities for parents to
16 effectively express their views concerning the planning,
17 operation, and evaluation of bilingual education programs.

18 Within one year of the effective date of this amendatory
19 Act of the 103rd General Assembly, the Council shall deliver a
20 report to the General Assembly on how to incentivize dual
21 language instruction in schools. The report shall include: (i)
22 expanding dual language programs and instruction, (ii)
23 developing a strategic plan for scaling dual language
24 programs, (iii) possible public-private partnerships to expand
25 dual language programs, (iv) potential funding mechanisms and
26 models, including how to leverage the use of existing State

1 and federal resources and how to sustain funding for dual
2 language programs, (v) how to build the supply of qualified
3 teachers for dual language programs, including potential
4 partnerships with private or nonprofit teacher preparation or
5 development programs and college teacher preparation programs,
6 potential alternative certification routes, exchange programs
7 with other countries, and financial incentives, and (vi)
8 standards for measuring student progress in dual language
9 programs.

10 (b) For the purpose of this Section:

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

20 (1) understand and use their children's standardized
21 tests to effectively advocate for their children's
22 academic success;

23 (2) learn home strategies to increase their children's
24 reading proficiency;

25 (3) promote homework completion as a successful daily
26 routine;

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

3 (5) build the character traits that lead to academic
4 success, such as responsibility, persistence, a hard-work
5 ethic, and the ability to delay gratification.

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

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

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

17 (iii) realize the benefits and challenges of reaching
18 proficiency in cultural competency;

19 (iv) engage in conversations that lead to
20 self-awareness and greater insight regarding diversity;
21 and

22 (v) learn strategies for building student-teacher
23 relationships and making instruction more comprehensible
24 and relevant for all students.

25 (Source: P.A. 97-305, eff. 1-1-12; 97-915, eff. 1-1-13.)".