

FRENCH DUAL LANGUAGE UPDATES Q&A & COMMUNITY FEEDBACK

January 8, 2024

We are **NOT** dissolving
the French DL Program.



DISTRICT COMMITMENTS

- We are committed to providing a multilingual education program for all of our emergent bilingual students (students identified as English Learners by State/ISBE standards).
- We are committed to honoring the Three Pillars of Dual Language education through our two-way immersion programs.
- We commit to having a minimum of a French Bilingual Program (at a minimum) for our French/Lingala speaking students, so long as we meet the 20 EL student requirement as set by the State/ISBE.
- We commit to providing French Dual Language support to all current students enrolled in the program.
- We are committed to sustaining the program through a blended grade level model in an effort to be fiscally responsible due to other high-level district needs and academic priorities (i.e., moving from 4 classrooms to 3 classrooms for 24-25 at the elementary level).
- We commit to providing French Language Arts classes for students at the secondary level.

IL STATE REQUIREMENTS

- When a school building has 20 or more Emergent Bilingual English Learners who speak the same home language (French/Lingala), schools are required to provide a Transitional Bilingual Program at minimum for just these students. A two way dual language program that incorporates English dominant students fulfills this requirement, but it is not required by the State/ISBE for Emergent Bilingual English Learners.
- Transitional Bilingual Education is NOT our preferred option, and NOT our plan for next year. Transitional Bilingual Education would still fulfill bilingual program requirements and the commitments to bilingual education for multilingual learners.
 - Should we reach a point that we need to implement the Transitional Bilingual Program option only instead of Dual Language, we would maintain our commitment to the K-5 program to any student/family that has started in dual language, in addition to offering French language arts classes at the secondary level. This would allow for any student who starts to continue through the program as designed.
- When schools have 19 or fewer Emergent Bilingual English Learners who speak the same home language, schools are required to provide a Transitional Program of instruction (generally English a second language only).
- Given enrollment trends, it is important to note that each of these programs could be a possibility in future years. It is our hope that this does not happen and neither of these programs are our preferred program option for any Emergent Bilingual English Learners or English dominant students.

DUAL LANGUAGE VS FOREIGN LANGUAGE

□ Dual language models - Two-Way & One-Way Dual Language

□ Students from both French/Lingala and English dominant backgrounds are learning the target languages together with the goal of becoming bilingual/biliterate (English/French).

-This includes students from French/Lingala backgrounds who are emergent bilingual English learners, students who by law are required to have bilingual education when there are 20 or more students in one school. The program is designed for these students specifically as part of state requirements.

□ Foreign Language Immersion

□ Majority/Only students from English dominant backgrounds are learning the target language together.

**<https://carla.umn.edu/immersion/FAQs.html>*



FOREIGN LANGUAGE IMMERSION IMPACT

STATE LICENSURE REQUIREMENTS AS OF 1/13/24

- Teacher licensure (Dual Language)
 - Professional Education Licences (PEL)+Bilingual Endorsement - required to teach Emergent bilingual English learners in any program
 - Education License with Stipulations - Transitional Bilingual Educator (ELS-TBE) (Provisional 5 year license until the employee finishes the requirements for the PEL+Bilingual Endorsement).
 - Neither of these licenses cover foreign language instruction/immersion
- Teacher licensure (Foreign Language Immersion)
 - ELS-TBE would not qualify as acceptable licensure to teach in a Foreign Language Immersion program, only to work with Emergent Bilingual English Learners
 - Professional Educator License (PEL) + Foreign/World Language Endorsement would qualify to teach Foreign Language Immersion, but a teacher with just this license could not teach an emergent bilingual English learner for state requirements. We would need another teacher who is licensed to teach emergent bilingual English learners
 - We are seeking further clarification from the State/ISBE regarding licensure questions and any additional coursework/licensure requirements

FOREIGN LANGUAGE IMMERSION IMPACT

□ Financial Impact

□ Current Funding Sources

- Evidence Based State Funding designated for Emergent Bilingual English Learners
- Title III - Federal funding specifically designated for Emergent Bilingual English Learners

If the program were to become a Foreign Language Immersion program by adding in more English only/dominant students, we run the risk of not being able to use Evidence Based State Funding or Title III for these classrooms. We are seeking state guidance around this now.



CURRENT TOTAL CLASS ENROLLMENT

K	1st	2nd	3rd	4th	5th
11 (6 French/ Lingala)	11 (6 French/ Lingala)	11 (7 French/ Lingala)	8 (6 French/ Lingala)	10 (8 French/ Lingala)	8 (6 French/ Lingala)

HISTORY OF ENROLLMENT TRENDS

	18-19	19-20	20-21	21-22	22-23	23-24	Projected 24-25	Projected 25-26
Kinder EL	5	10	7	9	5	6	9 eligible	11 eligible
Kinder Applic ants	5	9	6	6	5	6		
Kinder Wait List	2	5	0	2*	2*	3		

HISTORY OF ENROLLMENT TRENDS

	18-19	19-20	20-21	21-22	22-23	23-24
1st Applicants	8	2	1	0	0	1
1st Wait List	3	1	0	0	0	0

OPTIONS FOR 24-25 SCHOOL YEAR

- Maintaining the Two-Way DL Program as is - which is with split level classrooms;
 - Could be housed in a school building where other classrooms are English monolingual classrooms (as it operates currently at Yankee Ridge)

OR

- Could be housed in a Multilingual School with Spanish DL (Dr. Williams, Thomas Paine, or Yankee Ridge)
 - *Example - 21 Spanish DL and 3 French DL classrooms housed together in one building where all classrooms and staff are committed to the Pillars of Dual Language.
 - **Due to enrollment, next year's class structure will be K/1, 2/3, 4/5 (3 classrooms). This is a common district practice at the elementary level for English dominant general classrooms when class size numbers are much lower than the typical average class.

**Location will be determined by Board of Education for either option based on redistricting efforts and community feedback.

NON OPTION FOR 24-25 SCHOOL YEAR

- At this current time, creating a foreign language immersion model (by increasing the number of English speaking applicants over the 50/50 enrollment cap) is not being considered by district administration.
- This is something that can be discussed as we move forward with district administration in future years as we continue to evaluate the district enrollment trends and programmatic needs.
- Feedback can continue to be shared with district administration and the Board as we move forward.

REDISTRICTING TIMELINE

- January 9th Spanish DL vote
- January 23rd - continue to work with RSP Associates on the recommendation of which school building will be used for Spanish DL
- February 28th & 29th - public input meetings regarding overall redistricting (5:30-7pm); Input survey released to stakeholders
- April 2nd - Boundary Plan presented to the Board
- April 16th - BOE takes action on Boundary Plan

QUESTIONS & FEEDBACK

