

COMITÉ ASESOR DE PADRES
BILINGÜES
*BILINGUAL PARENT ADVISORY
COMMITTEE*

Junta de padres del BPAC 9.20.2022
BPAC Parent Meeting 9.20.2022

AGENDA

- Bienvenida/*Welcome*
- Presentaciones/*Introductions*
- BPAC - ¿por qué se necesita?/*BPAC - why is it required?*
- Responsabilidades del BPAC/*BPAC Responsibilities*
- Responsabilidades del Distrito Escolar 65 de Evanston/Skokie/*Evanston/Skokie School District 65 Responsibilities*
- Compartir el plan de servicios bilingües/*Share the Bilingual Service Plan*
- Compartir el plan de servicios bilingües/*Parent Engagement in TWI - A Principal's Perspective*
- ¿Qué sigue?/*What's next?*
- Recursos/*Resources*



Bienvenida/ *Welcome*

“Se vive una nueva vida por cada nuevo idioma que se habla” –
Proverbio checo

“You live a new life for every new language you speak.” – Czech
Proverb

Presentaciones/ Introductions

Rocio Mancera - Presidenta/ *President*

Nazaria Viveros - Co-Presidenta/ *Co-President*

Sandra Rojas - Vicepresidenta/ *Vice President*

Mariana Bojorquez, Secretaria/ *Secretary*

Maria Anfossi - Co-Secretaria/ *Co-Secretary*

Amy Correa - Directora de programs Multilingües

Penny Fransman - Coordinadora Multilingües/Multilingual Coordinator

BPAC - ¿Por qué se necesita?/ *BPAC - why is it required?*

- ¿Qué significa BPAC?
- Por ley, se requiere que un distrito escolar tenga un BPAC cuando hay 20 estudiantes aprendices de inglés (EL) hablando el mismo idioma materno
- Un BPAC está compuesto principalmente por padres/tutores legales bilingües con estudiantes actualmente inscritos en el programa para estudiantes 'EL', así como por maestros y otro personal escolar y líderes de la comunidad de estudiantes 'EL'.
- What does BPAC stand for?
- A school district is required to have a BPAC when there are 20 English learner (EL) students of the same home language
- A BPAC is mostly made up of bilingual parents/legal guardians with students currently enrolled in the EL program, as well as teachers and other school staff and EL community leaders

BPAC - ¿Por qué se necesita?/ *BPAC - why is it required?*

- El presidente del BPAC debe ser padre/tutor de un estudiante actualmente inscrito en el programa de estudiantes 'EL'
- Los idiomas que se hablan en los hogares en el distrito deben reflejarse en la membresía de BPAC.
- Los miembros participarán en la planeación, operación y evaluación del programa EL en el distrito.
- The BPAC chairperson must be a parent/guardian of a student currently enrolled in the EL program
- The home languages in the district must be reflected in the BPAC membership
- Members will participate in the planning, operation, and evaluation of the EL program in the district

Responsabilidades del BPAC/ *BPAC Responsibilities*

El comité debe:

- Reunirse por lo menos 4 veces al año
- Llevar registro de las actas de cada reunión y guardarlas en los archivos del distrito escolar
- Revisar las solicitudes de programas anuales del distrito
- Llevar a cabo de manera autónoma los asuntos del BPAC, incluyendo:
 - Elección de dirigentes
 - Establecimiento de reglas internas, pautas, y procedimientos

The committee must:

- Meet at least four times per year
- Record minutes of every meeting and keep them on file with the school district
- Review the district's annual program applications
- Autonomously carry out BPAC affairs, including:
 - Election of officers
 - Establishment of internal rules, guidelines, and procedures

Responsabilidades del BPAC/ *BPAC Responsibilities*

¿Qué les parece esto?

- *Reunirse por lo menos 4 veces al año*
- *Las actas de cada reunión deben registrarse y ser archivadas en el distrito escolar*

What does this look like?

- *Meet at least four times per year*
- *Minutes of every meeting must be recorded and kept on file with the school district*

Responsabilidades del BPAC/ BPAC Responsibilities

- *Revisar las solicitudes de programas anuales del distrito (BSP, Plan de Gastos EL-EBF, Título III)*
- *Llevar a cabo de manera autónoma los asuntos del BPAC*
 - Elegir funcionarios
 - Establecer reglamentos internos, pautas y procedimientos
- *Review the district's annual program applications (BSP, EL-EBF Spending Plan, Title III)*
- *Autonomously carry out BPAC affairs*
 - Election of officers
 - Establishment of internal rules, guidelines, and procedures

Responsabilidades del BPAC (Financiamiento)/ *BPAC Responsibilities (Funding)*

- **Plan de servicios bilingües (BSP)**
 - Brinda al estado una comprensión de cuántos maestros y paraprofesionales están apoyando a los estudiantes bilingües.
 - Especifica el desarrollo profesional que se planea para el personal de EL para el año.
 - Incluye información de contacto y roles de cada miembro del BPAC
- **Financiamiento basado en la evidencia (EBF)**
 - El EBF se promulgó en 2017 para distribuir mejor los fondos a los estudiantes que más lo necesitan
 - Los fondos para los estudiantes 'EL' se asignan en función de los reportes del distrito al estado.
- **TÍTULO III Programa Educativo de Instrucción de Idiomas (LIEP)**
 - Los fondos se pueden utilizar para proporcionar a la escuela materiales didácticos, desarrollo profesional y actividades para los padres y la comunidad.
- **Bilingual Service Plan (BSP)**
 - Provides state with an understanding of how many teachers and paraprofessionals are supporting bilingual students
 - Specifies professional development that is planned for EL staff for the year
 - Includes contact information and roles of each member of the BPAC
- **Evidence-Based Funding (EBF)**
 - EBF was enacted in 2017 to better distribute funds to the students who need it the most
 - Funds for EL students are allocated based on the district's reporting to the state
- **TITLE III Language Instruction Educational Program (LIEP)**
 - The funds can be used to supply the school with instructional materials, professional development, and parent/community activities

Responsabilidades del distrito escolar/ *School District Responsibilities*

El D65 educará al comité de padres sobre:

- Información relacionada con los enfoques y métodos de instrucción en la educación bilingüe
- Las disposiciones de las leyes estatales y federales relacionadas con la participación de los estudiantes y los derechos de los padres
- Medidas de rendición de cuentas relevantes para los estudiantes en programas bilingües

D65 will educate the parent committee on:

- Information related to instructional approaches and methods in bilingual education
- The provisions of State and federal law related to students' participation and parents' rights
- Accountability measures relevant to students in bilingual programs

Plan de servicios bilingües/ *Bilingual Service Plan*

Información del programa/ Program Information

[Instructions](#)

District Program Information

Please select the appropriate option for your district below. Selection cannot be changed on following pages.
The hyperlinks below provide additional information on your requirement for the EL - Bilingual Service Plan (BSP).

- [Districts with fewer than 20 English Learners \(ELs\)](#)
 [Districts with 20 or more ELs](#)

Complete the requested information below.

Key: Types of Instructional Design

- Dual Language - Two Way (Self-contained)
- Dual Language - One Way (Self-contained)
- Transitional Bilingual Program (Self-contained)
- Transitional Bilingual Program (Collaboration)
- Transitional Program in English (Self-contained)
- Transitional Program in English (Collaboration)

** A full-time bilingual only endorsed teacher (30 hrs/week = 1 FTE), insert B1.0

** A half-time ESL only endorsed teacher (15 hrs/week = .5), insert E.5

** A .25 bilingual and ESL endorsed teacher (7.5 hrs/week = .25 FTE), insert BE.25

Grade Level	Attendance Center Name	Program Type (check all that apply)		Types of Instructional Design (check all that apply)						Endorsed Teachers	Full Time Equivalent (FTE)	Number of ELS-paraprofessionals serving ELS
		TBE	TPI	1	2	3	4	5	6			
	In addition to district attendance centers that have ELS, special education co-ops and non-public special education program attendance centers that have out placed dually identified (ELs with IEPs) students must be listed.									Total Number of Bilingual and/or ESL Endorsed Teachers Serving ELS (including teachers with ELS-TBE and ELS-VIT)	FTE Instructional Time by Position Type spent with ELs at this school (30hrs/wk = 1.0 FTE) by using B= bilingual endorsed, E= ESL endorsed and/or BE= Both Bilingual and ESL endorsed. "Example: If total number is 4 teachers then B 1.0, E .5, BE 2.0**"	
1.	6-8 Chute Middle School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	9	B1.0, E 2.0, BE 2.0	2
2.	K-5 Dawes Elementary School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	12	B 5.0, E 1.0, BE 5.0	1
3.	K-5 Dewey Elementary School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	9	B 3.0, E 0.0, BE 5.5	1
4.	6-8 Haven Middle School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	5	B 1.0, E 1.0, BE 3.0	1
5.	PreK JEH Early Childhood Center	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	6	B 1.0, E 1.0, BE 3.0	1
6.	K-8 King Arts Magnet School	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3	B 0.0, E 2.0, BE 1.0	0
7.	K-5 Kingsley Elementary School	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	E 0.5	0
8.	K-5 Lincoln Elementary School	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3	B 0.0, E 2.0, BE 1.0	2
9.	K-5 Lincolnwood Elementary School	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	E 0.5	0
10.	6-8 Nichols Middle School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	5	B 1.0, E 1.0, BE 2.5	1
11.	K-5 Oakton Elementary School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	8	B 5.0, E 1.0, BE 2.0	2
12.	K-5 Orrington Elementary School	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	B 0.0, E 1.0, BE 1.0	0
13.	K-12 Park School	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	B 0.0, E 0.0, BE 0.5	0
14.	K-8 Bessie Rhodes Magnet School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10	B 3.0, E 0.0, BE 7.0	1
15.	K-5 Walker Elementary School	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	5	B 0.0, E 4.5, BE 0.0	0
16.	K-5 Washington Elementary School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	16	B 4.0, E 0.0, BE 12.0	1
17.	K-5 Willard Elementary School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	7	B 1.0, E 1.0, BE 6.0	2
18.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Inscripción al programa/ Program Enrollment



Tyler SIS
https://sdm.sisk12.com/V360/apphost/TylerS...

EL - Bilingual Service Plan

County: Cook

Applicant: EVANSTON CCSD 65
 Application: 2022-2023 EL - Bilingual Service Plan - 00
 Cycle: Original Application
 Project Number: 23-Billing-Plan-00-05-016-0650-04

The application has been submitted. No more updates will be saved for the application.

Overview	Applicant Information	Plan Specific Pages	Assurance Pages	Submit	Application History	Application Print	Page Lock Control
Program Information	Upload	Program Enrollment	Parent Advisory Committee	Professional Development			

Program Enrollment Instructions

Selection of the radio buttons below can only be made on the Program Information page.

- [Districts with fewer than 20 English Learners \(ELs\)](#)
- [Districts with 20 or more ELs](#)

PROGRAM ENROLLMENT

Check the type(s) of Program Enrollment offered

TBE TPI

SPANISH LANGUAGE ARTS CURRICULUM

Indicate whether or not the district is offering Spanish language arts. All districts with a full-time TBE Spanish program must offer Spanish language arts.

Does the district offer Spanish language arts to TBE/TPI students?*

Yes No

Describe the instructional and evaluation methods used to measure student progress with respect to the Illinois [Spanish Language Arts Standards](#).

Teachers are using the ISBE Spanish Language Arts Standards along with the CCSS Spanish Standards from San Diego to plan lessons. Curriculum has Spanish Standards embedded, MIVision by Savvas. Students in the Dual Language TWI program grades PreK-5 receive Spanish Language Arts and English Language Arts daily. In grades K-5, we use 80/20 model, a modified version of the 90/10 model. Students in TWI receive other content area in Spanish and/or English depending on the grade. In middle school, grades 6-8, TBE students have a Spanish Language Arts class and are piloting Galleria from Vista as a curricular resource. As assessments we use MAP Fluency in Spanish and MAP in Math in Spanish. We also use a variety of assessments that are provided in MIVision for end of chapter and benchmarks.

REMINDER: Districts that offer Spanish language arts instruction to TBE or TPI students must provide at least one training session annually related to the implementation of the Illinois Spanish Language Arts Standards to staff who provide instruction in Spanish language arts.

Indicate whether the district is placing students in part-time TBE based on the criteria found in Section 228.30 (c)(3) and has the part-time TBE rational template in the students' records.

Yes No

[Part-Time Transitional Bilingual Education \(TBE\) Placement](#)

*Required field

Comité Asesor de Padres/ Parent Advisory Committee

The application has been submitted. No more updates will be saved for the application.

Overview	Applicant Information	Plan Specific Pages	Assurance Pages	Submit	Application History	Application Print	Page Lock Control
Program Information	Upload	Program Enrollment	Parent Advisory Committee				Professional Development

TBE Parent Advisory Committee

[Instructions](#)

Selection of the radio buttons below can only be made on the Program Information page.

- Districts with fewer than 20 English Learners (ELs)
 Districts with 20 or more ELs

Parent Advisory Committee Page - Complete this page **ONLY** if the district has a TBE program. A district is required to have a Bilingual Parent Advisory Committee if an attendance center has 20 or more EL students with the same language group (Preschool counted separately).

Verification of Plan Review by Bilingual Parent Advisory Committee for TBE Programs

Parent and Community Participation - Each district or cooperative with a TBE program shall establish a parent advisory committee consisting of the following: parents, legal guardians, transitional bilingual teachers, counselors, and community leaders. A majority of its members must be parents of students enrolled in the TBE program. This committee shall:

- Meet at least four times per year;
- Maintain on file with the school district, minutes of these meetings; and
- Review district's annual Bilingual Service Plan and EBF spending plan submitted to the State Board of Education.

Identify all members of the Bilingual Parent Advisory Committee. Indicate under Role whether they are a parent (P), legal guardian (G), teacher (T), counselor (C) or community member (CM). Indicate the language(s) spoken by the member. Indicate the member's home address and phone number where they can be reached.

Name	Rocio Mancera*	Role	P	Language(s)	Spanish	Telephone	847 864 6539
Street	101 Clyde, Apt.#2	City	Evanston	State	IL	Zip+4	60202
Name	Sandra Rojas*	Role	P	Language(s)	Spanish	Telephone	773 613 9249
Street	1819 Hobland Ct.	City	Evanston	State	IL	Zip+4	60201
Name	Maria Anfossi*	Role	P	Language(s)	Spanish	Telephone	224 580 1214
Street	1112 Hull Terr, Unit 2	City	Evanston	State	IL	Zip+4	60202
Name	Araceli Luna	Role	P & T	Language(s)	Spanish	Telephone	312 560 3239
Street	2139 Dobson ST	City	Evanston	State	IL	Zip+4	60202
Name	Fatima Paramo Perez	Role	P	Language(s)	Spanish	Telephone	847 532 1493
Street	703 Sherman AVE #3	City	Evanston	State	IL	Zip+4	60202
Name	Eva Martin	Role	P	Language(s)	Spanish/English	Telephone	312 513 2690
Street	2200 Grey AVE	City	Evanston	State	IL	Zip+4	60201
Name	Sara Carrillo	Role	P	Language(s)	Spanish/English	Telephone	847 208 4254
Street	2124 Seward St	City	Evanston	State	IL	Zip+4	60202
Name	Mariana Bojorquez*	Role	CM	Language(s)	Spanish/English	Telephone	224 532 6104
Street	1703 Orrington	City	Evanston	State	IL	Zip+4	60201
Name	Tania Margonza*	Role	CM	Language(s)	Spanish/English	Telephone	847 308 5502
Street	5800 Oakton	City	Morton Grove	State	IL	Zip+4	6005
Name	Eloise Garcia	Role	P	Language(s)	Spanish	Telephone	773 516 0717
Street	3323 Church ST, 1	City	Evanston	State	IL	Zip+4	60203

Desarrollo profesional/ Professional Development

EL - Bilingual Service Plan

Applicant: EVANSTON CCSD 65 **County:** Cook SESSION TIMEOUT: 59:49
Application: 2022-2023 EL - Bilingual Service Plan - 00 EL - Bilingual Service Plan
Cycle: Original Application Printer-Friendly
Project Number: 23-Billing-Plan-00-05-016-0650-04 [Click to Return to Application Select](#)

The application has been submitted. No more updates will be saved for the application.

Overview	Applicant Information	Plan Specific Pages	Assurance Pages	Submit	Application History	Application Print	Page Lock Control
Program Information	Upload	Program Enrollment	Parent Advisory Committee		Professional Development		

Professional Development [Instructions](#)

Selection of the radio buttons below can only be made on the Program Information page.

- [Districts with fewer than 20 English Learners \(ELs\)](#)
- [Districts with 20 or more ELs](#)

PROPOSED PROFESSIONAL DEVELOPMENT ACTIVITIES

Describe the professional development activities proposed to be developed and implemented for staff involved in the education of English Learners and immigrant students. Such training activities should be directly related to helping staff attain the qualifications, knowledge and skills needed to increase EL and immigrant students' academic performance. These activities must also meet requirements set forth in the laws and regulations governing the TBE/TPI program.

TBE/TPI Staff Inservice Plan - Indicate at least two Professional Development Activities

Inservice activities must be provided to all TBE/TPI staff at least twice yearly. Specify the areas to be addressed, which must include, but need not be limited to, one of the following: Current Research in the Teaching of EL Students; Methods for Teaching in the Native Language and Methods of Teaching ESL; Content Area and Language Proficiency Assessment of EL Students; Issues Related to the Native Culture and the Culture of the United States; and Issues Related to EL Students with Disabilities. Additionally, for new certificated and noncertificated program staff, the following must be addressed: Minimum Program Standards; District Identification and Assessment Procedures; Program Design; and Basic Instructional Techniques for Teachers of EL Students.

Districts that offer Spanish language arts must offer at least one session related to the implementation of Spanish language arts for staff members who provide the instruction in that course subject.

Activity*	Date (Projected)	Certified Staff	Non-Certified Staff	Expected No. of Participants
<input checked="" type="checkbox"/> Current Research in the Teaching of LEP Students	08/18/2022	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	30
<input checked="" type="checkbox"/> Methods for Teaching in the Native Language and Method of Teaching ESL	08/09/2022	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	30
<input type="checkbox"/> Language Assessment		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Issues Related to the Native Culture and the Culture of the United States		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Issues Related to LEP Students with Disabilities		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Program Standards		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> District Identification Assessment		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Program Design		<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Basic Instructional Techniques for Teachers of LEP Students	08/15/2022	<input checked="" type="checkbox"/>	<input type="checkbox"/>	50
<input checked="" type="checkbox"/> Spanish Language Arts	03/07/2023	<input checked="" type="checkbox"/>	<input type="checkbox"/>	30
<input type="checkbox"/> Others (Specify):		<input type="checkbox"/>	<input type="checkbox"/>	

*Required field

Participación de los padres en TWI - Perspectiva
de un director/ *Parent Engagement in TWI - A
Principal's Perspective*

Hope

FEAR

1

Esperanzas y Temores

What are your HOPES and FEARS? ¿Cuales son sus esperanzas y sus temores?



Washington School Commitment to Equity, Empathy, and Excellence

Escuela Primaria Washington Compromiso a la equidad, empatía, y excelencia.



- ◉ Make decisions based on what is best for ALL students, especially our marginalized students.
- ◉ Open door policy and practice
- ◉ Want to hear your concerns and/or feedback - ALWAYS
- ◉ Believe every student can learn and every student deserves a safe and caring environment and an excellent educational experience to prepare them to succeed in life.



- ◉ Decisiones basadas en lo que es mejor para TODOS nuestros estudiantes, especialmente los que son típicamente marginalizados.
- ◉ Puerta abierta para todos y en cualquier momento
- ◉ Queremos escuchar sus comentarios buenos y malos para seguir aprendiendo - SIEMPRE
- ◉ Creemos que cada estudiante puede aprender y merece un ambiente seguro y de cuidado y debe de tener una experiencia educacional excelente para prepararles para tener éxito en la vida.

Look For Key Practices Daily

1

Ambitious Instruction

Ensure ALL students are working with grade level content and learning the necessary skills in Spanish and English

2

Deep Engagement & Agency

Dual language (TWI) students are given the opportunity, guidance and support to own their learning and self-efficacy.

3

Strong Sense of Belonging

TWI students feel a strong sense of belonging and community in their school

4

Acceleration and Intervention

Students receive intentional teaching and learning using grade level standards and student interest and needs in the language of instruction and in the dominant language of the student.

**based on TNTP research and part of our plan for accelerating student achievement*

How can we support families to help their students engage in these practices?

- Ask your students what they learned in school each day and why that was important to them.
- Ask your students what they didn't learn and how do they know what they don't know.
- Ask your students how they reach out for help when they needed.
- Reach out to teachers and school leaders for guidance, clarification and support

Encuesta para temas futuros/ *Survey for Future Topics*

<https://forms.gle/acsDox6Xfg4AEisV8>



What's Next?

BPAC

- Reach out to your BPAC leadership committee to let them know topics you would like to cover at BPAC@district65.net
- Next time (11/15/2022)
6:00-7:30
 - ACCESS Assessment
 - Know your Rights

¡Próximamente! Coming Soon!



Sonríe

El Centro de Salud Erie Evanston/Skokie puede ayudar a los dientes de tu hijo permanecer saludables.

Todos los niños deben visitar al dentista cuando les sale el primer diente o cuando cumplen un año de edad. Y en Illinois se requiere que los niños entrando a ciertos años escolares, se hagan exámenes dentales:

- Todos los estudiantes nuevos a uno distrito escolar
- Estudiantes entrando a kindergarten, 2^{do}, 6^{to}, y 9^{no} grado

El costo del servicio es usualmente cubierto por seguro médico. Si no tienes seguro médico, o tienes deducibles altos, pregunta sobre las opciones de las cuotas reducidas cuando llama para hacer tu cita.

Erie acepta Medicaid, Medicare, y muchos planes de salud comerciales. Visita erie.health/pay para aprender sobre nuestro programa de descuento y los seguros de salud que aceptamos.

Llama hoy al 847-666-3494 y haz una cita dental a Erie Evanston/Skokie para tu niño. Al llamar, pregunta sobre las opciones de las cuotas reducidas.



Centro de Salud Erie Evanston/Skokie

1285 Hartrey Avenue, Evanston, IL 60201

Estacionamiento gratuito y accesible por el autobús Pace

#250 vía Dempster y el autobús de CTA #93 vía Dodge.

Para opciones de transporte de Medicaid, visita la sección de [transportación en erie.health/pay](http://erie.health/pay).

erie erie.health/esdental

Recursos/ *Resources*

- [23 Illinois Administrative Code](#)
- [Parent Resources from Illinois State Board of Education](#)