

Bilingual Education

Calumet Public School District 132

Updated June 2023



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Superintendent

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INTRODUCTION

Calumet School District 132 is located south of Chicago in southern Cook County. There are three school sites:

- Burr Oak Academy (Pre-K through 2nd grades)
- Burr Oak School (3rd through 5th grades)
- Calumet School (6th through 8th grades)

Enrollment at each site averages approximately three hundred with Burr Oak Academy slightly higher than the other two buildings. District enrollment averages approximately nine hundred per year. There are currently forty-nine full time teachers and of which five are bilingual teachers in the district, two principals, two assistant principals, eleven Type 75 district office administrators, and twenty-fifty additional support staff.

The Bilingual Education Department consists of: **one interim administrator, five bilingual teachers, one Bilingual Specialist, and two bilingual aides.** A Bilingual Parent Advisory Committee, a majority of whose members are parents of students in the Transitional Bilingual Education (TBE) program, is also part of the department.

VISION, MISSION, VALUES, PROGRAM GOALS AND OBJECTIVES

VISION

Our vision is that the Bilingual Department and Programs at Calumet School District 132 will be in compliance and ranked among one of the top programs in Cook County.

MISSION

Our mission is to educate every child in a safe environment, to be an academically successful student, responsible citizen and a life-long learner, by teaching the necessary knowledge and skills, and the appreciation of cultural diversity, within schools that foster excellence, mutual respect, creativity, and the joy of learning with an effective, caring, innovative staff, in partnership with home and community.

VALUES STATEMENT

Calumet School District 132 staff value student success, respect between staff and students, diversity, parent involvement, and excellence.

PROGRAM GOALS AND OBJECTIVES

Academic

1. Students in the program will meet/exceed state standards.
2. Students in the Transitional Bilingual Education (TBE) program will attain proficiency in English and the native language.
3. Students in the Transitional Program of Instruction (TPI) program will attain proficiency in English.
4. Students in both programs will perform academically at a rate that is commensurate with their native English speaking counterparts.
5. All personnel will be involved in a comprehensive staff development plan.
6. Parents and community members will be actively involved in the development, implementation and evaluation of the Transitional Bilingual Education program.

Social

1. Students in the program will be able to interact with others with mutual respect and effectiveness.
2. Students in the program will value cultural diversity in the school and community.

Personal

1. Students in the program will develop skills to be life-long learners and responsible citizens.
2. Students in the program will develop a positive self-image.

DEFINITION OF TERMS

The following are acronyms with their meanings and definitions of terms commonly used within the context of Bilingual education and English language learning.

ACCESS for ELs means *Assessing Comprehension and Communication in English State-to-State for English Learners*, a standards-based, criterion referenced test required under ESSA and designed to measure English language learners' social and academic proficiency in English by assessing social and instructional English, as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains of listening, speaking, reading, and writing. It is a secure full-scale assessment distributed at no cost to public schools. All public school LEP/EL students must take this test, regardless of whether or not they participate in a TBE/TPI program, and until they attain the minimum score to be considered English proficient. It can only be administered by certificated personnel who have completed required training and certification to administer this test, as well as the WAPT and MODEL screeners.

AMAOs means *Annual Measurable Achievement Objectives*, a requirement under ESSA, with targets set by the Illinois State Board of Education specifying the yearly percentage of LEP/EL students who are expected to make progress toward English language proficiency (AMAO I), attain English language proficiency (AMAO II), and demonstrate adequate yearly progress (AYP) in reading and math (AMAO III), as evidenced by statewide assessments (ACCESS and ISAT). Districts that did not meet AMAOs must inform all parents of children identified for participation in Title III funded programs (LIPLEPS and/or IEP) of this in writing within 30 days of receipt of the notification letter of this fact from the Illinois State Board of Education.

AYP means *Adequate Yearly Progress*. Under ESSA, each state establishes a definition of AYP that is used annually to determine the achievement of each school district and school in both reading and mathematics. States then identify for improvement any school that does not meet the state's definition of AYP for two consecutive years. AYP is designed to ensure continuous improvement each year toward the goal of 100% proficiency.

CLD means *Culturally and Linguistically Diverse*.

EL means *English Learner*, an active learner of the English language who may benefit from various types of language support programs. This term is equivalent to and used interchangeably with LEP, and frequently found in professional literature related to this group in the U.S.

ELP means *English Language Proficiency* and represents the degree to which a student is able to use standard American English as the language of instruction.

ESL means *English as a Second Language*, which makes use of specialized instruction to assist LEP/ELL students in attaining full proficiency in listening comprehension, speaking, reading and

writing of the English language. ESL is not to be confused with English language arts as taught to native speakers of English. ESL is a required component of all programs for LEP/EL students and current best practices call for it to be content based, rather than taught in isolation.

“**ESSA**” refers to the Federal Every Student Succeeds Act. ESSA replaces the NCLB Act of 2001 and expands the scope and frequency of student testing, revamps accountability systems and guarantees that every teacher is qualified in their subject area. It also requires states to make demonstrable annual progress in raising the percentage of students proficient in reading and math.

Every Student Succeeds Act (ESSA)...“It creates the opportunity to reclaim the goal of a well-rounded education for all students: an education that not only includes strong numeracy and literacy but access to science, social studies, the arts, physical education and health, and The opportunity to learn a second or third language”.

FEP means *Fluent English Proficient*.

HLS means *Home Language Survey*, a form required by the Illinois State Board of Education that must be completed for every student enrolling in a school district for the first time, without regard to national origin or surname. The form must include two prescribed questions, provide a space for the parent’s/guardian’s signature, and be available in English and in the home language. An indication of the presence of another language would require that an English language proficiency assessment be performed within a prescribed period of time.

Home Language means the language normally used in the home, by the student and/or by the student’s parents/legal guardians/primary caretakers.

Individual Student Language Assessment means a formalized procedure to determine proficiency in listening, speaking, reading, and writing, and which makes use of state approved nationally normed language proficiency tests.

L1 means *Native Language*, the first language learned by a student.

L2 means *Second Language*, the additional language learned by the student.

“**LEP**” means *Limited English Proficient*, a term commonly used in legal or regulatory documents both at the State and Federal levels when referring to students who speak or understand a language other than English, and whose English proficiency assessment on a State specified instrument (ACCESS, WIDA MODEL, WIDA screener, Pre-IPT) shows a performance in listening, speaking, reading, or writing that falls below state prescribed criteria. Increasingly, English Learner (EL) is used to describe this population, because it highlights learning, rather than suggesting that non-native-English-speaking students are deficient.

MODEL refers to the WIDA developed screener used for students entering Kindergarten and the first semester of first grade to determine their English language proficiency and to identify those who are LEP/ELL students and eligible for bilingual/ESL services.

NEP means *Non-English Proficient.*

MTSS means *Multi-Tiered System of Supports.*

Sheltered Instruction means an instructional approach employed to make academic instruction in English meaningful for transitioning LEP/EL students by integrating language and content (math, science and social studies), and which makes use of a variety of strategies that utilize visual clues, hands-on activities, controlled vocabulary, scaffolding, and cooperative learning activities among others.

SIS means *Student Information System.*

SPI means *Student/Parent Interview form.*

Students of Non-English Language Background means students whose native language is not English, or who come from homes where a language other than English is spoken in daily interaction, either by the students themselves or by their parents/legal guardians/primary caretakers.

TBE means *Transitional Bilingual Education*, a full- or part-time program of instruction in ESL, native language arts, and the core content areas (mathematics, science, and social studies) via English and the students' home/native language that is required of schools with 20 or more students of the same non-English language classification, inclusive of Kindergarten. LEP/EL students in a school's preschool must also be provided bilingual services.

TPI means *Transitional Program of Instruction*, a program required of schools enrolling between 1 – 19 LEP/EL students of one or more non-English language backgrounds, and which offers these students instruction in English and in the native language to the extent necessary based on an individual student assessment.

WIDA screener refers to the screening instrument used to assess new students' English language proficiency to determine whether they are LEP/EL and eligible for bilingual/ESL services. Schools must administer this screener to every student whose Home Language Survey indicates the presence of another language. It must be administered within 30 days of a student's enrollment in the district and only by education professionals who have been trained and become certified in the administration of this test.

WIDA means *World-Class Instructional Design and Assessment.*

PROGRAM DESCRIPTIONS

Program Services

Transitional Bilingual Education (TBE) Program

The district implements a Transitional Bilingual Education (TBE) program in each of its school sites. Instruction is provided in English and the student's native/home language (Spanish), in accordance with the requirements specified in Article 14C of the Illinois School Code and the pertinent rules and regulations for Transitional Bilingual Education (23Ill. Adm. Code Part 228). The program offers both a full-time and part-time TBE program for all eligible students in K-8.

The goal is for students to develop literacy in their native language in order to help transfer that knowledge to the second language, and to ensure that they are able to continue to grow academically in the core content areas so they can keep up with their grade level peers.

Students are to be taught literacy and subject matter in their native language with increasing use of the second language as their English proficiency goes up. For students in the current program, Spanish is the native language and English is the second language.

Transitional Program of Instruction (TPI)

This program is provided for those EL students who number fewer than twenty. Daily instruction in the students' native language and in English is provided to the extent necessary by qualified personnel. ESL instruction is provided daily. Resources, including individuals with backgrounds in the language spoken, are brought in to help these students transition while attending general education classes. The program offers TPI self-contained and collaboration programs. Eligible PK students receive TPI self-contained bilingual instruction and support services provided by a bilingual teacher and a bilingual teacher aide. The program offers TPI collaboration for all eligible students in 6-8 grade.

CRITERIA FOR PROGRAM ELIGIBILITY AND PLACEMENT

Instructional Level Placement

1. All students new to the district participate in a universal assessment conducted by a social worker to determine functional level.
2. Students of limited English proficiency are assessed with the help of a bilingual teacher.
3. If a new student comes to the district without transcripts or other information regarding prior placement several steps are taken in order to properly place the student until such time as the screening has taken place. An interview with the student, parents, and personnel at the previous school (if available) is conducted. The student is given an informal assessment of native language literacy (i.e. short reading passage, short dictation, and writing sample, if grade appropriate).
4. Students are always placed in age appropriate classes.

Promotion Policy

The promotion policy for ELs is the same as is used for general education students. The district instituted a policy of ‘no social promotion’ and developed a promotion matrix. Students must meet certain criteria, which is described in the matrix, in order to advance to the next grade. This policy does not interfere with instruction in the bilingual classroom and does not hinder instructional strategies designed for bilingual students.

LEP/EL Students Requiring Services

Non-English language background students must have scored below the following minimum proficiency levels:

Grade:	PK Age 3-5
Score:	Below Level D (on scale from Level A-E)
Instrument:	Pre-IPT
Grade:	Kindergarten – 1 st semester
Score:	Oral language Proficiency 5.0 (listening and speaking domains) WIDA Screener for Kindergarten
Instrument:	WIDA MODEL
Grade:	Kindergarten – 2 nd semester – 1 st semester of 1 st grade
Score:	Overall composite 5.0 (all domains) WIDA Screener for Kindergarten
Instrument:	WIDA MODEL
Grade:	1 st grade – 2 nd semester – 12 th grade
Score:	Overall Composite 5.0 (Required screener online or paper)
Instrument:	WIDA Screener

English Proficiency Levels

Proficiency Level	Description of English Proficiency Levels
1 - Entering	Knows and uses minimal social language and minimal academic language with visual support.
2 - Beginning	Knows and uses some social English and general academic language with visual support.
3 - Developing	Knows and uses social English and specific academic language with visual support.
4 - Expanding	Knows and uses social English and some technical academic language.
5 - Bridging	Knows and uses social and academic language working with grade level material.
6 - Reaching	Knows and uses social and academic language at the highest level measured by this test.

Personnel

Instructional services are provided by bilingual and ESL teachers who hold one or more of the following certificates and approvals/endorsements required by this program:

- a. **Bilingual teachers** – The appropriate grade level certificate and a bilingual approval/endorsement with Spanish designation. This allows them to provide instruction in two languages in the core content areas, as well as in Spanish and English Language Arts. They may also provide instruction in ESL at the grade levels covered by their certificate if teaching ELs in K-6. An ESL approval is required if teaching students in grades 7 – 8. Such teachers are eligible for the “highly qualified” designation.
- b. **Transitional Bilingual teachers (Type 29)** – These teachers hold a certificate with Spanish endorsement. This allows them to teach all subjects within the bilingual program, in Spanish and English, to students in grades K-8, with the following exception: they may teach ESL only to students in grades K-6. Teachers who only hold a Type 29 certificate are not considered “highly qualified” unless they have met the following conditions:
 - They must be in an approved teacher education program
 - They must have passed the state content exam
 - They must be receiving high quality professional development and mentoring
 - They will be HQ for a three year period but must meet all certification requirements then.
- c. **ESL teachers** – The appropriate grade level certificate and ESL approval/endorsement. This allows them to teach ESL at the grade levels corresponding to their certificate, and to provide sheltered instruction (using ESL strategies) in the content areas for which they hold qualifications (i.e. endorsement).

The goal is for students to develop literacy in their native language in order to help transfer that knowledge to the second language, and to ensure that they are able to continue to grow academically in the core content areas so they can keep up with their grade level peers.

Students are to be taught literacy and subject matter in their native language with increasing use of the second language as their English proficiency goes up. For students in the current program, Spanish is the native language and English is the second language.

Eligible EL Students

- Students whose composite score falls below 3.5 on their English language proficiency assessment (ACCESS for ELs) are provided a full-time program of instruction.

Full-time TBE

The full-time program consists of the following components:

English as a Second Language (ESL) – instruction is designed to gradually develop oral proficiency and literacy in English (L2) that will enable students to effectively communicate socially and academically in their second language. The students’ individual English proficiency assessment results and the English Language Proficiency Standards are used to guide L2 instruction. To the extent possible, the teaching of ESL is content based to help link the language to the concepts being taught in the areas of math, science, and social studies.

Native Language Arts (L1)- instruction is designed to develop, improve or expand oral, reading and writing proficiency in the native language for the purpose of gradually transferring those skills into English as more proficiency in the second language is acquired (as supported by research in this field).

The district will incorporate the use of the ISBE approved Spanish Language Arts Standards to guide L1 instruction.

Core content areas of Math, Science and Social Studies – instruction is provided in both English and the native language (Spanish), following the district’s grade level curriculum and state content standards. The amount and complexity of English language used orally and in written form for instruction in the core content areas is determined by the individual student’s relative English proficiency level based on the English Language Proficiency standards, and the scores obtained from assessments in the applicable language domains (listening, speaking, reading, and writing). The assessments in listening, speaking, reading, and writing are tied to the state’s English language proficiency standards.

History and culture of the students’/parents’ native land and history and culture of the United States – Topics related to these areas are infused in the curriculum across diverse content areas,

and are reflected in lesson plans, instructional materials, classroom discussion, and organized program/school events.

Instructional Program: Part-time TBE

Students who meet the part-time TBE eligibility criteria are placed in the general education classroom and receive instruction/assistance from the bilingual program in those areas where they have difficulty.

The part-time program consists of the following components: Instruction and/or instructional support in both English and the native language in the areas of Reading/Language Arts and/or content areas, in which the student's performance has not reached the appropriate level due to insufficient English proficiency. This includes the use of sheltered instruction.

Integration

Students are to be integrated into all specials (art, music, gym, recess and computer lab) with their English speaking counterparts who are in the general program of instruction.

Building Level Implementation of the TBE/TPI Programs

Structure

The bilingual (Spanish/English) program consists of the following:

Preschool: (ages 3 & 4)

- Students – All EL/LEP students participate for a half day in a TPI Program Full-time.
- Instructional Services – TPI Full-Time instruction with a Bilingual Teacher and support provided by a Bilingual Teacher Assistant
- English and Spanish are taught to both groups of students: native English speakers and native Spanish speakers

Kindergarten through 2nd grade:

- Students – All EL/LEP students participate in a full day program.
- Instructional services – A full-time and part-time bilingual education program is provided within a self-contained classroom setting by a Bilingual Teacher.
- Instruction is adjusted to meet individual students' full time and part time needs.

Grades 3 – 5:

- Students – All EL/LEP students participate in a full day program.

- Instructional services – A full-time and part-time bilingual education program is provided within a self-contained classroom setting by a Bilingual Teacher.
- Instruction is adjusted to meet individual students’ full time and part time needs.

Grades 6 – 8:

- Students – All EL/LEP students participate in a full day program.
- Instructional services – A full-time and part-time bilingual education program is provided within a departmentalized setting by an ESL teacher.
- Differentiated instruction is provided to meet individual EL students’ full time and part time needs. Instruction is adjusted to meet individual students’ needs.
- All students receive ESL services from qualified ESL teacher.

TBE Full Time

Students are to receive daily instruction in all required subjects in both English and the native language.

Instruction covers the following areas:

- The core content areas of mathematics, reading, science and social studies taught via English and the native language;
- English as a second language (ESL), to include oral language development, listening, reading, and writing;
- Native language arts; and
- The history and culture of the United States and the history and culture of the students’ or families’ native land.

These classes are equipped with instructional materials in both languages. The curriculum is the same as that used in the general program of instruction (the same textbooks/materials but in both languages).

TBE Part Time

Such services would consist of daily instruction provided by bilingual classroom teachers in those areas needing additional support, including ESL services as applicable. These students would receive instruction in all other courses in the general education classroom. Students receiving part time services will be monitored for progress and their education plan adjusted as needed.

Parents will meet with the bilingual teacher, Program Coordinator, general education teacher, Principal, and an interpreter in order to review the educational plan for the student.

Part time students will continue to be counted as being in the bilingual program and services will be documented in the student's bilingual file.

The district has adopted a standards based curriculum and employs textbooks only as resources. There are established standards for each subject and grade level. Classes are conducted with the use of supplemental materials to teach the standards. Textbooks are only used as resources. These are available in both languages. The instructional program's curriculum for ELs participating in bilingual education has also been aligned to the Illinois Learning Standards (Common Core) and the Illinois English Language Proficiency Standards. Classes follow the same curriculum as that of the general program and program teachers have textbooks for each grade level, which they are to use as resources.

The Native Language Arts/Spanish component will be aligned to the Illinois Spanish Language Arts standards.

The WIDA Spanish Language Arts standards are modeled after the English Language Arts standards of Illinois and Wisconsin. As a result, the Spanish Language Arts standards show a high degree of alignment with our state's English Language Arts Standards.

Instructional materials and instructional resources are employed to address all language and content areas for specific grade levels:

PK: native language, English language development (ESL), conceptual development, reading readiness, etc.

K-5: language arts in English and the native language, ESL, English reading/LA, math, science, social studies

6-8: language arts in English and in the native language, ESL, English reading/LA, math, science, social studies

Cross-cultural component: history and culture of the U.S. & history and culture of the students'/parents' native land are incorporated into the curriculum in social studies, science, reading and literacy instruction. Instruction will include references to what is culturally present in the home: reading materials, food, customs, and other pertinent items.

Identification, Assessment, Placement, Program Enrollment Notification, Reclassification to Part Time Program, Transition/Program Exit, Monitoring of Exited Students

Identification Process

1. All district enrollments are handled at the administration building.
 2. At registration, all parents of new Pre-K, K, and Grades 1-8 students complete the Home Language Survey (HLS).
 3. Surveys are then collected by assigned district personnel and sent to the Bilingual Education Coordinator.
 4. If HLS shows the presence of a language other than English, then the Bilingual Education Coordinator:
 - Notifies the home school principal to that effect, and
 - Arranges for language proficiency assessment to be conducted within 30 days of students' enrollment in the school district by designated bilingual program teachers at the applicable home school, and
 - Ensures that the HLS is placed in the student's temporary file, and
 - Ensures that the assessment results are recorded in the SIS (Student Information System), and
 - Ensures that parent notifications of program enrollment are sent out to parents/guardians within specified timelines.
 5. Bilingual/ESL teachers have been identified at each school building to conduct an English proficiency screening in order to determine eligibility for program services.
 6. All students of non-English language background (as identified through HLS), who are new to the district and for whom an ACCESS score is not available, are given an English Language Proficiency screening in order to determine program eligibility and proper placement. Pre-K students are assessed for English Language Proficiency using the Pre-IPT, K and Grade 1 (1st semester of 1st grade) students are given the WIDA MODEL and Grade 1 (2nd semester) through 8th grade students are given the WIDA screener.
 7. Each individual conducting the assessments must have completed training and become certified to administer the applicable assessments.
 8. Principals place potential EL students in bilingual classrooms while awaiting screening results based on information obtained at enrollment. If a new student comes to the district without transcripts or other information regarding prior placement several steps are taken in order to properly place the student until such time as the screening has taken place. An interview with the student, parents, and personnel at the previous school (if available) is conducted. The student is given an informal assessment of native language literacy (i.e. short reading passage, short dictation and writing sample, if grade appropriate). Students are always placed in age appropriate classes.
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9. Returning students are placed in the program based on the ACCESS scores received in Spring of the previous year – overall composite score of less than 4.8 in Tiers B or C; –

as well as progress made, portfolios, teacher recommendations, parent requests, and other assessment results.

10. Assessment results of newly screened students are given to the Bilingual Education Coordinator, school principal, Bilingual/ESL teachers, and placed in the student's temporary file by designated staff.
11. The Bilingual Education Coordinator reviews the results and advises principals to place EL students in the appropriate program based on the established placement criteria.

TBE/TPI Program Enrollment Notification to Parents/Legal Guardians

All parents/legal guardians must be notified once a student has been enrolled in the program and annually thereafter.

1. After placement decisions are made a parent notification letter is prepared. Notices are sent to parent/guardians:
 - Within 30 days of enrollment at the beginning of the school year or
 - Ten after TBE/TPI program enrollment if later in the year.
2. Parents are also given appointments by the Bilingual Coordinator to come and discuss program enrollment and placement, as well as to receive an explanation of the program's purpose and the alternatives if they refuse the program's services.
3. Documentation of all parent notifications and related communications is placed in the students' temporary files.
4. Parents have the right to have their child placed in the bilingual program or taken out of the bilingual program. A meeting must be scheduled with the parent to discuss these requests. The proper form must be completed, signed and dated by the parent in order for placement to be in effect. Parents have the option of writing their own statement of request, with signature and date, in place of a form.

Reclassification from Full Time to Part Time TBE Program

Students who have attained a composite score of 3.5 on the WIDA screener or the ACCESS for ELs test, but who have low scores on one or more of the areas being assessed are eligible to transition to a part time TBE program.

Determination of part time placement is made before the beginning of the new school term. As soon as ACCESS for ELs assessment scores are available the Bilingual team will review the scores and progress of each student to make the determination of full time or part time program placement for the following year.

Parents are notified about the part time placement at enrollment or in a conference scheduled with parents before enrollment, depending in the individual situation. Each family will be addressed according to what is best for their situation.

Coordination/consultation between the bilingual and receiving general education teacher is arranged through the Bilingual Education Coordinator. A meeting is held to discuss the individual student's situation with participation of the bilingual teacher, general education teacher, Bilingual Education Coordinator, principal, and others if needed. Monitoring of the progress made by the student will be the responsibility of the bilingual teacher designee at the specific school site. (There is a designee for each of the three buildings.)

Orientation for general education teachers receiving ELs will occur before the student is placed in the general education class. Ongoing training/professional development on second language (L2) development, appropriate instructional techniques for use with ELs (such as differentiating instruction, cross-cultural awareness, and related issues) is provided to the receiving general education teacher.

General education and bilingual teacher will meet at least once per week to share information such as student progress, strategies, instructional plans, and concerns. A report of these meetings will be given to the Bilingual Education Coordinator. Any concerns will be shared with the Bilingual Education Coordinator immediately in order for a solution to be developed.

Transition/Program Exit

Students are classified as English proficient and ready to transition/exit into the general program of instruction once they have met the following minimum proficiency levels based on their performance on the annual ACCESS for ELs English language proficiency assessments:

Overall Composite score of 4.8 on Tiers B or C

Until such time as new regulations go into effect, the following additional criteria will be taken into consideration to determine whether a student is ready to exit the program:

- Teacher recommendation
- Portfolio contents
- Progress made
- Parent input
- Other assessment measures

The following criteria are required in order to transition out of the bilingual program:

Transition/Exit Criteria

Assessment Instruments	Performance	Met Criteria
ACCESS Overall Composite on Tiers B or C	4.8	<input checked="" type="checkbox"/>
IAR	Meet Standards	<input checked="" type="checkbox"/>
NWEA	Average or above	<input checked="" type="checkbox"/>
Portfolio/SLO	Progress made	<input checked="" type="checkbox"/>
Bilingual Teacher Recommendation	Recommendation	<input checked="" type="checkbox"/>

Post Transition/Exit Follow Up

Districts are required, per Federal law, to conduct follow-up for a period of 4 years, of students who have made the transition into the general program of instruction. One bilingual teacher is assigned to conduct follow up using a standardized protocol.

Post Transition Protocol

Follow up of former TBE/TPI students during the first 4 years after program exit is completed by the bilingual teacher and general education teacher. A monitoring form is completed quarterly and a copy of the report card is attached. These records are sent to parents or given to them at parent teacher conferences (1st and 3rd quarters are given at parent teacher conferences and 2nd and 4th quarters are sent home).

If a student fails to make progress in the general education program, teachers meet with parents and the Bilingual Education Coordinator to assess what the problems are. If the student is having problems with understanding the material, does not comprehend the instruction being given, or cannot understand directions/assignments an option would be the part time program. Other issues, such as failure to do assignments even though the student understands them, will be addressed with student and parents. Supportive services may be an option as well (i.e. summer school, tutoring, one-on-one instruction, small groups).

ELs with Disabilities or Suspected Disabilities

All students, including ELs, go through the MTSS process in order to identify if possible disabilities do exist. This process includes a series of steps and interventions that can rule out issues that are

not considered disabilities. Language barriers must be ruled out as a cause for academic problems in order for a student to proceed further in the MTSS process.

Each building has an MTSS team that meets to address referrals. This team works with the teacher in order to fulfill intervention requirements.

Bilingual specialists must perform any assessments required and be present at the conference to discuss results.

A completed case study is performed and fully reviewed by members of the special education and bilingual departments, in a multidisciplinary staff conference. The conference shall include bilingual staff as well as special education staff.

If a bilingual student is identified as having a disability, the Special Education Director and the Bilingual Education Coordinator work together closely in order to provide the student with the best educational experience possible. The student is placed in the least restrictive environment for him/her. If the inclusion class is most appropriate the student would be placed in the bilingual classroom and the special education teacher would become part of that class as the inclusion teacher. Any bilingual services must be reflected in the IEP to address their linguistic needs, in addition to their specific disability.

Annual Examinations

ACCESS for ELs – this annual assessment is based on the state’s English language proficiency standards. The purpose of the assessment is: (a) to assess progress in attaining English proficiency; (b) to determine the need for continued placement in full time TBE, or readiness to move into part time TBE each subsequent school year; and (c) to determine eligibility for transition/program exit after having met the criteria for designation as English proficient.

All ELs, regardless of whether or not they are enrolled in a TBE/TPI/Special Education program, must take the ACCESS assessment until they have reached the required proficiency level that allows them to be classified as English proficient and eligible to exit the bilingual program. This means students must obtain an Overall Composite score of 4.8 on Tier B or C.

IAR –This is the state assessment of student achievement, based on the Common Core Illinois Standards. All students in grades 3 through 8 must take the IAR assessment.

Accommodations for ELs with IEPs on the IAR are the same as those allowed for Special Education students. Accommodations on the IAR for ELs in regular education would also be allowed as specified by the Illinois State Board of Education. These accommodations are subject to change each year.

THE ROLE OF PARENTS/LEGAL GUARDIANS

Parent Involvement

Parent involvement is necessary and encouraged. Parent meetings as well as notices being sent home in the native language will help to facilitate parent involvement.

Activities for parents such as GED and ESL classes are offered. These activities are aimed at providing a service to the parents as well as involving them in the school community.

Celebrations for students and parents will be held. Cultural events will be provided for families relating to their heritage.

The Bilingual Parent Advisory Committee will host meetings for parents at least quarterly, more frequently if needed or requested.

The district encourages and supports parent participation in the Annual Statewide Bilingual Parent Summit provides a rich mix of information about issues of critical importance to parents from linguistically and culturally diverse backgrounds.

Parental Rights (written guidance):

Parents have the right to:

- Remove their child from the program prior to three years. In order to remove a child from the bilingual program the parent must indicate in writing, with signature and date, why this move is requested. A meeting must be held in order to discuss this move. A copy of the written statement is given to the parent and principal. The original is filed in the student's bilingual folder.
- Decline enrollment in the bilingual program. The parent must indicate in writing, with signature and date, why this move is requested. A copy of the written statement is given to the parent and principal. The original is filed in the student's bilingual folder.
- Allow their child to remain in the program beyond the three years even if the child qualifies for exit. The proper form must be completed, signed and dated. A meeting must be held in order to allow parents to discuss this decision and have the opportunity to put in writing the reasons for this decision. A copy of the form is given to the parent and the original placed in the student's file. A copy with the date and time of the meeting must be sent to the Bilingual Education Coordinator.
- Select another program of instruction (if available). The proper form must be completed, signed and dated. A meeting must be held in order to allow parents to discuss this decision and have the opportunity to put in writing the reasons for this decision. A copy of the form is given to the parent and the original placed in the student's file. A copy with the date and time of the meeting must be sent to the Bilingual Education Coordinator.

Parents must be given assistance with the selection of other programs and methods of instruction if more than one program or method is offered.

A separate notification must be provided to inform parents within thirty days if the district fails to meet the Annual Measurable Achievement Objectives (AMAOs).

All information must be understandable, uniform in format and in the language parents understand. Notification of program enrollment in TBE/TPI is provided on forms in both English and Spanish as follows:

- For 1st through 3rd year in program
- For subsequent years (beyond 3rd year)

Other forms:

- Home Language Survey
- Parent Notification of Student Transition/Exit Program
- Parent Notification of Student Reclassification to Part Time TBE Program
- Program Description – TBE Program
- Program Description – TPI Program
- Parent Rights
- Monitoring Form

For students entering the district for the first time the district has thirty days within which to screen and notify parents of the results and the placement decision.

If parents refuse bilingual services a written notice is required from the parents with reason for refusal, signature, and date.

If parents request the student to be re-enrolled in the bilingual program, a written request is required from parents with reasons stated, signature, and date included. If there is a demonstrated need for services and parent requests it a student may be re-enrolled and receive bilingual services.

Parent Participation in the Development, Operation and Evaluation of the TBE Program

A district wide Bilingual Parent Advisory Committee is formed with the following requirements:

1. A majority of its members must be parents/guardians of TBE program students.
2. It must hold a minimum of four meetings per year.
3. Minutes of meetings must be kept on file in the district.
4. Training must be provided annually and conducted in a language parents can understand by the district, the Illinois Resource Center, and/or through attendance at the Annual Bilingual Parent Summit. Topics that must be covered are as follows:
 - Information related to instructional approaches and methods in bilingual education;

- The provisions of State and Federal law related to students' participation and parents' rights; and
 - Accountability measures relevant to students in bilingual programs.
5. Members must be provided with a review of the TBE application.

Activities to Increase Parental Involvement

- GED/ESL classes for parents
- Parent forums (parents meet once per month for information/discussion/activities related to student achievement)
- Homework assistance for students and parents through website and resource room
- Attendance at the State's Annual Summit for Bilingual Parents

REPORT CARDS/PROGRESS REPORTS

- Frequency: Progress reports and report cards for ELs are issued at the same time as all others.
- Content: They include information on the student's performance in the TBE/TPI and the general education programs, as well as whether the student has met the criteria for transition/program exit.
- Language: They are provided in English and in the parents' native language unless the parent agreed to waive this requirement in writing.

PROFESSIONAL DEVELOPMENT

The rules and regulations for Transitional Bilingual Education require:

- that school districts provide professional development to all TBE/TPI program staff that address specific areas related to the education of English Learners
- that school districts receiving Title III funding must offer training designed to enable educators to provide appropriate and high quality instructional services to EL students.
- Section 3115 (a) (c) states that a district receiving these funds must use them, among other things,
 - *“to provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community based organizational personnel, that is –*
 - *Designed to improve the instruction and assessment of limited English proficient children;*
 - *Designed to enhance the ability of such teachers to understand and use curricula, assessment measures, and instruction strategies for limited English proficient children;*
 - *Based on Scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and*
 - *Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops or conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive*

professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher."

The district provides multiple opportunities for school personnel, including administrators, and TBE/TPI, Special Education and general education staff, to participate in training intended to increase their knowledge and understanding of issues related to the education of ELs, and to augment their ability to provide appropriate instructional direction in the provision of services to this population. To this effect, the district annually develops a comprehensive Professional Development plan and takes into consideration the needs of general education staff receiving ELs, Special Education staff serving ELs with IEPs, school administrators, TBE/TPI staff and all support staff. This plan is included, as required, in the annual application for TBE/TPI and Title III funding approval.

The plan, furthermore, is designed to also meet the requirements set forth in the rules and regulations for Transitional Bilingual Education programs (23 Ill. Adm. Code 228.30). They specify the following:

- For new staff in the first year of service: training to develop knowledge of the TBE/TPI program and the district's relevant policies and procedures.
- For all bilingual program staff: training activities required at least twice yearly.
- They must cover at least one of these areas:
 - Current bilingual education research
 - Content-area and language proficiency assessment of ELs
 - Research based methods and techniques for teaching ELs
 - Research based methods and techniques for teaching ELs with disabilities
 - History and culture of the US and of the students' or their families' native land.

Furthermore,

- All certified staff responsible for the administration of the screeners (WIDA screener, MODEL, Pre-IPT) and the annual ACCESS assessment:
 - Must complete the online training sequence provided by WIDA, and
 - Must pass the test embedded in the training.

STUDENT RECORDS

Records for each student in the program must be maintained, and documentation is to be placed in the individual student's temporary record.

1. The following must be included:
 - Program entry/exit information
 - Annual English language proficiency test scores
 - Student information (language, grade level, and attendance)
 - Rationale for placement in a part time program (where applicable), as well as documentation of the factors indicating that a part time program would be appropriate
 - Documentation of conferences and written communication with parents/legal guardians
 - Other parent communications
2. Parents/legal guardians must have access to these records.

Parent Access to Records

Parents and legal guardians of students enrolled in programs shall have access to such records, as specified in 23 Ill. Adm. Code 375.

Section 375.30 Notification

- (a) Upon the initial enrollment or transfer of a student to the school, the school shall notify the student and the student's parents of their rights under the Act as specified in subsection (d) of this Section and of their rights with respect to the collection, distribution, and retention of biometric information under section 10-20.40 or 34-18.34 of the School Code, if the school collects student biometric information.*
- (b) All notification under this Part to parents of children classified under Section 14C-3 of the School Code [105 ILCS 5/14C-3] to be of limited English speaking ability shall be in English and in the language of the child's primary speaking ability.*
- (c) This notification may be delivered by any means likely to reach the parents, including direct mail, parent-teacher conferences, delivery by the student to the parent, or incorporation in a "parent-student" handbook or other informational brochure for students and parents disseminated by the school.*
- (d) The notification shall consist of :*
 - *The types of information contained in the permanent and temporary records;*
 - *The right to inspect and copy permanent and temporary records, the limitations on the right of access established under Sections 10-22.3c and 34-18.6a of the School Code [105 ILCS 5/10-22.3c and 34-18.6a] and Section 5(a) of the Act, and the cost of copying such records;*

- *The right to control access and release of school student records and the right to request a copy of information released:*
 - *The rights and procedures for challenging the contents of the school student record;*
 - *The persons, agencies or organizations having access to student records without parent consent;*
 - *The right to copy any school student record or information contained therein proposed to be destroyed or deleted and the school's schedule for reviewing and destroying such information;*
 - *The categories of information the school has designated as "directory information" and the right of the parents to prohibit the release of such information;*
 - *A statement informing the parents that no person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit or insurance the securing by any individual of any information from a student's temporary record that the individual may obtain through the exercise of any right secured under the Act or this Part;*
 - *The right of the parents, as limited by Section 7 of the Act, to inspect and challenge the information contained in a school student record prior to transfer of the record to another school district, in the event of the transfer of the student to that district; and*
 - *Any policies of the school relating to school student records that are not included in the Act or this Part, including any policy related to the collection of biometric information as permitted under Section 10-20.40 or 34-18.34 of the School Code.*
- (e) *The principal of each school or the person with like responsibilities or his or her designate shall take all action necessary to assure that school personnel are informed of the provisions of the Act and this Part, either orally or in writing [105 ILCS 10/3].*

(Source: Amended at 32 Ill. Reg. 7143, effective April 17, 2008)

INTERNAL PROGRAM EVALUATION

To evaluate and monitor the effectiveness of the program, the following information is used:

Students:

1. Annual student performance data
2. Annual student ACCESS scores
3. Annual student IAR scores
4. Annual student performance on the NWEA assessments
5. Student portfolios
6. Teacher evaluations of student performance
7. Student self-evaluation surveys
8. Student attendance rates

Teachers:

1. Surveys of teacher knowledge
2. Self-evaluation forms

Program Management:

1. Assessment of record keeping protocol using file review monitoring form
2. TBE/TPI program compliance checklist using ISBE monitoring forms