



Multilingual Services Department

PK-8

EL/BILINGUAL EDUCATION PROGRAMS

GUIDELINES AND PROCEDURES

Our Vision & Mission

Vision

To ensure that all English Learners achieve their highest potential through rigorous academic opportunities in English by providing research-based instructional practices that address their linguistic and academic needs.

Mission

Woodridge 68 supports English Learners and Bilingual students to be a part of the student body by instructing them in the social language as they form friendships and are part of our community, operate with clear targets to instruct them in academic English language, create engagement through culturally relevant activities and learning, utilize specific language data to guide our instruction and supply feedback to linguistically empower our students.

We believe that in order to produce world-class learners it is essential to provide a program of instruction based upon the most effective practices that are grounded in language acquisition research. Therefore, we are committed to:

- Provide instruction that builds on students' cognitive abilities and prior education.
- Provide instruction for EL students in the most appropriate program according to needs, assessment, and ISBE regulations.
- Emphasize English language development and content area learning at every grade level.
- Use native language instruction, as available, to access content area curriculum while simultaneously providing English language instruction.
- Provide ongoing valid assessment of students that reflects the stages of English language acquisition and cultural background.
- Evaluate data and make program adjustments to continuously improve student learning.
- Develop and maintain services in the areas of special needs, gifted, and at-risk students.
- Support and expand early childhood and family literacy programs.
- Promote understanding of and respect for cultural and linguistic diversity by students, parents, staff, and community.
- Build teacher capacity through a comprehensive staff development plan, which enhances teacher knowledge in best practice instruction of ELs.

Model of Instruction

School District Woodridge 68 meets the needs of our PK-8 student population through two program models; Transitional Bilingual Education (TBE) and Transitional Program of Instruction (TPI) PK-8. The goal for these models is to develop English proficiency without sacrificing or delaying learning of academic core subjects.

Transitional Bilingual Education (TBE): Self-Contained PK-2

This program is designed for students whose primary language is Spanish. The purpose of using students' native language is for:

- Developing reading and writing skills necessary to become literate (PK-2).
 - Core academic subjects are initially taught in native language.
 - ESL instruction is provided – 30 – 45 minutes a day.

Transitional Bilingual Education (TBE): Full Time & Part Time

This program is designed for students whose primary language is Spanish and students are placed in mainstream classrooms (Grades PK-8).

- Core academic subjects are taught in English through a co-teaching or pull-out model.
- Instructional and meaningful collaboration between teachers serving EBs is required.
- ESL instruction is provided based on specific students' English proficiency level.

Simultaneously to providing the native language literacy development support (as needed) instruction for the development of English skills are provided on a daily basis, since the first day the child is placed in the Transitional Bilingual Education program. The goal of this program is to efficiently develop English language proficiency and to prepare ELs for their eventual and imminent transition into the general education program of instruction, once the English language acquisition process is complete.

Transitional Program in English (TPI): Full Time & Part Time

This program is designed for students whose native language is other than Spanish and who, in terms of numbers, are less than 19 speaking the same foreign language in any given school in the district.

- Core academic subjects are taught in English through a co-teaching, push-in or pull-out model.

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- Intentional and meaningful collaboration between teachers serving ELs is required.
- ESL instruction is provided – 20 - 45 minutes per day
 - Full-time TPI student – 20- 45 minutes a day – everyday.
 - Part-time TPI student – 30 – 45 minutes a day – at least three times a week.

The goal of this program is the same than the Transitional Bilingual Education. To support the learning of English as a second language and to make these ELs proficient enough in this language so they can continue their education in the general education program without any further language support. ELs in this program of instruction do not receive assistance in their native language, as bilingual education students do. The support and program of instruction for these students varies depending on the English proficiency level according to the data from ACCESS.

Where in Woodridge 68 are TBE and TPI Education Programs for ELs offered?

Woodridge School District offers TBE (self-contained) in one campus:

Campus Bilingual K-2 – Murphy Elementary School – all identified Bilingual (Spanish speaking) students attend this campus.

PK Bilingual – Edgewood Elementary School & Siple Elementary School

Woodridge School District offers TBE Part-Time K-8:

Murphy, Edgewood, Siple, Meadowview, Goodrich, Willow Creek, and Jefferson Junior High School

Woodridge School District offers TPI PK-8:

Murphy, Edgewood, Siple, Meadowview, Goodrich, Willow Creek, and Jefferson Junior High School

PROGRAM DESIGN – EL/BILINGUAL EDUCATION

The program of instruction for TBE provides equal academic access to the core curriculum while developing English proficiency. Full time bilingual students (students receiving a composite ACCESS score of 3.8 or below) receives core instruction in Spanish. Instructional materials in all curriculum areas are available in Spanish. ESL instruction is given in the core content areas. The chart below gives the mandatory daily allotment of EL instruction.

Grade	Native Language Curriculum	English Curriculum
Kindergarten	Literacy Mathematics Science Social Studies	ESL Art Music LRC Class
Grade 1	Literacy Science Social Studies Mathematics	ESL & Reading Horizons Computer Lab LRC class Art, Music, and PE
Grade 2	Literacy Science Social Studies Mathematics · 1 st semester	ESL & Reading Horizons Literacy – 2 nd semester LRC class Computer Lab Art, Music, and PE Mathematics · 2 nd semester
Grade 3	As Needed	Literacy Mathematics Science Social Studies Computer Lab LRC class Art, Music, and PE
Grade 4	As Needed	Literacy Mathematics Science Social Studies Computer Lab LRC class Art, Music, and PE
Grade 5	As Needed	Literacy Mathematics Science Social Studies Computer Lab LRC class Art, Music, and PE
Grade 6	As Needed	Literacy Mathematics Science Social Studies Computer Lab LRC class Art, Music, and PE

Part time bilingual students (students receiving a composite ACCESS score higher than 3.9) will enter the “transitional phase” of instruction. Transition is defined as instruction in English by a

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bilingual teacher using all grade level appropriate texts and materials. Native language instruction is given when necessary. For bilingual students beginning their schooling in Woodridge School District in Kindergarten, the transitional phase begins second semester of second grade.

New English Language Learners in grades 3 through 6 entering the district with the WIDA Screener composite core of less than 3.8 will be placed in a full time TBE classroom whenever there are enough students to constitute a class. If the number of students is low, they will be placed in a regular education classroom with other part time TBE students. Students will receive support from a bilingual teacher, who will use differentiated instruction and native language to meet their needs. Language assistance and all content area instruction will be tailored appropriately for the students' language level. Whenever possible a bilingual aide will be given additional time to assist in this classroom.

JUNIOR HIGH PROGRAM

The program design at the junior high level is determined by the number of students enrolled in the English Language Learning program and their level of English language proficiency. Most often, there are two classrooms, one in which students receive newcomer support, while the other serves students in the transitional phase in ELA (Resource class).

District 68 Student Learning Standards in the Bilingual Program

In addition to the Common Core State Standards in English Standards students in the bilingual program will be working on the following Spanish Language Arts Standards.

Kindergarten: Spanish Literacy

Reading

- 0.01 Understands concept of print
- 0.02 Recognizes upper and lower case letters
- 0.03 Identifies letter sounds
- 0.04 Recognizes sight words

Language Arts/Writing

- 0.01 Actively listens and responds effectively
- 0.02 Speaks and responds to questions
- 0.03 Writes name using upper and lower case letters
- 0.04 Writes upper and lower case letters

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- 0.05 Draws pictures and print to communicate ideas
- 0.06 Writes using developmental spelling to communicate ideas

Grade 1: Spanish Literacy

Reading

- 1.01 Applies word analysis skills
 - Uses Spanish phonics including phonemic awareness, letter-sound relationships, spelling patterns, syllabification, accent marks, dieresis and tildes to decode new words in first grade passages
- 1.02 Recognizes basic sight vocabulary
 - Reads a short passage containing basic sight words
 - Reads and understands first grade vocabulary words
- 1.03 Applies reading strategies
 - Self-corrects errors while reading
 - Rereads for meaning
 - Breaks words into smaller parts
- 1.04 Applies comprehension strategies
 - Sequences beginning, middle, and end of a story
 - Makes logical predictions based on text
 - Summarizes main events of a story
- 1.05 Reads fluently
 - Reads at an appropriate rate
- 1.06 Reads for understanding
 - Answers questions about a text
 - Makes personal connections with a text
 - Distinguishes between “real” and “make believe”
- 1.07 Recognizes literary elements
 - Identifies the characters and setting of a story

Language Arts/Writing

- 1.01 Expresses ideas clearly
 - Speaks clearly and uses eye contact
- 1.02 Actively listens and responds
 - Responds to questions appropriately
 - Provides answers to questions using drawing or writing

1.03 Writes legibly with correct spacing**1.04 Writes in complete sentences**

- Writes a meaningful sentence with a subject and predicate
- Writes complete sentences that show appropriate Spanish-specific capitalization (e.g., days of the week, months of the year), and punctuation (including in numbers and decimals)

1.05 Writes on topic and in logical sequence

- Writes three sentences using a focused topic and two details
- Retells information through writing

1.06 Uses punctuation and capitalization correctly

- Writes a sentence using appropriate capitalization and punctuation
- Uses correct Spanish word order and punctuation marks to distinguish statements, questions, exclamations and commands

1.07 Applies spelling strategies in written work

- Applies phonics skills to write new words
- Spells sight words correctly
- Uses taught spelling patterns in daily writing

Grade 2: Spanish Literacy**Reading****2.01 Applies word analysis and vocabulary skills**

- Uses Spanish phonics including phonemic awareness, letter-sound relationships, spelling patterns, syllabification, accent marks, dieresis and tildes to decode new words in second grade passages
 - Decodes words with blends (e.g., blanco, tronco) and diphthongs (e.g., diente, nació) and syllable juncture (e.g., pá...rra...fo → párrafo)
- Decodes words with inflectional endings with or without spelling changes (e.g., lápiz-lápices, semilla-semillas)
 - Recognizes prefixes (e.g., triciclo) and suffixes (e.g., rápidamente)
 - Identifies abbreviations (e.g., Sra. – Señora) and compound (e.g., auto-bus → autobus) words

2.02 Recognizes basic sight vocabulary

- Reads and understands multi-syllable words (ca...mi...ná...ba...mos → caminábamos) and high frequency words
- Reads and understands common and irregular sight words
- Reads and understands lesson vocabulary

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- Identifies antonyms (e.g., noche/día), synonyms (e.g., grande/gigante), homophones (e.g., hola/ola), multiple-meaning (e.g., pluma para escribir/pluma de un pájaro) words
 - Uses context clues to determine meaning

2.03 Applies reading strategies

- Looks at word syllables and parts
 - Reads ahead
 - Rereads aloud
 - Self-corrects
 - Uses context to confirm meaning

2.04 Applies comprehension strategies

- Makes and confirms predictions
 - Makes inferences
 - Sequences events and summarizes
 - Identifies cause and effect
 - Compares and contrasts
 - Draws conclusions
 - Makes connections from text-to-text, text-to-self and text-to-world

2.05 Reads fluently

- Reads aloud in a manner that sounds like natural speech
 - Reads aloud accurately and with appropriate intonation and expression

2.06 Reads and understands a variety of literary works

- Classifies between fiction and nonfiction
 - Distinguishes between fantasy and realistic text
 - Identifies the genre of the text
 - Distinguishes between prose and poetry

2.07 Recognizes and applies literary elements

- Identifies story elements: setting, characters, plot, and solution
 - Sequences story events

Language Arts/ Writing

2.01 Expresses ideas clearly

- Stays on a topic when speaking
 - Speaks clearly and uses eye contact

2.02 Actively listens and responds

- Listens attentively to the speaker

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- Answers questions correctly
 - Gives and follows one, two, and three step directions
 - Recognizes and responds to dialectical differences
 - Uses the appropriate formal or informal style of speaking Spanish according to audience and purpose
- 2.03 Writes legibly with correct spacing
- Writes letters correctly using taught form
 - Spaces words appropriately
- 2.04 Writes in complete sentences
- Writes complete sentences that show appropriate Spanish-specific capitalization (e.g., days of the week, months of the year), and punctuation (including in numbers and decimals)
 - Writes complete sentences that show agreement related to number and gender
 - Identifies subjects and predicates
 - Identifies and writes declarative, imperative, interrogative and exclamatory sentences
 - Applies the appropriate use of “tú” and “Ud.”
- 2.05 Uses punctuation and capitalization correctly
- Writes a sentence using appropriate capitalization and punctuation
 - Uses correct Spanish word order and punctuation marks to distinguish statements, questions, exclamations and commands
 - Uses capital letters to write proper nouns
 - Indents when writing paragraphs
- 2.06 Writes on topics and in logical sequences
- Uses a topic/lead sentence
 - Detail sentences support topic
 - Writes an informational paragraph
 - Writes a friendly letter
 - Writes “How To” paragraphs
- 2.07 Uses descriptive vocabulary and detail in written work
- Uses similes in writing
 - Uses adjectives and adverbs correctly
- 2.08 Applies spelling strategies in written work
- Spells common and phonetically regular words correctly
 - Spells word wall words correctly
 - Spells words that have been taught

Enrollment, EL Identification & Refusal of Services

Enrollment

When the parent/guardian(s) of a child comes to the schools to enroll a student, the school secretary verifies that the child is eligible for enrollment in Woodridge 68 and, if so, he/she asks the parents/guardians – of all students - to complete a **home language survey**. This is a state requirement for all school enrollees. **If a language other than English is reported as being spoken at home, and/or if the child speaks native language that is not English, the student is administered a State approved assessment (MODEL/WIDA Screener) to measure their level of language proficiency in English.** Once parents are informed of the need of the test and their rights have been explained, testing is scheduled. This can be administered at the time of enrollment or, if during the summer, parents can request an appointment to come back another day and have the child tested. If a child is transferring from another school district in Illinois, then the EL Resource teacher or program Director verify LEP status of the child in the ISBE Student Information System and records his/her findings in the Home Language Survey.

If the student is identified as an English Learner (EL) by scoring below the minimum level of proficiency (4.8 for grades 1-8 and 5.0 for Kindergarten), the teacher or MLS Director suggests to parent/guardian(s) the placing of the student in the EL/Bilingual program (TPI or TBE, depending on the student's native language).

MLS Director annually provides school office staff and EL staff training regarding identification procedures and assessment procedures.

Refusal of EL Related Services

Parents also have the right to withdraw their student after he or she has been placed in one of our programs. Parents can either request a refusal letter to be sent out by mail or by coming to the school's office to sign the refusal letter. Immediately the school is notified of the change in program placement (and potentially school, if the child's home school is different from the one he/she has been attending to). Student's records are updated, a copy of the letter is sent to the EL Director, a copy to the parents, and the original copy is to be placed in the student's cumulative folder. Students that have being waived out of the program are held to the general program standards for instruction, assessment, and promotion, but closely monitored by the school's EL Resource Teacher, if student does not meet academic standards, EL teacher or MLS Director will communicate with parents.

Withdrawn students are still required to take the annual English proficiency test mandated by ISBE, this is notified to parents at the time of refusal.

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All student records are maintained in Skyward. These records include program information, entry and exit information, language, ethnic group, grade level, whether the child has an IEP, and attendance, all of these documents can be located in students' cum folder and EL Folder.

Assessment, Placement & Transitioning

Placement Assessment

Placement & Time Line

After enrollment student must be administered the EL screener no later than 30 days from the first day of school and 15 days after the first day of student enrollment. Interim services should be provided as necessary.

This assessment is administered by the EL Resource teacher or program director upon enrollment with the district. This screener provides the school district with language proficiency levels that the district uses to determine eligibility for Transitional Bilingual Education (TBE) or Transitional Program of Instruction (TPI) program. This screener is proctored by a certified Bilingual/EL trained teacher.

If the student qualifies for EL-related services, the test administrator determines the program placement recommendation. If a child is Spanish speaking with an overall proficiency below 3.8, he/she will be recommended for the Transitional Bilingual Education Program on a full time basis, if a child is Spanish speaking with a proficiency of between 3.9 and 4.8 the child will be recommended for part time bilingual services. If the child is not Spanish speaking, student is recommended for the Transitional Program of Instruction (TPI).

The recommended EL program the child qualifies for is explained to parents, if the parent/guardian agrees to it, the child is enrolled in the program and parents/guardians are given a welcome letter explaining either the bilingual or the EL program to them.

Screening for initial EL services:

 Screener	When Administered	Domains Assessed	Minimum Score for EL Proficiency
Pre-IPT (ENG/SPA)	Pre-K Age 3	Listening, Speaking	Score at level A, B, C
Pre-IPT (ENG/SPA)	Pre-K Age 4	Listening, Speaking	Score at level A, B, C or D
MODEL	KDG (1 st Semester)	Listening, Speaking	5.0 (oral composite)

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MODEL	KDG (2 nd Semester) & 1 st Grade (1 st Semester)	Listening, Speaking, Reading, Writing	5.0 Composite AND 4.2 (literacy composite)
WIDA Screener	1 st Grade (2 nd Semester) – 12 th Grade	Listening, Speaking, Reading, Writing	5.0 Composite

Screening for part-time TBE services for placement only:

Screener	When Administered	Domains Assessed	Minimum Score for EL Proficiency
MODEL	KDG (1 st Semester)	Listening, Speaking	4.0 (oral composite)
MODEL	KDG (2 nd Semester) & 1 st Grade (1 st Semester)	Listening, Speaking, Reading, Writing	3.5 (literacy composite)
ACCESS 2.0	K (2 nd Semester) and 1 st Grade (1 st Semester)	Reading, Writing	3.5 (literacy composite)
WIDA Screener	1 st Grade (2 nd Semester – 12 th Grade)	Reading, Writing	3.5 (literacy composite)

<https://www.isbe.net/Documents/ScreenerScoresGuidance.pdf>

ACCESS 2.0 - State Assessment

ACCESS 2.0 for ELs is a standards-based, criterion referenced English language proficiency test designed to measure English language learners' social and academic proficiency in English. It assesses 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 (<https://www.isbe.net/Pages/ACCESS-for-ELLs.aspx>). The test is given once a year and is used for placement determinations.

Important Considerations

- Students must take the ACCESS 2.0 test until they meet the state requirement of 4.8 in a scale of 1.0 to 6.0 (1st grade to 8th grade) and a 5.0 for Kindergarten students.
- Students whose parents have waived them out of the TBE or TPI program must still take the ACCESS 2.0 test until they meet the exit criteria.

Transitioning

In order for students to start transitioning from a full-time status to a part time one, the student needs to be reading at a specific reading level and to be doing well on fluency, oral and written comprehension in English, when measured through the ACCESS 2.0 test. The teacher plays an important, but not determinant, part in deciding whether the student is ready for this transition through their recommendations. Their recommendations are based on various data collections of the student's academic performance.

ACCESS 2.0 (weight of each domain):

- Listening Score (scale of 1.0 to 6.0) → 15% of Total Score
- Speaking Score (scale of 1.0 to 6.0) → 15% of Total Score
- Reading Score (scale of 1.0 to 6.0) → 35% of Total Score
- Writing Score (scale of 1.0 to 6.0) → 35% of Total Score

To transition from a Part/Full Time TBE (or TPI) program into general education without any English language development support provided by the EL department, the student needs to score a **total** composite of 4.8. Students who score an overall composite score of a level 4.8 are considered proficient and are eligible to exit the bilingual or EL program, although students continue to be monitored for two years after meeting the established criteria.

Early Childhood

ELs in Pre-Kindergarten are tested using an English and Spanish language proficiency test. The Pre-IPT–Oral English or Spanish tests were designed for the preschool child who is not used to taking tests. The test centers on a story, giving young students a low-anxiety context in which to demonstrate their language abilities. Designed to assist in the initial designation of 3-, 4-, and 5-year-olds as Non-, Limited, or Fluent English Speaking, it also provides information to help place students in the most appropriate instructional programs. In addition, it may be used for assessing a child's progress in English or Spanish oral language development.

Records and Reporting Procedures

Woodridge 68 sends out ELs report cards and progress reports to parents or legal guardians in the same manner and time as the other students enrolled in our district. Report cards and progress reports are sent out in Spanish for the parents in our bilingual program for students in Kindergarten through Second grade. Parents/Guardians are given a waiver at the time of enrollment, this waiver specifies that they will only receive students' progress report and report

cards in English. A copy of this waiver can be found in students' cum folder and it is entered in the district's system.

Students in our programs are given an EL report card along with their regular report card. This EL report card measures the student's English language proficiency levels in the four language domains (listening, speaking, reading, & writing) and in the five English language proficiency standards (social and instructional, language arts, mathematics, science, & social studies).

Woodridge 68 each year completes the Transitional Bilingual Education Annual Student Report and the Program Delivery Report. These reports give information about each of our programs and the student participating in these programs.

At the end of the school year the EL department sends out continuing and exiting letter to the parents or legal guardian of the students in our program. A copy of these letters are placed in students' cum folders. Parents can refuse services returning the letter opting out of our services (Appendix)

English Language Learners with Special Education

Special Education

Students enrolled in Transitional Bilingual Education (TBE) or Transitional Program of Instruction (TPI) may also receive Special Education services if qualified.

Annual Review of Special Education and TBE/TPI Needs

If a student in the Transitional Bilingual Education (TBE) or Transitional Program of Instruction (TPI) program currently receives Special Education support, at the end of each academic year the Bilingual/EL Team, together with the Special Education Team, will evaluate whether the student should continue in the TBE or TPI program. This should be done prior to the annual review meeting of student's IEP. **The student's EL/Bilingual teacher must be part of the student's IEP meetings. The Case Manager should send a copy of updated student's IEP to the Office of EL Director when a TBE/TPI student is exited from the EL/Bilingual program due to changes in the IEP.**

**** If the Special Education team and EL/Bilingual teacher believe that student will no longer need EL/Bilingual services prior to the IEP meeting, the EL Department must be notified and invited to the IEP meeting and a copy of final documentation shall be mailed to the EL Department indicating the changes, student will continue to receive the ACCESS state test until he/she meets the criteria.**

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The following data should be evaluated:

- ACCESS or WIDA Screener scores
- IAR scores
- District Assessment's Data
- EL folder

Incoming EL Students with IEP's

EL students with IEP's that enroll in Woodridge 68 will be placed in one of our programs if their current IEP is made available to the school secretary and if it states that student is receiving EL services in the previous school district. The student will not be assessed with an English language proficiency test at the time of enrollment. The student will go to the corresponding EL program school and then the EL department will have the building testing administrator (EL teacher) pull the student for testing. Please note that if at the time of enrollment, parents cannot produce a copy of the IEP and there is no way for the secretary to verify the EL status or services of the child. Once testing to measure English proficiency is completed, the EL department will share the results with the school administrator and recommend placement to the parent of the child. If a change in school becomes necessary, the EL department will modify the records and relocate the child. Transportation, EL department and new school will be notified (this only applies for Bilingual K-2).

A Few Things to Keep in Mind about EL students with IEP's

Across the U.S., EL students, also known as "Limited English proficient English learners (LEP/ELs)," are sometimes referred improperly to special education. Conversely, EL students are sometimes denied special education services when they do, in fact, have a disability, and are in need of such programs. *This is not necessarily the case of Woodridge, but other districts with smaller EL programs.* Still, it is important for all school districts personnel to know how and when referrals should or should not be made.

1. Is limited English proficiency a disability?

Although some believe that the inability to understand, speak, read and write English should be considered a disability in that it may be hindering the student's academic progress, it is important that school district personnel NOT confuse students with disabilities with EL students. They are not the same. Some examples of disabilities include:

- Autism
- Deafness

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- Blindness
- Cognitive impairment
- Orthopedic impairment
- Communication disorders such as stuttering, impaired articulation or a voice impairment which adversely affects educational performance

1. What are some of the questions the problem solving team members need to ask themselves when deciding on the appropriateness (or not) of a referral of an EL student?

- If the student is a recent enrollee, has the student had time to adjust to the new environment (language, community, classroom, etc.)?
- What are the student's prior experiences with school?
- Has the student received EL or bilingual instruction before?
- Does the student display the same lack of adaptive behavior and/or cognitive difficulties in the home/school community as he/she does in the classroom?
- How can we be sure that the student really needs to be referred?
- Has the student's school record been checked?
- Is someone at the school familiar with the cultural background of the student and the family?
- Is there a bilingual/EL specialist available if needed?
- Is there information about the student's cultural background?
- Has the degree of language dominance been appropriately determined?
- Has placement in bilingual education or EL been recommended by Woodridge and rejected by parents?
- Have other remedial measures and/or interventions been tried?
- Has the school administrator been made aware of the situation?
- Would this student have trouble learning in any case? (e.g., Would the student have trouble learning if taught in his/her native language or, in the native country?)
- Has the school made every attempt to provide appropriate instruction?
- Have the school's efforts to assist this student with the educational program been similar in quality and quantity to those programs and services provided to English proficient students who have also experienced academic difficulty? (e.g., compensatory math, reading, or writing)
- Is the suspected disability intrinsic (i.e., belongs naturally) to this student?
- Have the pre-referral efforts been complete, honest and appropriate? (e.g., allowing the student time to adjust to the new school, language and culture)

2. How can inappropriate referrals of EL students be avoided?

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- Awareness of the second language acquisition process
- Appropriate instructional strategies for EL students
- Sensitivity to cultural diversity
- Sensitivity to child-rearing practices in immigrant families that may be different from the U.S.
- The importance of native language support
- Rights of the parents.

3. What specific district test(s) need to be administered to determine if a student should be dismissed from the bilingual or EL program?

Scores from the annually administered ACCESS test. Sometimes the Special Education team will decide that the child's IEP will supersede his/her language needs and the child will be exited from the bilingual or EL program.

4. On the ACCESS test, what is considered passing so we can transition a student out of bilingual or ESL services?

A student is eligible for exiting the bilingual or EL if they acquire an overall level 4.8 on ACCESS.

5. What else is important for school districts to keep in mind?

- It is more difficult to remediate a disability if instruction is provided in the student's weaker language. Whenever possible, native language support should be provided by teachers, paraprofessionals and tutors.
- Having a disability does not mean that the EL student forfeits the right to bilingual education or EL services.
- A fair, non-biased psychological evaluation of an EL student is best done by a certified school psychologist who is competent in the language and culture of the student. If this is not possible, the psychologist should be assisted by an interpreter who is familiar with the student's native language and culture.

All communication with the parents of an EL student who is being considered for placement in special education must be provided in a language the parent best understands.

In-Service Training for Staff

According to the Illinois Administrative Code it requires that all teachers in a state bilingual or EL education programs participate in professional development trainings related to these programs. Woodridge 68 is committed in providing effective and extensive professional development in the area EL instruction, Shelter Instructional Observation Protocol Model, EL Strategies & Techniques. EL/Bilingual teachers also participate in other professional development activities such as conferences or workshops. Each year teachers attend the Statewide Conference of Linguistically and Culturally Diverse Students or the Teachers of English to Students of Other Languages Conference.

Teacher Certification

All Woodridge 68 teachers in the bilingual program positions must have:

- PEL teaching certificate with a Bilingual or ESL Approval/Endorsement.
- Type 29 Transitional Bilingual Certificate. This certificate is a temporary certificate issued only once for a period of five years. Type 29 teachers can teach content areas in the native language.

All Woodridge 68 teachers in our ESL program positions must have:

- PEL teaching certificate with an ESL Approval/Endorsement or ENL English as a New Language.

Parent and Community Participation

Woodridge 68 has a Bilingual Parent Advisory Committee (BPAC) that meets afterschool four times a year. The main goal of this committee is to help parents of ELs develop skill for effective participation in the school, improve their child's academic achievement and advocate on behalf of all ELs. The BPAC offers a series of parent education trainings to inform and educate the parents of students in the bilingual education program at Woodridge 68.

