West Northfield School District 31

Multilingual Learner (ML) Program Guide

Meeting the Requirements for Serving Multilingual Learners

Updated 2025

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District 31 ML/Bilingual Services

Multilingual Learners (MLs)

West Northfield School District 31 welcomes all families to our learning community. We provide Multilingual Learner (ML) and Bilingual services to meet the linguistic and academic needs of children whose native language is not English. The community we serve is diverse with children from more than 50 language backgrounds represented in our classrooms. Mongolian students compose a large majority of our Multilingual Learners followed by Spanish, Russian, and Korean speaking students.

Multilingual Learner (ML) & Bilingual Program Values

It is our mission to nurture, support, and foster excellence for students who are culturally and linguistically diverse through high-quality instruction, assessments, best practice, and professional learning. We embrace inclusion and equity. We believe cultural differences add to and strengthen the fabric of our school and community.

Meeting Students' Needs

District 31 meets the needs of our K-8 student population with limited English proficiency through two specific programs:

- Transitional Bilingual Education (TBE)
  Designed for students whose primary language is Spanish, Mongolian, Russian, or Korean (if 20+ students).
- Transitional Program of Instruction (TPI)
  Designed for all English Learners whose native language is other than Spanish, Mongolian, Russian, or Korean and who, in terms of numbers, are less than 20 speaking the same foreign language.

Purpose of Multilingual Learner Program Guide

This guide explains typical terms used in the context of Multilingual Learners (MLs), outlines the process of identifying and conveying assessment information, and acts as a repository for effective practices and strategies in ML education. Throughout this guide, reference will be made to WIDA. The WIDA Consortium consists of state departments of education collaborating on educational standards. In Illinois, WIDA is recognized as the leading authority on educating Multilingual Learners. Since 2002, WIDA has developed numerous definitions and resources aimed at enhancing understanding and educational approaches for Multilingual Learners.

Identification

District Procedures for Identification of Multilingual Learners (MLs)

Step 1:

Student registers at West Northfield District 31 and parents/guardians indicate on the home language survey (HLS) that the student either speaks another language, or that another language is spoken at home.

Step 2:

A copy of the registration form/HLS is made by the office staff and provided to the ML Director. If the student is transferring from another school, the ML Director will contact the previous school or district for ML information. If the student has ACCESS scores or screener data within the past 12 months, that identifies the student as not qualifying, they do not need to be rescreened. Students with scores older than 12 months will need to be rescreened.

Step 3:

Qualifying students are screened for English Language Proficiency using the state identified assessment. Screening must take place within 30 days of enrollment at the beginning of the year or within 15 days of enrollment during the school year.

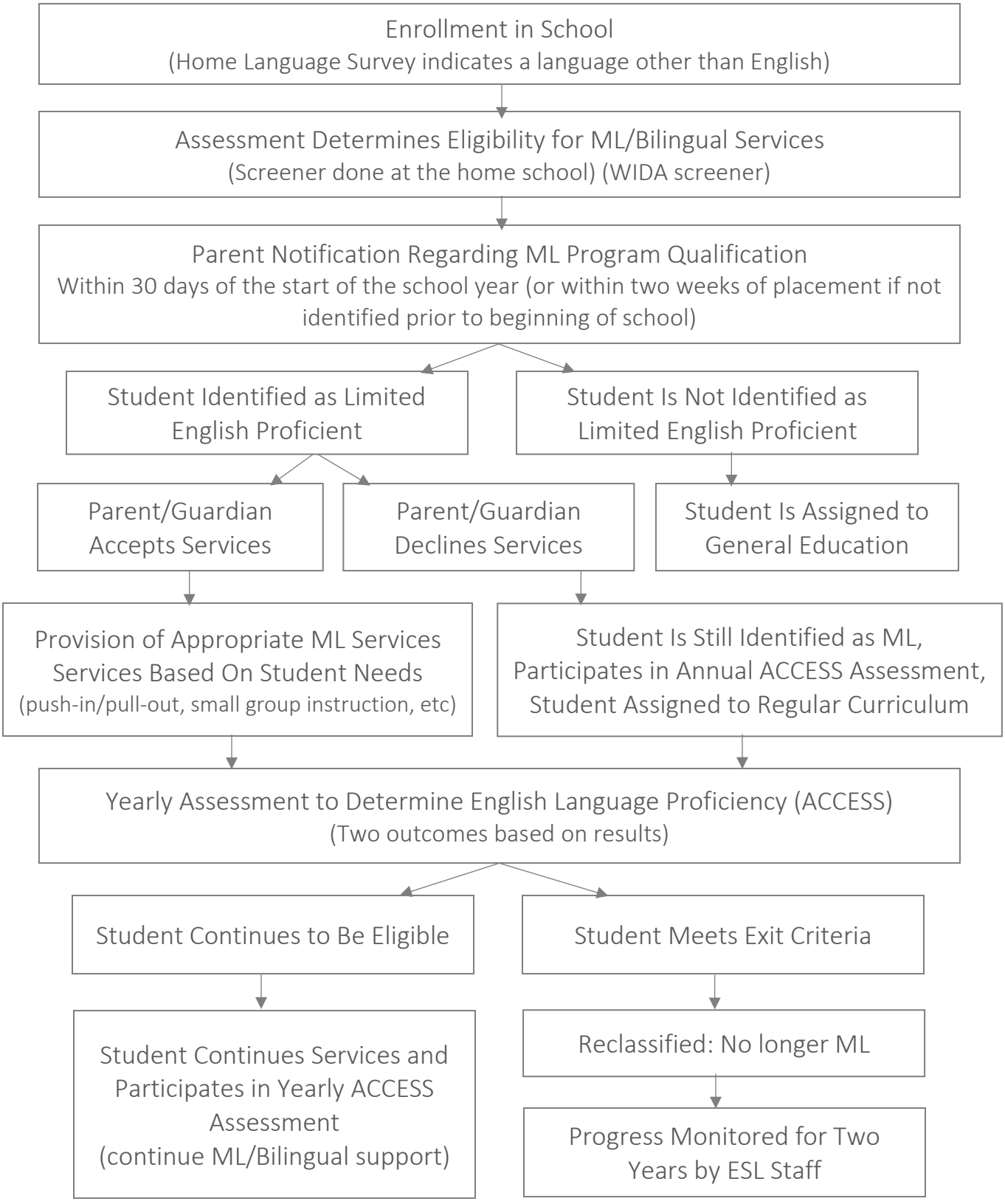
Step 4:

Completed screeners are sent to ML Director. If the student qualifies for ML services, the data is entered into the appropriate district and state student information systems. Parents are then sent a notification letter of ML Program enrollment. A student file is created containing screener documentation and copies of the parent notification. If parents refuse services, they must submit a written letter and signed waiver to ML Director.
Students whose parents refuse services must still be monitored, take the ACCESS test, and be provided with instructional supports until they reach a 4.8 composite proficiency score on the ACCESS test.

Step 5:

Students who accept services must begin to receive ML services through the appropriate TBE or TPI model.

ML/Bilingual Program Flow Chart



Onboarding Process and Students New to the U.S. Educational System

Onboarding Process

All newly enrolled students that are new to the U.S. educational system and/or have been identified as ML students, will be taken through our Onboarding Process. We believe that an effective onboarding process is an essential component of integration into our district. This process can help ensure that students have a positive enrollment experience, as well as provide families with the necessary information to have a successful start when they arrive on their first day of school.

Step 1 – Registration

- Family contacts the district to register students
- Registrar identifies language needs and connects parents with district language liaison and notifies ML Director of incoming student(s)
- District Language liaison helps parents with:
    - Explanation of registration and onboarding process including help obtaining all necessary documentation
    - Financial aid application (if applicable)

Step 2 – Screening

- Often done in conjunction with registration
    - WIDA Screener
    - Math placement (if applicable)
- Screener scoring
    - Determine placement
- Schedule family interview and tour

Step 3 – Parent / Student Interview & School Tour

- Language liaison is always present for interpretation as needed
- Student and parent background information is collected
- Parents and students are able to ask questions
- Parents and students tour student classroom(s), locker, cafeteria, bathrooms, etc.
- Parents and students meet grade level teachers and student peers
- Student(s) and parents are given their start date and schedule

Step 4 – Student Placement and Language Peer Assignment

- Student(s) and parents are provided with their schedule
- A Student Language Peer will meet the student on their first day
    - Helps student feel a sense of belonging
    - Provides an opportunity for relationship building
    - Introduces them to other peers

Assessment and Accountability

WIDA Screener for Kindergarten

West Northfield District 31 uses the WIDA Screener for Kindergarten to assess the English Language proficiency of incoming Kindergarten students who speak or are exposed to another language. The WIDA Screener for Kindergarten can also be used as an interim progress monitoring assessment. This assessment is administered by an endorsed ESL teacher.

WIDA Screener

West Northfield District 31 uses the WIDA Screener as the screener for new students in the district. The WIDA Screener is an English language proficiency assessment given to incoming students in grades 1-12 to assist educators with the identification of students as Multilingual Learners. The purpose of this assessment is to help educators make decisions about whether a student is a candidate for English language support services. In general, students scoring between a 1.0 to 4.7 on the overall composite score on the WIDA Screener are considered for ML services. This assessment is administered by an endorsed ESL teacher.

Screening for Initial ML Services

Students shall be eligible for TBE/TPI program services if their ELP screening or annual ELP assessment scores are below the ELP criteria established by the Illinois State Board of Education (ISBE).

Grade	Screener	Cut Score
Pre-K ages 3-5	Pre IPT- Oral *(Recommended screener)*	Fluent English Speaker (FES)
1st semester of Kindergarten	WIDA Screener for Kindergarten (listening and speaking) *(Required screener)*	4.8 oral language proficiency
2nd Semester of K- 1st Semester of 1st grade	WIDA Screener for Kindergarten (all four domains) *(Required screener)*	Overall Composite 4.8 & Composite Literacy 4.2 (reading/writing)
2nd Semester of 1st grade - 12th grade	WIDA Screener (online or paper) *(Required screener)*	Overall Composite 4.8

ACCESS for ELLs 2.0 Assessment

West Northfield District 31 uses the ACCESS assessment to monitor students' progress in acquiring academic English. This test is a secure, large-scale English language proficiency assessment administered to Kindergarten through 12th grade students who have been identified as MLs. ACCESS is administered by qualifying teachers who have also been certified to administer the ACCESS.

Purpose and Use of ACCESS for ELLs 2.0

- Help students and families understand the students' current level of English language proficiency along the developmental continuum
- Assesses students in four language domains: Listening, Speaking, Reading, Writing
- Serves as one of multiple measures used to determine whether the student is prepared to exit the program (ISBE exit criteria of 4.8 overall composite score)
- Generates information that assists in determining whether MLs have attained the language proficiency needed to participate meaningfully in content area classrooms without program support
- Provides teachers with information they can subsequently use to enhance instruction and learning for their MLs
- Provides the district with information that will help to evaluate the effectiveness of ML programs
- Meets and exceeds federal requirement for monitoring and reporting MLs progress toward English language proficiency

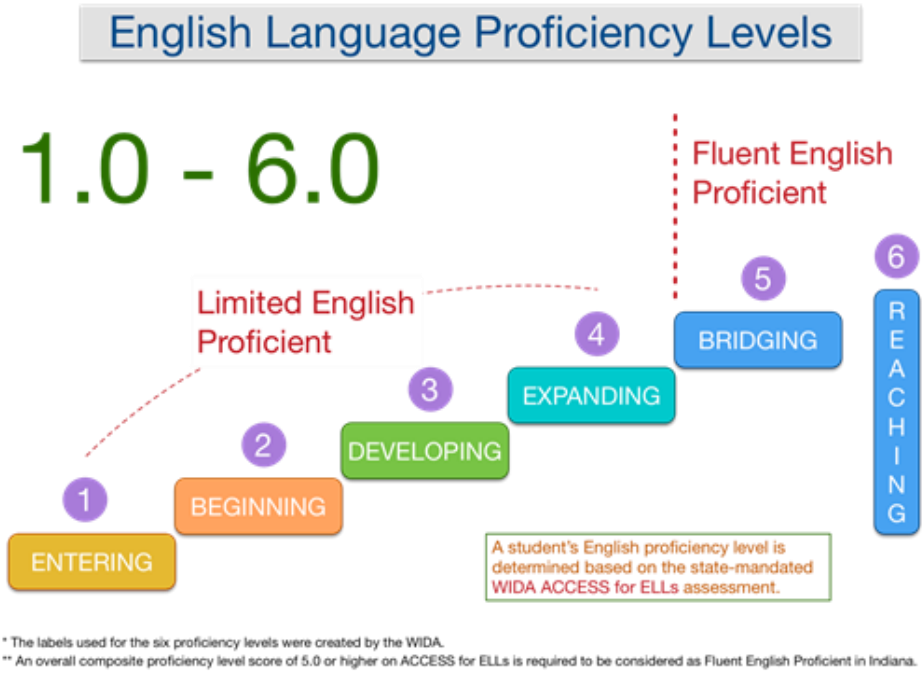
Process for Sharing ACCESS assessment results

The ML Director will share the results of the assessment with appropriate staff. The results are shared with parents/guardians with a description of the program model in the early Fall of the following year.

ACCESS Proficiency Levels

The "ACCESS for ELLs 2.0" provides language proficiency levels. These levels describe the spectrum of an ML student's progression in English language development. The proficiency levels include:

- Level 1 – Entering: MLs may be able to match pictures to single words and understand a few one-word utterances.
- Level 2 – Emerging: MLs begin to ask simple questions, restate facts, sort out basic information using visual cues, and create lists and short sentences.
- Level 3 – Developing: MLs can follow multistep directions, form basic paragraphs (spoken or written), identify main ideas, describe storylines and situations, and use context cues to learn new worlds.
- Level 4 – Expanding: MLs can give simple oral reports and speeches, use language more abstractly, identify and use idioms and figures of speech, summarize information, and create original ideas using English.
- Level 5 – Bridging: MLs perform much more like native speakers, albeit not at the native level in all aspects (such as pronunciation). MLs can draw original conclusions, debate with others, conduct research using multiple sources, and apply information to new contexts and multiple genres.
- Level 6 – Reaching: The ML student has been monitored for 2 consecutive years and has been exited from ML program services.



Best Practice

What do teachers focus on at each proficiency level?

Level 1 – Entering:

- Interpersonal skills
- Personal information
- Listening skills
- School personnel
- School rules
- Beginning phonics: recognizing letters and knowing sounds of the letters
- Content vocabulary: numbers, colors, classroom objects, parts of the body, shapes, family members, clothing, food, weather, money, etc.

Level 2 – Emerging:

- Listening and speaking skills
- Pronunciation activities
- Vocabulary
- Sight vocabulary
- Phonics instruction
- Word family activities
- Beginning writing skills: subject/verb/agreement
- Reading/constructing simple sentences

Level 3 – Developing:

- Continued development in listening, speaking, and reading skills
- Reading paragraphs/short stories with comprehension
- Development of better writing skills
- Grammar: parts of speech

Level 4 – Expanding:

- Fine tuning of speaking skills
- Advanced grammar activities applied in writing
- Use of higher-level academic vocabulary in speech and writing
- Read longer passages with greater comprehension

Differentiation Through Scaffolding and Supports

Differentiating instruction and assessment for MLs is an approach that teachers use to make their grade-level content-area instruction comprehensible and challenging to all students, with specific attention to the diverse language and learning needs of ML students. This approach enables every teacher to scaffold and support their ML students' movement along the continuum of second language development. Differentiating for ML students supports students' daily active engagement in all of their classes, which in turn leads to greater equity and achievement for these learners.

- Scaffold: an educator's intentional act of building upon students' already acquired skills and knowledge to teach new skills.
- Support: use of instructional strategies or tools used to assist students in accessing content necessary for classroom understanding or communication and to help construct meaning from language.

Three Types of Supports Needed for ML Students

Sensory Supports	Graphic Supports	Interactive Supports
• Real-life objects (realia) • Manipulatives • Pictures & photography • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & films • Broadcasts • Models & figures	• Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	• In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With websites or software programs • In the native language (L1) • With mentors

Using Success Criteria and Language Objectives to Help ML Student Learning

Language objectives are beneficial not only for MLs but for all students, as everyone can benefit from the clarity that comes with a teacher outlining the required academic language to be learned and mastered in each lesson.

- Success Criteria identifies what students should know and be able to do at the end of the lesson. These criteria will frequently be used to form assessments. It's derived from the core standards. They focus on the **"What."**
- Language Objectives are **"how"** the students will show what they are learning. They are focused on the four domains of Speaking, Listening, Reading, and Writing. The ELP (English Language Proficiency) standards and the WIDA standards are sources of language objectives. The WIDA consortium has compiled a list of "Can Do" descriptors

that can help teachers identify the kind of language tasks students should be able to perform according to the five differing levels of English proficiency and different grade-level clusters. To view these descriptors, visit the "Can Do" page on the WIDA website.

4 Steps to Crafting Language Objectives			
Step 1	**Step 2**	**Step 3**	**Step 4**
Choose an action verb connected to a domain (reading, writing, speaking, or listening)	Make an explicit connection to the academic content (success criteria)	Add supports and scaffolds like graphic organizers, video, etc.	Include interaction with others, group or partner work
• I can orally describe…	• the water cycle…	• using an illustration…	• in a small group
Language Objective: I can orally describe the water cycle using an illustration in a small group.			

Implementing language objectives can be a powerful first step in ensuring that English learners have equal access to the curriculum even though they may not be fully proficient in the language. See samples below of how language objectives can be used to differentiate instruction for MLs.

Bridging Content and Language	
Success Criteria	Language Objective
I can agree or disagree with statements written about voting rights.	I can orally and in writing agree or disagree with statements about voting rights using sentence frames and a word bank in small group.
I can retell key details in fiction text.	I can orally retell key details in a fiction text to a partner using the key words First, Next, Then and Last and a retell chain.
I can analyze the roles and responsibilities of the three branches of government by comparing and contrasting the branches.	I can orally explain how the three branches are similar and different using complex sentences such as: • One similarity/difference between the ___ and ___ branches is… • The similarities/differences are significant because…
I can describe the characters, setting and major events in a story.	I can describe the main character in 3 or more complete sentences using thinking maps, partners, and the book.

Specific Examples of Sensory Supports by Subject Area

Language Arts	Mathematics	Science	Social Studies
• Illustrated word/phrase walls • Felt or magnetic figures of story elements • Sequence blocks • Environmental print • Posters or displays • Bulletin boards • Photographs • Cartoons • Audio books • Songs/Chants	• Blocks/ cubes • Clocks, sundials and other timekeepers • Number lines • Models of geometric figures • Calculators • Protractors • Rulers, year/meter sticks • Geoboards • Counters • Compasses • Calendars • Coins	• Scientific instruments • Measurement tools • Physical models • Natural materials • Actual substances, organisms or objects of investigation • Posters/illustrations of processes or cycles	• Maps • Globes • Atlases • Compasses • Timelines • Multicultural artifacts • Arial & satellite photographs • Video clips

Adopted from Gottlieb, M. (2006). Assessing English Language Learners: Bridges from Language Proficiency to Academic Achievement. Thousand Oaks, CA: Corwin Press.

Instructional Strategies to Connect Language to Content

- Go from the everyday, familiar, and concrete to the subject specific, unfamiliar and abstract
- Link students' real world experiences to school experiences
- Sequence teaching and learning activities to move towards the specialized language of written texts, rather than starting with the written texts
- Structure classroom discourse and interaction so that it bridges to written texts

Increasing Interaction to Build Fluency with Target Language

- Model the language and the interaction
- Have students process information individually
- Have students process information in pairs
- Have students process information in small groups
- Compare/contrast information to a source (reading)
- Apply information to a new task (writing)

Components of A Gradual Release of Responsibility

- Teacher Responsibility
  - Focus Lesson: "I do it"
  - Guided Instruction: "We do it"
  - Collaborative: "You do it together"
  - Independent: "You do it alone"

- Student Responsibility
  - Focus Lesson: Students actively participate in the lesson, particularly paying attention to modeling and explanations by the teacher
  - Guided Instruction: Students are led through tasks with teacher support (i.e. Prompts, questions, facilitation)
  - Collaborative: Students work together and consolidate their learning to produce the skill with peer support
  - Independent: The student works independently. He/she is in control of the ideas and information and can apply in a new situation

(Fisher, D., & Frey. N. (2008) Better learning through structured teaching: A framework for the gradual release of responsibility. Alexandria, VA: Association for Supervision and Curriculum Development)

Differentiation

A useful planning template and step-by-step explanations of how teachers can differentiate grade-level content and language instruction and assessment for the MLs in their classes can be found here:

- WIDA Focus on Differentiation (Part 1)
- WIDA Focus on Differentiation (Part 2)

Language Learning Process

There are many things to consider when teaching an ML student. One aspect to think about is the four-step process students go through when learning a second language:

- Input: Information given to the student through speech or written texts that they try to find meaning in. Understanding the student's level of English abilities will help the teacher consider if the language they are using is too difficult for the student.
- Intake: Whereas input is information we give students, intake is information they retain and use in the future. It is important to remember that every person turns different input into intake, so two students will remember and use different information from the same lesson.

- Processing: The learner attempts to understand the information enough to produce something of their own. It is important to recognize that each student processes information differently and at different speeds.
- Output: Output is the language that a learner can produce in different situations for a communicative purpose. It is important to remember that when a student provides output, feedback is what will help them learn for the future.

** It is also important to remember that this entire process occurs in the academic setting, as well as in social settings outside the classroom. Students are focused on comprehending the world around them through language, rather than being a grammatical expert.*

Helpful Strategies and Tips for teachers

- Speak slowly and clearly and allow for appropriate wait time.
- Provide both verbal and written instruction, accompanied by visual aids.
- Help students connect with classroom texts representing their cultures.
- Help students understand classroom terms in context (subject specific terminology).
- Utilize a variety of resources, such as videos, websites, TV ads, etc.
- Realize ML students may not understand certain humor or sarcasm.
- Overall comprehension of text and content is more important than minor verbal or written grammatical errors.
- Use more modeling and physically demonstrate concepts; provide real examples.
- Use strategies that include conversational partners and small group work to encourage conversation.
- Become familiar with student interests.
- Be aware of students' social situation; check-in regularly with ML students so you understand their relationships with peers and ensure they are included and treated with respect in- and outside the classroom.
- Refer ML students for any after school programming available.

ML Program Goals and Guidelines

ESL Teacher Responsibilities...

- Assess language proficiency.
- Report on issues of language acquisition.
- Facilitate communication with classroom teachers.
- Provide general education staff with links to suggested resources and strategies for language acquisition.
- Assist with BPAC meetings as necessary.
- Provide comprehensible input.
- Teach to WIDA and Common Core standards.
- Provide appropriate modifications and accommodations for the instruction of MLs.
- Collaborate with staff on how to appropriately provide needed differentiation, modifications, and accommodations for MLs.
- Advocate for MLs.
- Teach MLs how to advocate for themselves.
- Get to know students and their families.

General Education Teacher Responsibilities...

- Assess academic achievement.
- Assess classroom performance.
- Participate in staff development provided.
- Provide ESL staff with content areas of focus in the general education classroom in a timely manner.
- Determine possible modifications and accommodations for MLs.
- Incorporate ML best practices into daily lessons.
- Communicate with ESL staff regarding concerns with ML students.
- Celebrate and value cultural differences in the general education classroom.

ML and General Education Teacher Shared Responsibilities...

- Establish expectations for learning.
- Create a nurturing environment.
- Schedule, plan for, and participate in collaboration.
- Facilitate parent involvement.
- Monitor student progress.
- Provide necessary interventions.
- Foster home/school communication.

Instructional Framework

Winkelman Elementary School K-5

The instructional framework is a suggested guideline for instruction for ML students at the elementary level. There are many factors, including scheduling, student classroom placement, and student needs that may require the ML staff to schedule students differently.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5/6 Bridging-Reaching
Kindergarten	Push-in or ESL endorsed classroom	Push-in or ESL endorsed classroom	Push-in or ESL endorsed classroom	Push-in Pull-out	General education classroom
1st -5th Grade	ESL endorsed classroom with Push-in Pull-out support as needed	ESL endorsed classroom with Push-in Pull-out support as needed	Push-in or ESL endorsed classroom	Push-in or ESL endorsed classroom	General education classroom
Entering and Emerging Multilingual Learners	Students scoring a 2.9 or below are considered entering or emerging MLs and may receive additional Pull-out ESL instruction.				

Level 1 – Entering

- Composite ACCESS score of 1.0-1.9
- New to English
- Little or no exposure to English
- Usually has oral language proficiency in first language

Level one students at all grade levels focus on the development of basic interpersonal communicative English and are introduced to academic language through speaking, listening, reading and writing instruction. Illinois state guidelines require students at this proficiency level to be serviced with ESL instructional minutes in ELA, Math, Science, and Social Studies. They should receive 90-120 minutes of ESL instruction per day.

Level 2 – Emerging

- Composite ACCESS score of 2.0-2.9
- Beginner with some prior English instruction
- Has limited English proficiency
- Age-appropriate literacy in first language

Level two students at all grade levels focus on oral language acquisition and continue to develop academic language through speaking, listening, reading and writing instruction. Illinois state guidelines require students at this proficiency level to be serviced with ESL instructional minutes in ELA, Math, Science, and Social Studies. They should receive 90-120 minutes of ESL instruction per day.

Level 3 – Developing

- Composite ACCESS score of 3.0-3.9
- Communicate ideas and details in English using several connected sentences and can participate in short conversations and discussions in school

Level three students at all grade levels continue to develop and apply academic language through speaking, listening, reading and writing instruction. Students with a 3.0-3.4 proficiency level receive ESL instructional minutes in ELA, Math, Science, and Social Studies. Students with a composite proficiency level of 3.5 and above will receive services through Push-in instruction or from an endorsed classroom teacher.

Level 4 – Expanding

- Composite ACCESS score of 4.0-4.9
- Listening and speaking skills approaching native English speakers in conversational English; however, academic proficiency is developing in specificity and complexity
- Reading and writing skills approaching grade level standards with scaffolding, direct instruction and extra time

Level four students are applying their academic language skills to content within the classroom. Students receive services through Push-in instruction or from an endorsed classroom teacher. Additionally, ESL resource teachers may work collaboratively with grade level teams to plan for linguistic scaffolding within content instruction.

Level 5 – Bridging

- Composite ACCESS score of 5.0-6.0
- High level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts
- Full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction.

While students are no longer considered part of the ML caseload, the ESL teachers continue to monitor the progress of students who have exited the ML/Bilingual program. The ML teams and grade level teachers collaborate to provide any linguistic scaffolding required to support students in their learning.

Field Middle School 6-8

Field Middle School provides a Transitional Program of Instruction for English Learners. The specific model of instruction for English Learners is Sheltered-Instruction plus ESL (English as a Second Language) support through general setting differentiation, pull-out and push in support.

The goal is to have students learning throughout the day with their peers in the general education setting provided with appropriate in class support by an ESL teacher or differentiation. However, to best meet individual needs of students, some students may need pull-out language support where they will work in smaller groups with an ESL teacher. In addition to general setting push-in support and pull-out language support, EL students' individual needs may also be met through a sheltered English Language Arts class, and/or a resource class where students can work on individual language goals.

The instructional framework is a suggested guideline for instruction for ML students at the middle school level. There are many factors, including scheduling, student classroom placement, and student needs that may require the ML staff to schedule students differently.

	Level 1.0-3.0 Entering & Emerging	Level 3.1-4.0 Developing	Level 4.1-4.8 Expanding/ Advanced	Level 4.8+ Exited
6th Grade	Push-in Pull-out ELD ELA	Push-in and/or ELD ELA or ESL Resource	Push-in and/or ESL Resource or Guided Studies	General education classroom
7th Grade	Push-in Pull-out ELD ELA	Push-in and/or ELD ELA or ESL Resource	Push-in and/or ESL Resource or Guided Studies	General education classroom
8th Grade	Push-in Pull-out ELD ELA	Push-in and/or ELD ELA or ESL Resource	Push-in and/or ESL Resource or Guided Studies	General education classroom

Level 1.0-3.0 – Entering & Emerging

- Composite ACCESS score of 1.0-3.0
- Little or no exposure to English
- Usually has oral language proficiency in first language

Newcomer/beginner students at all grade levels focus on the development of basic interpersonal communicative English and are introduced to academic language through speaking, listening, reading and writing instruction. Students receive at least 40 minutes of daily push-in or pull-out instruction from the ESL teacher in addition to an ESL resource class.

Level 3.1-4.0 – Developing

- Composite ACCESS score of 3.1-4.0
- Communicate ideas and details in English using several connected sentences and can participate in short conversations and discussions in school

Developing students at all grade levels continue to develop and apply academic language through speaking, listening, reading and writing instruction. Students receive 40 minutes of daily push-in instruction from the ESL teacher in addition to an ESL resource class.

Level 4.0-4.8 – Expanding/Advanced

- Composite ACCESS score of 4.1-4.8
- Listening and speaking skills approaching native English speakers in conversational English; however, academic proficiency is developing in specificity and complexity
- Reading and writing skills approaching grade level standards with scaffolding, direct instruction and extra time

Expanding students are applying their academic language skills to content within the classroom. Students receive ESL instruction and support during their ESL Resource class, ESL Guided Studies. The ESL resource teacher also works collaboratively with grade level teams to plan for linguistic scaffolding within content instruction.

Level 4.8 and above – Exited

- Composite ACCESS score of 4.8-6.0
- High level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts
- Full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction.

While students are no longer considered part of the ML caseload, the ESL teachers continue to monitor the progress of students who have exited the ML/Bilingual program. The ESL teams and grade level teachers collaborate to provide any linguistic scaffolding required to support students in their learning.

English Language Development (ELD) Class Placement

The ELD class is designed for students still developing their English proficiency and making progress toward their Progress to Proficiency goals. Placement in ELD1 or ELD2 depends on a student's composite WIDA proficiency level and their specific language acquisition needs. Students that have achieved WIDA proficiency levels at or above 4.0 who show a decline in scores may not automatically qualify; placement should consider other language and academic factors.

Push-in Model: ESL and Classroom Teacher Collaboration

During push-in instruction, the ESL teacher comes into the general education classroom to support MLs during content-area lessons. The ESL teacher may be supporting MLs during a mini-lesson next to her students (at times interjecting with specific language pieces or at times modeling language strategies) while the general education teacher is teaching, or he or she may wait until instruction is completed and then work with MLs in a small group in the classroom.

Dual Services: ESL and IEP

West Northfield District 31 provides ML students with an Individualized Education Plan (IEP) with both the language assistance and the special education services. Dual services should be provided in a manner that promotes inclusion in general-education settings and among the students' peers.

ML/Special Education Service Model Chart

The service model chart is a suggested guideline for ML students with Individual Education Plans (IEP). ESL instruction will focus on the development of speaking, listening, reading, and writing skills. There are many factors, including scheduling, student classroom placement, and student needs that may require ESL or Special Education staff to schedule students differently.

ACCESS Proficiency Level	Level 1.0-3.0 Entering & Emerging	Level 3.1-4.0 Developing	Level 4.1-4.8 Expanding/ Advanced
Teacher Criteria	ESL/Bilingual, Special Education with an ESL Endorsement	ESL/Bilingual, General Education with an ESL Endorsement, Special Education with an ESL Endorsement	ESL/Bilingual, General Education with an ESL Endorsement, Special Education with an ESL Endorsement
Service Options	Resource (Pull-out), Inclusion (Push-in), Co-Teaching	Resource (Pull-out), Inclusion (Push-in), Co-Teaching	Resource (Pull-out), Inclusion (Push-in), Co-Teaching
Language of Instruction	Native Language and/or English Using ESL Strategies	English Language Arts using ESL Strategies	English Language Arts using ESL Strategies

MTSS and ML Supports

West Northfield District 31 provides appropriate interventions for MLs who need support beyond Tier 1 instruction through the Multi-Tiered System of Supports (MTSS) framework. MTSS is a systematic, continuous-improvement framework that uses evidence-based practices, focusing on data-based problem solving at multiple levels to support "need-driven" decision making to accelerate performance for all students (Gibbons, K., Bollman, K., 2015). It is based upon the assumption that all students, including ML students, can learn and achieve when provided with effective teaching, research-based instruction and access to standards-based curriculum.

Intervention Guidelines for ML Students

- The MTSS criteria set for ALL students will be used in addition to teacher recommendation, ACCESS scores, time in the ML program, supports currently provided, and any additional EL specific assessments (if applicable)
- ML students must be looked at individually
- Reasonable amount of time needed to evaluate language growth
- Tier III intervention is delivered by highly skilled intervention specialist
- Collaboration between parents, general education teacher, ESL teacher and all other teachers who work with the ML student is important

Necessary Conditions for MLs to Experience the Benefits of a Culturally and Linguistically Responsive MTSS

- Use innovative practices and reforms in all tiers with a focus on enrichment, increased comprehensibility, and meaningfulness rather than remediation.
- Ensure that students receive culturally responsive, appropriate, quality content and language instruction that is evidence based at all levels.
- Provide linguistic supports when assessing students' content knowledge.
- Provide time for team members to plan for students' instruction, resulting in instruction and intervention strategies that are cohesive, authentic and meaningful, and connected to the core curriculum.
- Include approaches that focus on complex sociocultural phenomena and better address students' unique educational contexts.
- Look not only at classrooms, but also at languages and outside social/educational settings for insights into students' performance.
- Recognize the need for both appropriate EL literacy instruction as well as academic language instruction throughout the school day.
- Differentiate at all tiers of support according to students' academic language proficiency levels.

Family Communication

All essential written or verbal communications are available to be translated/interpreted for families whose primary language is not English. We currently translate in the four major languages of the District (Spanish, Mongolian, Russian, and Korean). Other languages available upon request.

Interpretation (oral communication)

Interpreters are provided for parent teacher conferences, IEP meetings, or other meetings with school district staff. The Language Line phone service is also a translation resource that can be utilized. The ML/Bilingual Director and ESL resource staff can assist with arrangements.

Translation (written communication)

For district standard documents, such as parent teacher conference related documents or IEP related documents, the school will provide the translated document to the parents. This includes documents with information related to:

- registration and enrollment in school and school programs
- parent handbooks
- report cards
- gifted and talented programs
- student discipline policies and procedures
- requests for parent permission for student participation in school activities

District 31 staff may request translation and interpretation services by emailing documents to be translated to: translations@district31.net.

Parent Notification Materials

If a student is determined to be a Multilingual Learner (ML), the district must inform parents in writing of the results of the assessment and the program placement recommendations, describing the services that are available to assist the student to become English language proficient. Whenever possible the notification letters will be sent to parents in both English and native language.

1-3 years in Program:

Parents must be notified of enrollment into program by mail within 30 days (beginning of the school year) of enrollment or 15 days (middle of the school year).

- Parent notification letter
- Program descriptors
- ACCESS Individual Student Reports or screening scores

4+ years in Program:

Parents must be notified of enrollment into program by mail within 30 days (beginning of the school year) of enrollment or 15 days (middle of the school year).

- 3+ year notification letter
- Parent Permission Letter
- Program descriptors
- ACCESS Individual Student Reports

Parent Refusal:

To refuse language support services, parents must provide the district with a signed, written statement that they are refusing services. However, this parental statement does not relinquish the district from its obligation to provide a meaningful education to the student and to continue to annually assess the student's language proficiency with the ACCESS for ELLs.

Required documentation:

- ML/Bilingual Services Parent/Guardian Waiver (parent returns with signature)
- Signed typed or handwritten letter with their request to refuse services.

Exits:

Students are exited from the ML program when they meet ISBE exit criteria of a 4.8 overall composite score on the ACCESS assessment.

- Program Exit Notification Letter
- ACCESS Individual Student Reports

Bilingual Parent Advisory Committee

The Bilingual Parent Advisory Committee (BPAC) is a committee of parents, district leaders and teachers that meet at least four times a year and focuses on ML/Bilingual education and programming of the district. The District 31 committee consists of but is not limited to, representatives from the prevalent cultural/heritage groups in our schools.

Mission Statement:

The mission of the Bilingual Parent Advisory Committee is for parents, staff, and the District to work together in order to meet the needs of all multilingual students.

Our Goals:

- To establish a collaborative voice between our bilingual families and District 31
- To promote positive parental participation in the development of the educational experiences for our children
- To develop the capacity of our parents to support their children with their academic work
- To establish a bilingual parent network and promote cultural awareness
- To help make decisions regarding the bilingual program at District 31
- To understand and review the assessments, resources, and instructional methods used in language acquisition programs

BPAC Topics Include (but not limited to):

- Title III grant
- Program model
- ACCESS and state assessments
- Curriculum and instruction
- Community resources
- Community Guest Speakers
- Planning of events

ISBE 23 ILLINOIS ADMINISTRATIVE CODE 228.30 SUBTITLE A SUBCHAPTER f
Parent and Community Participation – Each district or cooperative shall establish a parent advisory committee consisting of parents, legal guardians, transitional bilingual education operation, and evaluation of programs. The majority of committee members shall be parents or legal guardians of students enrolled in these programs. Membership on this committee shall be representative of the languages served in programs to the extent possible. (Section 14C-10 of the School Code [105 ILCS 5/14C-10]) A) The committee shall: i) meet at least four times per year; ii) maintain on file with the school district minutes of these meetings; and iii) review the district's annual program application to the State Superintendent of Education.

ML Progress Reporting & Monitoring

ML Progress Reports (attached to report card)

Progress reports must be consistently provided to parents and guardians of ML students in the same manner and with the same frequency as general education reporting. This will be administered for all students in the program in order to report the progress of growth in the four domain areas of reading, writing, listening, and speaking.

Procedure: ML progress reports will be completed by the ESL service provider (ESL teacher, ESL certified classroom teacher, SPED/ESL certified teacher). Progress reports will be sent home to families with report cards for students in the district's ML and bilingual programs. Parents who request translated report cards will be provided with a translated ML progress report. Copies of the reports are filed in the student's ML records folder.

Types of progress reports:

- Kindergarten Language Proficiency Report
- Grades 1-2 Language Proficiency Report
- Grades 3-5 Language Proficiency Report
- Grades 6-8 Language Proficiency Report

Post Exit Monitoring Guidelines:

All students who have exited the ML/Bilingual Program are monitored for a period of two years. Students' performance in the classroom is recorded on the Post Exit ML Monitoring Form.

Procedure: The classroom teacher completes monitoring form. The ML/Bilingual Coordinator/Director reviews submissions and confers with the classroom teacher if the student's academic performance is flagged. Copies of the reports are filed in the student's ML records folder.

Types of monitoring forms:

- Year 1/2: Post-Exit ML Monitoring Form (Winkelman)
- Year 1/2: Post-Exit ML Monitoring Form (Field)

ML Record Keeping Guidelines

It is the responsibility of each ESL/Bilingual teacher to maintain accurate, timely, and complete records on each student who is screened for English Language Proficiency.

Each student screened for English Language Proficiency must have an ML records folder in which the required documentation is included. The folder should include the following items:

- Copy of the Home Language Survey (HLS)
- Initial Screener booklet and scores (WIDA screener)
- Annual ACCESS score reports
- Parent notification 1-3 years
- Parent permission 4+ years
- Program placement/description
- Exit letter
- Monitor forms
- Parent refusal (district form and handwritten parent letter)
- Progress reports
- Documentation of conferences and written communication with parents or legal
- guardians
- Part-time Transitional Bilingual Education (TBE) Placement Rationale Form (TBE students only)
- ML folder checklist

ML/Bilingual Director is responsible for maintaining accurate electronic records in the student information system (SIS) including the following information:

- WIDA screener information
- ML/LEP status
- Program placement information

It is the expectation that the ESL/Bilingual teacher will understand, and be able to communicate the data and student records and be able to share that information as appropriate. This information should be shared with the following people as necessary to inform instruction:

- Parents
- Students
- Classroom teachers
- Administrators

Language Acquisition Considerations

There are four language domains (Listening, Speaking, Reading, Writing) included in second language acquisition.

Domain	Description
Listening	Process, understand, interpret, and evaluate spoken language
Speaking	Engage in oral communication in a variety of situations
Reading	Process, interpret, evaluate written language and symbols, and text with understanding and fluency
Writing	Engage in written communication in a variety of forms

There are five stages of learning a second language.

Stage	Timeline and Description
Silent / Receptive	0-6 months Students typically spend time learning vocabulary and practicing pronunciation often to only themselves
Early Pre-production	6 months – 1 year Students typically acquire an understanding of up to 1,000 words, may begin speaking some words and short phrases
Speech Emergence	1 year – 3 years Students typically acquire an understanding of up to 3,000 words, may begin speaking some short phrases, sentences and questions, they may begin reading and writing in their second language
Intermediate Fluency	3 years – 5 years Vocabulary and understanding increases to approximately 6,000 words, oral and written communication becomes more complex, may begin thinking in their second language
Advanced Fluency	5 years – 7+ years Students acquire “native level” of speaking, improved proficiency when learning vocabulary in context, understanding of figurative language

It can take 5-7 years to learn a second language.

ACCESS for Els 2.0 Proficiency Level Trajectory with Associated Timeline

Proficiency Level Trajectory	Timeline	Relation to Redesignation Eligibility Criteria
Level 1 increasing to Level 2+	1 year	6- year timeline to achieve redesignation eligibility criteria
Level 2 increasing to Level 3+	2 years	
Level 3 increasing to Level 4+	3 years	
Level 4 staying at Level 4+	1 year	If scoring at/above redesignation eligibility criteria, maintain performance level
Level 5 staying at Level 5+	1 year	

What we value

In terms of research-based instruction in the areas of language and content...

- A strong native language background makes the transition to learning a second language easier.
- Reading and writing across the curriculum is important.
- Content vocabulary instruction is a focus.
- Literacy skills and strategies can be taught through content.
- Comprehensible input is needed.
- Visuals are needed for support.
- The co-teaching model is most beneficial.
- Collaboration with content area teachers is critical.

In terms of culture...

- All cultures should be celebrated and acknowledged.
- All cultures should be preserved and valued.
- The classrooms/school should foster a low anxiety environment.
- High expectations should be maintained.
- Cultural sensitivity should be taught.
- A staff understanding of individual learning needs is critical

In terms of parent involvement...

- Parent support is important.
- School events need to be planned to include them.
- Communication is crucial. (parent/parent, school/parent)
- Communication needs to be in native languages.
- Parent education is important.

In terms of cultural awareness and equity...

- Welcoming, respectful classroom environments for all students are important.
- Classroom norms that promote inclusion and openness are fostered.
- School displays of diverse pictures, posters, artwork, flags, and maps of native countries represented is beneficial.
- Signs displayed in English as well as students' native language(s) are essential.
- Respect of students and families that observe religious celebrations and holidays is important.
- Equitable opportunities for extracurricular activities are provided.
- Respect and appreciation for different cultures in the building and classroom is valued.
- Books and lessons that incorporate various cultures and traditions represented in the classroom and/or building is a focus.
- Projects in the classroom that bring out students' unique cultures are meaningful.
- Mentors or buddies for ML students within the school who speak the same language are important.
- Culturally diverse texts in school library are provided.
- High expectations for achievement are essential.
- Educational access through differentiate lessons is provided.

Other considerations...

- Parent education in English acquisition is important.
- School/community pride and membership must be fostered.
- Clear exit criteria and monitoring of exited students' needs to be included.
- Resources to meet targeted objectives need to be provided.
- Staff development needs to be ongoing.
- Articulation and collaboration are valued.

Program Timeline

August - September

- Screen all potential ML students:
  - WIDA Kindergarten Screener (Oral Only - Listening/Speaking)
  - First-grade first-semester screen using WIDA Kindergarten Screener (all 4 parts)
  - Grades 2-8 WIDA screener
- ML Director distributes ACCESS individual report copies as follows:
  - Classroom teacher
  - ESL/Bilingual teacher
  - Student ML records folder
- Parent notification letters
  - Mail home notification letters for all ML students by end of 30-day window
  - Send a parent notification letter to exiting ML students
  - Any students who enroll after the initial 30 days of school will receive their parent notification letter within 15 days
  - Include ACCESS student reports
- Determine caseloads and start servicing ML students
- First BPAC meeting

October – November

- The coordinator/director submits ACCESS materials order to WIDA AMS
  - Paper materials are available for:
    - Kindergarten ACCESS
    - Alternate ACCESS
    - IEP Provisions
    - Handwriting the Writing Assessment
  - All other ML students are expected to test online
- Progress reports are completed for ML students by the teacher who provides services
  - Progress report is sent home as an attachment to the grade level report card
- Second BPAC meeting

January – February

- Administer ACCESS for MLs assessment
  - Follow state approved window and timeline
  - All ML students are given the ACCESS test
- Third BPAC meeting

March – April

- Progress reports are completed for Winkelman ML students (T2 grades)
- Progress reports are completed for Field Middle School ML students (Q3 grades)
- Fourth BPAC meeting

May – June

- Download preliminary ACCESS reports from SIS
  - Use reports to determine the number of students who exited the ML/Bilingual program with a 4.8 composite score
  - Use reports to determine ML student placement for the following school year
- Progress reports are completed for Winkelman ML students (T3 grades)
- Monitor forms are completed and filed for all eligible students
- Spot-check ML records folders

Appendix: ML Program Forms/Resources

Required Forms

- Program Descriptors
- ML/Bilingual Services Parent/Guardian Waiver
- Program Exit Notification Letter
- Part-Time Transitional Bilingual Education (TBE) Placement Rationale Form (TBE Students Only)

Additional Resources

- To complete ML Progress Reports and Post-Exit Monitor Forms use ELLevation
  - Kindergarten Language Proficiency Report
  - Grades 1-2 Language Proficiency Report
  - Grades 3-5 Language Proficiency Report
  - Grades 6-8 Language Proficiency Report
  - Year 1/2: Post-Exit ML Monitoring Form (Winkelman)
  - Year 1/2: Post-Exit ML Monitoring Form (Field)
- Skyward Data Entry Guidelines