

West Northfield School District 31



Multilingual Learner (ML) Program Guide for Parents

Meeting the Requirements for Serving Multilingual Learners

Updated June 2026

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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 Russian, Spanish, 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:

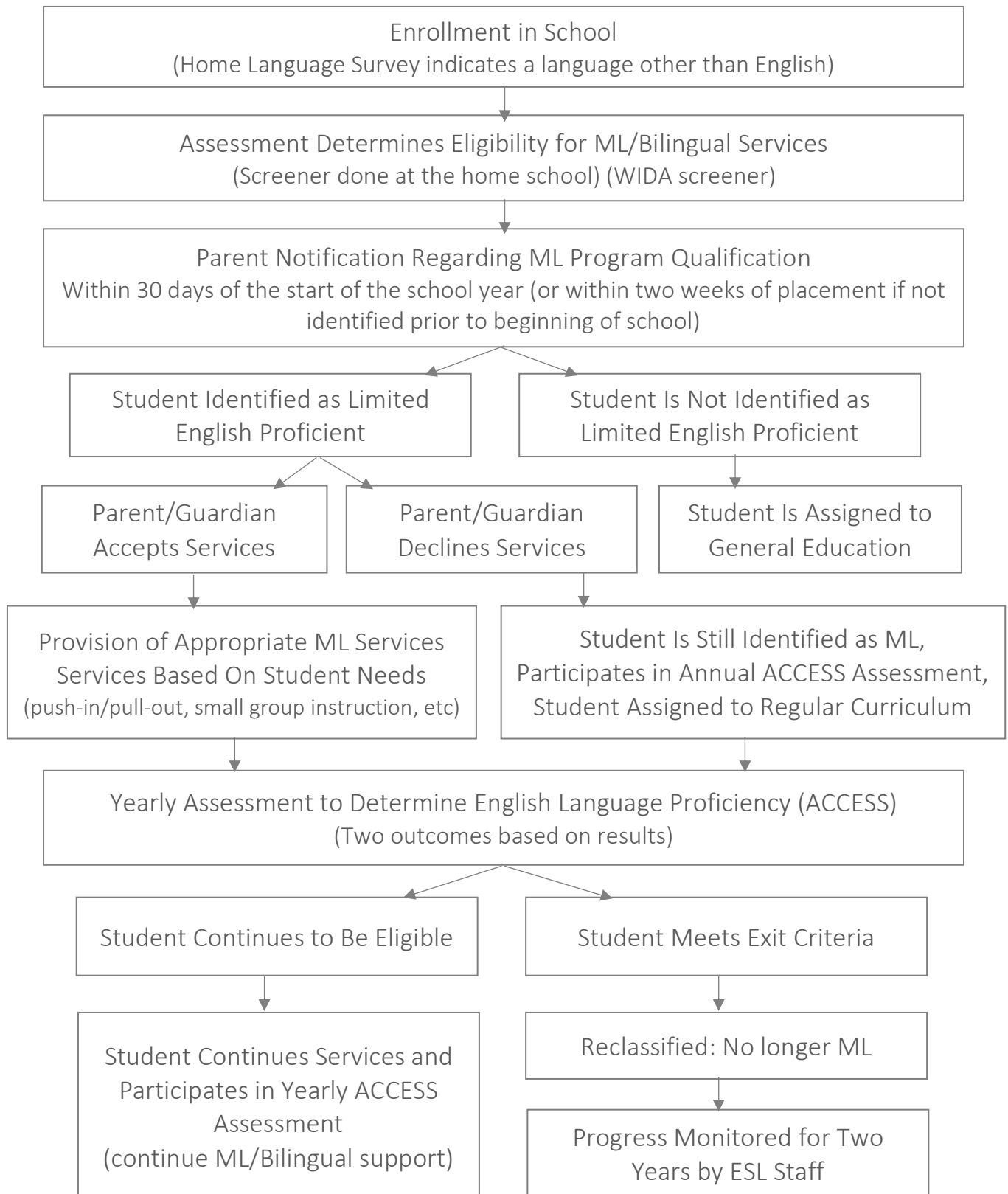
Completed screeners are sent to ML Director. If the student qualifies for ML services, the data is entered into the appropriate district and state student information systems. Parents are then sent a notification letter of ML Program enrollment. A student file is created containing screener documentation 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 (<i>Recommended screener</i>)	Fluent English Speaker (FES)
1st semester of Kindergarten	WIDA Screener for Kindergarten (listening and speaking) (<i>Required screener</i>)	4.8 oral language proficiency
2nd Semester of K- 1st Semester of 1 st grade	WIDA Screener for Kindergarten (all four domains) (<i>Required screener</i>)	Overall Composite 4.8 & Composite Literacy 4.2 (reading/writing)
2nd Semester of 1st grade - 12th grade	WIDA Screener (online or paper) (<i>Required screener</i>)	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

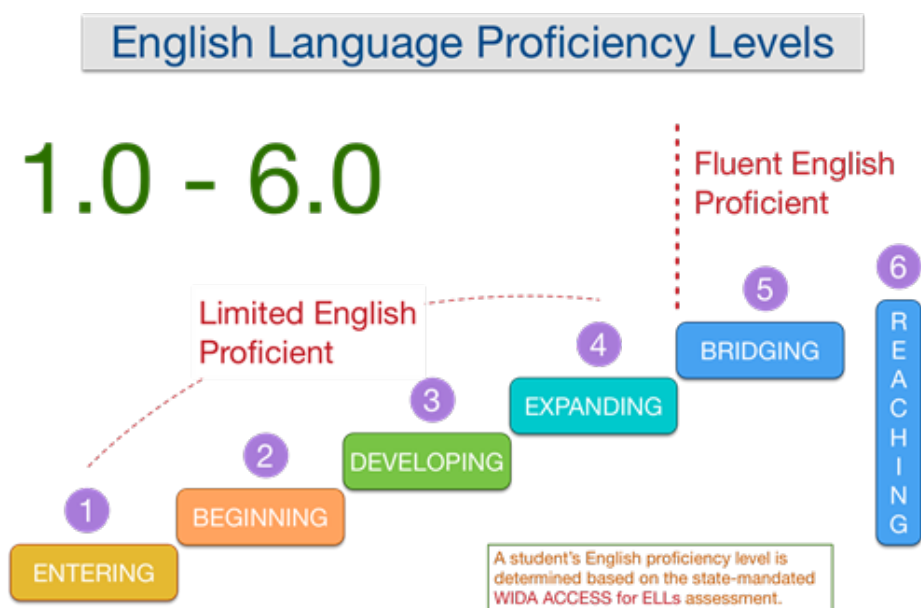
Process for Sharing ACCESS assessment results

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.



* The labels used for the six proficiency levels were created by the WIDA.

** An overall composite proficiency level score of 5.0 or higher on ACCESS for ELLs is required to be considered as Fluent English Proficient in Indiana.

Instructional Practices

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

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 ELD Standards and Illinois 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.

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 - 5 th Grade	Co-taught classroom with ESL endorsed teacher and/or Push-in or Pull-out support				General education classroom with monitored support as needed
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.

Co-Taught Classroom with ESL Endorsed Teacher

In a co taught classroom, the ESL teacher and the general education teacher share responsibility for planning, delivering, and assessing instruction during the designated English language arts block. Both teachers actively support all students while intentionally integrating language development with grade level content. Depending on the instructional goals, teachers may engage in team teaching, facilitate small group instruction, model language and literacy strategies, or provide targeted scaffolds within whole group and small group instruction. Through shared expertise and collaborative planning, multilingual learners receive integrated language support while participating fully in core instruction alongside their peers.

Field Middle School, Grades 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
6 th 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
7 th 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
8 th 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

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.

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: Multilingual and Special Education

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.

Parent Notification of Enrollment

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

Parent Refusal

To refuse language support services, parents must meet with the Director of Multilingual Programs to review the purpose of the program, the services being refused, and the potential educational implications of declining services. Following this meeting, parents must provide the district with a signed, written statement indicating that they are refusing language support services. However, this parental statement does not relinquish the district from its obligation to provide a meaningful education to the student or to continue annually assessing the student's English 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.

Exit Notification

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 (included in student 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.

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.

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.

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)

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 EIs 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	

Program Values

Research Based Language and Content Instruction

- Students' home languages are valuable assets that support English language development and academic success.
- Language development is integrated across all content areas through meaningful reading, writing, speaking, and listening opportunities.
- Academic vocabulary and disciplinary language are explicitly taught.
- Literacy skills are developed through grade level content instruction.
- Instruction provides comprehensible input, appropriate scaffolds, and multiple opportunities for meaningful language use.
- Visuals, modeling, and other evidence-based supports promote access to rigorous grade level instruction.
- Co-teaching and collaborative planning strengthen instruction and improve access to Tier 1 learning for multilingual learners.
- Shared responsibility among multilingual specialists and classroom teachers is essential to student success.

Culture and Learning Environment

- Every student's language, culture, and identity are valued and affirmed.
- Schools foster culturally responsive, welcoming, and emotionally safe learning environments.
- High expectations are maintained for all students.
- Cultural responsiveness and respect for diverse perspectives are embedded throughout teaching and learning.
- Staff recognize and respond to the unique linguistic, cultural, and academic strengths and needs of multilingual learners.

Family Partnerships

- Families are valued as essential partners in their children's education.
- Communication is timely, meaningful, and provided in languages families understand whenever possible.
- Family engagement opportunities are inclusive, culturally responsive, and designed to encourage participation and leadership.
- Parent education supports families in understanding language development, bilingualism, and the educational system.

Equity and Access

- Multilingual learners have equitable access to rigorous instruction, extracurricular activities, and all school programs.
- Classrooms and schools reflect and celebrate the diverse cultures and languages represented in the school community.
- Instructional materials, texts, and learning experiences reflect students' diverse identities and experiences.
- Schools intentionally create opportunities for students to share and celebrate their languages and cultures.
- Appropriate linguistic supports ensure meaningful access to grade level instruction while maintaining high expectations for achievement.

Continuous Improvement

- Ongoing professional learning strengthens staff capacity to support multilingual learners.
- Collaboration across educators, departments, and grade levels promotes student success.
- Resources are aligned to program goals and student needs.
- Clear procedures support language development, reclassification, and monitoring of former multilingual learners.
- Schools foster a strong sense of belonging, community, and shared responsibility for multilingual learner success.

