

English Learner Handbook

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Philosophy Statement/ Goals & Objectives

Freeport School District is vested in the espousal that all students are lifelong learners. Each with their own areas of interests, talents and insights. As an education community, our highest priority is ensuring that we facilitate the best learning opportunities for our students. Our language programs seek to develop and strengthen the language competencies of English learners in ways that will ensure the overall academic success, while also supporting their cultural orientations so that they can experience social and economic success in the world.

Definitions & Terms

ACCESS for ELs	ACCESS for ELLs is a standards-based referenced English language proficiency test designed to measure English learners' social and academic proficiency in English. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the context of a school setting and in four language domains.
Core Subjects/Content Areas	Language Arts, Mathematics, Social Studies and Science
English Learner	Students with a a native language other than English who are in the process of acquiring competencies in English.
Transitional Bilingual Education (TBE)	The Transitional Bilingual Education program is a type of model where a student's native language is instructionally used to bridge academic success in general core curriculum.
Transitional Program of Instruction (TPI)	The Transitional Program of Instruction is a type of language model that focuses on English as a Second Language methodology and instruction as a central component of instructional support for an English learner.
Pull-out Services	A method of instructional support where a credentialed language teacher pulls out a student for a specified amount of time to provide concentrated language support.
Push-In Services	A method of instructional support where a credentialed language teachers goes into an English learners general education classroom and provides concentrated language support within the students class setting.
General Education Classroom	A general education classroom is a heterogeneous setting in which core subjects are taught in English.

Acronyms

BPAC	Bilingual Parent Advisory Committee
EC	Early Childhood
HLS	Home Language Survey
TBE	Transitional Bilingual Education
TPI	Transitional Program of Instruction
WIDA	World Class Instructional Design and Assessment
Pre-IPT	Oral Language Proficiency Test (Pre-school age learners)

Program Objectives and Strategies

Objective	Implementation
Value and increase an awareness of a student's native language and cultural heritage	Awareness and celebrating a variety of cultural holidays and cultural identities, and by the inclusion of culturally diverse sources from various literary genres in the curriculum
Recognize and foster family responsibilities as their children's initial "teachers"	Establish and maintain communication with parent/guardians and providing opportunities for parent workshops that support the parent's crucial role in education.
Utilize family and community members as resources in the education of the district's students	Encourage the family and community assistance in planning and carrying-out enrichment activities for the benefit of all students.
Ensure that all District and State-approved procedures are in place for identifying and assessing EIs and monitoring their academic progress	Ensure the following: <ul style="list-style-type: none"> • The Pre-IPT assessments are utilized in response to enrollment needs, • Proper screener entry assessments are in place in response to HLS results during enrollment, • ACCESS for ELs will be administered and analyzed with other required state assessments, • Local assessments will also be administered, reviewed, and analyzed formatively on an ongoing basis
Provide instruction which is aligned to the WIDA Standards, WIDA Spanish Language Arts Standards, Common Core Standards, and Next Generation Standards	Collaboration among bilingual, ESL, general education teachers and administrators at each school site to ensure these requisites are appropriately part of the instructional planning of EIs within the district.
Increase cultural awareness and sensitivity among all staff members in order to ensure a successful collaboration exists among all culturally and linguistically diverse students and their families	Provide on-going opportunities in professional development within this topic

Bilingual Parent Advisory Committee

The Bilingual Parent Advisory Committee is comprised of parents, legal guardians, community leaders, and Freeport School District members. The council meets quarterly to participate in the planning, operation, and evaluation of the program. Meetings typically include the following:

- Services and resources available with the community
- Educational issues
- Financing of programs
- Assessment
- Parent Training and Resources

Entrance Program Criteria & Procedures

STEP 1: Home Language Survey	
<p>The Illinois Administrative Code, Section 228.10 and Identification of Eligible Student in Section 228.15 require a Home Language Survey (HLS) as part of the enrollment process for all students newly enrolling a school district.</p> <p>When parents register their students into the district, they are required to fill out a Home Language Survey. The information on the home language survey is used to determine whether or not the student is tested for possible placement or eligibility for bilingual or ESL services. If a parent indicates that another language is spoken in the home, an ESL/bilingual teacher or Coordinator will administer the student an English proficiency assessment (Pre-IPT, MODEL, or WIDA Screener)</p>	
STEP 2: Screener Assessments	
Pre-IPT	<ul style="list-style-type: none"> • Pre-school aged students entering the district will have their listening and speaking skills assessed using the Pre-IPT.
MODEL	<ul style="list-style-type: none"> • Students who are entering Kindergarten or first semester of 1st Grade will have their English language skills assessed using MODEL. • First graders entering during the first semester, will have their listening, speaking, reading, and writing skills assessed using the MODEL
WIDA Screener	<ul style="list-style-type: none"> • 1st Graders entering during the second semester, will be administered the WIDA Screener in listening, speaking, reading, and writing. • Grades 2-12 entering the district will be administered the WIDA Screener in listening, speaking, reading, and writing •
STEP 3: Eligibility Criteria	
Early Childhood	If a student's overall Oral Language Proficiency level is A,B, C, or D for ages 4 and 5, the student qualifies for EL services.
Kindergarten	If a student's overall Oral language Proficiency level is below 5.0, the student qualifies for EL services.
Grades 1st-12th	If a new student transfers from another district, the evaluating teacher can use WIDA Screener and ACCESS information for proper placement. If a student's overall Composite score is below 4.8, the student qualifies for EL services.

Enrollment Procedures and Right to Decline Services

The school district must, no later than 30 days after the beginning of the school year, or 14 days after the enrollment of any child in the TBE or TPI program during the middle of the school year, notify the parent or legal guardian of an eligible child that enrollment in the the English Learner program is being recommended. Notice must be given in English as well as in the student's home language.

Parent/Legal Guardian Notification of Student Eligibility

Once a student is identified as having a language background other than English, district personnel explains to the paren/legal guardian that the state requires the district to administer the WIDA Screener or Model assessment. Pre-school age students will be administered the Pre-IPT Oral Language Assessment. The parent or legal guardian is also notified of test results along with an explanation of the scoring criteria for eligibility into either a TBE or TPI program. At that time the parent/legal guardian receives the following explanation relating to the TBE or TPI program:

- The reasons why the child is eligible for the program
- How the program will meet the educational needs of the child
- The rights of the parent/legal guardian to decline the option of enrolling the student in the program or method of instruction
- The right of the parent/legal guardian to visit a TBE or TPI class, or conference with school teaching and administrative staff member.

Parent/Legal Guardian Right to Decline Program Services

If a parent/legal guardian indicates that he or she does not choose for his/her child(ren) to receive TBE or TPI services, they must write a statement including a signature refusing services. The letter will be placed in the student's cumulative folder. The student's academic performance is monitored for at least two years. If a student is not succeeding as measured by classroom performances and state administered assessments, school or district personnel may recommend the student for TBE or TPI services. At which time, an additional conference will be scheduled with the parent/legal guardian explaining the concerns and recommendations. The student will remain classified as an English learner and be required to take the yearly ACCESS for ELLs assessment until they meet the required exit criteria.

Program Models of Instruction

Transitional Bilingual Education (TBE)	Transitional Program of Instruction (TPI)
<p><u>Program Description</u></p> <p>The Transitional Bilingual Education program is for non-native English speaking students who have difficulty with written or spoken English. The program provides instruction in the student's native language with transition in English. The program helps students to succeed in academic subjects and learn English. The classes count toward graduation requirements.</p>	<p><u>Program Description</u></p> <p>The Transitional Program of Instruction is for non-native English speaking students who have difficulty with written or spoken English. The program provides support to help students succeed in academic subjects and learn English.</p>
<p><u>Program Goal:</u></p> <p>To meet academic achievement standards for grade promotion and to become proficient in English.</p>	<p><u>Program Goal:</u></p> <p>To meet academic achievement standards for grade promotion and to become proficient in English.</p>
<p><u>Program Components:</u></p> <ul style="list-style-type: none"> •Language Arts in native language and English •Specialized Instruction in English (ESL) •Mathematics in native language and English •Science in native language and English •Social Studies in native language and English <p><i>(refer to language instructional distribution outline)</i></p>	<p><u>Program Components:</u></p> <ul style="list-style-type: none"> •English as a Second Language •Language Support Tutoring (<i>Language Arts, Mathematics, Science, or Social Studies</i>)
<p><u>Exit Procedures:</u></p> <p>Students remain in the Transitional Bilingual Education program for a minimum of three years or until they reach proficiency in academic English.</p>	<p><u>Exit Procedures:</u></p> <p>Students remain in the Transitional Bilingual Education program for a minimum of three years or until they reach proficiency in academic English.</p>
<p><u>Special Education Services:</u></p> <p>For disabled students requiring specialized services, language instruction meets the objectives of the student's Individualized Education Program (IEP).</p>	<p><u>Special Education Services:</u></p> <p>For disabled students requiring specialized services, language instruction meets the objectives of the student's Individualized Education Program (IEP).</p>

Peer Interaction

English learners must be integrated with their English speaking peers in daily activities where English proficiency is not essential. Limited segregation of English learners from non-English learners is permissible where the benefits accrued in remedying English language barriers outweigh the adverse effects of segregating the student.

Scheduling

The amount of time and type (native and English) students receive depends on their English language proficiency level and their program classification as part-time or full-time students. Students are not to be pulled from special concentration areas, such as physical education, art, or music during instructional support allocations. Bus schedules do not determine whether or not a student is provided EL services. EL program resources may be used in conjunction with any services offered by the district to ensure academic growth through the implementation of pull-out, or push-in services in accordance with each student's individual academic needs.

Recommended Language Allocation for Pre-K (Pre-IPT Levels)

A		B		C		D	
Native Language	ESL/ English	Native Language	ESL/ English	Native Language	ESL/ English	Native Language	ESL/ English
70-80% (range)	20-30% (range)	60-70 (range)	30-40% (range)	50-60% (range)	40-50% (range)	20-30% (range)	70-80% (range)

**Recommended Instructional Language Allocation for Grades K-12
in Percentages by Composite Score**

Content Area/ Subject	Entering 1.0-1.9		Beginning 2.0-2.9		Developing 3.0-3.9		Expanding 4.0-4.8	
	Native Language	English	Native Language	English	Native Language	English	Native Language	English
Language Arts	30%	0	25%	10%	20%	15%	10%	22%
English as a Second Language	0	10%	0	10%	0	10%	0	10%
Content Areas: Math, Science, Social Science, etc.	50%	0	35%	10%	20%	25%	10%	48%
Auxiliaries: Art, Gym, Music, etc.	0	10%	0	10%	0	10%	0	10%
Percentage Totals	80%	20%	60%	40%	40%	60%	20%	80%

Recommended Instructional Language Allocation by Program Year

Program Year 1		Program Year 2		Program Year 3	
Native Language	English	Native Language	English	Native Language	English
80%	20%	60%	40%	20%	80%

Staffing

All teachers providing concentration area instruction for English learners must have a proper endorsement/approval for the services provided. Annual staff development will be provided to language teacher specialists as well as general education teachers as outlined within the Illinois School Code.

Grading

Staff communicates the academic and social progress of ELS in grades 5-12 in the same manner as students in the regular education program through the use of interim quarterly report cards. However, an English Language Development Standards (WIDA) portion is attached for each grading period. In the case of ELS in the a TBE program (K-4), a a developmentally- based language and content area acquisition evaluation report is issued at the the same time of report cards in the general education program. The instructional criteria in native language supports a more accurate determination of development. As with grades 5-12, EL teachers provide an English Language Development Standards (WIDA) progress report quarterly.

A general education or content area teacher may make accommodations to meet the EL's needs by providing alternative assessment measures, reduction in the number of questions items on a test; having the directions explained to the student in their native language; having a test read to the students, or allowing the student to have additional time to complete a test or assignment if such accommodations are made for other students. These students are graded using the same grading scale base on th work assigned at his/her age, grade level, and program year.

Retention

English learners will not be retained based solely on lack of English proficiency. Prior to recommending an EL for retention, a teacher will convene a meeting with the building principal, home school coordinator and/or counselor. If applicable, the EL teachers, and the student's parents will discuss the student's lack of academic progress. The members of the meeting will collectively determine the most appropriate action to take in the best interest of the student. This decision will be commented in the student's cumulative folder.

Facilities

The EL Coordinator will work with the building principal to obtain an appropriate location in each building where EL services are provided. The designated facility should be comparable to the facilities used by other school programs. The district will consider the size of the classroom, the number of students enrolled, instructional space, ventilation, heating, etc.

Special Education

TBE students with special education needs are provided both language assistance services and special education services, as needed. TPI students are evaluated for special education needs in their native language, when appropriate. English linguistic ability should not affect the outcome of the evaluation. The staff is responsible for referring students for special education evaluation when a need becomes evident, even if it is before English proficiency is reached. A knowledgeable EL program staff member will be a participant at problem solving team meetings after a referral has been submitted. The team will review and provide intervention strategies to be implemented with the student.

The procedure for referring, evaluating, and placing a potential or currently identified EL who is in need of special education and related services will be followed and monitored. The procedures for obtaining a bilingual evaluations staff or interpreter services are as follows:

Referring English learners for Psychological Educational Evaluation:

1. An EL is referred for psycho-educational evaluations by the same avenues that available for all student within the district. The main criterion for any referral should be that the student's academic performance or behavior is adversely affecting the educational outcome.
2. Depending on the referral source and severity of the problem, the PST procedure may proceed or be superseded by a referral for a psycho-educational evaluation by the building administrator.
3. The school's staff or the student's guardians may request referrals and/or gull case study evaluations.
4. Air it is determined that a referral is needed for a student, the parent is contacted to participate throughout the entire PST process.
5. The school social worker, school nurse, parent/guardian, EL teacher, and the classroom teacher collaborate to complete the referral packet.
6. When the PST intervention process begins, three intervention meetings will take place every 2-3 weeks for the OST members to review and assess interventions in place or offer/implement other interventions.
7. The PST members will include participants of the interventions, screening and Individual Education Plan (IEP) teams, as appropriate, as well as the TBE/TPI Coordinator and relevant TBE/TPI staff.
8. If interventions were not successful after the first three PST meeting, the referral packet is submitted to the parents within one instructional day to request parent's consent to evaluate.
9. The PST team chairperson reviews the referral packet and determines whether all referral information has been provided. If the packet is complete, this ends the referral process. If the referral packet is incomplete, the packet is resubmitted to the PST team. The PST team chairperson forwards the referral to a staff psychologist and referral process is completed.

Evaluating English learners:

1. The evaluation of the English learner is the same process available for all students within the district. The school psychologist conducts a comprehensive psychological educational evaluation off he student using input from the bilingual/ESL teacher, bilingual/ESL specialist, classroom teacher, parent, nurse, social worker, and other personnel, and the professional community, as appropriate.
2. Evaluation of the English learner is conducted in the student's native/dominant language, or by other appropriate modes of communication.
3. When a referral is received for an English learner, a request for the administration of a league proficiency test in English and the students native language (if available) is submitted to the TBE/TPI program coordinator.
4. If the student has already been assessed, then the language assessment scores and performances are submitted to the PST. If the student has not been administered such assessments, they will be conducted immediately. Once the student's dominant language is determined, it is documented in the student's special education and cumulative file.
5. The student is assessed in his/her dominant language. A licensed school or child psychologist who is proficient in the child's native language will conduct a psychological educational evaluation. The Department of Pupil Personnel Services will continue to request and monitor the evaluators. If necessary, the district will contract individuals outside the district to obtain an appropriately credentialed and state licensed bilingual professionals. The district, thought the Department of Pupil Personnel Services, will maintain a list of available lingual psychologists.
6. The psychologist determines whether the information obtained is valid and representative of the students reading ability, academic achievement, and emotional status. If the evaluation is valid, then the psychologist proceeds to administer the evaluation and submits a written psychologist's report.

Placing English Learners in Social Education Programs:

1. Placement procedures for English learners in special education programs are the same as those used for all other students within the district. Upon receiving the psychological report, the social worker shall schedule and convene a case conference for evaluation.
2. The case conference committee shall develop an Individual Education Plan (IEP) based on the student's needs using the eligibility criteria required by the State. The IEP will document TBE/TPI services needed by each individual student.

Providing English Learners with Related Services & Parent Notifications:

1. English learners are provided the same related services there provided to all general education students within the district. The only difference may be that some English learners are also placed in programs that provide either TBE or TPI language development services.
2. At the request of the PST team and/or the Director of Pupil Personnel Services, the English learner teacher, bilingual/ESL coordinator, interpreter services will be provided to parents for all meetings, case conferences, or annual reviews. In addition, special education forms are obtained from the Illinois State Board of Education in non-English languages.

TBE & TPI Student Exiting Guidelines

As a means of gaining the maximum and optimum educational benefit of program services, a student who enters the program in Grade 1 and thereafter is placed in the program for a minimum of 3 years upon qualifying for language support services. Once the student qualifies for services, the parent/guardian may waive services by signing the bottom part of the "Parent Notification of TBE/TPI Student Enrollment Program Placement 1-3 Years" Form. In the case of parent/guardian who want to waive services during the 3 years of placement, a "TBE/TPI Waiver for Services" form is signed, or a letter conveying the request statement in writing from the parent/guardian is sufficient. **The request/or letter will be documented and a copy will be placed in the student's permanent file.**

It may be necessary for a student to stay in the program for longer than the recommended 3 years. For every year that a student is enrolled beyond the recommended 3 years, the program coordinator communicates this need to the parents at the beginning of each academic school year and a "TBE/TPI Student Enrollment/Program Placement 3+ Years" Form is signed by the parent or guardian.

If at any time after the parent had signed the "TBE/TPI Student Enrollment/Program Placement 3+ Years" Form, and the parent/guardian wishes to withdraw the student from the program, the parent signs a "TBE/TPI Waiver for Services" Form or a submitted letter stating the request. **The request/or letter will be documented and a copy will be placed in the student's permanent file.**

Students are eligible to exit the TBE/TPI program and enter the general education program when they score a **4.8** in the **Overall Composite Proficiency Score** on ACCESS for ELLs. (**Note**). Students who have a refusal service status are still expected to take the ACCESS for ELLs assessment yearly until they meet the exit criteria.

Exiting and Monitoring Procedures

Once the yearly ACCESS scores are received by the district, the TBE/TPI department makes a recommendation that students who reached the above cut-off scores are considered for exiting the

program. A final exit decision will be made as a result of a meeting with the building principal, ELL teacher, classroom teacher(s), and parents/guardians. To assist the student in making a successful transition to the regular education program, which the child no longer qualifies for services, he/she will be exited for the program. Documentation of those present at the meeting and final decision will be indicated on the "Recommendation for Exiting the TBE/TPI Program" Form. A copy of the form is retained in the student's file.

The TBE/TPI program teacher, and general education teachers continue to monitor students who exit the program for two years. The program coordinator will provide the general program teachers the names of exited students who are being monitored at the beginning of each year. Ongoing monitoring of performances will take place among the teachers providing instructional services. If a student is having difficulty in the general education program, a conference is scheduled by the TBE/TPI program coordinator with the participating teachers, building administrator, and the student's parents to determine whether the difficulties are caused by a need for language support services. If a need is identified, a program plan will be developed and a reinstatement of services will be developed. The conference will be documented and placed in the student's cumulative file.

District TBE/TPI Program Files

- Home Language Survey (copy)
- Screener/ MODEL Test Results
- Academic State Assessments
- Parent Notification Letters
- TBE/TPI Model/Types of Services Form
- Waiver for Services Form (or written letter)
- Exit Form (if applicable)
- Student 2- Year Monitoring Form (if applicable)

ATTACHMENTS

Home Language Survey Form

The state requires the district to collect a Home Language Survey for every new student. This information is used to identify the students who's families speak a language other than English at home. It also serves to identify potential students who may need bilingual and English as a Second Language educational services in schools.

Please answer the questions below and return this survey to your child's school.

Student's Name _____

School _____ Grade _____ M _____ F _____

Student's Birthplace _____
(CITY). (STATE). (COUNTRY)

The Illinois School Code and the Emergency Immigration Act, Title VI and the Education Amendments of 1984 (P.L. 98-511), requires annual information about children from a non-English background. *Cooperation is needed to meet this information request.*

Number of years of schooling in the United States: _____

Circle the grades completed that your child attended in the United States.

K. 1 2 3 4 5 6 7 8 9 10 11 12

Number of years of completed schooling outside the United States (if any) _____

1. Does anyone in your home speak a language other than English? Yes _____ No _____

What language? _____

2. Does your child speak a language other than English? Yes _____ No _____

What language? _____

(If the answer to question 1 or 2 is yes, the school will assess your child's English language proficiency in the language skill areas using the ACCESS Screener or MODEL Screener.)

Signature of Parent or Guardian _____

Date _____