



VALLEY VIEW SCHOOL DISTRICT  
365U  
DEPARTMENT OF ENGLISH LEARNING  
ENGLISH LEARNING INSTRUCTIONAL  
PROGRAMS  
PROGRAM HANDBOOK  
EDITED AND REVISED IN JANUARY 2018

## **Valley View Public Schools Bilingual and ESL Program Handbook**

The goal of the Full Time and Part Time Bilingual Education and English as a Second Language Programs at Valley View is to support the development of English language proficiency, in all its areas, of students at all grade levels whose native language is not English (English Learner). We do this through programs and instruction that have been proven to be the best route to becoming language proficient and that simultaneously ensures the deep comprehension of academic concepts in core areas of instruction like science, social studies and mathematics.

### **Who is an English Learner (EL) student?**

Native language minority student attending school in the U.S. and whose English skills (oral comprehension and expression, reading and writing) are not yet sufficient to allow that child to be academically successful in an English-based regular education classroom. These students are considered to be Limited English Proficient (LEP) and are in need of academic and English language development support so they can, eventually, transition to a general education program classroom. Most of our ELs at Valley View, up to 70% of them are not immigrant themselves. They were born in the U.S. to parents/guardians who could have immigrated to the U.S. from another country, although that is not always the case.

VVSD meets the needs of our K-12 student population with limited English proficiency through two specific programs:

1. **Transitional Full Time and Part Time Bilingual Education (TBE)** Designed for students whose primary language is Spanish. The students' first language is used with the sole purpose of:
  - a. Developing the reading and writing skills necessary to become literate. This is especially important in the primary grades (Pre-K to 2nd grade).
  - b. Making the VVSD's core curriculum in science, math and social studies accessible to a child who, otherwise and as long as his/her English is not mature enough, would not be able to master it.

Simultaneously to providing this native language literacy development support (as needed, and especially in the lower grades), instruction for the development of English skills is provided on a daily basis, since the first day the child is placed in this Transitional Full Time and Part Time Bilingual Education program. The goal of this program is to efficiently develop English language proficiency and to prepare ELs for their eventual and imminent transition into the general education program of instruction, once the English language acquisition process is complete. *Multiple studies show that this approach is the most efficient way to teach English, because it stops the child from falling behind academically by trying to learn academic concepts in a language that is still unfamiliar.*

#### **A. Transitional Full Time and Part Time Bilingual Education in the Elementary Grades**

The amount of instruction delivered in native language versus English in a bilingual classroom varies. Research suggests using more (up to 70%) in the kindergarten to second grades. This proportion changes towards more English and less native language during the second semester of second grade. Full Time and Part Time Bilingual Education classrooms in grades 3 to 5 use less native language and more English. This is due to the fact that the English proficiency of ELs in these grades starts getting close to the one needed to transition into a general education classroom. As a matter of fact, most of our ELs "graduate" from our Full Time and Part Time Bilingual Education program at the end of 4th grade, and with more than 90% of those who started the Full Time Bilingual Education program in kindergarten already attending general education classrooms full time by the time they transition to middle school (6th grade)

The Full Time and Part Time Bilingual Education classrooms at the elementary grade follow the same Pre-K to 5th grade curriculum and textbooks than general education's. We have the same goals and learning objectives. Academic rigor and quality is no different than general education's. Bilingual students do guided reading on a daily basis, first in their native language and then in English. They leave the bilingual classroom being proficient speakers, readers and writers of English and up to level in all areas of learning. One difference between a bilingual classroom and a general education one, besides the support of native language as needed, is the daily English as a Second Language block of instruction, which varies between 25 and 45 minutes depending on the grade. It is during this part of the day that bilingual ELs receive specific instruction in the development of English grammatical rules, academic vocabulary, sounds, etc. There is specific curriculum and instructional materials designed and in place for this purpose.

Once the EL in Full Time Bilingual Education reaches an intermediate proficiency, the student is placed in the general education classroom and receives ESL services through a Pull-Out / Push-In model, with instruction delivered outside or inside the classroom in 20 to 30 minute lessons. Language acquisition continues until reaching the one at which the child is able to function academically without any support, at which point all EL related services are suspended.

**B. Transitional Full Time and Part Time Bilingual Education in the Middle and High School Grades.**

*See Transitional Bilingual and Transitional Program of Instruction for ELs in the Middle and High School Grades section*

2. **Transitional Program of Instruction (TPI)** Designed for all English Learners whose native language is other than Spanish and who, in terms of numbers, are less than 19 speaking the same foreign language in any given school in the district.

The goal of this program is the same than the Transitional Full Time and Part Time Bilingual Education one. To support the learning of English as a second language and to make these ELs proficient enough in this language so they can continue their education in the general education program without any further language support. ELs in this program of instruction do not receive assistance in their native language, as Full Time and Part Time Bilingual Education students do in the lower grades. The support and program of instruction for these students varies depending on the grade they are at.

**A. Transitional Program of Instruction in the Elementary Grades.**

TPI students are placed in the regular education classroom and receive English as a Second Language instruction in a regular (in most cases, daily) basis outside the classroom. The length of these sessions varies depending on the grade and English proficiency of the child, but ranges between 20 minutes and 45 minutes. Just as in the bilingual classroom, the teacher who delivers this ESL Pull-Out / Push-In instruction follows a specifically designed curriculum and materials. The fact that these students do not receive instruction in their native language when they are in the early stages of language development, and they do not spend their day in a self-contained classroom with intensive support, makes this program not as efficient as the transitional bilingual one but significantly better than placing the child in a general education classroom

without any English language development support. Compared to the ELs in the Full Time and Part Time Bilingual Education program, TPI students reach English language proficiency later, many of them still in need of them in 4th to 6th grade.

### **3. Transitional Bilingual Program (TBE) and Transitional Program of Instruction (TPI) for ELs in the Middle and High School Grades**

We believe that the needs of ELs in the middle and high school grades are different to the needs of ELs in primary and intermediate grades. ELs in these upper grades tend to be recent transfer students who could have (or not) been receiving EL services in their previous districts. These students have some English proficiency, but need more support to continue developing it. Other students are recent immigrants from outside the U.S. and can be literate in their own language, but have low or none proficiency in English. The same range of knowledge applies to all the other core areas of instruction.

Because of these special needs, the EL services that VVSD make available to these students are different than the ones offered in PreK-5. Instead of regular education language arts classes, they are placed in their ESL equivalents: English as a Second Language courses. There are four different levels of these courses: level I, II, III and IV. ELs are placed in each course depending on their oral, reading and writing English proficiency at the time of enrollment and at the beginning of each school year. It is through these double block courses (single block for ESL IV at the middle school and for ESL III and IV for the high school), that ELs learn academic and social English. ESL level IV courses are very similar to the general education language arts ones, in terms of the curriculum covered, the assignments, Common Core Standards and expectations, as well as materials and readings. Nevertheless, they are designed with additional elements to meet the needs of the ELs with higher English proficiency.

In addition to the ESL Language Arts courses described in the paragraph above, and depending on their overall proficiency, amount of time they have been in the program, overall academic performance inside and outside of EL supported classes, ELs could be placed in self-contained EL supported social studies, science and/or mathematics. There are specific guidelines as to how to balance the general ed and EL supported class loads of each student, but in general the higher the proficiency in English, the fewer EL supported classes are given to the child, and more general education ones are included in the class schedule. General education teachers at all grade levels and schools undergo SIOP training to tailor their lessons and instruction to the needs of English Learners. This process continues until, after an average of four to five years of being in the program, the child becomes proficient enough to continue his/her education

entirely in the general education program. Please refer to the MS and HS EL Procedural and Placement Manuals for more information.

### **Where in VVSD are TBE and TPI Education Programs for English Language Learners Offered?**

VVSD currently has 5 elementary schools that offer Full Time and Part Time Bilingual Education. The ESL program and Part Time Bilingual is offered at all the elementary schools. Bilingual and ESL instruction are offered in one middle school and both high schools. Early childhood offers these programs as well.

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| • Beverly Skoff Elementary<br>Pull-Out / Push-In   | Full Time and Part Time Bilingual Education & ESL    |
| • Robert C. Hill Elementary<br>In                  | Part Time Bilingual Education & ESL Pull-Out / Push- |
| • Independence Elementary<br>Pull-Out / Push-In    | Full Time and Part Time Bilingual Education & ESL    |
| • Bernard J. Ward Elementary<br>Pull-Out / Push-In | Full Time and Part Time Bilingual Education & ESL    |
| • John R. Tibbott Elementary<br>Pull-Out / Push-In | Full Time and Part Time Bilingual Education & ESL    |
| • Jonas E. Salk Elementary<br>Pull-Out / Push-In   | Full Time and Part Time Bilingual Education & ESL    |
| • Wood View Elementary                             | ESL Pull-Out / Push-In only                          |
| • Oak View Elementary                              | ESL Pull-Out / Push-In only                          |
| • Hermansen Elementary                             | ESL Pull-Out / Push-In only                          |
| • Pioneer Elementary                               | ESL Pull-Out / Push-In only                          |
| • Jaime McGee Elementary                           | ESL Pull-Out / Push-In only                          |
| • Irene King Elementary                            | ESL Pull-Out / Push-In only                          |
| • Early Childhood<br>Pull-Out / Push-In            | Full Time and Part Time Bilingual Education & ESL    |
| • Brooks Middle School<br>Bilingual Education      | Self-contained ESL and Full Time and Part Time       |
| • Bolingbrook High School<br>Bilingual Education   | Self-contained ESL and Full Time and Part Time       |
| • Romeoville High School                           | Self-contained ESL LEVELS III & IV                   |

### **Enrollment, Identification, and Placement of ELs**

#### **Enrollment**

When the parent(s) or guardian(s) of a child comes to the administration center to enroll him/her to school, the enrollment secretary verifies that the child is eligible for enrollment in Valley View and, if so, she asks the parents to complete a home language survey. This is a state requirement for all school enrollees. If a language other than

English is reported as being spoken at home, and/or if the child speaks native language that is not English, then the state requires the child to be tested to measure his/her English language proficiency. Parents can refuse any EL instructional program recommended to them based on the results from the test, but they cannot refuse having the child tested. Once parents are informed of the need of the test and their rights have been explained, testing is scheduled. It can be administered at the time of enrollment or, if during the summer, parents can request an appointment to come back another day and have the child tested. If a child is transferring from another school district in Illinois, then the enrollment officer verifies LEP status of the child in the ISBE Student Information System.

Parents of students that are pre-kindergarten age must contact Valley View Early Childhood Center (VVEC). The VVEC personnel will send through the mail two questionnaires one with questions pertaining to the student and the second form are family information questions. Parents will then fill out these two questionnaires and return them to Early Childhood. VVEC employees evaluate the information provided by parents in the form and decides whether the child is a candidate for their program. VVEC will then contact the parents and let them know that their child will go through a screening process. After the screening the Early Childhood Center will decide if the child qualifies for their program. If the child does qualify then the parent will have to register their child in the enrollment department and follow the same enrollment procedure described above for non-VVEC children.

## **Testing**

The WIDA-ACCESS Screener is the assessment given to all potential ELs enrolling to school. It measures the child's English proficiency in four areas: Listening, Speaking, Reading and Writing. A child is considered Limited English Proficient (LEP) and eligible EL services provided by VVSD if his/her overall English proficiency is below 5.0. The minimum score a child can obtain in this test is 1.0 (representing 0% English proficiency) and the maximum is 6.0 (representing maximum English proficiency, equivalent to a native English speaker reading and writing at grade level). Students in elementary grades whose parents reported the use of significant English at home or who have been instructed in English in other districts (or daycare centers), in addition to the SCREENER, are given a test to measure their Spanish oral, reading and writing skills. Placement in a full time (more Spanish support) or a part time (mostly English instruction) bilingual program is determined that way.

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

## **Placement**

If a child, after measuring his/her English proficiency, qualifies for EL-related services, the EL/Bilingual enrollment officer determines the program placement recommendation and school of attendance. If a child is Spanish speaking with an overall proficiency below 5.0, he/she will be recommended for the Transitional Bilingual Education Program on a full or part time basis, depending on the English score and/or the Spanish proficiency. If the child is not Spanish speaking, then he will be recommended for the Transitional Program of Instruction (TPI).

The recommended EL program the child qualifies for is explained to parents including transportation, and centralized program model at designated school sites (TBE students whose home school does not offer Full Time and Part Time Bilingual Education are offered free transportation home-EL program school-home) If the parent/guardian agrees to it, the child is enrolled in the program and parents/guardians are given a program letter explaining either the bilingual or the ESL program to them. This letter is in English and in Spanish. Parents are also given a pink placement slip with program and school placement information that they take to school to register the child.

Waivers are signed by those parents who refuse the Bilingual or ESL Programs at the time of enrollment. Parents also have the right to withdraw their child after he or she has been placed in one of our programs. Immediately the school is notified of the change in program placement (and potentially school, if the child's home school is different than the one he/she has been attending to). Student's records are updated on the CIMS/AS400 and a copy of the waiver is sent to the school to be placed in the cumulative folder. Students that have a waiver are held to the general program standards for instruction, assessment, and promotion.

All student records are maintained on CIMS/AS400. A record 1 and a record 14 are created. These two records include program information, entry and exit information, annual English proficiency test scores, language, ethnic group, grade level, whether the child has an IEP, and attendance.

The bilingual enrollment secretary emails the school administrator and secretary to let them know of a newly enrolled bilingual or ESL student coming to their school. The same email also goes to the bilingual department.

Student records and assessments are sent to the program or home school and are placed in the student's cumulative folder.

## **Bilingual and ESL Education Program Referral**

EL Testing referrals are used to notify the Bilingual/EL department about a student in the general education program who, after going through the enrollment documents, AS400 records, and potentially even the IDM/Rtl intervention and data collection/analysis process, is suspected of having unidentified English language deficiencies caused by the presence of an undisclosed different native language. EL testing referrals can also be used when students are going through the special education process and the SRT team needs to know in which language the student will be evaluated. Referrals are also used for students that are going through their special education three year evaluation.

The building administrator fills out the referral and electronically sends it to the Bilingual/EL department coordinator. The bilingual coordinator calls the parents and asks for permission for language proficiency testing. All materials are sent out to the test administrator at the school. Test administrator will test the student, score test, and returns all documents to the bilingual and ESL department. The bilingual director and coordinator review test documents, informs parents about the results of the tests and reports the final outcome and recommendation to the building administrator. The building administrator then reports these results to the classroom teacher.

Sometimes bilingual or ESL teachers feel the need of recommending an EL student to exit the bilingual or ESL program. Fully transitioning out of the TBE or TPI programs and change in LEP status from "not proficient" to "proficient" will depend in the scores the child obtains on the annual English proficiency examination that takes place in January and February. The results of that exam (reported to districts in mid-May) will determine the LEP status of all ELs and the transition out of the EL program will take place at the end of the school year, during the summer. An exit letter is mailed to the parents indicating that the child has reached a certain level of English proficiency and that the child will return to his/her home school for next year. If the child is exiting at the end of 4th or 7th grade, and the current school of attendance is not his/her home school, the parents are given the option to have the child continue attending the same school's general education program the following year (5th or 8th) as long as parents/guardians commit to providing the child's transportation home-school-home. Parents whose child has not reached the English proficiency necessary to exit the EL program also receive a letter in the summer containing the ACCESS scores, next year's program of instruction and school of attendance. ALL parents of ELs receive a letter from us in the summer.

## **Incoming EL Students with IEP's**

EL students with IEP's that enroll in our district will be placed in one of our programs if their current IEP is made available to the enrollment secretary and if it states that they were receiving EL services in their previous school district. The bilingual enrollment secretary will email the assistant principal, the school secretary, and the SRT leader to let them know that there is an EL student with an IEP enrolling in their school. The student might be assessed with an English language proficiency test at the time of enrollment. The child will go to the corresponding EL program school. The bilingual coordinator could have the building testing administrator pull the student for testing. Please note that if at the time of enrollment, parents cannot produce a copy of the IEP and there is no way for the enrollment secretary to verify the EL status or services of

the child. Once testing to measure English proficiency is completed, the bilingual coordinator will share the results with the school administrator and together with the school SRT recommend placement to the parent of the child. If a change in school becomes necessary, enrollment will modify the records and relocate the child. Transportation, bilingual department and new school will be notified.

## **A Few Things to Keep in Mind About Bilingual and ESL students with IEP's**

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

### 1. Is limited English proficiency a disability?

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

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

### 2. What if a student is EL (English Learner) and also has an obvious disability?

In individual cases where ELs also appear to have a disability, it is important that the school district follow the required procedures for pre-referral and referral before placement in special education is made. Assistant principal can fill out a bilingual/ESL referral and send it to VVSD AC Bilingual Coordinator so the student can be assessed in Spanish/English for language dominance.

### 3. What are some of the questions RtI tertiary team members need to ask themselves when deciding on the appropriateness (or not) of a referral of an EL student to the Committee on Special Education for an individualized evaluation for potential domains?

- ! If the student is a recent enrollee, has the student had time to adjust to the new environment (Language, community, classroom, etc.)?
- ! What are the student's prior experiences with school?
- ! Has the student received EL or bilingual instruction before?
- ! Does the student display the same lack of adaptive behavior and/or cognitive difficulties in the home/school community as he/she does in the classroom?
- ! How can we be sure that the student really needs to be referred?
- ! Has the student's school record been checked?
- ! Is someone at the school familiar with the cultural background of the student and the

family?

- ! Is there a bilingual/ESL specialist available if needed?
  - ! Is there information about the student's cultural background?
  - ! Has the degree of language dominance been appropriately determined?
  - ! Has placement in Full Time and Part Time Bilingual Education or ESL been recommended by VVSD and rejected by parents?
  - ! Have other remedial measures and/or interventions been tried?
  - ! Has the data from all these interventions been collected, analyzed and discussed by the Tier 3 IDM team?
  - ! Has the school administrator been made aware of the situation?
  - ! Has the team collected and analyze the child's enrollment (and potentially EL) data stored in the records 1 and 14 of the AS400?
  - ! Would this student have trouble learning in any case? (e.g., Would the student have trouble learning if taught in his/her native language or, in the native country?)
  - ! Has the school made every attempt to provide appropriate instruction?
  - ! Have the school's efforts to assist this student with the educational program been similar in quality and quantity to those programs and services provided to English proficient students who have also experienced academic difficulty? (e.g., compensatory math, reading, or writing)
  - ! Is the suspected disability intrinsic (i.e., belongs naturally) to this student?
  - ! Have the pre-referral efforts been complete, honest and appropriate? (e.g., allowing the student time to adjust to the new school, language and culture)
4. Why are EL students inappropriately referred to special education? (This is widely documented and has been the subject of many court cases.)

When students have apparent disabilities such as blindness, a referral to special education is not in doubt. However, when the suspected disability is, for example, speech/language impairment, learning disability or mild cognitive impairment, the appropriateness of the referral may be questionable. Those making the referral often confuse the characteristics of normal second language acquisition with characteristics of language impairment or learning disability. The disability must be intrinsic to the child and not primarily as a result of environmental factors, according to State Education Department guidelines.

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

Because documentation of pre-referral interventions is a required part of the special education evaluation process, schools have developed problem solving teams and/or Rti/IDM tier teams. When interventions suggested by such teams are successful, a referral to special education may no longer be necessary. It is important that EL teachers are part of these teams in order to bring their knowledge and skills to the problem-solving process. This knowledge includes:

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

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

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

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

A student is eligible for exiting the bilingual or ESL if they acquire an overall level 4.8 or above.

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

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

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

## **Records and Reporting Procedures**

VVSD sends out ELs report cards and progress reports to parents or legal guardians in the same manner and time as the other students enrolled in our district. Report cards and progress reports are sent out in Spanish for the parents in our bilingual program.

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

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

At the end of the school year the EL department sends out continuing and exiting letter to the parents or legal guardian of the students in our program. Schools receive a copy of

the same exiting letter that was sent out to the parents. If students will continue in one of our programs the schools will receive a list of all their names.

### **Requirements for Transitional Bilingual Program (TBE)**

VVSD Full Time Transitional Bilingual Program requires our teachers to deliver their instruction in the student's home language and in English. In PreK – 2<sup>nd</sup> grade language arts and math are taught in the student's home language and English is taught during the English as a Second Language block during social studies and science time. In the intermediate grades, the amount of instruction taught in English increases.

Students in our bilingual program are placed by grade level.

Students in the bilingual program are entitled to the same services as their English speaking peers.

Students who are ready to start being mainstream from full time bilingual into the general education program may do so in a part-time basis. Some of these students English language proficiency is high but not high enough to fully exit the bilingual program. Each student in a part-time bilingual program receives daily instruction in English and in the student's native language as determined by the needs of the student.

### **Requirements for Transitional Program of Instruction (TPI)**

Since VVSD has enrollment of 19 or fewer students of limited English proficiency from any single non-English language. The students are placed in a general education classroom and are pulled-out, or the teacher pushes in, for English as a Second Language Program which is the same as the Transitional Program of Instruction. Teachers look at the student's English language levels and determine whether they will group students by grade level or by language proficiency levels.

### **English as a Second Language Instructional Materials**

The teaching materials that are used with students in this program are appropriate for the language of instruction. All ELL teachers, at all grade levels, prepare and facilitate lessons that are CCSS-based; students are assessed through district assessments also aligned to CCSS.

### **Annual Examinations for ELs**

The academic performance, including proficiency in English, of each EL enrolled in the bilingual and ESL education program will be assessed annually using multiple state and local assessments; these local assessments are common, formative or summative in nature and aligned to CCSS.

All VVSD students who are classified as ELs will participate in the annual ACCESS for ELs test. It is a large-scale test of English language development standard that form the core of the WIDA Consortium's approach to instructing and assessing English Learners in grades K-12. This assessment is administered during a specific testing window designated by the Illinois State Board of Education.

Students who score an overall composite score of a level 4.8 or are considered proficient and are eligible to exit the bilingual or ESL program. Those scoring above 4.0 qualify for a part time placement in general education with ESL services provided to them.

**Establishment of Programs**

Bilingual students will participate in specials in which language is not essential to an understanding of the subject matter, including art, music, library, and physical ed with their English speaking classmates.

Bilingual students have the opportunity to participate in the districts extracurricular activities.

Bilingual and ESL students with disabilities in our district participate in the least restrictive environment.

Bilingual students in K-5 grade participate in the summer school program.

**In-Service Training for Staff**

According to the Illinois Administrative Code it requires that all teachers in a state bilingual or ESL education programs participate in professional development trainings related to these programs. VVSD is committed in providing effective and extensive professional development in the area of guided reading, reading workshop, writing workshop, and ESL instruction. Our teachers also participate in other professional development activities such as conferences or workshops.

VVSD EL department supplements the district tuition reimbursement program and pays for three university courses per school year for full time EL teachers who are working on their EL licenses and/or endorsements.

<b>Some of our Professional Development Opportunities...</b>
The Reading Process
Running Records & Analyzing Sources of Information (MSVs)
Matching Books to Readers
Elements of Guided Reading and Story Introductions
Teaching for Processing Strategies
Dynamic Grouping
Managed Independent Learning
Reading Workshop I and II
Writing Workshop
Word Study
Benchmark Reading Assessments Training
Sheltered Instruction Observation Protocol (SIOP)
Academic Vocabulary
ACCESS, MODEL and SCREENER

## **Teacher Certification**

All VVSD teachers in our bilingual program positions must have:

- A teaching license with a Bilingual or ESL Approval/Endorsement.
- Or an Educator License with Stipulations.

All VVSD teachers in our ESL program positions must have:

- A teaching license with an ESL Approval/Endorsement.

## **Parent and Community Participation**

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

## **Parent ESL Classes**

VVSD EL department is currently offering evening ESL classes to the parents of our students in our bilingual or ESL education programs. Parents that have students in our program have priority but if space is available then it is open to the community. The ESL classes are offered in the fall and spring and each class runs for 40 sessions. Parents first take a placement exam and based on the results of the exam then they are enrolled in basic, intermediate, and advanced level classes.

## **Administrators**

VVSD's administrators of the EL educational programs meet the requirements to hold this position by having a valid administrative certificate and bilingual/ESL approvals.

## **Program Plan Approval and Reimbursement Procedures**

VVSD submits its application for program approval 60 calendar days prior to the start of the proposed initial or continuing program. The application for our Transitional Bilingual Education Program and Transitional Program of Instruction contains the following information:

- The number of students to be served by grade and language groups in a full-time or part-time program.
- A summary description of the number and types of personnel who will provide services in the program.
- A description of full-time and/or part-time program.
- There is a budget summary containing a projection of the program expenditures and offsetting revenues for the upcoming fiscal year. There is also a detailed budget breakdown including allowable program expenditures for which reimbursement is sought, other program expenditures, and total cost of the programs.

## Enforcement

VVSD in compliance with the requirements of the school code are is subject to be evaluated at least every three years by State Board of Education staff.

### EL=English Language Learners

#### Codes /basic information AS400 Enrollment Screen for TBE/TPI

B=Spanish speaking EL receiving Full Time Bilingual-Ed. Service. (TBE}
BP = Spanish speaking EL receiving ESL services on a part time basis ( <i>TBE Part Time</i> ) Part time ESL for K-5 TBE is done through pull-out at home school
I=Non-Spanish Speaking EL receiving ESL Service. (TPI)
NE=Tested But Not Eligible for EL Service (At or above minimum proficiency level of 4.2Lit and 4.8 Overall). (NOT ELIGIBLE)
W=Student was Tested and Qualified for EL Service /but Parent Signed Waiver for the Service. (WAIVER)
EX=Student Met the English Proficiency Goals and no Longer Needs or Receives EL Services (EXITED)
SP=Student with EL Profile but not Eligible for EL Services (decided by parent/SRT leaders & documented in IEP) (SPECIAL-ED)

**VALLEY VIEW PUBLIC SCHOOLS**  
**COMMUNITY UNIT SCHOOL DISTRICT 365-U**  
**Administrative Center - Office of Bilingual Education**  
**755 Luther Drive, Romeoville, Illinois 60446**

**Bilingual Education and English as a Second Language Programs**

**PARENT WAIVER FORM**

Community Unit School District 365-U provides Bilingual Education and English as a Second Language Programs for students who are limited English proficient. English language tests are used to determine the student's level of English proficiency and eligibility to participate in the Bilingual Education or ESL program.

In accordance with the Illinois School Code, Article 14C Transitional Bilingual Education, parents who wish to refuse the program services provided by District 365-U must provide a signed written notification.

Please sign and return this waiver notification form to the district administrative center in the enclosed self-addressed stamped envelope. Thank you.

**PARENT WAIVER NOTIFICATION**

The Bilingual Education and ESL program services provided by School District 365-U have been explained to me by bilingual program staff.

I do not want my child \_\_\_\_\_ to  
participate in the program. Reason:

\_\_\_\_\_  
\_\_\_\_\_

Program School: \_\_\_\_\_ Home School \_\_\_\_\_

Grade: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**VALLEY VIEW PUBLIC SCHOOLS**  
**COMMUNITY UNIT SCHOOL DISTRICT 365-U**  
**Administrative Center - Office of Bilingual Education**  
**755 Luther Drive, Romeoville, Illinois 60446**

**Programas de Educación Bilingüe e Inglés Como Segundo Idioma**

**NOTIFICACION DE RENUNCIA**

El Distrito Escolar #365-U provee los programas de Educación Bilingüe e Inglés Como Segundo Idioma para estudiantes de inglés limitado. Una serie de evaluaciones en inglés son suministradas para determinar el nivel de inglés del estudiante, y su elegibilidad para participar en el Programa Bilingüe o en el de Inglés Como Segundo Idioma.

De acuerdo con el código Escolar del Estado de Illinois, Artículo 14 Educación Bilingüe, los padres que no desean el Programa Bilingüe o el de Inglés Como Segundo Idioma para su hijo/a deben firmar una notificación de renuncia al programa.

Por favor firme y devuelva ésta notificación a la oficina de administración en el sobre adjunto. Muchas Gracias.

**NOTIFICACION DE RENUNCIA DEL PADRE/GUARDIAN**

El personal del Programa Bilingüe del Distrito 365-U me ha explicado los detalles del Programa Bilingüe.

Yo no deseo que mi hijo/a \_\_\_\_\_ participe en el Programa de Educación Bilingüe.

Razón:

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Escuela del Programa: \_\_\_\_\_ Escuela Actual \_\_\_\_\_

Grado: \_\_\_\_\_

Firma: \_\_\_\_\_ Fecha: \_\_\_\_\_

## **Frequently Asked Questions Regarding Our ELs & ESL/Bilingual Program**

### **Are all the students in bilingual education immigrants?**

No. The Illinois School Code allows districts to collect place and date of birth information for all students at the time of their enrollment. Based on this information, we have learned that the great majority of our English language learners, especially those in bilingual education, were born in the United States. It changes every year, but in the school 2016-2017 this represented more than 85% of all our EL students.

### **Do children in bilingual learn the same content than children in general ed?**

Yes. In addition to learning to communicate orally, read and write in English, students in bilingual education learn the same core curricula than their general education peers. They are able to learn all these concepts either in English, if it is strong enough by then, or in Spanish. At the end, when the child leaves the bilingual program once he/she is proficient in English, he/she takes with him all that knowledge and he/she uses to make connections with the new content taught in his new general education classroom.

### **Do students in ESL/Bilingual qualify for Special Education, if needed?**

Yes, once the lack of English proficiency is ruled out as the reason for the lack of academic progress and learning difficulties. English as a Second Language services (including bilingual education) are coordinated with the ones provided by the Special Education department.

### **Don't ELs learn English faster without bilingual support?**

Actually, no. There are several Screeners to support the learning of a second language that schools across the world have adopted based on researched conducted over several decades. When a child who comes from a home in which a language other than English is spoken regularly, or if the child speaks this other language, and his English proficiency is limited the best way to support the learning of this new language is by developing the oral communication skills, as well as reading and writing, of the child in his native language. By teaching the child to read and write in his native language, the second language (in this case English) is learned faster and deeper and the child learns other content, like math and science, more effectively.

Children learn differently, and each situation is different. Factors like the amount and quality (vocabulary, correct grammar, pronunciation, etc) of the English used by the people surrounding the child, older siblings who have become proficiency in English, the amount of reading and writing in English taking place at home and other environments, etc influence how fast and with what quality English is acquired by English language learners. Overall, bilingual education has proven to be an effective program to support the learning of English and to make sure the child learns all the concepts and skills

monolingual English speaking peers are required to master, without falling behind.

The amount of native language in the bilingual classroom is reduced in the intermediate and more advanced grades. Children in bilingual education in grades 3 to 12 are not exposed to the same amount of native language as younger students, since their native language developing needs are not as substantial as those in kindergarten through 2nd grade. Parents of bilingual students can expect the use of English increasing as the language of instruction once their child reaches these higher school grades.

### **How do ELs in bilingual K-5 transition to gen. ed.? What is part time ESL?**

Once a child in K-5 bilingual education reaches a level of proficiency in English that his teacher, using CCSS and ACCESS data, considers is enough for the child to benefit from spending part of his day outside the bilingual classroom, the child is recommended for a partial general education placement. Even though sometimes this transition takes place sooner, most of these changes take place during the second half of the school year.

Every English language learner's second language proficiency is measured every year through a state approved series of tests. Bilingual students who reach a minimum overall proficiency of 4.0 (in a scale that goes from 1.0 to 6.0) at the end of the school year are reclassified as part time English language learners. These elementary school children start the new school year in a general education classroom, in which English is the only language of instruction. They become part of our English as a Second Language (ESL) program and are instructed by our ESL specialists for several minutes a few times a week. The goal is to contribute to the reinforcement of the child's reading and writing English skills, in coordination with the child's classroom teacher. Once the child's English proficiency reaches an overall level of 4.8, these services are suspended.

### **How do middle and high school ELs start their transition to general education?**

Once a child in middle or high school ESL/bilingual education reaches a level of proficiency in English that his teacher considers is enough for the child to benefit from spending part of his day outside the bilingual classroom, the child is recommended for a partial general education placement. Most of these transitions take place during the first week of school, with ESL/Bilingual teachers and administrators having spent the last few weeks of the previous school year analyzing each child's readiness for these instructional adjustments. These adjustments in schedules can also happen for the beginning of third quarter.

For as long as the child remains eligible for ESL/bilingual services, his schedule is prepared carefully to expose the child to right mix of ESL supported classes and general education non-supported ESL ones. The higher the child's English proficiency, the fewer ESL supported classes he is placed at each year. The process is finalized once

he reaches the minimum proficiency in English to stop being considered as limited in his English skills. He is then removed from the ESL/bilingual program and continues his education in general education classes.

### **How is bilingual education funded?**

Every eligible school age child who resides within the geographic/demographic limits of Valley View school district is eligible for a seat in one of the district's classrooms. These basic services are funded, in different percentages, by the federal, state and local governments. Elementary age children who are limited in English and who qualify for bilingual education services are grouped in classrooms/schools that offer these special language development services, in addition to the basic services that would be provided to the child if left in a general education classroom. When seen this way, having a bilingual program in Valley View is the equivalent to distributing and regrouping students and teachers and, thus, of resources. Every seat taken by a bilingual student represents one less seat needed in the general education classroom. Still, there are costs associated with the grouping of students from different buildings into the 8 schools hosting our K-5, 6-8 and 9-12 ESL/ bilingual program. Transportation is one of them. State law requires lower class sizes in bilingual; 10% lower than in general education. The teaching of a second language requires materials and textbooks in native language and textbooks specifically designed for the development of English as a second language that would not be needed in a general education classroom. These extra expenses are for the most part funded through state and federal grants our district qualifies for.

### **How is bilingual in grades K-2 different than bilingual in grades 3-5?**

The learning needs of students in the primary grades (kindergarten through second grade) are different than the ones of students in the intermediate grades (third through fifth). In the lower grades children, in general, need support learning to read and write. They need to develop these skills so they can later use them as tools to learn more complex and extension concepts, once they move on to the intermediate, middle and high school grades. They need to develop academic vocabulary and grammar, as well as math skills and scientific knowledge. The same applies to bilingual students in these grades. Students focus on developing all these skills and learning mathematical and scientific concepts and operations, as students in general ed do, but they do so using their native language. They need to learn to read and write using the vocabulary and oral language (sounds, vowels, consonants) that are familiar to them and that is used at home. These are the bricks used to construct and develop their reading skills. Trying to learn to read using words and grammatical structures that are foreign makes the process very hard. They have to learn the skill. Once they master it, it can be used with multiple languages. Reading is a skill that needs to be constantly practiced and perfected. This doesn't mean that English grammar and vocabulary are ignored in these important years. Children receive English as a Second Language instruction daily in sessions of 30 to 35 minutes. These lessons are usually incorporated during the social studies and science block of the day.

Whereas students in kindergarten to second grade focus on developing their basic reading skills, students in the intermediate grades focus on not only continue developing and perfecting these skills, but now they are required to use them to learn new concepts and to construct knowledge and facilitate discussions. Students are required not only to acquire information through reading, but to analyze and criticize it. They also need to be able to communicate their ideas orally but also through writing. Bilingual students in these grades are required to perform the same activities and develop the same skills and learning. The language of instruction used by the bilingual teachers at these grade levels is primarily English. Most of the bilingual students start leaving the self-contained bilingual classroom at the end of third or fourth grade. They go ahead to become part time ELs receiving instruction in the general education classroom. Bilingual education in the intermediate grades focuses on boosting the reading and writing skills of the children, so they can leave the program with the literacy and English skills they need to continue their education in the general education classroom/schools and be successful learners.

### **How long does the typical EL stay in the full time bilingual ed program?**

The majority of our students that begin in our full time program at kindergarten usually transition to partial placement at the end of third grade. We have some students who transition at the end of 5th grade.

### **How much Spanish is used in the bilingual classroom?**

Full time transitional Bilingual Education (TBE); Designed for students whose primary language is Spanish. The students' first language is used to the degree necessary to bridge academic success in VVSD's core curriculum. The goal of this program is to develop English language proficiency necessary for academic success and to prepare ELs for their transition into the general education program of instruction. The time allocated for instruction in English and the native language varies depending on the students' program year and/or English language proficiency.

Kindergarten-Second grade bilingual students receive 60% Spanish instruction. The rest of the instructional day is facilitated in English.

Third-Fifth grade bilingual students receive mostly English instruction. Teachers provide support for students that are still in need of native language through one-on-one instruction or small group instruction.

## **My child attended Pre-K in English. Does he/she qualify for bilingual?**

Yes, during kindergarten round-up any student that speaks another language will be administered the Kindergarten Screener English language proficiency placement test. If the student scores a level of 1.0-5.0 the student qualifies for either full time or part time bilingual.

## **On average, how long does it take to become proficient in English?**

According to Jim Cummins and his research on language acquisition, he states that English language learners who had no formal instruction in their home countries, needed 7 to 10 years of instruction in English to reach grade level. English language learners who had two to three years of formal schooling in their home countries and who entered schools in the United States between the ages of 8-12 needed 5 to 7 years of instruction in English to reach grade level. In VVSD, the average EL meets/exceeds in PARCC after 7 years of being identified as EL.

## **What does Limited English Proficient (LEP) mean?**

The state definition of limited-English proficient (LEP) is taken from the No Child Left Behind Act of 2001, S. 9101, 25, of Title IX:

“(25) LIMITED ENGLISH PROFICIENT. – The term ‘limited-English proficient’, when used with respect to an individual, means an individual –

- who is aged three through 21;
- who is enrolled or preparing to enroll in an elementary school or secondary school;
- who was not born in the United States or whose native language is a language other than English; who is a Native American or Alaska Native, or a native resident of the outlying areas; and who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- whose difficulty is speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the State’s proficient level of achievement on State assessments described in Section 1111(b)(3) and the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society.”

## **What if I don't want my child to receive ESL/Bilingual services?**

Parents have the right to refuse the full time and part time Bilingual program for their child. Waivers are signed by those parents who refuse at the time of enrollment. Parents also have the right to withdraw their child after he or she has been placed in one of our programs. The school is notified of the change in program placement. Student's records are updated on the CIMS/AS400 and a copy of the waiver is sent to the school to be placed in the cumulative folder. Students that have a waiver are held to the general program standards for instruction, assessment, and promotion.

## **What is the ESL Pull-Out program? How does it work? Who is in it?**

Transitional Program of Instruction (TPI) Designed for students whose primary language is other than Spanish and where there is an enrollment of 19 or fewer ELs of the same language background. The goal of this program is to develop academic skills in English while in a general education classroom. Depending on the language levels of the child, the ESL teacher will pull-out the child in small groups and will decide how many days a week and times that he or she will provide services.

Part Time Bilingual Education Program; Designed for Spanish students that obtain a level higher than 3.5 in reading and writing in English or an overall level of English below 4.8 on his/her language proficiency evaluation. If a child is in elementary (kindergarten through fifth grade), he/she will be enrolled in the school that corresponds to him based on his/her address (the district has 12 elementary schools) and will receive part time bilingual services.

Middle School (grades 6-8) or High School (grades 9-12) Students in these levels will be with other children with similar needs, they will receive intensive English classes. The student will receive classes in mathematics, social studies and/or science with or without linguistic support (it will depend on his/her level of English proficiency and academic yield). These services are offered at Brooks Middle School (Gr. 6-8) and Bolingbrook or Romeoville High School (Gr. 9-12).

## **What is the goal of the bilingual program? Will my child read in 2 languages?**

The bilingual program is designed for students whose primary language is Spanish. The students' first language is used to the degree necessary to bridge academic success in VVSD's core curriculum. The goal of this program is to develop English language proficiency necessary for academic success and to prepare ELs for their transition into the general education program of instruction. The time allocated for instruction in English and the native language varies depending on the students' program year and/or English language proficiency.

Yes, the students will learn to read and write in both languages.

### **What kind of programs do VVSD have to address the needs of our ELs?**

VVSD meets the needs of our K-12 student population with limited English proficiency through various programs:

Transitional Bilingual Education (TBE): Designed for students whose primary language is Spanish. The students' first language is used to the degree necessary to bridge academic success in VVSD's core curriculum. The goal of this program is to develop English language proficiency necessary for academic success and to prepare ELs for their transition into the general education program of instruction.

The time allocated for instruction in English and the native language varies depending on the students' program year and/or English language proficiency.

Transitional Program of Instruction (TPI): Designed for students whose primary language is other than Spanish and where there is an enrollment of 19 or fewer ELs of the same language background. The goal of this program is to develop academic skills in English while in a general education classroom.

#### **Transitional Bilingual Education at Middle and High School**

Valley View School District offers English as a Second Language (ESL) classes for students in grades 6-12. Students who are eligible attend Brooks Middle School (Bolingbrook and Romeoville residents), Bolingbrook or Romeoville High Schools. Some strategies used include the following:

An extensive assessment plan to document a student's language and academic progress.

- Efficient and timely communication with parents regarding program services, placement recommendations, and student language and academic progress.
- Students are placed in ESL I, II, III or IV based on their ACCESS or Screener English proficiency levels.
- Newcomers who are Spanish speakers are enrolled in bilingual content area classes.
- Use of the District's curriculum for all subjects in grades 6-12.
- Use of state standards for English language learners in grades 6-12.
- Use of instructional strategies including Sheltered English, cooperative learning, hands-on activities and projects.

### **What special training do bilingual and ESL teachers have?**

All VVSD teachers in our bilingual program positions must have:

- Teaching licenses with a Bilingual or ESL Approval/Endorsement.
- Educator License with Stipulations. This certificate is a temporary certificate issued only once for a period of five years.

According to the Illinois Administrative Code it requires that all teachers in a state bilingual or ESL education programs participate in professional development trainings related to these programs. VVSD is committed in providing effective and extensive professional development in the area of guided reading, reading workshop, writing workshop, ESL instruction, Common Core Standards, Teacher Clarity, Responsive Classroom and Sheltered Instruction Observation Protocol (SIOP); many VVSD general and special education teachers have also been trained on SIOP and/or become ESL endorsed. Our teachers also participate in other professional development activities such as conferences or workshops.

### **Who is English Language Learner (EL)?**

An English Language Learner means any children of limited English-speaking ability" (1) all children in grades pre-K through 12 who were not born in the United States, whose native tongue is a language other than English, and who are incapable of performing ordinary classwork in English; and (2) all children in grades pre-K through 12 who were born in the United States of parents possessing no or limited English-speaking ability and who are incapable of performing ordinary classwork in English.

### **Who qualifies for ESL/Bilingual services?**

TBE and TPI Eligibility is based on the scores and levels of the English language proficiency assessment. If the student's Overall Composite Level is less than 5.0 in the Screener of ACCESS assessments the student is eligible for the full time of part time bilingual or ESL Programs.

### **Why does my child have to take the English proficiency screener upon enrollment?**

According to the Illinois School Code any students that the parents indicate that there is a second language spoken at home will be administered an English language proficiency assessment called the SCREENER. Students will be assessed in listening, speaking, reading, and writing. TBE and TPI Eligibility based on English language proficiency is as follows: If the Overall Composite Score is less than 5.0 the student is eligible for the bilingual or ESL program.

## Why not having just one program for children of all native languages?

Currently VVSD only has a Spanish bilingual program. According to the Illinois School Code there needs to be 20 or more children of limited English-speaking ability in any such language classification. Any classification with less than 20 children the school district shall provide a locally determined transitional program of instruction which means that the student will be placed in a general education classroom and will be pulled out to receive English as a Second language services.

### Process to Transition ELLs with IEPs

#### Elementary to Middle School

#### Middle to High School

Transitional meeting: ESL or Bilingual K-5 Teacher, MS/HS SRT & MS/HS Key Leader representatives should be invited and use academic and language development multi-points data to make recommendation for next year's program and school placement

Continue ELL services

Student will attend program school BMS/BHS or RHS (limited to only ESL III or IV courses)

SRT will explain to parents – students' best options (reading interventions, Co-teaching, bilingual shelter classes, etc).

MS/HS representative – will decide ESL level and if necessary shelter bilingual classes.

Discontinue ELL services

If the SRT recommends and the parent approves to discontinue the ESL and/or Bilingual programs the IEP needs to be modified and an explanation must be included under "For ELL students explain ELL STATUS [Has Linguistic status change \_\_\_ Yes \_\_\_ No]" in the IEP document and in the Notes section

Any changes to the Linguistic status of a student should be documented on the additional notes/information section of the IEP.

If student has not met 4.8 on ACCESS, student will continue to be reported as LEP to ISBE and continue taking ACCESS. Scores available in May.

Parents need to be clearly informed during the IEP meeting that child will no longer receive ELL services and will be attending home school (or recommended school to meet needs of disability) for the following school year and that they will continue to take

Indicate school of attendance (if not home school) for the following school year in the IEP and in the additional notes/information section of the IEP.

**State law requires all parents/guardians enrolling students to public school districts to answer the following questions:**

Student Name \_\_\_\_\_ Date of Birth \_\_\_\_\_ Country of Birth \_\_\_\_\_  
 Is there a language other than English spoken at **home**? Y/N \_\_\_\_\_ Which one? \_\_\_\_\_ Who speaks it? \_\_\_\_\_ % of time? \_\_\_\_\_ %  
 Does the **student** speak a language other than English? Y/N \_\_\_\_\_ Which one? \_\_\_\_\_ If you marked "yes", what percentage of your child's communication is in this other language (compared to English)? \_\_\_\_\_ % is in other language. With whom and where? Explain in detail (required): \_\_\_\_\_

*If you responded yes to either question, state law requires us to assess his/her English proficiency at the time of enrollment. We will share with you the results of this assessment and explain what the recommended program of instruction for your child will be, with you making the final decision.*

\_\_\_\_\_  
 Signature of the Parent/Guardian

\_\_\_\_\_  
 Date

**TO BE COMPLETED BY VVSD ENROLLMENT PERSONNEL ONLY**

STATE STUDENT ID# \_\_\_\_\_ DOES CHILD HAVE AN LEP/ELL RECORD IN ISBE's SIS? Y/N \_\_\_\_\_ HAS PASSED ACCESS? Y/N \_\_\_\_\_  
 DO ANSWERS TO HLS or INFO in SIS, JUSTIFY THE ADMINISTRATION OF MODEL or SCREENER or OPENING OF RECORD 14? Y/N \_\_\_\_\_ COMMENTS: \_\_\_\_\_

**ENROLLMENT'S ADDITIONAL QUESTIONS FOR PARENT/GUARDIAN:**

WAS THE CHILD PLACED IN A BILINGUAL OR ESL PROGRAM? Y/N \_\_\_\_\_ TYPE OF ELL PROG? \_\_\_\_\_ WHERE? \_\_\_\_\_ HOW LONG? \_\_\_\_\_ GRADE(S)? \_\_\_\_\_  
 OLDER SIBLINGS IN A BILINGUAL OR ESL PROGRAM? Y/N \_\_\_\_\_ TYPE OF ELL PROG? \_\_\_\_\_ WHERE? \_\_\_\_\_ HOW LONG? \_\_\_\_\_ GRADE(S)? \_\_\_\_\_  
 DID THE CHILD ATTEND PRE-SCHOOL LAST YEAR? Y/N \_\_\_\_\_ HOW MANY HOURS PER WEEK? \_\_\_\_\_ LANGUAGE(S) USED IN PRE-SCHOOL CLASSROOM? \_\_\_\_\_  
 DOES THE CHILD COME TO US WITH AN IEP? Y/N \_\_\_\_\_ WHAT ELSE DO WE NEED TO KNOW ABOUT YOUR CHILD? \_\_\_\_\_

Original Enrollment Date \_\_\_\_\_ Current Enrollment Date \_\_\_\_\_ Grade \_\_\_\_\_ Home School \_\_\_\_\_ Program School \_\_\_\_\_ Student ID # \_\_\_\_\_

**LANGUAGE PROFICIENCY ASSESSMENTS**

ENGLISH Pre-IPT(01) / MODEL(09) / SCREENER(10)			LAS LINKS SPANISH (08)			COMMENTS (if any):
Domains	Score	Level	Domains	Score	Level	
Listening	_____	_____	Listening	_____	_____	_____
Speaking	_____	_____	Speaking	_____	_____	_____
<i>Oral CPL</i>	_____	_____	<i>Oral CPL</i>	_____	_____	_____
Reading	_____	_____	Reading	_____	_____	_____
Writing	_____	_____	Writing	_____	_____	_____
<i>Literacy CPL</i>	_____	_____	<i>Literacy CPL</i>	_____	_____	_____
Overall CPL	_____	_____	Overall CPL	_____	_____	Proctor's name: _____

BASED ON THE HOME LANGUAGE SURVEY OR RESULTS FROM THE ASSESSMENT, IS THE CHILD CONSIDERED LIMITED IN ENGLISH PROFICIENCY (LEP)? **MARK ONE:**  
 a) LEP=N PER HLS (NO RECORD 14) \_\_\_\_\_ b) LEP=N PER SIS OR LANG ASSESSMENT (OPEN RECORD 14) \_\_\_\_\_ c) LEP (REC 14 WILL BE OPENED) \_\_\_\_\_

**PLACEMENT RECOMMENDATION:**

MODEL (K) & SCREENER (1st & Up)	LAS SPANISH (if given)	PLACEMENT	AS400 Program Codes	SCHOOL	GRADE

Parent/Guardian agrees to placement in ELL Program? Y/N \_\_\_\_\_ If N, administrator approval and waiver required. Comments: \_\_\_\_\_



# Valley View School District 365U – Bilingual Education

## Referral Form for Language Dominance Testing, Reclassification, & Partial Mainstreaming Recommendation

**To be completed by School Administrator**

Today's Date: \_\_\_\_\_

\_\_\_\_\_   
Date of Enrollment

\_\_\_\_\_   
Country of Birth

\_\_\_\_\_   
Transfer From

\_\_\_\_\_   
Student Name

\_\_\_\_\_   
Student ID

\_\_\_\_\_   
Grade

\_\_\_\_\_   
Parent's Name

\_\_\_\_\_   
Current Phone

\_\_\_\_\_   
Parent's Email

\_\_\_\_\_   
Teacher's Name

\_\_\_\_\_   
Program School

\_\_\_\_\_   
Home School

Student's Native Language: \_\_\_\_\_

LEP Status in AS400: \_\_\_\_\_

3 Most Recent English Proficiency Levels:

### ACCESS

Listening

Speaking

Reading

Writing

Literacy

Overall

\_\_\_\_\_

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### WAPT/MODEL Screener

Listening

Speaking

Reading

Writing

Literacy

Overall

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Circle one:**

**CPAA / MAP (Reading & Math Scores)**

Fall

Winter

Spring

Year

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Circle one:**

**FnP Spanish / FnP English**

Fall

Winter

Spring

Year

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All interventions tried or currently in place: (Mandatory)

Intervention

Duration

Date

Results

\_\_\_\_\_

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Additional Comments:

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Parental Communication:

Date: \_\_\_\_\_ Phone Call Email Conf. Letter Outcome \_\_\_\_\_  
Date: \_\_\_\_\_ Phone Call Email Conf. Letter Outcome \_\_\_\_\_  
Date: \_\_\_\_\_ Phone Call Email Conf. Letter Outcome \_\_\_\_\_

Reason for referral (specify): IEP Purposes Resent disclosure of use of 2<sup>nd</sup> language at home/by child Insufficient academic and/or literacy development progress (in English)

Specify:

\_\_\_\_\_

Conference with Student: Yes No Date: \_\_\_\_\_ Outcome \_\_\_\_\_

Other Resources Used: Social Worker Psychologist School Administrator  
Outcome \_\_\_\_\_

**————— To be completed by ELL / Bilingual Department —————**

Referral to be processed by ELL Department? Yes No Reason: \_\_\_\_\_

Is child identified as LEP in SIS? Yes No

Did child "pass" the most recent ACCESS test (4.2/4.8)? Yes No

Parental Permission to Test: Phone Personal Conf. Date: \_\_\_\_\_

Language Testing Data:

<b>Eng. LAS</b>			<b>Span. LAS</b>			<b>W-APT</b>		
Score	Level	Date	Score	Level	Date	Score	Level	Date
Listening -	_____	_____	_____	_____	_____	_____	_____	_____
Speaking -	_____	_____	_____	_____	_____	_____	_____	_____
Reading -	_____	_____	_____	_____	_____	_____	_____	_____
Writing -	_____	_____	_____	_____	_____	_____	_____	_____
Overall Total Level = _____			Overall Total Level = _____			Overall Total Level = _____		

Recommendations from Bilingual Dept after assessments:

ELL/Bilingual Services If qualified, mark below:  
Student qualified: PreK – 5 Bilingual Ed: B  
Does not qualify: PreK – 5 ESL Pull Out: I BP  
6 – 12 ESL/Bilingual Ed: B BP  
6 – 12 ESL: I

Parent/Guardian agrees to BE or ESL Program Placement: Yes No (Waiver form required)

Report from Bilingual

\_\_\_\_\_

\_\_\_\_\_

Processed by: \_\_\_\_\_ Date: \_\_\_\_\_