

# Streator Elementary Schools #44 Multilingual Learner Handbook

2023-2024

(Approved by Board of Education on April 18, 2023)



Staff Handbook

**Streator Elementary Schools**  
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## **English Language Learner Department Staff**

Teresa James---*Director*

Mariza Barajas---*Bilingual ESL Teacher*

Desi Johnson----*ESL Teacher*

Cheryl Deegan----*ESL Teacher*

Sydney Toynton---*ESL Teacher*

### **Job responsibilities of Director**

- manage grants and budget
- ensure compliance with state laws and codes
- recruit and hire new staff in consultation with building principals
- oversee the department and its programs

### **Job responsibilities of Bilingual Specialist/Teacher Leader**

- provide high-quality bilingual/ESL instruction to MLs
- provide leadership in bilingual/ESL curriculum development, revision, and review
- coordinate assessments related to MLs
- manage district student placement and enrollment
- attend Special Ed. (IEP, etc.) meetings as bilingual specialist
- attend school data review meetings
- translate district correspondence
- interpreting for LEASE screening when requested
- interpret for parents at meetings
- Organize and facilitate the Bilingual Parent Advisory Committee and parent education programs
- interpret for parents at meetings
- facilitate communication between parents and schools
- address parent questions

### **Job Responsibilities of Bilingual Specialist and ESL Teachers**

- provide high-quality bilingual/ESL instruction to MLs
- interpret for parents at meetings (if possible)
- track student information
- attend school data review meetings
- update and maintain student files
- support teachers as they implement new instructional strategies
- organize and facilitate professional development and meetings
- manage district ML student placement and enrollment
- assist in organizing and facilitating the Bilingual Parent Advisory Committee and parent education programs

### **General Program Information**

Consistent with District 44's commitment to quality education, Limited English Proficient (LEP) students are offered instructional programs, which provide the opportunity for all students to achieve academically while acquiring English proficiency and literacy. A cooperative effort among all staff members exists to ensure that the Transitional Bilingual Education (TBE) and Transitional Program of Instruction (TPI) programs are an integral part of the total instructional program. Value is placed in the native language and culture of students and is used to promote the academic success of multilingual learners.

### **Program Philosophy**

District 44 is committed to providing high quality programs which instill confidence in all multilingual learners by celebrating cultural diversity and promoting individuality in a connected learning community. We believe that in order to provide a high quality education to multilingual learners, each student's native language and culture must be validated to ensure linguistic, academic, and social-cultural success in a diverse society.

### **Program Goals**

The following are three goals that address the social, academic and personal growth of multi- language learners:

- I. To provide educational programming to Multilingual Learners (MLs) through standard district curriculum using native language and English Language instruction.
- II. To provide all students the opportunity to achieve academically while acquiring English proficiency and literacy.
- III. To develop and instill a sense of pride in one's culture and native language.

### **Program Objectives**

- Provide instruction that builds upon each student's cognitive abilities and prior education
- Provide instruction in student's native language, whenever possible, to develop academic concepts while simultaneously providing English language instruction
- Instill confidence, self-assurance, and a positive identity with respect to cultural identity
- Provide appropriate grade level curriculum that is aligned with the Common Core State Standards, and the 2020 WIDA ELD standards.
- Develop higher teacher competencies through comprehensive training of all staff on strategies and methodologies of English language acquisition
- Provide on-going valid assessments of students which reflect the stages of English language acquisition and cultural background
- Provide multilingual learners with the same educational opportunities offered to mainstream students (gifted, special education, title, social services etc.)

- Promote family involvement and provide opportunities to develop family literacy and parent participation
- Evaluate and make program adjustments to continually improve student learning

### **Programs Offered**

District 44 currently has three types of programs for English Language Learners:

- Transitional Bilingual Education (TBE) – Full time
- Transitional Bilingual Education (TBE) – Part time
- Transitional Program of Instruction (TPI)/ English as a Second Language (ESL)

### **Transitional Bilingual Education (TBE) – Full time**

The full time TBE program is provided to students in kindergarten who meet the criteria established by the district (see Entrance Criteria). In the full time program, students are in a self-contained classroom for the majority of the day. Students are taught all subjects in both English and Spanish. Spanish literacy is taught first, and students transition to English literacy as they move through the program. Spanish literacy curriculum is the McGraw Hill - Wonders Newcomer

### **Transitional Bilingual Education (TBE) – Part time**

A TBE program is provided in all schools where 20 or more students from the same language classification are enrolled. Bilingual education is an approach to teaching language minority students who are not yet proficient in English. In this approach, a certain amount of instruction is provided through the student's native language while he/she acquires sufficient English proficiency to progress academically in the mainstream. There are two types of approaches to the part-time TBE program.

#### Pull-out:

In this system, students are scheduled into the TBE teacher's day based on individual linguistic and academic needs. Students leave their mainstream homeroom to work with the TBE teacher in an individual or small group setting. Communication between the TBE and mainstream teachers is constant. The TBE teacher uses the McGraw-Hill Wonders curriculum to develop English language proficiency, as well as provides instructional support to the mainstream teacher.

#### Push-in:

This system brings the TBE teacher into the mainstream classroom. The TBE teacher works with the mainstream teacher to provide language support to all students. Team teaching and small group instruction is visible in this system. Students follow the mainstream curriculum with additional support provided by the TBE teacher.

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

The TPI program is implemented in all schools that serve 1-19 students of the same language classification and employs a resource instructional delivery system concentrating on ESL instruction. The program is designed to increase the English language proficiency skills in the areas of listening, speaking, reading and writing. The program is staffed by ESL teachers and teaching associates. Native language support is given, whenever possible, to enhance the educational development of each student. There are three types of resource instruction that is provided. These approaches are often used together.

#### Pull-out:

In this system, students are scheduled into the ESL teacher's day based on individual linguistic and academic needs. Students leave their mainstream homeroom to work with the ESL teacher in an individual or small group setting. Communication between the ESL and mainstream teacher is constant. The TBE teacher uses the McGraw-Hill Wonders curriculum to develop English language proficiency, as well as provides instructional support to the mainstream teacher.

#### Push-in:

This system brings the ESL teacher into the mainstream classroom. The ESL teacher works with the mainstream teacher to provide language support to all students. Team teaching and small group instruction is visible in this system. Students follow the mainstream curriculum with additional support provided by the ESL teacher.

	<b>Full-Time Transitional Bilingual Education (TBE) - Kindergarten</b>	<b>Part-Time Transitional Bilingual Education (TBE)</b>	<b>Transitional Program of Instruction (TPI)</b>
<b>Content</b>	<ul style="list-style-type: none"> <li>• All required subject areas, including Language Arts, Math, Science, and Social Studies.</li> <li>• Spanish Literacy</li> <li>• English as a Second Language (ESL)</li> <li>• Mexican and American History</li> </ul>	<ul style="list-style-type: none"> <li>• English Language Arts</li> <li>• English Language Instruction</li> </ul>	<p><b>*Note: The TPI program is only available at schools with less than 20 ELL's.</b></p> <ul style="list-style-type: none"> <li>• English Language Arts</li> <li>• English Language Instruction</li> </ul>
<b>Instructional Goals</b>	Lessons are designed using the Illinois Learning, WIDA standards, and Common Core Standards for English Language Arts, Math, Science, Social Studies, English Proficiency, and Spanish Language Arts.	Lessons are designed using Illinois Learning, WIDA standards, and Common Core Standards for English Language Arts and English Language Proficiency.	Lessons are designed using Illinois Learning, WIDA standards, and Common Core Standards for English Language Arts and English Language Proficiency.
<b>Use of Spanish and English</b>	Instruction of all content is done in Spanish and in English.	Instruction is done in English with Spanish support.	Instruction is done in English with Spanish support.
<b>Instructional Setting</b>	Self-contained bilingual classroom	Push-in/Pull-out small group or individual instruction	Push-in/Pull-out small group instruction
<b>Incorporation of IEP objectives</b>	Bilingual teacher works together with the resource teacher to meet all IEP goals and objectives.	Bilingual teacher works together with the classroom and resource teachers to meet all IEP goals and objectives.	Bilingual teacher works together with the classroom and resource teachers to meet all IEP goals and objectives.

## ML Identification and Screening Procedures

1. The parent must fill out a Home Language Survey (HLS) at the time of registration. A copy of the HLS is to be sent to Mariza Barajas in a timely manner.
2. **Any student** with a yes answer to **either** of the following questions **must** be screened for ML services.
  - A. Is a language other than English spoken at home, and if so, which language?
  - B. Does the student speak a language other than English, and if so, which language?
3. Screening must take place within **30 days** if the student enrolls at the start of the school year. If the student enrolls during the school year, screening must take place within **14 days**.
  - a. Type of screener by grade level:
    - i. Preschool - Pre-IPT
    - ii. Kindergarten and first semester of 1<sup>st</sup> grade– MODEL
    - iii. Second semester of 1<sup>st</sup> – 12<sup>th</sup> Grades – SCREENER ONLINE
  4. When screenings are complete, ESL personnel must meet as a team to discuss placement. Refer to the document entitled “Criteria for Determining Part-Time/Full-Time TBE or TPI Placement”.
  5. Once program placement has been determined, you must follow these steps:
    - a. Give the new student information, including screener scores and program placement, to Mariza Barajas to be entered into the ML master list.
    - b. Fill out, copy both sides, and send home the Program Entry letter for the corresponding program within **30 days of the start of school (or 14 days of enrollment if the child enrolls during the year)**.
    - c. Update the student’s cumulative file:
      - i. Create a green ML file by folding one piece of large green construction paper in half. All documents will be placed in the green file within the cumulative file.
      - ii. Complete the green file checklist, filling in all appropriate information and the correct dates.
      - iii. Check to make sure the original HLS is in the file.
      - iv. Place the dated copy of the Program Entry letter in the file.
      - v. Place the dated screener score sheet in the file.
        - Please note: **ML student cumulative files must be updated every year**. Dated copies of all exit, continuation, monitoring, parental consent, and refusal letters must be kept in the student files along with annual ACCESS scores. The date of the student’s exit from the program must also be filled out on the green file checklist.

**PARENTS HAVE THE RIGHT TO REFUSE BILINGUAL SERVICES.** The Bilingual teacher should attempt to conference with the parent to discuss the decision. The parent refusal form must be placed in the student’s CUM folder. A student can later be enrolled in the program if the parent provides written permission.

## Parental Notification Procedures

### Program Entry/Continuation



- Dated program entry/continuation notification letters, accompanied by the program comparison table, must be sent to parents in English and Spanish within 30 days of the start of the school year (or 14 days from the date of enrollment if the child enrolls during the year). All parents of MLs must receive an entry/continuation letter at the start of each school year that the student is enrolled in a TBE/TPI program.
- Copy both the English and home language sides of the letter and place the copies in the student's green cumulative file, with the original HLS and screener scoresheet.
- Make sure to fill out the corresponding information on the green cum file checklist.

### **Exit Letters**

- Dated program exit letters must be sent to parents within 30 days of the start of the school year.
- Copies of both the English and home language versions of the exit letter must be placed in the student's cumulative file.
- Make sure to fill out the exit date on the green cum file checklist.

### **ACCESS Reports**

- ELL ACCESS reports must be sent home in English and home language.
- A copy of the complete year's end ACCESS information must be placed in the student's cumulative file each year that they are enrolled in a TBE/TPI program.

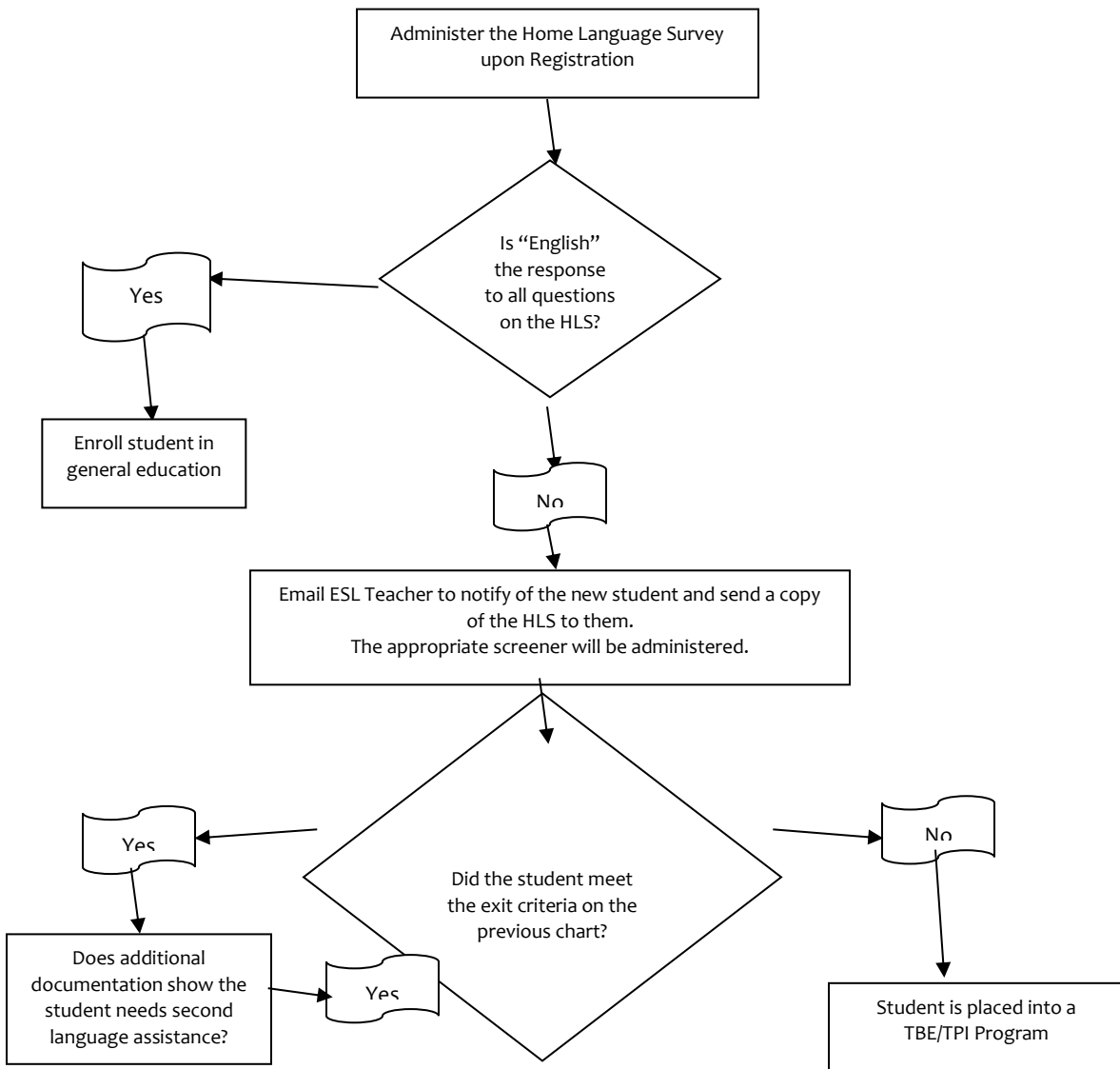
<b>ENTRANCE CRITERIA</b>			
<b>GRADE</b>	<b>ASSESSMENT</b>	<b>DESIGNATION</b>	<b>PLACEMENT</b>
PRE-K	Pre-IPT (Scale levels A-E)	3-year-olds level D or above 4-year-olds level E or above	MAINSTREAM CLASSROOM
PRE-K	Pre-IPT	3-year-olds below level D 4-year-olds below level E	TBE/TPI
K	WIDA MODEL	1 <sup>st</sup> semester-5.0 or above oral language composite; 2 <sup>nd</sup> semester-5.0 composite and 4.2 literacy or above	MAINSTREAM CLASSROOM
K	WIDA MODEL	1 <sup>st</sup> semester-5.0 or below oral language composite and literacy 4.2	F/T TBE OR TBE/TPI
1 – 8	SCREENER	5.0 or above composite	MAINSTREAM CLASSROOM
1 – 8	SCREENER	less than 5.0 composite	TBE/TPI
<b>OPTIONAL ASSESSMENTS TO BE USED IN ADDITION TO MODEL OR SCREENER</b>			
ALL GRADES	AIMSweb, Parent Interview, Records of Prior Schooling, Writing sample, Language Survey, Common Assessments, IAR		

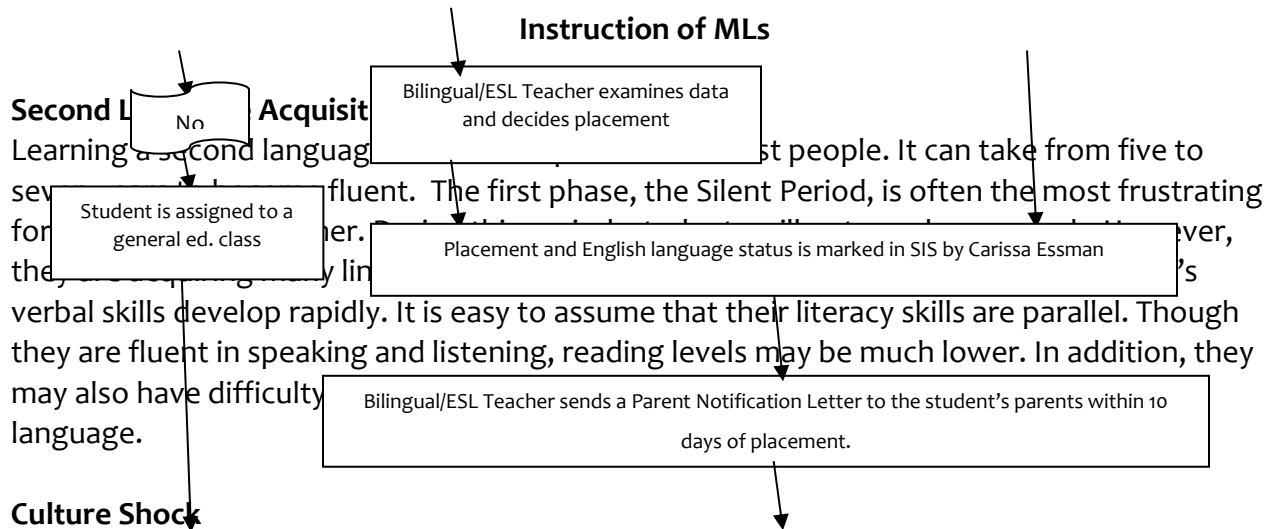
**Criteria for Determining Full-Time/Part-Time TBE or TPI Placement**

<b>Categories</b>	<b>Full-Time TBE</b>	<b>Part-Time TBE</b>	<b>TPI (Must be at a TPI school)</b>	<b>Student Info</b>
<b>ACCESS score</b>	3.0 or lower composite 2.5 or lower literacy	3.1 or higher composite 2.6 or higher literacy	3.1 or higher composite 2.6 or higher literacy	
<b>AIMSweb scores</b>	Did not meet benchmark on all subtests of most recent assessment	Met benchmark on at least half of the subtests of the most recent assessment	Met benchmark on at least half of the subtests of the most recent assessment	
<b>AR reading level</b>	1-2 grade levels or more below	On grade level or 1 grade level below	On grade level or 1 grade level below	
<b>PARCC scores</b>	Received a score of “Did Not Meet” or lower on all subtests	Received a score of “Meets” on 1 or more subtests	Received a score of “Meets” on 1 or more subtests	
<b>SAT scores</b>	1-2 grade levels or more below in the majority of the subtests	1 grade level below or less on the majority of the subtests	1 grade level below or less on the majority of the subtests	
<b>Report Card Grades</b>	C average or below or Modified Grading	C average or above without modified grading	C average or above without modified grading	
<b>Teacher Input</b>	*English is clearly not the child’s dominant language *Child needs assistance following classroom directions *Child does not meet many grade level standards	*Child has a good grasp of social English *Child can follow directions and keep up with the teacher *Child meets most grade level standards	*Child has a good grasp of social English *Child can follow directions and keep up with the teacher *Child meets most grade level standards	
<b>Other</b>				

## ENTRANCE AND PLACEMENT GUIDELINES FOR ESL PROGRAMS

The following process must be completed for each student.





**Culture Shock**

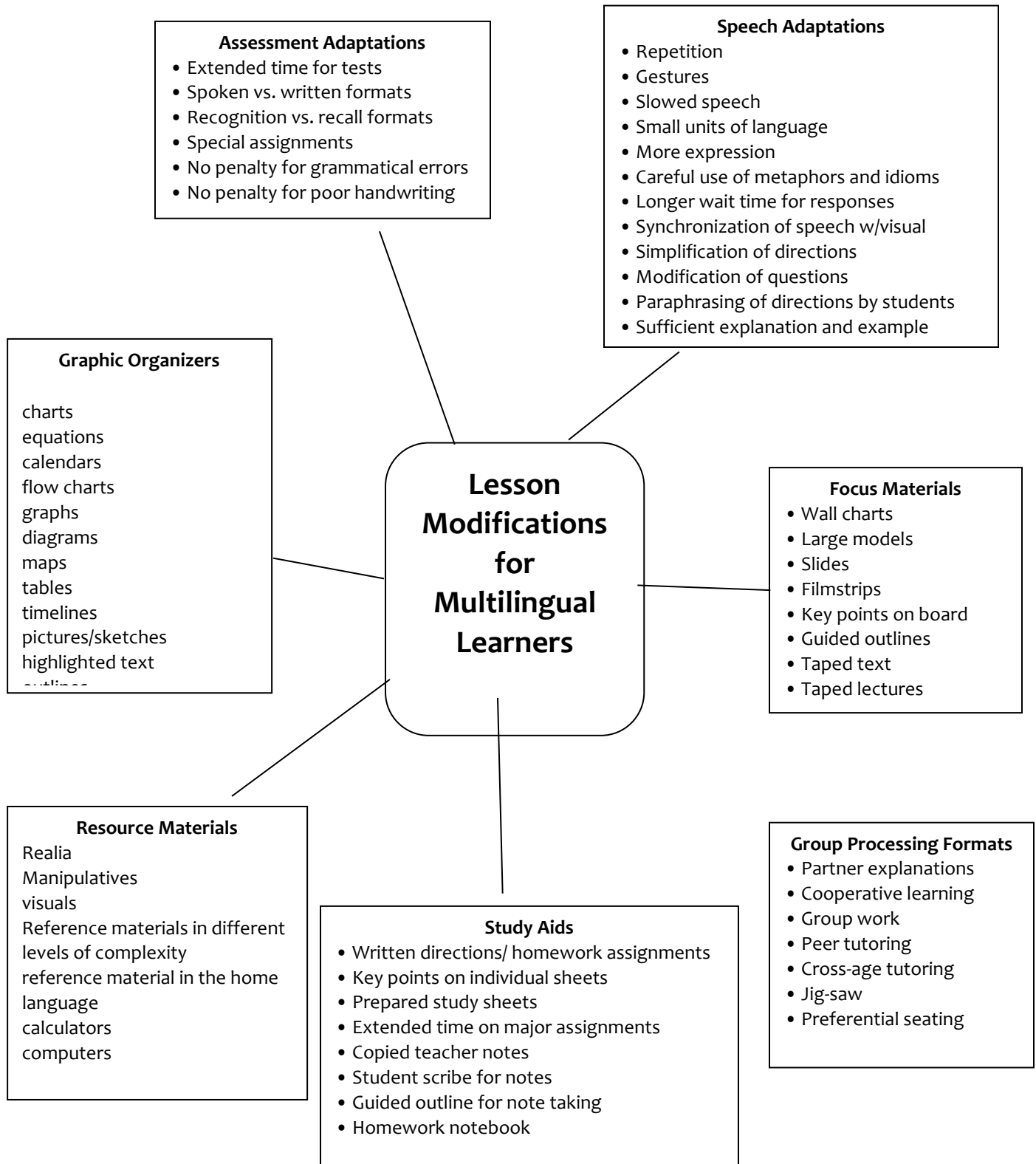
A student who has recently arrived in the United States may experience culture shock. This results from being overwhelmed by the cultural differences between the home country and the United States. Some typical symptoms are sadness, depression, tiredness, fear, frustration, and isolation. As a result, classroom production and behavior may be affected in various ways. Teachers need to be empathetic to these students who are recent arrivals.

**Instruction by the Bilingual Teacher**

Best practices in English language instruction have these components: thematic, content based, literature based, authentic activities, and a focus on communication. One of the most effective methods to integrate these elements is to combine language instruction with academic content.

## LESSON MODIFICATIONS

The following is a graphic display of modifications to assist MLs in comprehending language:  
**Lesson Modifications to Accommodate for Language Barriers**



Source: Hollins, Etta R. (1996) Culture in School Learning, Mahwah, NJ: Lawrence Erlbaum Associates

The English Language Learner programs adhere to a number of standards. They include the Common Core State Standards, WIDA Standards, and the Spanish Language Arts Standards. These standards dictate **what** is taught in the classroom.

### English Language Proficiency Standards for Multilingual Learners (ELPs for MLs)

Additionally, the English Language Proficiency Standards for Multilingual Learners are used to dictate **how** to teach the language learner. The English Proficiency level of the student will guide the type of instruction and the expected output of the learner. The English proficiency level of the student is determined by the ACCESS.

There are five areas of English proficiency:  
Social and Instructional language  
the language of Language Arts  
the language of Mathematics  
the language of Science  
the language of Social Studies

They are divided into four language domains:  
listening  
speaking  
reading  
writing

The WIDA ELP Standards are designed as a curriculum and instruction planning tool. They help educators determine children's ELP levels and how to appropriately challenge them to reach higher levels. The WIDA framework recognizes the continuum of language development within the four domains with six **English language proficiency levels**.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Entering	Beginning	Developing	Expanding	Bridging	Reaching

These levels describe the spectrum of a learner's progression from knowing little/ no English to acquiring the English skills necessary to be successful in an English-only mainstream classroom without extra support. This final exit stage for ML status is designated Level 6.

## **CAN DO Descriptors**

WIDA has developed CAN DO Descriptors to assist educators in learning to differentiate instruction for Multilingual learners.

### **What are CAN DO Descriptors?**

The CAN DO Descriptors are a collective representation of WIDA’s five English language proficiency standards—social and instructional language, the language of language arts, the language of mathematics, the language of science, and the language of social studies. The Descriptors are a standards-based resource tool—an extension of, not a substitute for, the English language proficiency standards.

### **How might teachers use the CAN DO Descriptors?**

As an instructional assessment tool that supplements the English language proficiency standards, language teachers may use the Descriptors to:

- share with classroom teachers as a way to describe or explain the stages of English language development using concrete examples
- work with content teachers to show language may be integrated within a given discipline or content area
- use to plan with tutors or mentors who work with multilingual learners
- develop or co-develop lessons with differentiated language objectives
- set language goals with their multilingual learners
- explain students’ progress in listening, speaking, reading and writing to parents
- suggest language goals to be incorporated into (IEPs) for MLs with diagnosed disabilities
- translate English language proficiency test scores into instructional practice
- observe and note levels of student performance as a precursor to using WIDA Speaking and Writing rubrics for formative assessment
- advocate on behalf of multilingual learners to show what they CAN DO



## **Assessments**

As a result of Every Student Succeeds Act (ESSA), all K-12 multilingual learners must be assessed annually for English proficiency growth and academic progress. The ACCESS test measures English proficiency; the IAR assesses academics. All assessments are used to direct instruction at the district, school, and classroom levels.

### **ACCESS for Multilingual Learners (ACCESS)**

The ACCESS is an English proficiency test that is given to all K-12 students identified as limited English proficient students on an annual basis. Students whose parents have waived them out of the program still take this test until they meet the exit criteria. It is based on the English proficiency standards as developed by the WIDA Consortium.

Different tests are given by grade cluster: K, 1-2, 3-5, 6-8, and 9-12. In addition there are three tiers (A, B, C) that are assigned by the teacher individually based on the English proficiency level of the student. Testing is organized by the ESL Department and given by certified teachers.

The group-administered tests at grade levels 1-12 are given in two 90-minute sessions. Session 1 consists of listening and reading; session 2 has writing. The speaking test is individually administered at grade levels 1-12 and takes about 15 minutes. For kindergarten, there is only one individually administered test that takes about 45 minutes.

### **IAR**

All MLs take the IAR test. Accommodations are dictated by ISBE.

## Program Evaluation

### Annual Measurable Achievement Objectives (AMAOs)

District Bilingual Programs are made accountable through AMAOs. There are three achievement objectives:

- AMAO 1: 85% of ML students are making progress towards proficiency in English
  - Progress= .5 growth in any domain on the ACCESS
- AMAO 2: 10% of ML students are attaining proficiency in English.
  - Proficiency= 4.8 composite on ACCESS
- AMAO 3: this addresses (AYP) Adequate Yearly Progress for the LEP subgroup
  - The four goals are:
    - 95% participation rate in testing
    - 85% meeting/exceeding standards in reading and mathematics on the IAR.
    - 91% Elementary attendance rate
    - 82% graduation rate

### Bilingual Parent Advisory Committee

The Bilingual Parent Advisory Committee (BPAC) consists of parents who have children in the TBE/TPI program and meets a minimum of four times per year to discuss educational matters and concerns with the Bilingual Director. Bilingual teachers, parent educators, and community members are also encouraged to participate in the committee. All parents are welcome to attend these meetings. To best represent the district, two parents from each school are requested to attend. Parent participation includes:

- Helping to evaluate and develop District 44's Bilingual Education Program
- Promoting the program throughout the community
- Serving as liaisons between the community, school, and district
- Participating in local school activities
- Serving as volunteers for building level and district level activities

## Glossary of Terms

**ACCESS for MLs:** Term used to describe a standards-based, criterion referenced English language proficiency test designed to measure English language learners' social and academic proficiency in English. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains.

**Basic Interpersonal Communication Skills (BICS):** Term used to describe the social, conversational language used for oral communication.

**Bilingual Resource:** Term used to describe a program model where LEP students receive most of their instruction in a monolingual classroom and receive ESL services from a certified bilingual teacher as needed.

**Bilingual Self-contained:** Term used to describe a classroom model in which all of the students are LEP and are from the same native language classification. These students receive full time bilingual services. Native language instruction as well as English as a Second Language is provided.

**Cognitive Academic Language Proficiency (CALP):** Term used to describe the context-reduced language of the academic classroom.

**Collaborative Integration:** Term used to describe a teaching model in which bilingual and monolingual students are combined and provided with content area instruction using Sheltered English.

**Dual Language:** Term used to describe a program model where native and non-native students are taught together. The focus of this model is to develop bilingual and biliterate students. Students are instructed in two languages throughout their entire educational career.

**English as a Second Language (ESL):** Specialized instruction to assist LEP students in attaining full English language proficiency in the areas of listening, speaking, reading, and writing.

**Exit:** The term used to describe when a LEP student has met state and district requirements to leave the program. The student has thus reached a level of English proficiency to succeed in a monolingual classroom without English language assistance.

**IDEA Proficiency Test (Pre-IPT):** A language proficiency test that assesses the areas of listening, speaking, reading, and writing.

**Integration:** Term used to describe the flexible grouping of English and non-English students for academic and social interactions.

**Mainstream:** Term used to describe a time during the day when a LEP student participates in content area instruction in a monolingual classroom. The teacher assumes responsibility for assessing and grading the LEP student. The student's English language proficiency is near or at the average proficiency of their native-English speaking classmates.

**Multilingual Learner (ML):** Term used to identify a non-English language background student whose listening, speaking, reading, and writing proficiency in English is below the average proficiency of their native-English speaking peers, based on an individual student language assessment.

**Native Language:** This is the first language of the child. The language normally used in the home by the student and/or by the parents/legal guardians.

**Sheltered English Instruction:** An approach used to teach content areas in English to LEP students. The comprehensibility of lessons are increased by modifying speech rate and tone, accessing prior knowledge and experiences, providing models and visuals, use of graphic organizers and pre-teaching of necessary vocabulary. Along with content objectives, language objectives are incorporated in the planning of lessons.

**Transitional Bilingual Education (TBE):** Term used to describe a model of instruction in which students receive instruction from a bilingual teacher in their native language as well as ESL instruction. This model is required in all schools with 20 or more students of the same non-English language classification.

**Transitional Program of Instruction (TPI):** Term used to describe a program required of schools with 1-19 LEP students of the same non-English language classification. ESL instruction is provided along with native language support to the extent possible.

**WIDA Model:** Term used to refer to an assessment used to give educators and parents information about the English Language Proficiency level of Multilingual Learners (ML's) in Pre-Kindergarten through grade 12 in the skill areas of listening, speaking, reading, and writing.

## MTSS and MLs resources

1. [2020 Home Language Survey EngSpan.docx](#)
2. [Continuation/Entrance/Scoring Letter 2020.docx](#)
3. [ML Cum Checklist.docx](#)
4. [Exit Letter English-Spanish.docx](#)
5. [Refusal of services letter English Spanish.docx](#)
6. [Placement rationale.pdf](#)
7. [ML consideration for Title I Services](#) This form will be used prior to RTI meetings. It will be shared with classroom teachers, ML teachers, resource teachers, parents and any stakeholder for the student.
8. [MTSS and MLs Sources](#) These are resources to support decision making regarding students receiving Title services.
9. [SIS coding for ELs](#) This document explains coding in Skyward.
10. [TBI and TPI ISBE](#) This link explains the two programs of instruction.
11. [WIDA](#) Resource hub for educators supporting multilingual learners.