

Prairie-Hills Elementary School District  
144  
ELL Handbook  
Practice & Procedures



June 26, 2013

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## Preface

Prairie-Hills Elementary School District developed this handbook with the acknowledgement of its responsibilities and best practices when serving English language learner students.

The State of Illinois defines a student with limited-English proficiency as a pupil “who has difficulty with reading, writing, speaking, or comprehending in English within the academic classroom setting”.

## Acronyms

ELD	English Language Development
ELL	English Language Learner
EL	English Learner
ELP	English Language Proficiency
ESL	English as a Second Language
LEP	Limited English Proficient
WIDA	World-Class Instructional Design Assessment (WIDA Consortium)
ACCESS for ELLs	Assessing Comprehension and Communication in English
W-APT	WIDA-ACCESS Placement Test (screener)

## Philosophy and Goals

ELL Programming  
Prairie-Hills School District 144

## Philosophy

The ELL Program addresses the needs of students who do not have English as their primary language. This is achieved by supporting the social and academic needs of the students through content area collaboration and classroom pull-out from PreK – 8<sup>th</sup> grade. Instruction should progress from concrete ideas and skills to abstract ideas and more complex language skills. The program develops skills in understanding English through listening, speaking, reading, and writing and provides students with opportunities for academic success while maintaining high standards.

## Goals/Objectives

Prairie-Hills Elementary School District 144 is committed to increasing cultural awareness through culturally relevant teaching as well as academic knowledge through the following:

1. By assisting the student to become familiar with the American culture and its customs, and by supporting the student in his/her efforts to cope and appreciate a new culture and surroundings.
2. By creating pride in the student's cultural heritage through encouraging maintenance of the student's native language and culture through native language content support, bilingual literature, classroom climate, and recognition/celebration of traditions.
3. By developing English language proficiency through a variety of social and academic experiences.
4. By facilitating meaningful learning and provide access to the curriculum in the content areas.
5. By nurturing students' potential to become life-long learners, self-advocates, and contributing members to a global society.
6. By promoting awareness among staff related to learning strategies for all ELL students and acceptance of good ELL services as necessary for all instructional programs.
7. By communicating fully with families in order to address their needs and connect them to any necessary resources.
8. By making sure that all students regardless of race, creed, culture, socio-economic status are afforded an education.
9. By providing and maintaining a learning environment in which students can excel.

# Identification, Assessment, & Placement Criteria for English Language Learners



Prairie-Hills Elementary School District 144 offers Full-Time Self Contained Transitional Bilingual Education (TBE) Programs, Bilingual Resource, as well as content based ESL tutoring for students grades Pre-K-8th.

The goals of all programs are: (1) To help ELL students achieve comprehension, speaking, reading, and writing competence in the English language so that the ELL student can succeed in English-only classrooms. (2) To enable students to maintain grade level status. (3) To enable students to meet graduation standards.

### *Identification*

In compliance with Title III requirements, all English Language Learners must be identified within 30 days after the beginning of the school year or within the first two weeks following their enrollment if it occurs during the school year (NCLB Title III, Section 3302).

Prairie-Hills School District will provide an annual examination to all enrolled children of limited English-speaking ability(105 ILCS 5/14C-1) (From Ch. 122, par. 14C-1). Students are required to be tested and results reported to the Illinois State Department of Education as part of the student database process (School Information System or SIS).

For districts to be in compliance with the legislation, all students are asked to complete a Home Language Survey (HLS) as part of their initial registration/enrollment in the district. Regardless of their home or dominant language, all students should have a completed Home Language Survey in their school records upon enrollment.

The three typical questions that are included on the Home Language Survey are:

1. What language did your child first learn to speak?
2. What is the primary language spoken (by the adults) in the home?
3. What is the primary language spoken by your child in the home?

## District Identification and Background Information Procedures

The district's registration process will provide identification of English Language Learners (ELL). The registration process for a student enrolling for the first time will include the procedure described below.

1. The On-line registration process is accessible from the district website through Infosnap. English and Spanish registration packets are available, which include links to Home Language Surveys (HLS) in various languages. These packets are downloaded and disseminated to receiving schools. School secretaries are responsible for collecting the surveys, copying them, and placing one in the student's cumulative folders and the other in the school Home Language Survey Binder, which is maintained in the main office of each school.

During registration for new students, the Registrar, identified school personnel, or an interpreter (if needed), will assist the enrollee, parent, or guardian, to report any language, different from English, by completion of the district enrollment forms and a Home Language Survey.

2. If “English” is the answer given to questions 1, 2, or 3, the form is to be placed in the student’s cumulative file and no further action is necessary.

If another language is given to questions 1, 2, or 3, the form is to be forwarded to the District Assessment Coordinator at the District Office, who will document, make copies and forward to the program teacher at the applicable school. Program placement will be made based on assessments, previous academic records, and consultation with certified staff and parental consent.

## Parent Notification

No later than 30 days after the beginning of the school year or 14 days after the enrollment of any child in a program, the district will notify by mail the parents or legal guardian that their child has been enrolled in a program in either transitional bilingual education, resource or content based tutoring. The notice shall contain all of the following information in simple, non-technical language:

- (1) The reasons why the child has been placed in and needs the services of the program.
- (2) The child's level of English proficiency, how this level was assessed, and the child's current level of academic achievement.
- (3) The method of instruction used in the program.
- (4) How the program will meet the educational strengths and needs of the child.
- (5) How the program will specifically help the child to learn English and to meet academic achievement standards for promotion and graduation.

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- (6) The specific exit requirements for the program.
- (7) How the program meets the objectives of the child's individual educational program (IEP), if applicable.
- (8) The right of the parents to decline to enroll the child in the program or to choose another program or method of instruction, if available.
- (9) The right of the parents to have the child immediately removed from the program upon request.
- (10) The right of the parents to visit transitional bilingual education classes in which their child is enrolled and to come to the school for a conference to explain the nature of transitional bilingual education.

## Placement

No placement is considered permanent. The student's progress is monitored and evaluated frequently, and appropriate program changes are made as needed.

Through conferences, phone calls and meetings parents are also provided information regarding how they can be involved with their child's education and how they can help their child learn English, achieve academically, and meet the academic content and achievement standards expected of all students.

Students in the ELL Program will be assessed annually to determine progress, future leveling and service.

ELL teachers will meet with general education classroom teachers to discuss student's level of English acquisition.

## Placement Criteria:

According to the Pre-IPT Oral® Three year old children scoring below Level D (on a scale from Level A-E) are considered limited English proficient and are eligible for English Language Learning (ELL) services. Four and five year old children scoring below Level E (on a scale from Level A-E) are considered limited English proficient and are eligible for ELL services.

*CHART FOR DETERMINING ELL ENGLISH PROFICIENCY FOR PRESCHOOL STUDENTS*

SCREENER		DOMAINS ASSESSED				Cut-score for English Language Proficiency
		Listening	Speaking	Reading	Writing	
Pre-IPT Oral®	Preschool-Age 3	X	X			Score at Level D or E on a scale of level A-E)
Pre-IPT Oral®	Preschool - Age 4 and Age 5	X	X			Score at Level E (on a scale of level A-E)

The WIDA MODEL™ is used as a screener for students entering Kindergarten and the first semester of first grade to determine students' English language proficiency and students eligible to receive ELL services.

ISBE has issued new measurements of academic achievements for language proficiency for ELL students in Illinois. These new measurements will go into effect January 1, 2014. We will continue to use 2010 proficiency measurements until the specified effective date. As of January 2010, any child entering the first semester of kindergarten who is administered the MODEL™ and who scores *below a 4.8 composite oral (speaking/listening) proficiency level is considered LEP and is eligible for ELL services. A student entering the first semester of*

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*kindergarten who achieves a 4.8 composite oral (speaking/listening) proficiency level is considered English proficient.*

See the chart below to determine eligibility for children in their second semester of kindergarten and the first semester of first grade services.

In order to better align measurements of academic achievement with English language acquisition, the Illinois State Board of Education has adopted a new definition of English language proficiency for students in Illinois schools. Effective January 1, 2014, a student must obtain an overall composite proficiency level of 5.0 as well as a reading proficiency level of 4.2 and a writing proficiency level of 4.2 on the ACCESS for ELLs to be considered English language proficient. Students who meet or exceed these proficiency levels may be transitioned from the TBE/TPI program as allowed under Part 228 of the Illinois Administrative Code.

The new proficiency levels also apply to English proficiency results obtained on the WIDA MODEL and the W-APT screening instruments and should be used to determine program placement.

- Children entering the first semester of kindergarten must score at least a 5.0 composite *oral* proficiency level on the WIDA MODEL to be considered English language proficient. A student who scores below this proficiency level is considered an English learner (EL) and is eligible for TBE/TPI services.
- Children entering the second semester of kindergarten or the first semester of 1st grade must score an overall composite proficiency level of 5.0 as well as a reading proficiency level of 4.2 and a writing proficiency level of 4.2 on the WIDA MODEL to be considered English language proficient. A student who scores below either of these minimum proficiency levels is considered EL and is eligible for TBE/TPI services.

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The WIDA W-APT™ is used as a screener for students entering the second semester of 1st grade through 12th grade to determine students' English language proficiency and to identify students eligible to receive ELL services.

As of January 1, 2010, any student who is administered the W-WAPT™ and scores below an overall composite proficiency level of *4.8 or less than a composite literacy (reading/writing) proficiency level of 4.2 is considered LEP and is eligible for ELL services. A student who achieves a 4.8 composite proficiency level and a 4.2 composite literacy (reading/writing) proficiency level is considered English proficient.*

Cut-score for English Language Proficiency	Listening	Speaking	Reading	Writing		
MODEL™	Kindergarten (1st Semester)	X	X			Oral language proficiency level is 4.8
MODEL™	Kindergarten (2nd Semester)	X	X	X	X	Overall composite proficiency level is 4.8 and the composite literacy (reading/wri ting) level is 4.2
MODEL™	First Grade (1st Semester)	X	X	X	X	Overall composite proficiency level is 4.8 and the composite literacy (reading/wri ting) level is 4.2

The new proficiency levels also apply to English proficiency results obtained on the WIDA MODEL and the W-APT screening instruments and should be used to determine program placement.

- Children entering the first semester of kindergarten must score at least a 5.0 composite *oral* proficiency level on the WIDA MODEL to be considered English language proficient. A student who scores below this proficiency level is considered an English learner (EL) and is eligible for TBE/TPI services.
- Children entering the second semester of kindergarten or the first semester of 1st grade must score an overall composite proficiency level of 5.0 as well as a reading proficiency level of 4.2 and a writing proficiency level of 4.2 on the WIDA MODEL to be considered English language proficient. A student who scores below either of these minimum proficiency levels is considered EL and is eligible for TBE/TPI services.

The new English proficiency definition pertains to all new students who are screened for English proficiency with the WIDA MODEL or the W-APT, and any student participating in the annual ACCESS for ELLs test administration *after* January 1, 2014. Therefore, students must meet or exceed the new proficiency levels on their 2014 ACCESS for ELLs test in order to be transitioned from a TBE/TPI program at the end of the 2013-2014 school year.



Please note: The new proficiency levels are not to be applied retroactively and DO NOT apply to students who were transitioned from a TBE/TPI program based on the previous state-approved proficiency levels prior to January 1, 2014. Previously transitioned students do not need to be re-tested. Similarly, eligibility/program placement decisions made prior to January 1, 2014 based on the previous state-approved proficiency levels are not to be reversed during this 2013-2014 transition school year.

## District Programs

# Prairie-Hills Elementary School District

## ELL Service Guidelines

Students who are eligible for ELL services receive support in English language development and literacy, relative to their need. Students may also receive support in math or other content areas.

### ELL Direct Services/Transitional Bilingual Education Program

This program is located at Fieldcrest Elementary School. Students identified as ELL and require intensive services are recommended to attend Fieldcrest School. Students are placed at appropriate grade level cohorts (K-2)/(3-4) and receive instruction in their native language and English. Instruction is implemented by certified bilingual teachers, who are responsible for teaching all core content subjects. Students are included with general education students during lunch, recess, PBIS related activities, computer and library. The initiation of services is contingent upon:

- ☒ Notification of ELL Services
- ☒ Assessment of language proficiency
- ☒ Testing accommodations when appropriate
- ☒ Native language support from a Certified Bilingual Educator
- ☒ Translation/interpreting services at the district and school level for parents and families
- ☒ Instruction from an ELL teacher, in a controlled environment, in all content area instruction, relative to the student's level/need.

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## ELL Support Services/Resource Services

These services are provided at all District elementary and Junior High Schools. Students identified as ELL and parents refuse placement at Fieldcrest School can and will receive services at their attending schools. Services are provided by the District's Itinerant Bilingual Resource Teachers. Identified students may receive services implemented in small pull-out groups, individual pull-out, or services provided within the classroom environment, depending on the severity and the individual student's needs. Instruction when needed, is presented in the student's native language for clarity and establishment of comprehension, as well as English. The initiation of services includes:

☒ Notification of ELL Services

☒ Assessment of language proficiency

☒ Testing accommodations when appropriate

☒ Native language support from a Certified Bilingual Educator

☒ Translation/interpreting services at the district and school

Level for parents and families.

☒ Lowered teacher to student ratio and/or flexible groupings /in

Class/pull-out services.

## Content-Based ESL Tutoring Services

These services are offered only at the Junior High School. Identified junior high students who continue to demonstrate a need for English support receive their resource services first and foremost from the certified bilingual teacher, who directs and guides the bilingual paraprofessional to supplement services and support student learning through a "push-in" or "pull over" service model. Students are eligible to receive assistance across all content areas. Services will include:

☒ Notification of ELL Services

☒ Assessment of language proficiency

☒ Testing accommodations when appropriate

☒ Native language support from a Certified Bilingual

Educator/and or

Certified bilingual paraprofessional

☒ Translation/interpreting services at the district and school

Level for parents and families.

☒ Lowered teacher to student ratio and/or flexible groupings

Classroom assistance during general education classes

## Transition and Exit

## Transition and Exit Procedures for the ELL Program

Prairie-Hills Elementary School District's ELL programs will work to transition and exit students from the program who meet the outlined criteria:

### Criteria for Resource Services for ELLs

- A composite score of 4.3 with at least a 4.0 in reading/writing
- Student is at or near the expected reading level
- Recommendations of ELL teachers
- At or near proficiency on district-wide assessments
- Opinion of parents
- Note: These students continue to take the ACCESS for ELLS English Proficiency Test, even when they are receiving resource services. Parents refusing placement/services must sign refusal of services.

### Checklist for Exiting ELLs

- A composite score of a 4.8 and above on the ACCESS for ELLS English Proficiency Test.
- The student must also meet at least 3 of the 4 following criteria:
- Student is at the required reading level
  - Student is showing evidence of success in the core classroom including good participation, average grades, homework completion, few accommodations made
  - At or near proficiency on district wide assessments
  - ESL/ELL support no longer needed
  - Has demonstrated success during the transition stage
- In the transitional stage two weeks to two years
- It is also recommended, but not required, that parental input is obtained.

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Effective January 1, 2014, a student must obtain an overall composite proficiency level of 5.0 as well as a reading proficiency level of 4.2 and a writing proficiency level of 4.2 on the ACCESS for ELLs to be considered English language proficient. Students who meet or exceed these proficiency levels may be transitioned from the TBE/TPI program as allowed under Part 228 of the Illinois Administrative Code.

### Checklist for Re-entering ELLs

If during the transition process or after exiting a student begins to fail he/she may be re-entered Into the ELL/Resource/ESL Program.

The decision to re-enter a student should include:

- Meeting with parents/guardians
- Meeting with all appropriate school staff, including classroom teachers, counselors, administrators, and any special staff, such as at-risk, that can give insight into the student's performance and abilities.
- Discussion of other programs that might be available to assist the student

After the above steps have been taken, a student may be re-entered into the ELL/ESL/Resource Program



# How to Coordinate ELL Services with the General Curriculum

## Coordination of Services

*Classroom and ELL teachers must collaborate and coordinate curriculum for all ELLs.*

This includes:

1. Intentional and periodic communication and collaboration between ESL and classroom teachers.
2. Collectively determine appropriate academic materials.
3. Provide support in differentiation.
4. Share strategies and adoption of materials.
5. Sharing of materials.
6. General education teachers provide curriculum materials and assessments to ELL ahead of time for proactive measures.
7. Provide opportunities for pre and/or re-teach.
8. Support motivation and engagement issues.
9. Use and communicate student progress reports, achievement documentation and

# English Language Learners and Special Education Services

# English Language Learners and Special Education Services

ELLs may receive assistance from special education. However, during the decision-making and problem solving process, some important questions about the students' language and educational background need to be answered.

1. Is the student having difficulties primarily because he/she does not speak/understand the language of instruction?
2. Is the student having difficulties primarily because he/she has not had similar opportunities to learn as peers to whom he/she is being compared?

If the answer to these questions is "No," the classroom teacher and ELL teacher should work with other staff to rule out language and acculturation as reasons for the students' need for assistance. To rule out language and acculturation, reviews, interviews, observations, and tests should take place.

## Review Records

To find out student's home language.

To find out the number of years the student has attended school.

To find out the frequency of school changes.

To find out how many years of ESL or other English Language instruction the student has had.

To find the number of years the child has attended an English speaking school.

To find out how the student performed when instructed in his/her primary language.

To find work samples and compare them to those of peers with similar educational and background experience.

### Interview

Interview parents, guardians, siblings, caregivers, and students. Ask them questions arising from the review items.

Interview the student about his/her understanding of English. Ask if he/she is able to speak and understand peers when speaking English.

Interview the ELL teacher regarding the student's performance compared to other ELL students.

Interview the classroom teachers regarding the student's performance compared to other ELL students. Ask about the student's rate of acquisition of rules and expectations.

### Observe

Observe the student in different settings. Note the language the student uses to communicate with English speaking peers, ELL peers, teachers, and family.

Observe the student and compare to culturally and socio-linguistically similar peers in the regular and ELL classroom.

Observe the instruction to see if effective teaching strategies for ELL students are used and attempts are made to modify instruction for the student. Test: the student on grade level when possible. Results should be compared with results of average students in the general population.

Observe the student in his/her native language to whatever extent possible. If there is significant discrepancy, a native

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language test should be sought. Compare the results to culturally and socio-linguistically similar peers.

NOTE: During the referral process, ELL documentation/data should be used. A general education intervention should be implemented with a systematic progress monitoring system to measure the intervention effects.

Interpreters should be used during testing process if needed. ELL teachers must be included in the referral process and coordination of programming should occur when students are staffed.

Students identified as ELL Special Education students who will not be able to exit ELL services due to a learning disability, must show data that supports the premise that the ELL's learning disability is not impacted or resulted from any language barriers.

## Parent Programs

## Parent Programs

Fieldcrest Elementary School is home to our largest population of ELL students. The District's full time TBE Program is housed at Fieldcrest School. Students identified as needing intensive ELL services are offered the opportunity to attend Fieldcrest School. Bilingual Resource Services are also a part of the continuum of services offered at Fieldcrest School.

Parents, guardians, friends, and families are offered the opportunity to attend after school programs focused on teaching the entire ELL family. Parents are encouraged to come and learn how to support and assist their ELL students both academically and socially through the "Parent Hotline Homework Program." Our parents are given the opportunity to learn English in a safe, non-threatening environment. English classes are taught by two bilingual teachers from Fieldcrest School. Any ELL parent /family within the District has access to these services. The program allows parents to ask any questions related to homework, activities, procedures, etc.

Fieldcrest Elementary School also offers parents of ELL students the opportunity to network together through the Bilingual Parent Advisory Committee. This forum allows parents to come together, to get involved, and to

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have a voice in school activities, academics, building practices and programs, and to assist with planning and governing their respective schools. The Bilingual Advisory Committee is open to all ELL parents within our School District. The Advisory Committee meets quarterly and is chaired by the Principal of Fieldcrest School.

## Suggested Accommodations for English as a Second Language Students

# Suggested Accommodations for ELL Students

## Pacing

Extend time requirements

Advance communication with ELL teacher for difficult assignments and projects

## Environment

Seating near the center of the room

Presentation of Subject Matter

Emphasize critical information

Pre-teach vocabulary-share vocabulary lists with the ELL teacher

Make and use vocabulary files

Reduce the reading level of assignment

Use complementary text at the appropriate reading level

Have the text read to the student by a peer tutor or the ELL teacher

## Materials

Allow student to use a bilingual dictionary

Use supplementary text and materials when needed

## Directions

Give directions in small distinct steps

Restate directions in simplified language

Use written directions

Have directions restated by a peer

Use visual cues and demonstrations when possible

## Self-Management

Visual daily schedule

Visual reminder of ESL time

Help with use of assignment book

Request ELL reinforcement

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Check often for understanding

### Assignments

Shorten assignments

Lower difficulty level

Provide the ESL/ELL teacher a written copy of the assignment

Give students alternative or modified assignments when the demands of the class conflict with the students linguistic abilities

Allow peer assistance when completing assignments in class

### Testing Adaptations

Read the test to the student

Allow the student to take or re-take the test with the ESL/ELL teacher

Modify the questions

Modify the amount of information and vocabulary the student is required to master

Extend time frame for test taking

### Social Interaction Supports

Use peer advocacy

Use peer tutoring

Structure activities to create opportunities for social interaction

Use cooperative learning groups

### Parent Communication

Use a first language report card provided by the ESL/ELL teacher

Use a translator for conferences

Ask ESL/ELL teacher for translated field trip forms etc.

## APPENDIX

# Prairie-Hills School District 144

## PARENTS' CHOICE TO OPT OUT OF ENGLISH LANGUAGE PROGRAM

Name of Student: \_\_\_\_\_

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

Name of School: \_\_\_\_\_

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

Parents may notify the district of their wish to have their child "opt-out" of our program. The district will place the student in an English language general education classroom and document the parent's notice in the student's file. Our district encourages parents to allow their children to participate in ELL programs for a limited time before they make a final determination to "opt-out" of the program.

Prairie-Hills School District 144 will continue to keep parents apprised of their child's progress. Federal law establishes a district's obligation to provide LEP students with meaningful access to the educational program. When a parent declines their child's participation in a formal language instruction program, the district must continue monitoring the educational progress of the student to ensure that the student has an equal opportunity to have his or her English language and academic needs met.

The following is information regarding a parent or guardian's choice to deny their child's entry into the ELL/ESL/Resource program in the Prairie-Hills School District.

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After meeting with the ELL Personnel at your child's school and discussing the consequences of the decision to opt out, the parent may sign the following "opting out" form.

Prairie-Hills School District 144 "Opting Out" of Services Form  
Administrative Center  
3015 West 163<sup>rd</sup> Street, Markham, Illinois 60426

I, \_\_\_\_\_, the parent/guardian of  
\_\_\_\_\_ have decided  
to deny my child entry into the ELL/ESL/Resource Program in the  
Prairie-Hills Elementary School District. I understand that my  
child's progress will be monitored and alternative educational  
plans be developed to make sure that his/her academic and  
language needs are being addressed.

School: \_\_\_\_\_  
Grade: \_\_\_\_\_  
Level: \_\_\_\_\_  
Student : \_\_\_\_\_

\_\_\_\_\_  
Parent Signature:

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

