River Trails
SCHOOL DISTRICT 26

Reyes, Patricia <preyes@rtsd26.org>

FOIA Request Documents

1 message

Reyes, Patricia <preyes@rtsd26.org> Fri, Oct 30, 2026 at 10:25 AM
To: connor@connorfragapane.com
Cc: Ryan Berry <rberry@rtsd26.org>

Good Morning,
I have attached the documents you have requested per your FOIA regarding bilingual education eligibility procedures.
Thank you,
Patty

---------- Forwarded message ---------
From: **Connor Fragapane** <connor@connorfragapane.com>
Date: Thu, Oct 29, 2026 at 1:17 PM
Subject: FOIA request — River Trails School District 26 bilingual education eligibility procedures
To: <rberry@rtsd26.org>

Pursuant to the Illinois Freedom of Information Act, 5 ILCS 140, please provide electronic copies of the directives, manuals, handbooks, and training materials used by staff of River Trails School District 26 in assessing eligibility for transitional bilingual education under 23 Ill. Adm. Code 228, in effect between January 1, 2025 and October 1, 2026.

River Trails
SCHOOL DISTRICT 26

Ryan Berry
Assistant Superintendent for Business/CSBO
River Trails School District 26
1900 E. Kensington Road
Mount Prospect, IL 60056
O: 224-612-7302
Website: rtsd26.org

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River Trails
SCHOOL DISTRICT 26

Patty Reyes
Executive Assistant to the Superintendent &
The Board of Education
River Trails School District 26
1900 E. Kensington Road
Mount Prospect, IL 60056
Phone: 224-612-7301
Website: rtsd26.org

4 attachments

RTSD26 Multilingual Department Process Guide - Google Docs.pdf
159K

Part Time TBE Procedure.pdf
187K

EL Identification Process RTSD 26.pdf
372K

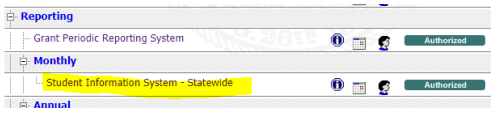
Notes - Large ML Team Meeting.pdf
53K

River Trails
SCHOOL DISTRICT 26

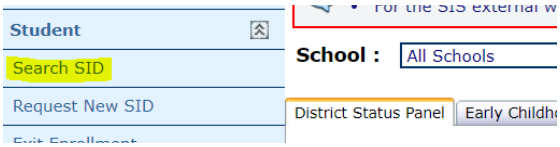
ML Identification Process

1) Parents fill out form A3 - Home Language Survey
    - If a language **other than English** is selected, an email will be sent to the Assistant Principal that reads, "**A new student enrollment for (student name) shows that the submitted Home Language Survey has been answered with a language response other than English.**"

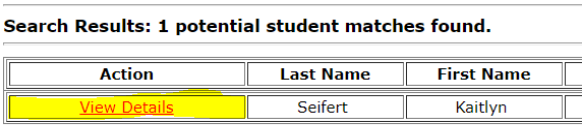
2) Assistant Principal checks previous school of record
    - If in Illinois, pull student EL information from SIS
        i) Log into iWAS
        ii) System Listing
        iii) SIS



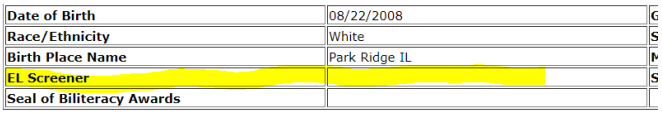
        iv) Search ID



        v) Enter any information you have to find student - Click VIEW DETAILS



        vi) Check to see if they have taken the EL Screener

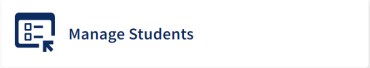


        - If EL Screener has been given - no need to test.
        - Copy any information from SIS to transfer into PowerSchool including screener scores
        - Go back to main page - EL Info - to see what other information is available. Copy information to PS.
        - Enrollment date in EL services should match OUR district enrollment date.

    - If new to school OR new to Illinois prepare to test within 30 days of enrollment
        i) Create a student record in DRC WIDA
        ii) You will need a state ID

Testing A Student

- STEP 1: Add Student

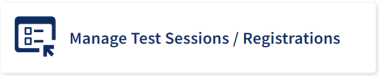


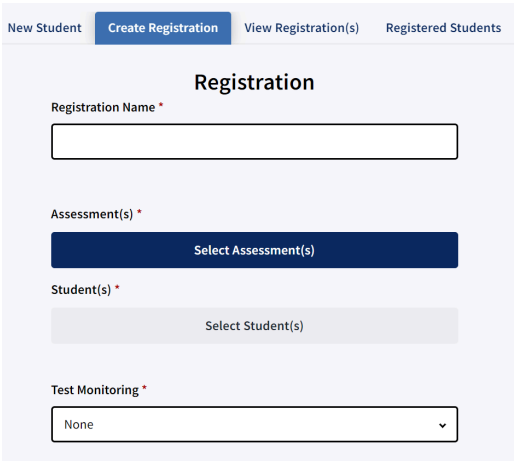
- In the top, right corner, choose ILLINOIS and the appropriate school.
- Under Testing Program, select SCREENER
- Click Create Student and add the following information:
    - First Name
    - Last Name
    - State ID
    - Grade
    - Click Save to save your results, Save & Add another to save your results and add another student, or Cancel to cancel the process without saving any changes

- STEP 2: Create Registration

Grade	1		2		3		4		5		6		7		8		9		10		11		12	
Semester	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Grade-Cluster Form	K		1		2-3				4-5				6-8				9-12							

Source: WIDA, Online Test Administration Manual





1) In order to participate in WIDA Screener Online, students must be added to WIDA AMS and placed into a test session. Students may be added and test sessions created independently, or students may be added to an existing test session.

ADD a Test Session

- My Applications → Test Management → Manage Test Sessions – Then select a district and school → Scroll to the bottom of the Test Sessions page and click Add Session

ADD student to Test Session

- My Applications → Test Management → Manage Test Sessions → Show Sessions
- When the test sessions appear, click the View/Edit icon in the Action to display the Edit Test Session window for the session
- On the Edit Test Session window, click Find Students
- Select Add Selected (⇨) → Remove Selected (⇦) →Add All (⇨⇨) → Remove All (⇦⇦)
- Click Save to save changes

Print Test Tickets

- My Applications → Test Management → Manage Test Sessions → Show Sessions
- To print all of the tickets for the test session, click **Print All Tickets** in the Action column for the test session. A PDF version of the Student Test Session Ticket appears that may be viewed, saved, and printed
- To print selected test tickets, click **Edit/Print Ticket Status** in the Action column for the test session → Select one or more student by clicking the checkbox next to the student's name → **Print Selected**

For detailed information on the above instructions view WIDA AMS User Guide

When testing a student on a Chrome device the following Org Unit codes may be needed:
Euclid - 676813642
IG - 1607736345
RTMS - 913634250

WIDA Screener Online is locally scored using WIDA AMS. Educators who have passed the relevant Speaking and Writing quiz (or quizzes) are certified to score student responses. Access to WIDA AMS scoring functionality is controlled through the Educator Scoring permissions.

Writing Test

Note: You need to click on the student's chrome book to indicate they are ready to take the writing test.

Scoring the Test in WIDA AMS

- My Applications → Screener Scoring → filter by district, school, assessment, and test session and select **Show Sessions** → On the far right, **Action,** hover and click on **Score Session**
  Both the Speaking and Writing sections will need to be scored.

Retrieving Scores in WIDA AMS

- Reporting Services → Batch Download → Screener Score Report → Registration Window → School (choose the language you would like the report to download in (native language). Also, download the English report to accompany the native language report in the cumulative file.
  - **Submit scores to building assistant principal**
  - **Send parent letter in native language using PowerSchool/Bright Arrow**
  - **Attach an English parent letter to email**
  - **Place a copy of parent letter in English and native language in cumulative file.**
    - **English Parent Letter**

For detailed information on Scoring instructions view WIDA AMS User Guide

Placing Student

When possible, consult with the ML team before assigning ML students to a homeroom. This is especially important in buildings where co-taught classrooms are in place.

Retrieving Scores in WIDA AMS

- My Applications → Reporting Services → Batch Download → Screener Score Report → Open PDF
  * **Submit scores to building assistant principal**
  * **Remember to Fill out the Parent letter and send it home to parents using Bright Arrow.**

For detailed information on Scoring instructions view WIDA AMS User Guide

Entering Student in Powerschool

To complete after assessing a student or locating data from SIS - Assistant Principal

1) Log into PowerSchool
2) Select Student
3) Go to State/Province - IL
4) Select the EL/Screener tab
    a) Scroll down to 'EL Screener'
    b) Fill out all information (Reminder: If incoming K - choose K, not pK)
    c) If LEP, go back up to the top to select YES for LEP at the top of the page

*CAUTION: When completing 1st year in US School, this means 1st year in US (365 days)- discuss with parents before making this selection.

5) Complete EL Information
    a) STEP 1: Reference Line 7 - This date is important. Nothing you enter can be *prior* to this date
    b) STEP 2: Reference Line 8 - First year in US - Yes or No (365 days)
    c) STEP 3: Reference Line 9 - Complete Entry Status*: (Consider Justification form if suggesting PT even though literacy score indicates FT)
        i) TBE FT/PT (Spanish RTMS, Spanish Euclid, Polish Malayalam IG 1-5)
        ii) TPI (All 4 Schools)
        iii) Parents Refused - Only select if the child NEVER STARTED in EL
    d) STEP 4: Reference Line 10 - MUST be the same as line 7 or after.
    e) STEP 5: Reference Line 11: Date Ended: ONLY IF PARENTS WITHDRAW - This is NOT for Parent Refusal- This will most likely be BLANK
    f) STEP 6: Reference Line 13:
        i) Class Periods Per Week*:
            (1) None (only refusals)
            (2) Low
            (3) Moderate
            (4) High

    g) STEP 7: Reference Line 14
        i) EL Services*:
            (1) TBE Collaboration
            (2) TPI Collaboration
            (3) TPI Self-Contained

*Items that need to be updated annually

May 14, 2026 | Large ML Team Meeting

Topic	Description	Notes
Inclusion Activity 9:45-10:00AM	If I could speak any other language fluently it would be _____ because _____.	
Building Check-Ins 10AM-10:15AM	Success Challenge Question	Group 1: Ida, Julia, Rose, Colleen, Melissa Group 2: Amy F., Margaret, Cristina, Kristin, Sarah, Tara Group 3: Rosa, Dorota, Georgette, Natalie H., Natalie F.
10:15AM-10:30AM	Co-Teaching PD	Audience? When? Facilitators?
Assessment 26-27 10:30AM-11AM	Benchmark	Virtual Overview with Ellevation Benchmark/Essentials
Assessment Planning Conversation 11AM-11:15AM	Kindergarten-First Second-Third Fourth-Eighth	Kindergarten-First: Colleen, Julia, Ida, Colleen, Rose, Natalie Second-Third Kristin, Dorota, Rosa, Kristin, Melissa, Sarah Fourth-Eighth Margaret, Amy, Cristina, Natalie H., Georgette, Tara
11:15AM-12PM	ACCESS Score Review & Celebration Walk through spreadsheet: Level of Support Placement (Review TBE PT) ID Goal Area	**Spreadsheet**
12PM-12:30PM	What needs to be done this afternoon?	TBE 25-26:

PM Review	TBE PT Process ● TBE PT Paperwork Cum Folder Updates ● Document ● Exits - File paperwork ● BR Paperwork ● Complete Access Grid	RTMS: Spanish IG: Malayalam & Polish Euclid: Spanish PT: NONE
Action Items	☐	

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Action Items	☐	

RTSD26

Procedure Document for Moving a Student from Full-Time TBE to Part-Time TBE

Purpose: This document outlines the process for transitioning a student from full-time Transitional Bilingual Education (TBE) to part-time TBE, based on specific eligibility criteria related to English language proficiency, native language proficiency, academic performance, and other exceptional circumstances.

Step 1: Verify English Language Proficiency

- **K – 1st semester:** Ensure that the student has a minimum oral language composite proficiency level of 4.0 or above on the WIDA Screener for Kindergarten. The student must not be classified as fully English proficient.
- **K – 2nd semester through 1st grade – 1st semester:** Ensure the student has a literacy composite proficiency level of 3.5 or above on the WIDA Screener for Kindergarten or the ACCESS for ELLs®, without achieving full English proficiency.
- **1st grade – 2nd semester through 12th grade:** Ensure the student has a literacy composite proficiency level of 3.5 or above on the WIDA Screener or ACCESS for ELLs®, and the student is not fully English proficient.

Documentation:

- ☐ Obtain WIDA Screener or ACCESS for ELLs® score reports and confirm that the proficiency levels meet the criteria above.

*If the student's score is below the minimum required, proceed to Step 2.

Step 2: Determine Eligibility for Part-Time TBE (If Proficiency Scores are Below Minimum)

One or more of the following conditions must be met to transition the student to part-time TBE:

A. Native Language Proficiency

- A native language proficiency test shows that the student has minimal or no proficiency in the home language.
- The parent provides written confirmation that English is the primary language spoken at home.

Documentation:

- ☐ Include native language proficiency test results.
- ☐ Obtain and file written confirmation from the parent about home language use.

B. Academic Performance in Subjects Taught in English

- The student has performed at or above grade level in one or more core subject areas (i.e., reading, English language arts, mathematics, physical sciences, social sciences) that were taught exclusively in English, based on grades, teacher recommendations, and state or local assessments from the previous school year.

Documentation:

- ☐ Collect student grades, teacher recommendations, and assessment results showing performance at or above grade level in the relevant subjects.

C. Academic Performance in a Departmentalized Setting

- The student has performed at or above grade level in at least two core subject areas that were taught in the student's native language or via sheltered instruction in English.

Documentation:

- ☐ Collect grades, teacher recommendations, and assessment results from the previous school year that demonstrate the student's academic performance in at least two core subjects.

D. Students with Disabilities

- The student's Individualized Education Program (IEP) specifies part-time TBE as the least restrictive environment for the student.

Documentation:

- ☐ Ensure the IEP documentation explicitly identifies part-time TBE as the least restrictive environment.

E. Limited Native Language Instruction Availability

- Limited native language instruction is allowed when the student's native language either has no written component or no instructional materials are available in that language. Oral native language instruction or support should be provided based on the student's needs.

Documentation:

- ☐ Confirm that written instructional materials are unavailable or inappropriate for the student's native language.
- ☐ Provide a support plan for oral native language instruction, if applicable.

F. Parental Preference

- Parents have submitted written documentation clearly stating their refusal of full-time TBE and their preference for part-time TBE services.

Documentation:

- ☐ Collect and file the parent's written request to opt for part-time TBE services.

Step 3: Conduct Team Review

- Convene a team of educators, including the classroom teacher, ESL specialist, school counselor, and any other relevant staff members (e.g., special education teachers).
- Review all evidence collected in Steps 1 and 2.
- Determine if the student meets the criteria for part-time TBE services.

Documentation:

- ☐ Record meeting notes and final recommendations regarding the student's placement in Ellevation.

Step 4: Notify Parents/Guardians

- Notify the parents/guardians in writing of the decision to transition the student from full-time to part-time TBE.
- Schedule a meeting with the parents/guardians to discuss the transition plan and address any concerns.

Documentation:

- ☐ Provide copies of the parent notification letter.
- ☐ Update PowerSchool Placement.
- ☐ Add meeting notes into Ellevation.
- ☐ Complete PT TBE Form (Part-Time Transitional Bilingual Education (TBE) Placement Rationale) and place in cumulative file.

River Trails
SCHOOL DISTRICT 26

Multilingual Department Process Guide

➜ Section 1: Identification of Eligible Students

➜ Section 2: Student Assessment

➜ Section 3: Providing Services; Placement

➜ Section 4: Program Components; Curriculum & Instruction

➜ Section 5: General Program

➜ Section 6: Staff Certification

➜ Section 7: Professional Development

➜ Section 8: Parent & Community Participation

➜ Section 9: Communication with Parents; Parents' Rights

➜ Section 10: Student Records, Report Cards, and Data Management

➜ Section 11: Dually Identified Students

➜ Section 12: Title III

➜ Roles & Responsibilities

➜ FAQs & Scenarios

Section 1: Identification of Eligible Students

IL State Requirement	D26 Process	D26 Documents
1.1: The LEA administers a Home Language Survey (HLS) for all students new to the LEA for identifying students of non-English background. [Statute Link]	Families complete the HLS as part of their child's online registration. The HLS is completed one time.	- PowerSchool online registration form A3
1.2: The HLS asks the following questions: Is a language other than English spoken in the home, and if so, what language? Does the student speak a language other than English, and if so, what language? The HLS (hard copy) provides a space for parents/legal guardians to sign and date. If the HLS is electronic, there is space on the same webpage directly below the two required HLS questions for parents to sign and date. [Statute Link]		- PowerSchool online registration form A3
1.3: The HLS is administered in English and in the student's home language, if the language has a written form. [Statute Link]	As of the 25-26 SY, online registration forms can be translated. Each building office has a binder with the HLS translated into each language spoken within the District.	- HLS Binder
1.4: The LEA's enrollment forms do not inquire about the immigration status of the student or their parents/guardians. [Statute Link]	No enrollment forms ask this question. D26 staff should **not** document this information if it becomes known.	- PowerSchool online registration forms - Deportation Guidelines for Admin/Office

Section 2: Student Assessment

IL State Requirement	D26 Process	D26 Documents
2.1: Assessment for Program Eligibility & Notice of Enrollment: Preschool. The LEA uses an appropriate prescribed screening procedure to assess a preschool student's level of English language proficiency. This screening shall take place within 30 days after the student's enrollment in the LEA or, for preschool programs, after the student commences participation in the program. [Statute Link]	Pre-K students at Prairie Trails and ECDEC are screened using the Pre-IPT assessment. Scores are entered in PowerSchool by the Prairie Trails assistant principal.	- EL Identification Process (Pre-K) - EL Identification Process (K-8) - EL Identification Emails (BrightArrow)
2.2: Assessment for Program Eligibility and Notice of Enrollment: Grades K-12. The LEA uses the grade-appropriate English language proficiency assessment prescribed by ISBE. This screening shall take place within 30 days after the student's enrollment in the LEA. [Statute Link]	**Kindergarten cut-off score (1st semester):** 5.0 oral language proficiency **1st-8th grade cut-off score:** 5.0 overall composite	- EL Identification Process - EL Identification Emails (BrightArrow) - Parent Handouts: What is WIDA Screener?

		- ISBE Prescribed Screening Instrument Guidance
2.3: The LEA rescreens the English language proficiency of students entering kindergarten who were screened in preschool. [Statute Link]	Any child who was screened in ECDEC or at Prairie Trails in Pre-K must be rescreened, even if they demonstrated proficiency on the Pre-IPT. Testing protocols are placed in the EL section of the student's cumulative record.	
2.4: Annual Assessment: All EL students in Grades K-12, including students whose parents withdrew them from the program or refused services, are assessed annually in listening, speaking, reading, and writing using ACCESS for ELLs or Alternate ACCESS. [Statute Link]	All identified EL students, even refusals, must take the ACCESS test.	

Section 3: Providing Services; Placement

IL State Requirement	D26 Process	D26 Documents
3.1: Students who did not meet English language proficiency on the screener or EL assessment are placed into a Transitional Bilingual Education (TBE) program (full time or part time) or Transitional Program of Instruction (TPI) to receive language support services. [Statute Link]		- ML Service Spectrum
3.2: Students that exited from the TBE program/TPI have achieved at least the proficiency level set by the state on ACCESS for ELLs. [Statute Link]		
3.3: The LEA monitors the progress made by children in meeting challenging state academic content and student academic achievement standards for each of the two years after such children are reclassified and no longer receiving services under this part. [Statute Link]		

Section 4: Program Components; Curriculum & Instruction

IL State Requirement	D26 Process	D26 Documents
4.1: Preschool: An LEA has a TBE program for each attendance center that has an enrollment of 20 or more English learners of the same language classification.		