

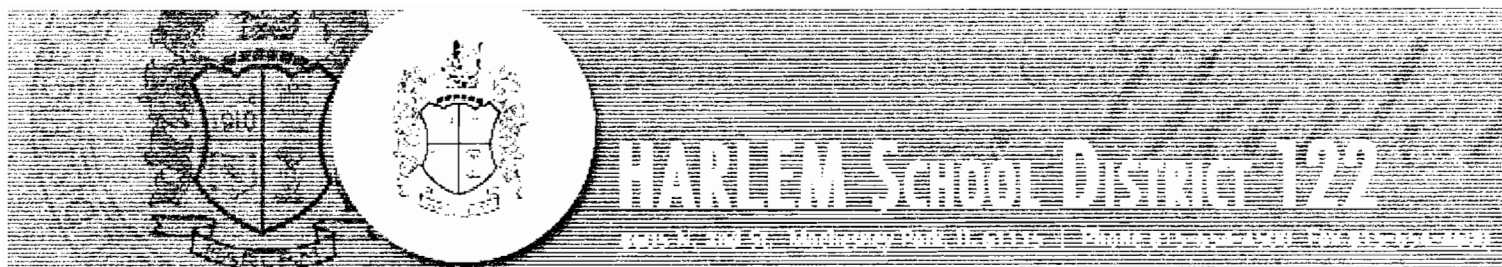
## **Harlem Consolidated School District 122**

### **ELL Programs and Services Strategic Program Report**

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**L. Vazquez, VEC, January 2013**

**Final Draft**



## **English Language Learners Program**

### **Bilingual Education Strategic Program Report**

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**Revised: January 2013**



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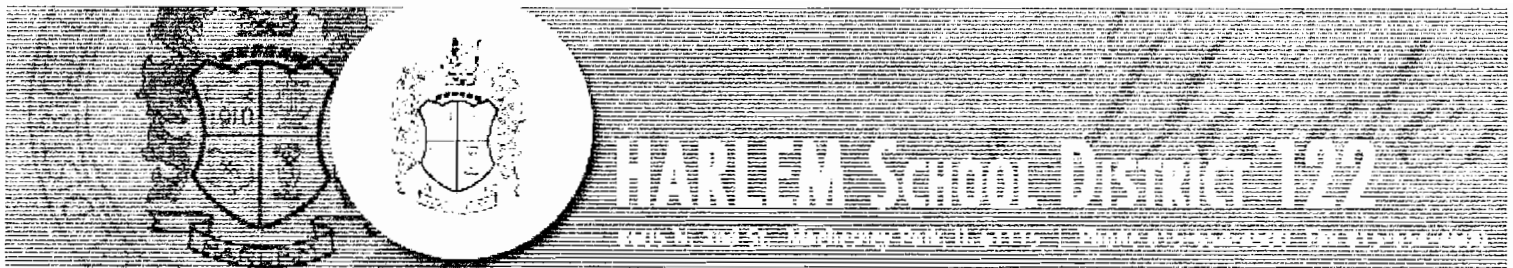
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## Introduction

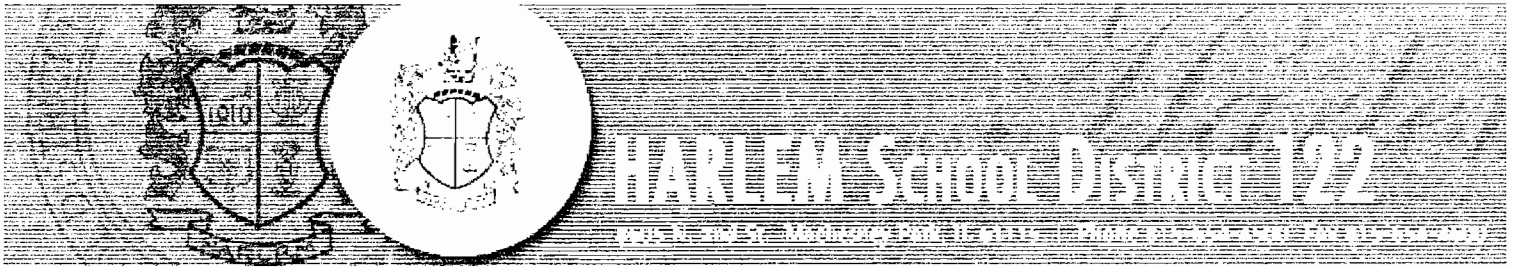
Harlem Consolidated School District 122 is a community of diverse learners situated in the vibrant community of Machesney Park, within the Northern Stateline region of Illinois. Harlem Consolidated School District 122 serves over 7,000 students with one early learning center, eight elementary schools, one middle school, one 9th grade campus, and one high school. This Bilingual Education Strategic Program Report (2012-2013) has been established as an essential resource for addressing the needs of an ever-changing English Language Learner student population within the School District. Furthermore, in alignment with State and Federal Statutes (Article 14C, Illinois School Code, Title 23 Illinois Administrative Code 228) this report serves as a guide for: 1) implementing appropriate bilingual education services and 2) identifying future steps and directions for Harlem Consolidated School District's Bilingual Education Program and Services.

### Harlem Consolidated School District Beliefs:

1. We believe each individual has unlimited potential to reach his or her goals and ambitions.
2. We believe that the Harlem Consolidated School District respects and accepts diversity of culture, ethnicity, belief, thought and learning.
3. We believe that every student has an equal right to a quality education that builds on his or her individual strengths and needs.
4. We believe in fostering individual academic, social and character growth and development of the learner.
5. We believe the Harlem Consolidated School District, its families, and the Community as a whole, are equally vital partners in the pursuit of lifelong learning.
6. We believe every person has the right to learn and work in a safe, non-threatening environment.
7. We believe in effective and responsible use of our resources.

This report was formulated in alignment with the Harlem School District Long-Range Plan Strategy 1: ***The District will develop high quality comprehensive academic programs that support diverse learners in college and career readiness.***

Goal: ***By December 2012, the District will develop a comprehensive District-wide model for ELL instruction, including a timeline for program implementation and related professional development.***



## **ELL Program Philosophy**

### **Philosophy**

The philosophy of Harlem School District is for all of our students to develop high levels of English proficiency, while maintaining, and whenever possible enhancing, their linguistic diversity. We will support our students to maintain their first language as they develop skills in English. We will develop a comprehensive model to address the short and long term academic programming goals of our English Language Learners.



## **1. Bilingual Education Program Definitions**

### **Illinois State Board of Education State Regulations**

Within the state of Illinois, Bilingual Education Programs that serve English Language Learners are regulated by Article 14C, Illinois School Code, 23 Illinois Administrative Code 228. Within Harlem Consolidated School District 122, Bilingual Education programs provide standards-based instruction and educational reinforcement to all students that are working towards the acquirement of English language proficiency. In conjunction with developing skills within the varying content areas, all students that are participating in a bilingual education program should receive academic programming aligned to the Illinois Learning Standards and the World Class Instructional Design and Assessment (WIDA) English Language Proficiency Standards. The main goal for ELLs is to attain English language proficiency and simultaneously experience academic success in general education programs. Harlem Consolidated School District 122 offers two programs for ELLs: Transitional Bilingual Education (TBE) Program and Transitional Program of Instruction (TPI).

### **Transitional Bilingual Education (TBE) Program**

Per Illinois State Board of Education regulations, any school with an enrollment of 20 or more ELLs that share a common native home language (L1) background from Kindergarten to 12<sup>th</sup> grade (Pre-K students are not counted in this figure) must implement a Transitional Bilingual Education Program. In addition, when there are 20 or more ELLs that share a common native home language (L1) background in a Pre-Kindergarten program, the school must establish a Pre-K TBE program regardless of the number of ELLs at the K-12 levels. ELLs in TBE programs are required to receive content-area instruction in their native language by a certified teacher fluent in the target language. In addition English as a Second Language (ESL) instruction, and a designated amount of content area instruction in English should also be provided to ELLs in TBE programs. The amount of time distributed between content area instruction in the native language and English language instruction will vary pending Harlem Consolidated School District's Language Allocation Plan, student's English language proficiency screener and demonstrated academic progress.

English as a Second Language (ESL) instruction shall include a program of instruction focused on skills development in listening, speaking, reading and writing in English with incremental increases in academic instruction in English (L2) as students' demonstrate an increase in English language proficiency.



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

Per Illinois State Board of Education (ISBE) regulations, any school with an enrollment of 19 or fewer ELLs that share a common native home language (L1) background must implement a Transitional Program of Instruction (TPI). ELLs in the TPI program must be provided with English as a Second Language (ESL) instruction from a certified teacher with appropriate ESL endorsement per ISBE. Within a TPI program, ELLs may be part of the general education program of instruction. In addition, ELLs of different native home languages (L1s) may receive instruction together as long as age and English language proficiency are taken into account for such grouping. If the school has the staff capacity to provide services in students' L1, then instruction in students' home language is highly encouraged whenever this is possible. English as a Second Language (ESL) instruction shall include a program of instruction focused on skills development in listening, speaking, reading and writing in English.

### **Dual Language Education**

Due to the drastic changes in student demographics and emerging evidence and research regarding bilingualism and additive bilingual program models, Harlem Consolidated School District 122 may consider the possibility of establishing a Dual Language Education program beneficial to native and non-native English speakers and the greater education community in the future.





## 2. Student Identification, Program Enrollment and Program Exit

Illinois State Board of Education's rules and regulations on bilingual education cite specific steps for identifying ELLs for program services. In addition to properly placing students in bilingual education programs, ISBE provides guidelines for monitoring, measuring progress and transitioning ELLs through the appropriate programs of instruction.

### Home Language Survey

The Illinois School Code 23 Illinois Administrative Code 228 requires the administration of a Home Language Survey (HLS) to all the parents/legal guardians of all students enrolling into any given school district. The purpose of this survey is to identify if students possess a language background other than English upon district enrollment. Students from Pre-K-12<sup>th</sup> grade should be provided with the HLS. The HLS serves as an indicator of eligibility of bilingual education services (TBE/TPI) based on the minimum of one affirmative (yes) response to either of the following (two) questions:

1. Is a language other than English spoken in your home?
2. Does the student speak a language other than English?

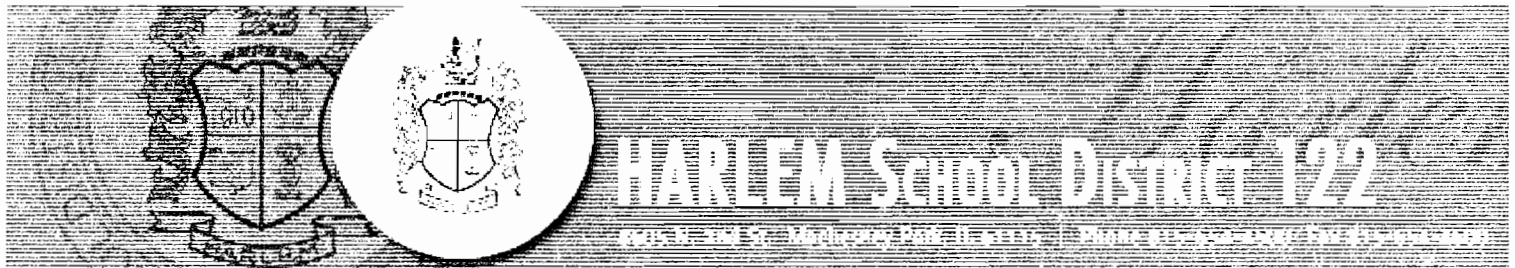
A response of 'YES' to either question requires that the student's designated school, within the district, administer the appropriate English language proficiency screener in order to assess a student's English language proficiency. In order to maintain compliance, program eligibility must be determined within 30 days of student's enrollment.

The HLS serves, as an important piece of documentation and the completed form, filled in with the appropriate signatures of the student's parent/legal guardian along with that of the designated school official, must be included in students' cumulative folders.

### English Language Proficiency Screeners

As previously mentioned, the Illinois School Code 23 Illinois Administrative Code 228 requires the administration of the HLS and the consequent administration of an English language proficiency screener to any affirmative assertions (YES) to either question on the HLS. In addition, all Kindergarten students that fall under these guidelines should be screened using the MODEL K screener notwithstanding ELL status (if any) in Pre-K. The screeners outlined in the table 2.1 are used to assess student's eligibility and placement within the appropriate bilingual education program.

Only teachers that possess the proper certification to administer any of the listed English language proficiency screeners may preside over these assessments.



**Table 2.1**

| <b>English Language Proficiency Screeners by Grade Level</b> |                 |
|--|-----------------|
| <b>Grade Level</b>   | <b>Screener</b> |
| Pre-Kindergarten   | Pre-IPT         |
| Kindergarten and 1st grade (1st Semester)                    | MODEL K         |
| 1st grade (2nd Semester) through 12th grade                  | W APT           |

### **Parent Notification**

Article 14C of the Illinois School Code, in conjunction with the No Child Left Behind (NCLB) Act 2001, stipulate that all schools must notify parents/legal guardians of student's placement in a designated bilingual education program (TBE/TPI) within 30 calendar days of enrollment at the beginning of the school year and 14 days thereafter.

Parent Notification Letters (PNL) must be available in the student's native home language (L1) and English (L2). Federal and statutes by the State of Illinois require that the following information be addressed within the PNLs:

1. Description of identification of ELLs
2. Assessment process
3. Results from designated English language proficiency screener
4. Latest English proficiency level identified for student
5. Bilingual education program placement and availability of programs at student's designated school
6. Any change in ELL status (i.e. continuing, transitioning, etc).
7. Parent rights and options to continue or refuse services
8. Individualized Educational Plan (IEP), when applicable

### **Refusal of Services**

An ELL's parent/legal guardian has the right to refuse bilingual education program services by indicating that preference within a signed and dated PNL. When a parent/legal guardian declines bilingual education program services for their child they must be informed of the mandated annual testing of their student until he/she attains the English language proficiency score established by the State of Illinois.



### **Transition Criteria for ELLs**

Annual assessments are required for determining whether ELLs are demonstrating gains in attaining English language proficiency and identifying whether an ELL proceeds in a bilingual education program of instruction or is exited out to the general education program of instruction. There are three criteria that must be met in order to transition an ELL into a general education program of instruction:

1. ELL student must attain an overall composite score of 4.8 or higher on the Tier C Access Test
2. ELL student must attain a literacy (reading and writing) composite score of 4.2 or higher on the Access test
3. ELL student must have participated in the bilingual education program for a minimum of three (3) years

Harlem Consolidated School District 122 will continue to monitor the academic progress of all ELL students that attain the appropriate criteria to exit their designated bilingual education program of instruction for 3 additional school years.

Parents of students that meet the exit criteria prior to their child's completion of three (3) years, possess the right to exit their child from the bilingual education program of instruction as long as the proper documentation has been completed.

### **Documentation & Recordkeeping for ELLs**

In order to maintain readily available documentation and recordkeeping for ELL students, the following documents should be filed in a student's ELL folder (usually maintained within the student's cumulative folder):

- Completed, signed, and dated Home Language Survey (HLS)
- English Language Proficiency Screeners
- Parent Notification Letter(s) PNL(s)
- Annual Student Assessment Information: Access, ISAT, etc.
- Individual Bilingual Instructional Plan for students with IEPs
- Student Reclassification Request (Exiting Documentation)
- Documentation of Parent-Teacher Conferences
- Any communication pertinent to ELL related matters

### **3. Staffing and Certification**

#### **Staffing**

HSD 122 will identify adequate staffing allocations for its ELL program pending TBE/TPI program identification at each school, total ELL students within the District, and if deemed necessary, ELL students' needs based on ACCESS scores.

#### **Teacher Certification Requirements**

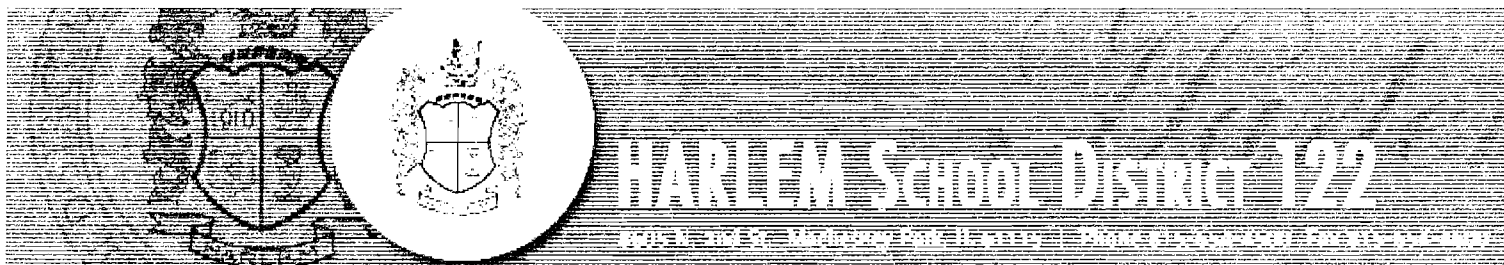
According to the Illinois State Board of Education, all educators in bilingual education programs must hold the appropriate certification for working with ELL student populations. Teachers working in state-mandated bilingual education programs must hold a valid standard teaching certificate (Type 03, 04, 09 or 10) along with a Bilingual or ESL Approval/Endorsement. A Transitional Bilingual Certificate (Type 29) may also be used as long as a teacher that possesses such certification is simultaneously enrolled in an approved regionally accredited university program to obtain the Bilingual or ESL Approval/Endorsement. By July 2014 all Pre-K teachers must also possess appropriate certification for working with ELL students.



**Qualifications to Teach in Native Language Bilingual Programs & Qualifications to Teach English as a Second Language (ESL) in Bilingual Programs (See Table 3.1)**

**Table 3.1**

| <b>Certification Requirements for TBE/TPI Programs</b> |   |   |
|--|---|---|
| <b>Grade Level</b>                                     | <b>Program Type</b>   |   |
|  | <b>TBE/Bilingual</b>  | <b>TPI/ESL</b>  |
| <b>Pre-K</b>   | Type 04 with a bilingual approval in language of instruction  | Type 04 with an ESL approval or endorsement   |
| <b>K</b>   | Either a Type 04, Type 03 or Type 10 with a bilingual approval in language of instruction or a Type 29 Transitional Certificate                                 | Either a Type 04, Type 03 or Type 10 with either a <u>Bilingual or ESL approval</u> or a Type 29 Transitional Certificate                                 |
| <b>1st</b>   | Either a Type 04, Type 03 or Type 10 with a bilingual approval in language of instruction or a Type 29 Transitional Certificate                                 | Either a Type 04, Type 03 or Type 10 with either a <u>Bilingual or ESL approval</u> or a Type 29 Transitional Certificate                                 |
| <b>2nd</b>   | Either a Type 04, Type 03 or Type 10 with a bilingual approval in language of instruction or a Type 29 Transitional Certificate                                 | Either a Type 04, Type 03 or Type 10 with either a <u>Bilingual or ESL approval</u> or a Type 29 Transitional Certificate                                 |
| <b>3rd</b>   | Either a Type 04, Type 03 or Type 10 with a bilingual approval in language of instruction or a Type 29 Transitional Certificate                                 | Either a Type 04, Type 03 or Type 10 with either a <u>Bilingual or ESL approval</u> or a Type 29 Transitional Certificate                                 |
| <b>4th</b>   | Either a Type 03 or Type 10 with a bilingual approval in language of instruction or a Type 29 Transitional Certificate  | Either a Type 03 or Type 10 with either a <u>Bilingual or ESL approval</u> or a Type 29 Transitional Certificate  |
| <b>5th</b>   | Either a Type 03 or Type 10 with a bilingual approval in language of instruction or a Type 29 Transitional Certificate  | Either a Type 03 or Type 10 with either a <u>Bilingual or ESL approval</u> or a Type 29 Transitional Certificate  |
| <b>6th</b>   | Either a Type 03, Type 09 or Type 10 with a bilingual approval in language of instruction or a Type 29 Transitional Certificate and a Middle School Endorsement | Either a Type 03, Type 09 or Type 10 with either a <u>Bilingual or ESL approval</u> or a Type 29 Transitional Certificate and a Middle School Endorsement |
| <b>7th</b>   | Either a Type 03, Type 09 or Type 10 with a bilingual approval in language of instruction or a Type 29 Transitional Certificate and a Middle School Endorsement | Either a Type 03, Type 09 or Type 10 with either a <u>Bilingual or ESL approval</u> or a Type 29 Transitional Certificate and a Middle School Endorsement |
| <b>8th</b>   | Either a Type 03, Type 09 or Type 10 with a bilingual approval in language of instruction or a Type 29 Transitional Certificate and a Middle School Endorsement | Either a Type 03, Type 09 or Type 10 with either a <u>Bilingual or ESL approval</u> or a Type 29 Transitional Certificate and a Middle School Endorsement |
| <b>9th</b>   | Either a Type 03, Type 09 or Type 10 with a bilingual approval in language of instruction or a Type 29 Transitional Certificate                                 | Either a Type 03, Type 09 or Type 10 with an <i>ESL approval</i> or a Type 29 Transitional Certificate  |
| <b>10th</b>  | Either a Type 09 or Type 10 with a bilingual approval in language of instruction or a Type 29 Transitional Certificate  | Either a Type 09 or Type 10 with an <i>ESL approval</i> or a Type 29 Transitional Certificate   |
| <b>11th</b>  | Either a Type 09 or Type 10 with a bilingual approval in language of instruction or a Type 29 Transitional Certificate  | Either a Type 09 or Type 10 with an <i>ESL approval</i> or a Type 29 Transitional Certificate   |
| <b>12th</b>  | Either a Type 09 or Type 10 with a bilingual approval in language of instruction or a Type 29 Transitional Certificate  | Either a Type 09 or Type 10 with an <i>ESL approval</i> or a Type 29 Transitional Certificate   |



### **Bilingual Administrator**

According to the Illinois State Board of Education, beginning on July 1, 2014 any person designated to administer either a TBE or TPI program with 200 or more students in a district must hold a valid administrative certificate or supervisory endorsement and must also meet the requirements for Bilingual Education Programs. In a district where the number of students eligible for Bilingual Education reaches 200 shall become subject to these requirements at the beginning of the fourth (4<sup>th</sup>) school year in which the eligible population exceeds 200 or more students, i.e. this administrator may continue to serve for the first three school years on credentials that qualified him or her to administer the program previously operated.

The district administrator responsible for directing a TBE or TPI program in a district with fewer than 200 students shall be exempt from meeting the requirements for Bilingual Education Programs provided that he/she annually completes a minimum of eight (8) hours of professional development specifically designed to address the needs ELL students.

### **Professional Development**

The Illinois State Board of Education requires that all educators, including certified and non-certified personnel, in State mandated bilingual education programs should attend or participate in at least two (2) professional development activities addressing at least one of the following areas:

- Current research in Bilingual Education
- Content area and language proficiency assessment of ELL students
- Research based methods and techniques for teaching ELL students
- Research based methods and techniques for teaching EL students who also have disabilities
- The culture and history of the United States and of the country, territory or geographic area that is the native land of ELL students or of their parents

In addition, each district that operates either a TBE or TPI program for students of Spanish language background in any grades K-12 shall provide an annual training session related to the implementation of the Spanish Language Arts Standards for staff members providing instruction in the Spanish Language Arts.

#### **4. Instruction**

Illinois School Code, 23 Illinois Administrative Code 228 calls for schools to provide equitable facilities, staffing, and programs along with instruction that is appropriate for addressing the specific language development and academic needs of English Language Learners. Policies for Bilingual Education Services have been designed to ensure that English Language Learners have equal access to a high quality education and that the program of instruction provides the tools to achieve and maintain academic success.

##### **Program Facilities**

Per regulations, State-mandated bilingual education programs must be located in district facilities comparable to those of the general program of instruction. In addition, bilingual education programs must be afforded comparable curricular materials and equipment to that of the general education program.

##### **Class Placement**

English Language Learners must be placed in classes with students of approximately the same age or grade level. When this is not possible and students of different age groups or educational levels are combined the school is responsible for ensuring that instruction given to each of these students is appropriate to his/her grade level. Moreover, though students from various language backgrounds may be grouped together or placed in the same background, the school is responsible for ensuring instruction in native language whenever possible. As previously mentioned, instructional materials and resources available for English Language Learners should be academically, and grade-level, appropriate.

##### **Program Integration**

In courses where language diversity is not a limitation, such as art, music, and physical education, English Language Learners shall fully participate with their general education, English-speaking, colleagues and classmates.

##### **Student Teacher Ratios**

In accordance with the Illinois State Board of Education regulations, within a bilingual education classroom, the student-teacher ratio shall not exceed 90% of the average student-teacher ratio in general education classrooms, of the same grade levels.





## **Native Language Instruction**

Effective bilingual education programs must have language and literacy development in an ELL student's native language. Additive strategies that build on a student's native language facilitate a continuation of linguistic and cognitive development appropriate for the student's academic level.

Spanish language arts shall be aligned to the standards that are appropriate to the ages or grade levels of the ELL students served as set forth by the World-Class Instructional Design and Assessment (WIDA) Spanish Language Arts Standards.

The state of Illinois mandates that for Transitional Bilingual Education (TBE) programs, the student's native language must be used as the medium of instruction for the development of academic English language proficiency. According to section 223.30 Subtitle A Subchapter F, of Title 23 Illinois Administrative Code 228, instruction in subjects required by law or by an ELL student's school district is to be given in the student's home language and English. In addition, core subjects such as math, science and social studies must be offered in the student's home language. Instruction in the language arts must be in a student's home language.

The amount of time allocated for instruction in English and a student's native language varies according to a number of factors including student's English Language proficiency level, bilingual program model, along with district resources and capacity. Harlem School District 122 has established the following to serve as a guideline for schools, educators and administrators in structuring the amount of time bilingual and ESL teachers shall provide instruction in the student's native language and in English for language arts and content area subjects. (See Table 4.1)

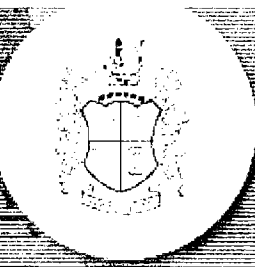
## **English Language Instruction**

The State mandate for Bilingual Education provides for the development of English proficiency in order to develop the cognitive academic language proficiency required for attaining academic success in a general education classroom where English is the primary language of instruction. English language instruction includes English as a Second Language (ESL) instruction along with content area instruction in English.

Instruction in English as a Second Language must align to the "English Language Proficiency Standards for English Language Learners in Pre K- 12 Grade.

<http://www.wida.us/standards/elp.aspx>





# HARLEM SCHOOL DISTRICT 122

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## Language Allocation Plan

As previously mentioned, the amount of time allocated for instruction in English and a student's native language varies according to a number of factors including student's English Language proficiency level, bilingual program model, along with district resources and capacity. Harlem School District 122 has established the following to serve as a guideline for schools, educators and administrators in structuring the amount of time bilingual and ESL teachers shall provide instruction in the student's native language and in English for language arts and content area subjects. (See Table 4.1)

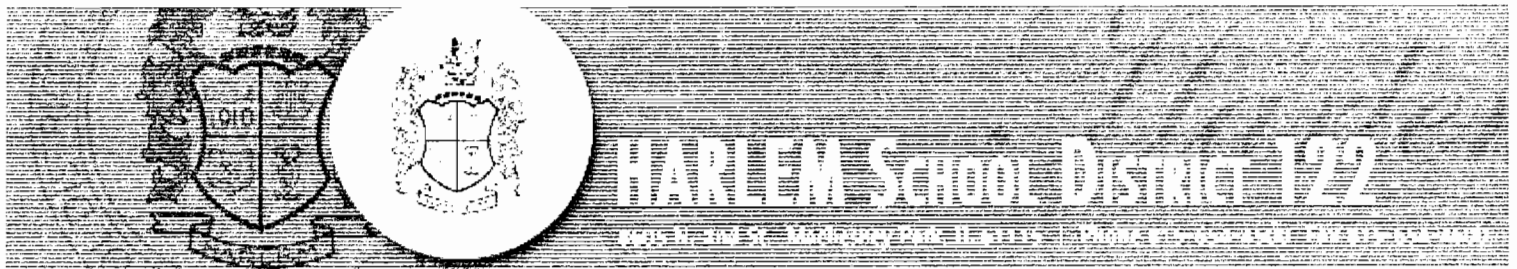
Table 4.1

| Guideline for Instruction Based on ACCESS Scores<br>Elementary School (K-8) TBE Programs HSD 122 |                                  |                          |                                  |                          |                                  |                          |                                  |                          |
|--|----------------------------------|--------------------------|----------------------------------|--------------------------|----------------------------------|--------------------------|----------------------------------|--------------------------|
| ACCESS Score   | Entering 1.0-1.9                 |                          | Beginning 2.0-2.9                |                          | Developing 3.0-3.9               |                          | Expanding 4.0-4.7                |                          |
| Subject/<br>Content Area   | Native Language Instruction (L1) | English Instruction (L2) | Native Language Instruction (L1) | English Instruction (L2) | Native Language Instruction (L1) | English Instruction (L2) | Native Language Instruction (L1) | English Instruction (L2) |
| Language Arts  | Critical                         | Low/None                 | High                             | Medium                   | Medium                           | High                     | Low/None                         | Critical                 |
| English as a Second Language   | None                             | High/Medium              | None                             | High/Medium              | None                             | High/Medium              | None                             | High/Medium              |
| Content areas:<br>Math,<br>Science,<br>Social Studies  | Critical                         | Medium                   | Critical/High                    | High/Medium              | High/Medium                      | Critical/High            | Medium                           | Critical                 |
| Specials:<br>Art, P.E.,<br>Music,<br>Library,<br>Technology                                      | None                             | High/Medium              | None                             | High/Medium              | None                             | High/Medium              | None                             | High/Medium              |

**Recommended ESL and Native Language Content at High School**

**Table 4.2**

| <b>Guideline for Instruction Based on ACCESS Scores for High School (9-12) TBE Programs HSD 122</b> |   |                                 |   |                                 |   |                                 |   |                                 |
|---|---|---------------------------------|---|---------------------------------|---|---------------------------------|---|---------------------------------|
| <b>ACCESS Score</b>   | <b>Entering 1.0-1.9</b>                 |                                 | <b>Beginning 2.0-2.9</b>                |                                 | <b>Developing 3.0-3.9</b>               |                                 | <b>Expanding 4.0-4.7</b>                |                                 |
| <b>Subject/Content Area</b>   | <b>Native Language Instruction (L1)</b> | <b>English Instruction (L2)</b> | <b>Native Language Instruction (L1)</b> | <b>English Instruction (L2)</b> | <b>Native Language Instruction (L1)</b> | <b>English Instruction (L2)</b> | <b>Native Language Instruction (L1)</b> | <b>English Instruction (L2)</b> |
| <b>Language Arts</b>  | High                                    |                                 | High                                    |                                 |   | High                            |   | High                            |
| <b>English as a Second Language</b>   |   | Medium                          |   | Medium                          |   | Low                             |   | Low                             |
| <b>Content areas: Math, Science, Social Studies</b>   | High                                    |                                 | Medium                                  | Low                             | Low                                     | Medium                          |   | High                            |
| <b>Specials: Art, P.E. Music, Library, Technology</b>   |   | High                            |   | High                            |   | High                            |   | High                            |



### **ELL Enrichment and Support Opportunities**

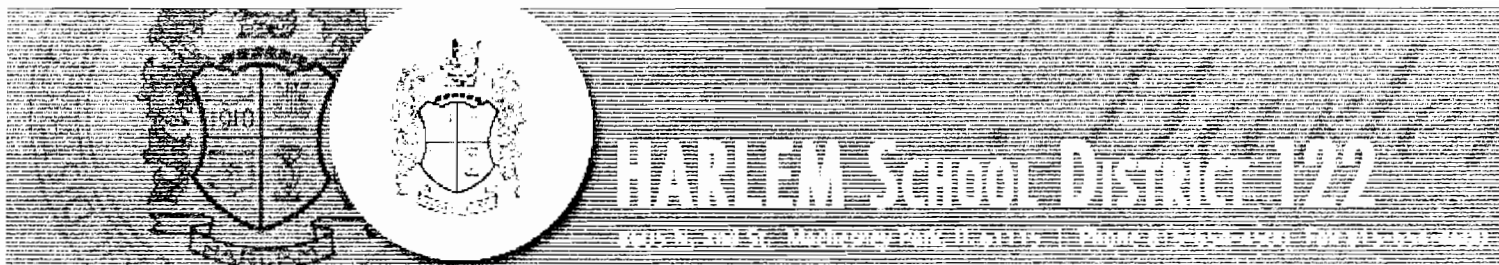
State-mandated bilingual education programs require that schools providing additional support to students in the general education program of instruction shall offer the same opportunities for English Language Learners including: all before and after school activities, academic tutoring, enrichment activities, extra-curricular and summer programs. In addition, tutoring programs should focus on strengthening ELL student academic achievement and the development of English.

#### **Summer Bilingual Program**

Harlem School District 122 may establish summer school programs for ELL students or join with other school districts to establish such programs. However, summer school programs shall not replace any, or a portion, of programs required during the regular academic school year.

#### **Tutoring Services**

Bilingual education programs may also include other services, modifications, or activities such as counseling, tutorial assistance, learning settings or special instructional resources that will support ELL students in meeting the Illinois Learning Standards.



## 5. Assessments and Accountability

Research has consistently demonstrated that as English Language Learners are acquiring English language proficiency, educators should have a clear distinction between a student's linguistic and academic growth. Since the establishment of the concepts known as Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) by Jim Cummins, bilingual education experts have continually emphasized the importance in adequately identifying the distinction and commonalities between linguistic achievement and academic achievement, or lack thereof.

Harlem School District 122 will use a variety of assessment practices in order to obtain a clear indication of an ELL student's academic and linguistic maturation. Resources should include formative classroom measures (individualized and differentiated as much as possible) often teacher created and available in a variety of formats, along with large scale summative assessments designed and required at the School, District, State and Federal levels.

Assessments should be strategically adapted, through native language versions and testing accommodations, in testing procedures of ELLs, ensuring that implemented assessments are accurately portraying areas of strength, and improvement, in order to minimize the likelihood of misconstruing academic growth/shortfall for linguistic growth/shortfall and vice versa.

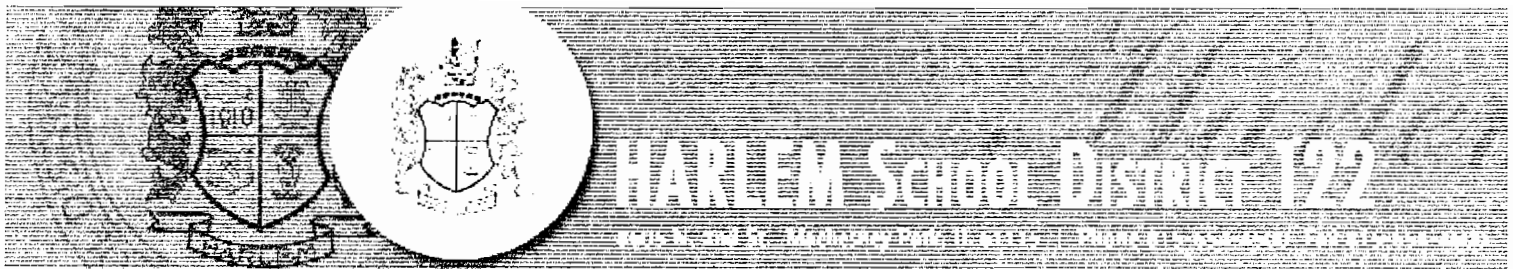
### Annual English Assessments

Federal and state mandates indicate that all ELLs in grades K-12 must be assessed annually for English Language Proficiency. Whether or not identified ELL students are receiving services, (i.e. parent refusal, program withdrawals) students must be assessed in the four domains for identifying English Language Proficiency: listening, speaking, reading and writing. Using the *Assessing Communication and Comprehension in English From State to State for ELLs (ACCESS)*, students will be given this assessment annually until attaining the adequate English Language Proficiency score.

Each year HSD 122 will prepare assessment rosters identifying the students who must have the ACCESS administered using the most updated school-based information to ensure student eligibility. **All K-12 ELL students who have not yet met the proficiency score in ACCESS, including ELLs in special education or ELLs whose parents have opted out of bilingual education services, must also be assessed regardless of this status. A student is no longer given the ACCESS assessment only upon attaining the English language proficiency standard.**\*

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\* ELL student must attain an overall composite score of 4.8 or higher on the Tier C Access Test



### Transition Criteria for ELLs

As previously outlined, in *Section 2* of this report, there are three criteria that must be met in order to transition an ELL student into a general education program of instruction:

1. ELL student must attain an overall composite score of 4.8 or higher on the Tier C Access Test
2. ELL student must attain a literacy (reading and writing) composite score of 4.2 or higher on the Access test
3. ELL student must have participated in the bilingual education program for a minimum of three (3) years

### Annual Measurable Achievement Objectives (AMAO)

In order to meet the stipulations of the federal mandated *No Child Left Behind (NCLB) Act*, the Illinois State Board of Education has established Annual Measurable Achievement Objectives (AMAO) specifying guidelines and targets for the annual English language proficiency assessment, ACCESS. In order to meet AMAO for Title III funding, the District must demonstrate that its cohort of ELL students has achieved all of the following:

1. **Progress:** at a minimum, LEAs/sub-grantees (HSD 122) must assure annual increases in the number or percentage of children making progress in learning English;
2. **Proficiency:** at a minimum, LEAs/sub-grantees (HSD 122) must assure annual increases in the number or percentage of children attaining English proficiency by the end of each school year; and
3. **AYP:** LEAs/sub-grantees (HSD 122) assure the ELL students are making adequate yearly progress (AYP) on the state's academic content assessments.



**Required Assessments Table 5.1**

| <b>HSD 122 Required Assessments for ELL Students</b>                                       |  |   |
|--|--|---|
| <b>Assessment</b>  | <b>Grade Level</b>   | <b>Objective</b>  |
| Prescribed Screeners:<br>1) Pre-IPT<br>2) Model K<br>3) W-APT                              | All newly enrolled students from Pre-K to 12th grades who have at least one "Yes" answer to the District administered Home Language Survey (HLS) | Each of the listed screeners is meant to measure the four domains of English Language Proficiency: listening, speaking, reading and writing. The screener determines program eligibility and level placement. Screener results must be documented and maintained with student records |
| Assessing Communication and Comprehension in English from State to State for ELLs (ACCESS) | All K-12th grade ELLs, including those enrolled in special education services or whose parents have opted out of bilingual education services    | As a required assessment of all ELLs per NCLB guidelines, this assessment determines English language proficiency in the four domains: listening, speaking, reading and writing. This assessment guides in determining student progress within a given ELL program                    |
| Illinois Standards Achievement Test (ISAT)   | 3rd-8th grades: Reading & Math   | NCLB required assessment to identify student progress in meeting ISBE learning standards and determining Adequate Yearly Progress (AYP) as a school district  |
|  | 4th & 7th grades: Science  |   |
|  | *Newly arrived ELLs, or those who have less than one year of attending a U.S. school are exempt from taking the reading assessment               |   |
| Prairie State Achievement Examination  | 11th grade   | As a required assessment of NCLB, this assessment is used to determine whether students who are graduating high school meet the ISBE learning standards   |
|  | *Newly arrived ELLs, or those who have less than one year of attending a U.S. school are exempt from taking the reading assessment               |   |

## Grading and Report Cards

English Language Learners within HSD 122 must receive a grade in all subjects based on the language of instruction. The general education teacher(s), along with the bilingual/ESL teacher(s) and the school principal (if deemed necessary) will work collaboratively to make certain that the grades earned by an ELL student accurately reflect content knowledge, based on student work and classroom assessments, rather than English language proficiency. See Table 5.2

**Table 5.2**

| <b>Report Card Collaboration and Grade Assignment Based on ACCESS Scores</b> |   |   |   |   |
|--|---|---|---|---|
| <b>Subject/<br/>Content<br/>Area</b>   | <b>Entering 1.0-1.9</b>   | <b>Beginning 2.0-2.9</b>  | <b>Developing 3.0-3.9</b>   | <b>Expanding 4.0-4.7</b>  |
| <b>Language Arts</b>   | Bilingual/ESL Teacher   | Bilingual/ESL Teacher in Collaboration with the General Education Teacher | General Education Teacher in Collaboration with the Bilingual/ESL Teacher | General Education Teacher   |
| <b>Content areas:<br/>Math,<br/>Science,<br/>Social Studies</b>              | Bilingual/ESL Teacher in Collaboration with the General Education Teacher | Bilingual/ESL Teacher in Collaboration with the General Education Teacher | General Education Teacher in Collaboration with the Bilingual/ESL Teacher | General Education Teacher in Collaboration with the Bilingual/ESL Teacher |
| <b>Specials:<br/>Art, P.E.<br/>Music,<br/>Library,<br/>Technology</b>        | Designated Specials Teacher   | Designated Specials Teacher   | Designated Specials Teacher   | Designated Specials Teacher   |

## ELL Promotion and Graduation

Within HSD 122, ELLs will not be retained from continuing onto the next grade level, or from high school graduation based upon their English Language Proficiency level or bilingual education program year.

## 6. Family and Community Participation

### Bilingual Advisory Committee

Pursuant to Illinois Administrative Code 228.30 (Subtitle A, Subchapter F, Section 5) Harlem School District 122 shall establish and maintain a Bilingual Parent Advisory Committee. This committee should include membership consisting of: parents, legal guardians, transitional bilingual education teachers, counselors and community leaders. The purpose of this committee is to participate in the planning, operation and evaluation of programs. Per state mandates, parents or legal guardians should make up the majority of this committee's membership. In addition, membership of this committee shall be representatives of the diversity of the languages served within HSD 122.

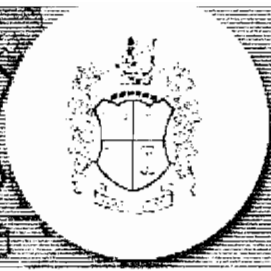
Moreover the Bilingual Parent Advisory Committee shall:

1. Meet a *minimum* of four (4) times per year
2. Maintain on file with the school district official minutes of the aforementioned meetings
3. Review HSD 122's annual program application to the Illinois State Superintendent of Education

In addition, HSD 122 shall ensure that training is provided on an annual basis to the members of its Bilingual Parent Advisory Committee. This training shall be conducted in language(s) crucial for parent understanding and should address topics that include, but are not limited to the following:

- Information related to instructional approaches and methods in bilingual education
- Provisions of State and federal law related to students' participation and parents' rights
- Accountability measures relevant to ELL students and bilingual education programs





## 7. Student Data

### ELL Data Collection & Student Data Management

Within the current era of data driven decision-making, data pertaining to English Language Learners is imperative to accurate, effective, and efficient programmatic decisions, at both the District and the School level. HSD 122 will be responsible for maintaining and disbursing data gathered at the schools regarding the district's ELL student population.

HSD 122 must develop a plan for addressing data collection procedures specifically related, but not limited, to the following:

- ELL Student Status
- ELL Program Year History
- Student Proficiency Levels
- Entering PRE-IPT Screener Scores
- Entering MODEL K Screener Scores
- Entering MODEL 1 Screener Scores
- Entering W-APT Screener Scores
- Monitoring of ELL students upon program exit
- Parent Refusal Reports

The following questions should guide HSD 122 in formulating a cohesive system for data collection and data management related to its ELL students, programs and services:

- Who will be responsible for gathering data at the School level?
- Who will be responsible for compiling this data at the District level?
- Where will this data be entered?
  - Does the current District database have the capability of maintaining data for ELL programs and services?
- Who will have access to data related to ELL students, programs and services?
- Who will submit ELL program reports to the Illinois State Board of Education for:
  - Funding purposes?
  - Compliance purposes?



## **8. Roles and Responsibilities**

### **Positions and Job Descriptions**

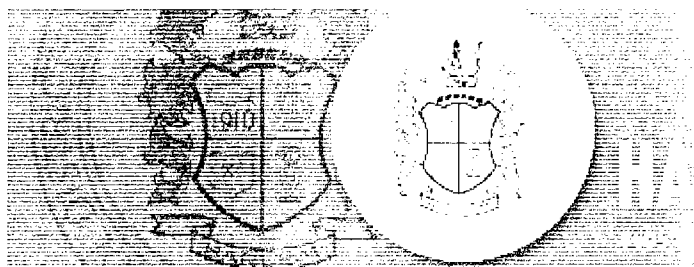
In order to maintain an effective and efficient ELL program, HSD 122 must identify and establish adequate District ELL staffing requirements. In addition to establishing staffing requirements, HSD 122 will formulate job descriptions for all ELL program teachers, staff, and administrators. HSD 122 will determine and assign primary responsibilities of overall coordination, instructional programming, data collection, and information dissemination, accordingly.



## 9. Three Year Program Recommendations

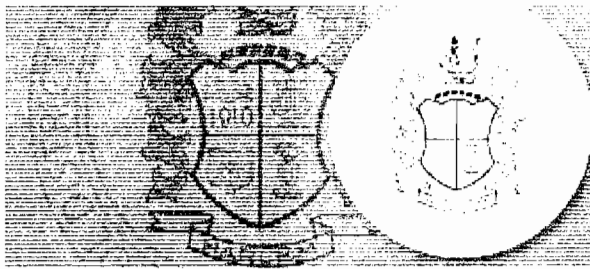
### Guidelines and Recommendations

| Goals                                       | Year 1  | Year 2  | Year 3  |
|---|---|---|---|
|   | 2013-2014 School Year   | 2014-2015 School Year   | 2015-2016 School Year   |
| <b>Logistics within ELL Program Process</b> | 1) Consistently implement the following documentation and recordkeeping for all ELL Students:<br>a) Home Language Survey<br>b) Parent Notification Letters<br>c) Refusal of services documentation<br>d) English Language Proficiency Screeners | 1) Consistently implement the following documentation and recordkeeping for all ELL Students:<br>a) Home Language Survey<br>b) Parent Notification Letters<br>c) Refusal of services documentation<br>d) English Language Proficiency Screeners | 1) Consistently implement the following documentation and recordkeeping for all ELL Students:<br>a) Home Language Survey<br>b) Parent Notification Letters<br>c) Refusal of services documentation<br>d) English Language Proficiency Screeners                                     |
|   | 2) Identify whether each school requires a TBE or TPI program based on student enrollment   | 2) Maintain or adjust TBE or TPI programs based on any changes in ELL student enrollment at designated school sites   | 2) Maintain or adjust TBE or TPI programs based on any changes in ELL student enrollment at designated school sites. In addition, district may begin to consider centralizing bilingual education services to 1 or 2 schools in order to streamline and maximize program efficiency |
|   | 3) Consistently use district-established guidelines for instruction based on ELL students' ACCESS scores. (See Tables 4.1 and Tables 4.2 of this report)  | 3) Consistently use district-established guidelines for instruction based on ELL students' ACCESS scores. (See Tables 4.1 and Tables 4.2 of this report)  | 3) Consistently use district-established guidelines for instruction based on ELL students' ACCESS scores. (See Tables 4.1 and Tables 4.2 of this report) or begin shifting towards self-contained bilingual education classrooms  |
|   |   | 4) Identify plan for monitoring ELL students that have exited out of bilingual program services   | 4) Solidify year 2 or implementing a formal process for monitoring ELL students that have exited out of bilingual program services  |



### Guidelines and Recommendations

| Goals                                     | Year 1   | Year 2   | Year 3   |
|---|--|--|--|
|   | 2013-2014 School Year  | 2014-2015 School Year  | 2015-2016 School Year  |
| <b>Staffing and professional capacity</b> | 1) All ELL teachers must possess the appropriate certification based on ISBE's certification requirements for TBE/TPI staff.<br>1b) HSD 122 will prioritize attaining ELL teachers that are bilingual in English and fluent in the native language prevalent amongst ELL students within the District. | 1) All ELL teachers must possess the appropriate certification based on ISBE's certification requirements for TBE/TPI staff including all bilingual Pre-K teachers<br>1b) HSD 122 will prioritize attaining ELL teachers that are bilingual in English and fluent in the native language prevalent amongst ELL students within the District. | 1) All ELL teachers must possess the appropriate certification based on ISBE's certification requirements for TBE/TPI staff including all bilingual Pre-K teachers.<br>1b) HSD 122 will prioritize attaining ELL teachers that are bilingual in English and fluent in the native language prevalent amongst ELL students within the District.<br>1c) HR must maintain account of program completion for any teachers hired under a type 29 Transitional Certification in previous years. |
|   | 2) All ELL teachers within the district will also attain the appropriate ACCESS certification required for administering this assessment   | 2) All ELL teachers, along with five (5) additional staff members (including paraprofessionals or general education teachers) within the district will attain the appropriate ACCESS certification required for administering this assessment  | 2) All ELL teachers, along with eight (8) additional (for a total of 13 in the last two years) staff members (including paraprofessionals or general education teachers) within the district will attain the appropriate ACCESS certification required for administering this assessment.  |
|   |  | 3) HSD 122 will have a bilingual certified district administrator as stipulated by ISBE by July 2014 overseeing the district's bilingual education program   | 3) HSD 122 will have a bilingual certified district administrator overseeing the district's bilingual education program (YR 2)   |
|   |  |  | 4) HSD 122 will offer opportunities for ESL endorsement/approvals for all general education teachers   |



### Guidelines and Recommendations

| Goals                           | Year 1<br>2013-2014<br>School Year   | Year 2<br>2014-2015<br>School Year   | Year 3<br>2015-2016<br>School Year   |
|---------------------------------|--|--|--|
|                                 |  |  |  |
| <b>Professional Development</b> | Professional Development for Bilingual Program Staff: minimum 2 sessions (1 Fall & 1 Spring)   | Professional Development for Bilingual Program Staff: minimum 2 sessions (1 Fall & 1 Spring)   | Professional Development for Bilingual Program Staff: minimum 3 sessions (1 Fall, 1 Winter & 1 Spring)   |
|                                 | General education teachers shall receive PD on working with ELLs   | General education teachers shall receive PD on working with ELLs   | General education teachers shall receive PD on working with ELLs   |
|                                 | 1) One of the PD sessions required for the 2013-2014 school year should cover a topic related to the culture and history of the United States and of the countries represented by ELL student population (socio-historical overview of bilingual education, population migrations, etc). | 1) One of the PD sessions required for the 2014-2015 school year should cover a topic related to research-based methods and techniques for teaching ELLs (BICS & CALP, additive frameworks movement, etc).   | 1) One of the PD sessions required for the 2015-2016 school year should cover a topic related to content-area and language proficiency assessment of ELLs continued (Literacy development, thematic units, Math and Science, Vocabulary Building, Classroom strategies, SIOP, Sheltered Instruction, Observation Protocol, etc).   |
|                                 | 2) One of the PD sessions required for the 2013-2014 school year should cover a topic related to current research in bilingual education (cognitive, academic and societal benefits, multilingualism and second language acquisition trends, etc).                                       | 2) One of the PD sessions required for the 2014-2015 school year should cover a topic related to content-area and language proficiency assessment of ELLs (Literacy development, thematic units, Math and Science, Vocabulary Building, Classroom strategies, SIOP, Sheltered Instruction, Observation Protocol, etc). | 2) One of the PD sessions required for the 2015-2016 school year should cover a topic related to research-based methods and techniques for teaching ELLs with disabilities (ELLs and Special Education, District IEPs, etc).<br>3) One of the PD sessions required for the 2014-2015 school year should cover a topic related to research-based methods and techniques for teaching ELLs (Biliteracy or Dual Language Instruction in a LBE program). |

### Guidelines and Recommendations

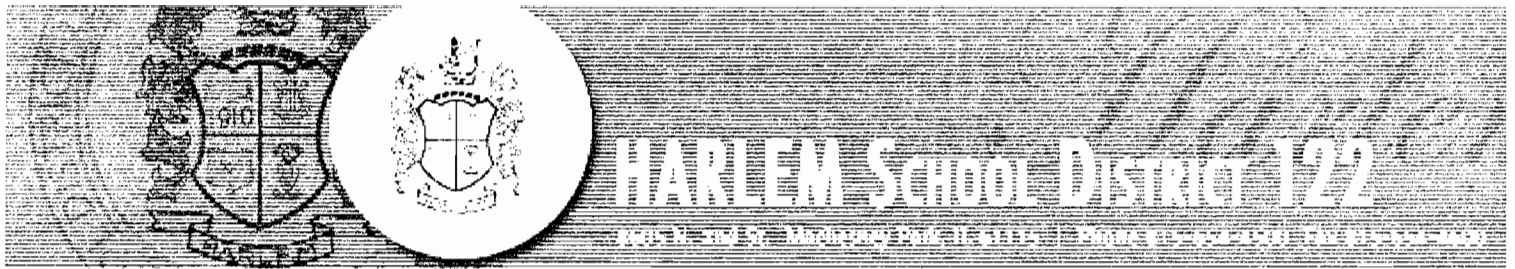
| Goals                          | Year 1   | Year 2  | Year 3  |
|--------------------------------|--|---|---|
|                                | 2013-2014 School Year  | 2014-2015 School Year   | 2015-2016 School Year   |
| <b>Instruction</b>             | 1) Provide culturally relevant and culturally responsive curriculum to all ELL students  | 1) Provide culturally relevant and culturally responsive curriculum to all ELL students   | 1) Provide culturally relevant and culturally responsive curriculum to all ELL students   |
|                                |  | 2) Build stronger teaching and learning communities within and across schools, through facilitation and enhancement of teacher collaboration that leads to sustained improvement in instructional practice and in student achievement | 2) Build stronger teaching and learning communities within and across schools, through facilitation and enhancement of teacher collaboration that leads to sustained improvement in instructional practice and in student achievement<br><br>3) Enhance collegial collaboration by four major groups: certificated teachers with Bilingual Education Endorsement, certificated teachers with English as a Second Language (ESL) Endorsement, certificated general education teachers and bilingual education paraprofessionals under the leadership of the bilingual program district administrator |
| <b>Instructional Materials</b> | 1) Standardize minimal curricular resources and materials (to the extent possible within district means) in order to establish and enhance program consistency across district schools | 1) Continue the standardization of curricular materials and resources available for ELL educators district-wide   | 1) Continue the standardization of curricular materials and resources available for ELL educators district-wide   |
|                                |  | 2) Provide books and reading materials in ELL students' native language(s) within: a) classroom libraries and b) school libraries   | 2) Provide books and reading materials in ELL students' native language(s) within: a) classroom libraries and b) school libraries<br><br>3) Assess current and future needs of curricular materials based on HSD 122 future goals regarding bilingual education programming (i.e. TBE self-contained, Late-Exit, Dual Language Programming, etc)  |





### Guidelines and Recommendations

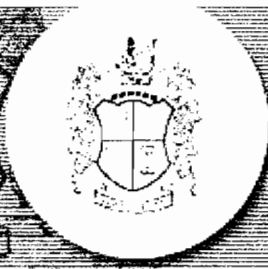
| Goals  | Year 1   | Year 2  | Year 3  |
|--|--|---|---|
|  | 2013-2014 School Year  | 2014-2015 School Year   | 2015-2016 School Year   |
| <b>Family and Community Participation</b>    | 1) Identify site(s) for establishing district-wide BAC and recruit membership per ISBE guidelines and requirements.  | 1) The BAC established during year 1 will continue working in year 2 in order to maintain some coherence and consistency within this entity   | 1) Pending decisions from previous years, year 3 may require attaining a new membership for the BAC   |
|  | 2) Newly established committee will meet a minimum of 4 times in its first year and maintain minutes of these meetings   | 2) BAC will identify an emphasis and establish goals that it will work towards during its meetings throughout this academic year. The BAC must meet a minimum of 4 times and maintain formal minutes of what took place within each of these meetings | 2) Newly membership may: a) continue focus and goals of previous membership or b) identify new focus and goals to supplant or supplant previous works   |
|  | 3) This committee will identify logistical procedures for future BACs including: extent of membership terms, BAC focus, time commitments, formal membership procedures, etc. | 3) This committee will continue implementing previously established logistical procedures for this organization   | 3) This committee will continue implementing previously established logistical procedures for this organization   |
|  |  |   | 4) With the support of HSD 122 the BAC will establish a service to the ELL Parent community, i.e. ESL classes, computer classes, Literacy classes, etc. |
|  |  |   | 5) HSD 122 will establish full partnerships with BAC, ELL Parents, and non ELL parents, along with the greater district community                       |
| <b>Supplemental Services for ELLs/Extras</b> | HSD 122 will set up either tutoring or summer school services for ELLs   | HSD will continue with set up of either tutoring or summer school services for ELLs or both tutoring and summer school if possible  | Identify and further explore the possibility of establishing a dual language program within HSD122  |



## **Program Evaluation**

HSD 122 will evaluate its ELL programs and services during, or after, the 2015-2016 school year, designated as *Year 3* in the program recommendations section of this report. HSD 122 will evaluate the effectiveness of District-implemented Bilingual and ESL education programs relative to District goals and targets. HSD 122 will review current policies and accountability requirements for ELLs in the state of Illinois. In addition, HSD 122 will review critical features of pedagogically sound Bilingual/ESL programs and identify ways to use current evaluation findings to improve instruction for ELLs, guide program and professional development, inform District policy and overall strengthen its program.

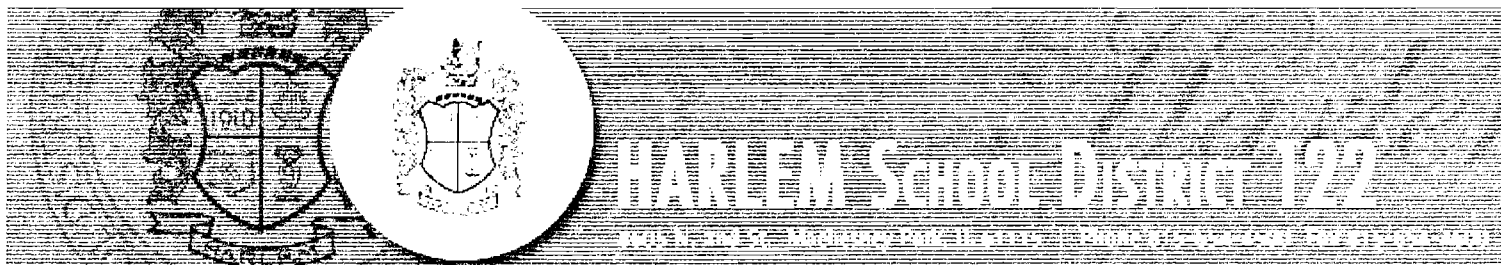




# HARLEM School District 122

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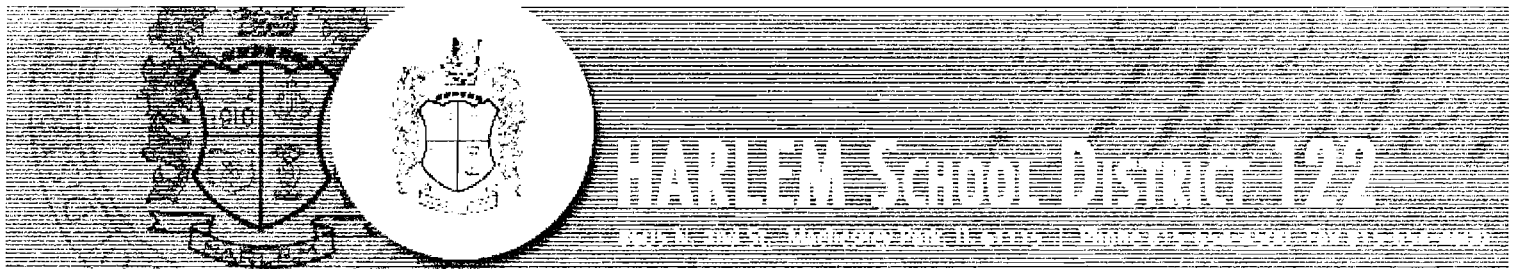
## APPENDIX



## **English Language Learner (ELL) Required Documentation Checklist**

The following documents must be filed in the student's ELL folder:

- \_\_\_\_\_ 1 Home Language Survey (HLS) completed, signed and dated
- \_\_\_\_\_ 2 English Language Proficiency Screeners
- \_\_\_\_\_ 3 Parent Notification Letter(s)
- \_\_\_\_\_ 4 Parent Refusal Form (if applicable)
- \_\_\_\_\_ 5 Annual Student Assessments information: ACCESS, ISAT, etc.
- \_\_\_\_\_ 6 Individual Bilingual Instructional Plan (for students with IEPs)
- \_\_\_\_\_ 7 Student grades/transcripts
- \_\_\_\_\_ 8 Student Reclassification Request
- \_\_\_\_\_ 9 Documentation of parent conferences
- \_\_\_\_\_ 10 Written communications regarding ELL related matters



## Home Language Survey

The Illinois School Code, the Emergency Immigration Act, and Title VI of the Education Amendments of 1984 (PL 98-511) state that each school district shall administer a home language survey to every student entering the district at the initial time of enrollment.

Student's Name: \_\_\_\_\_ Birthdate: \_\_\_\_/\_\_\_\_/\_\_\_\_

School: \_\_\_\_\_ Year Entering District #122: \_\_\_\_\_

Home Address: \_\_\_\_\_ Phone: \_\_\_\_\_

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

1. Is a language other than English spoken in your home?

No \_\_\_\_\_ Yes \_\_\_\_\_ If yes, what language? \_\_\_\_\_

2. Does your child speak a language other than English?

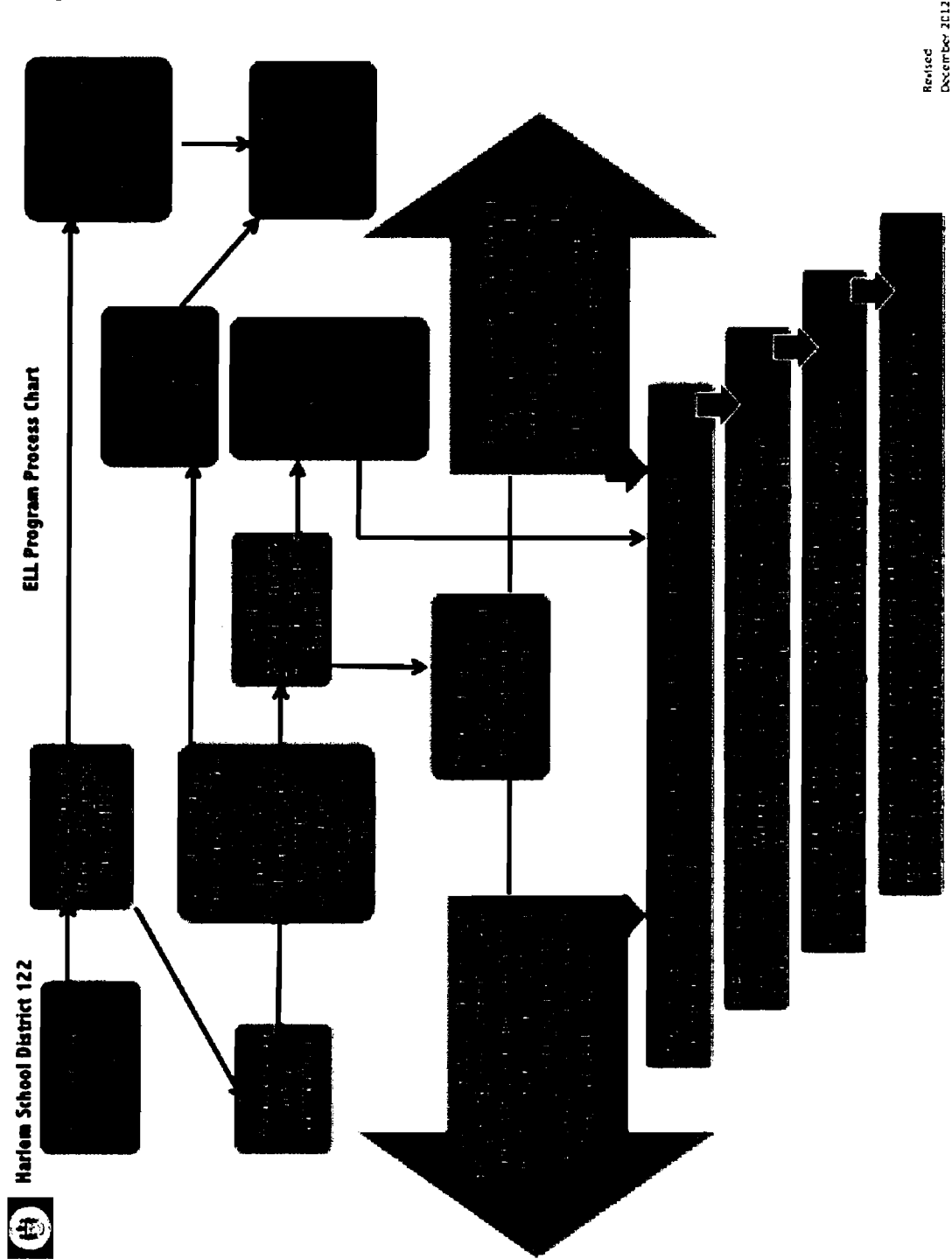
No \_\_\_\_\_ Yes \_\_\_\_\_ If yes, what language? \_\_\_\_\_

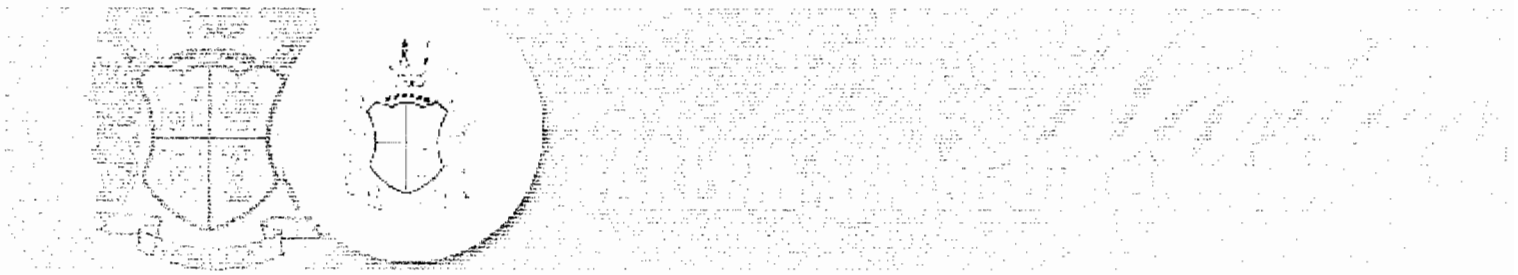
If the answer to either question is yes, the law requires the school to assess your child's English language proficiency.

\_\_\_\_\_  
Parent/Legal Guardian Signature

\_\_\_\_\_  
Date

Program Flow Chart





## **English Language Learner (ELL) Required Documentation List**

**The following documents must be filed in the student's ELL folder:**

- \_\_\_\_\_ 1    **Home Language Survey (HLS) completed, signed and dated**
- \_\_\_\_\_ 2    **English Language Proficiency Screeners**
- \_\_\_\_\_ 3    **Parent Notification Letter(s)**
- \_\_\_\_\_ 4    **Parent Refusal Form (if applicable)**
- \_\_\_\_\_ 5    **Annual Student Assessments information: ACCESS, ISAT, etc.**
- \_\_\_\_\_ 6    **Individual Bilingual Instructional Plan (for students with IEPs)**
- \_\_\_\_\_ 7    **Student grades/transcripts**
- \_\_\_\_\_ 8    **Student Reclassification Request**
- \_\_\_\_\_ 9    **Documentation of parent conferences**
- \_\_\_\_\_ 10   **Written communications regarding ELL related matters**



### ELL Program Process Chart

