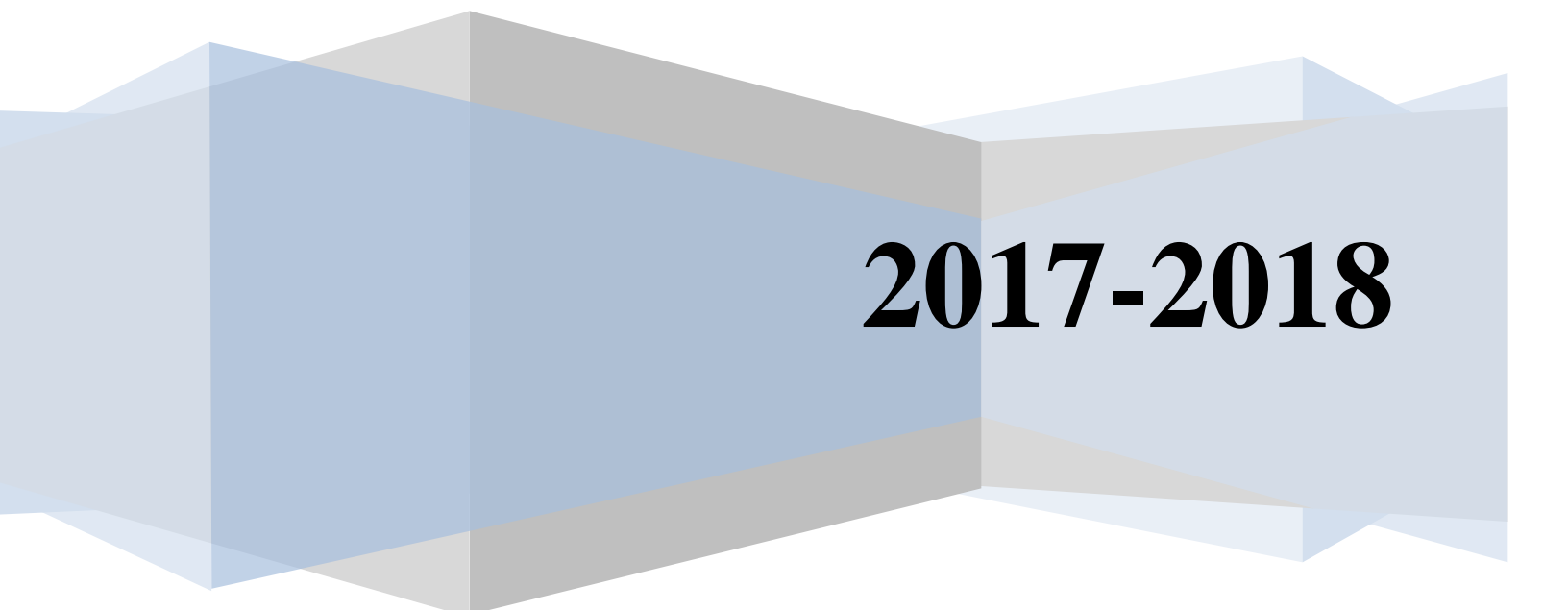


EL Handbook

Beach Park School District #3

EL Handbook

English Learners



2017-2018

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Philosophy Statement

At Beach Park School District # 3, we believe all students are lifelong learners. We facilitate the acquisition of English by Limited English Proficient Students in a natural, effective manner while acquiring grade level appropriate academic content. This will be achieved in a linguistically and culturally supportive environment that best fits the learner's needs.

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Definitions

ACCESS for ELs

ACCESS for ELLs® is a standards-based, criterion referenced English language proficiency test designed to measure English language learners' social and academic proficiency in English. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains. The secure full-scale ACCESS for ELLs® assessment will be distributed at no cost to public schools.

Core Subjects

Language Arts, Mathematics, Social Studies, and Science

EL

English Learners: Students with a native language other than English who are in the process of learning English.

ESL

English as a Second Language (ESL) is a program for students whose native language is not English.

Transitional Bilingual Education (TBE)

The Transitional Bilingual Education program is for non-native English speaking students who have difficulty with written or spoken English. The program provides instruction in the student's native language with transition into English. The program helps students to succeed in academic subjects and learn English.

Transitional Program of Instruction (TPI)

The Transitional Program of Instruction is for non-native English speaking students who have difficulty with written or spoken English. The program provides support to help students succeed in academic subjects and learn English.

Sheltered Program

Students receive instruction in English by ESL endorsed teachers in the content areas (math, reading etc) which is modified to meet the needs of second language learners.

Pull-Out

Pull-Out ESL programs remove ELs from general education classes to pre-teach, teach, or re-teach English language skills and/or academic content covered by the general education classroom teacher.

Inclusionary Support (Push-In)

Push-In is support provided by the EL teacher in the general education classroom.

General Education Classroom

A general education classroom is a heterogeneous classroom in which core subjects are taught in English.

Acronyms

BPAC

Bilingual Parent Advisory Council

EC

Early Childhood

HLS

Home Language Survey

TBE

Transitional Bilingual Education

TPI

Transitional Program of Instruction

WIDA

World Class Instructional Design and Assessment is a consortium of states that have created assessments and guidelines for TBE/TPI programs.

WIDA SCREENER ONLINE

WIDA Screener

Pre-IPT

IDEA Proficiency Test

WIDA MODEL

Measure of Developing English Language (Placement test for Kindergarten)

Translations

Spanish is the language of our bilingual program. Beach Park District 3 provides most documents in both English and Spanish to all parents whose home language is Spanish.

Bilingual Parent Advisory Council (BPAC)

The Bilingual Parent Advisory Council is comprised of parents, legal guardians, community leaders, and Beach Park Staff. The council meets quarterly to participate in the planning, operation, and evaluation of programs, and to discuss important issues that relate to the Beach Park community, such as:

- Services and resources available within the community for ELs and their families
- Educational issues
- Assessments
- Parent/Student/Teacher Conferences
- TBE/TPI program and budget
- Parent training

Meetings are conducted in English and Spanish and are held in the evenings for one hour and a half. Childcare is provided for these meetings. We welcome parent input and involvement for future meeting topics.

Entrance Criteria

Home Language Survey

The Illinois Administrative Code, Section 228.10 and Identification of Eligible Students in Section 228.15 require a Home Language Survey (HLS) as part of the enrollment process for all students newly enrolling in a school district.

When parents register their students into the district, they are required to fill out a home language survey. The information on the home language survey is used to determine whether or not the student is tested for possible placement into bilingual or ESL services. If he/she is a new student transferring to the district, the home language survey asks whether the student was in an ESL or bilingual program in the previous school.

If parents indicate that another language is spoken in the home, an ESL or bilingual teacher will give the student an English proficiency test (Pre-IPT, MODEL or WIDA Screener Online).

Entrance Assessments

Pre-IPT

- Preschool aged students entering Beach Park School District will have their listening and speaking skills assessed using the Pre-IPT.

MODEL

- Students who are entering Kindergarten or first semester of first grade will have their English language skills assessed using the MODEL.
- Entering Kindergarten students during the first semester of the school year will have their listening and speaking skills assessed. After the first semester, the students will have their listening speaking, reading and writing skills assessed.
- Entering First grade students during the first semester of the school year will have their listening, speaking, reading and writing skills assessed using the MODEL. After the first semester, entering first graders will have their listening, speaking, reading, writing skills assessed using the WIDA Screener Online (describe below).

WIDA SCREENER ONLINE

- The WIDA Screener Online (WIDA Screener) is an English proficiency test used to determine whether a new student in the district requires TBE/TPI services.
- The test has four components: speaking, listening, reading, and writing.
- All scores are combined to give a composite proficiency level on a scale of 1-6. A proficiency level of 6.0 is equivalent to the proficiency level of a native English speaker.
- WIDA Screener Online is divided into five grade-level clusters: 1st grade, 2-3rd grades, 4-5th grades, and 6-8th grades.
- WIDA Screener Online scores are valid for 12 months for placement decision.

Eligible Criteria

New families to the district are required to fill out a Home Language Survey. If a language other than English is spoken at home, the student will be assessed using one of the entrance assessments (Pre-IPT, MODEL, or WIDA Screener Online) in order to determine the English language proficiency of the student.

EC

If a student's overall oral language proficiency level is A, B or C for age 3, the student qualifies for EL services. If a student's overall oral language proficiency level is A, B, C, or D for ages 4 and 5, the student qualifies for EL services.

Kindergarten

If a student's overall Oral language proficiency level for the first semester is below 5.0, the student qualifies for EL services.

When a student is given the MODEL second semester, the speaking, listening, reading, and writing proficiency levels of the student are evaluated.

A student qualifies for EL services when the composite proficiency level of the student is below 4.8.

1st – 8th Grade

If the new student transfer from another district, the evaluating teacher can use WIDA Screener Online, or ACCESS scores, if available, to make placement judgments. WIDA Screener Online and ACCESS scores are valid for 1 year calendar year.

In the Fall:

- If a new student's overall MODEL score is under 4.8 Composite, he/she qualifies for bilingual or ESL services

In the spring (after Jan, 1):

- If the student's overall WIDA Screener Online score is under 4.8 Composite, he/she qualifies for ESL services.
- Spanish-speaking students who earn less than 3.4 will be considered for full time bilingual services.
- Non-Spanish –speaking ELs who earn less than 4.8 Composite, will qualify for ESL services.



For more information: <https://www.wida.us/index.aspx>

EXAMPLE CONTEXT FOR LANGUAGE USE: Students working in heterogeneous groups draft and present plans to local government and community members for green architectural development for their community including, for instance, social action efforts, scientific needs assessments, budgets, and design and construction blueprints.

COGNITIVE FUNCTION: Students at all levels of English language proficiency EVALUATE information and CREATE a green architectural plan.						
	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
LISTENING	Select possible components of green architectural plans from videos, interactive presentations (e.g., from Internet), and guest speakers	Categorize information on components of green architectural plans from videos, interactive presentations, and guest speakers using graphic organizers	Compare and contrast possible components of green architectural plans from videos, interactive presentations, and guest speakers using graphic organizers	Identify details that support selection of components of green architectural plans from videos, interactive presentations, and guest speakers	Connect ideas and reasons that support selection of components of green architectural plans from videos, interactive presentations, and guest speakers	
SPEAKING	Present green architectural plans using multimedia with visuals and captions based on research, original blueprints, and business plans in small groups	Describe features of green architectural plans based on research, original blueprints, and business plans in small groups	Explain the need to adopt green architectural plans based on research, original blueprints, and business plans in small groups	Defend choices made in designing green architectural plans based on research, original blueprints, and business plans in small groups	Persuade stakeholders to adopt green architectural plans based on research, original blueprints, and business plans	
READING	Select possible components of green architectural plans (e.g., community gardens, high-tech building materials) from a variety of informational texts and models using L.1 or L.2	Find exemplars of different components of green architectural plans from a variety of informational texts and models using L.1 or L.2	Classify information on components of green architectural plans (e.g., by usefulness, efficiency, cost) from a variety of informational texts and models in small groups	Identify details that support selection of components of green architectural plans from a variety of informational texts and models in small groups	Find research-based evidence supporting selection of components of green architectural plans from a variety of informational texts and models in small groups	
WRITING	Label and caption materials for multimedia presentations on green architectural plans in small groups	Compose bulleted text for slides or handouts for multimedia presentations on green architectural plans in small groups	Describe green architectural plans for multimedia presentations in small groups	Summarize positions or approaches in green architectural plans for multimedia presentations in small groups	Produce and edit scripts for multimedia presentations on green architectural plans in small groups	
TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions across the content areas.						

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 – Reaching Language that meets all criteria through Level 5, Bridging			
Level 5 Bridging	<ul style="list-style-type: none"> Rich descriptive discourse with complex sentences Cohesive and organized related ideas 	<ul style="list-style-type: none"> Compound, complex grammatical constructions (e.g., multiple phrases and clauses) A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language Words and expressions with shades of meaning for each content area
Level 4 Expanding	<ul style="list-style-type: none"> Connected discourse with a variety of sentences Expanded related ideas 	<ul style="list-style-type: none"> A variety of complex grammatical constructions Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words and expressions with multiple meanings or collocations and idioms for each content area
Level 3 Developing	<ul style="list-style-type: none"> Discourse with a series of extended sentences Related ideas 	<ul style="list-style-type: none"> Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content words and expressions Words or expressions related to content area with common collocations and idioms across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Multiple related simple sentences An idea with details 	<ul style="list-style-type: none"> Compound grammatical constructions Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General and some specific content words and expressions (including cognates) Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Single statements or questions An idea within words, phrases, or chunks of language 	<ul style="list-style-type: none"> Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) Common social and instructional forms and patterns 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 – Reaching Language that meets all criteria through Level 5, Bridging			
Level 5 Bridging	<ul style="list-style-type: none"> Multiple, complex sentences Organized, cohesive, and coherent expression of ideas 	<ul style="list-style-type: none"> A variety of grammatical structures matched to purpose and nearly consistent use of conventions, including for effect A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language Words and expressions with precise meaning related to content area topics
Level 4 Expanding	<ul style="list-style-type: none"> Short, expanded, and some complex sentences Organized expression of ideas with emerging cohesion 	<ul style="list-style-type: none"> A variety of grammatical structures and generally consistent use of conventions Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words and expressions with multiple meanings or common collocations and idioms across content areas
Level 3 Developing	<ul style="list-style-type: none"> Short and some expanded sentences with emerging complexity Expanded expression of one idea or emerging expression of multiple related ideas 	<ul style="list-style-type: none"> Repetitive grammatical structures with occasional variation and emerging use of conventions Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content words and expressions (including content-specific cognates) Words or expressions related to content areas
Level 2 Emerging	<ul style="list-style-type: none"> Phrases or short sentences Emerging expression of ideas 	<ul style="list-style-type: none"> Formulaic grammatical structures and variable use of conventions Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions (including common cognates) Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Words, phrases, or chunks of language Single words used to represent ideas 	<ul style="list-style-type: none"> Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) Phrasal patterns associated with common social and instructional situations 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and familiar expressions

Refusal of Services

Parents have the right to refuse EL services provided by the district. If parents refuse services, they must provide a signed and dated letter expressing their wishes.

Their child will be required by law to participate in the ACCESS test until he/she scores a 5.0 Composite, 4.2 and reading proficiency and 4.2 writing proficiency on this test.

Enrollment Procedures and Right to Decline Services

TBE/TPI

The school district must, no later than 30 days after the beginning of the school year, or 14 days after the enrollment of any child in the TBE or TPI program during the middle of the school year, notify the parent or legal guardian of an eligible child that enrollment in the English Language Learners Program is being recommended. Notice must be given in English, and in the student's home language:

Parent/Legal Guardian Notification of Student Eligibility

- At the time of registration, all students new to the district complete a Home Language Survey (HLS).
- Once a student is identified as having a language background other than English, district personnel explains to the parent/legal guardian that the state requires the district to administer the WIDA Screener Online, or if kindergarten age, the MODEL test. (All preschool (EC) ELs must also be identified using the Pre-IPT Oral English Language Assessment.)
- Parent/legal guardians are notified of test results.
- District personnel explain the district's scoring criteria for eligibility into either the TBE or TPI program.
- Parent/legal guardian receive the following explanation in regards to the TBE or TPI program:
 - The reasons why the child is eligible for the program

- The child's level of English proficiency and how the level was assessed.
- The method of instruction used in the program and other available offerings of the district, including how the program differs from those other offerings in content, instructional goals, and use of English and native language instruction.
- How the program will meet the educational needs of the child and specifically how it may help the child learn English and meet academic achievement standards for grade promotion and graduation.
- The specific exit requirements for the program, the expected rate of transition from the program into the general education program.
- How the program meets the objectives of the child's individual education plan (IEP) if applicable.
- The right of the parents/legal guardians to decline to enroll the child in the program or to choose another program or method of instruction, if available.
- The right of the parents to have the child immediately removed from the program on request; and
- The right of parents to visit TBE or TPI classes in which their child is enrolled and to come to school for a conference to explain the nature of Transitional Bilingual Education.

Parent/Legal Guardian Right to Decline Program Services

- Same as above
- If the student's parent/legal guardian indicates that he or she does not choose for his or her child(ren) to receive TBE or TPI services they must sign and date a Refusal of Program Services.
- A parent notification letter will also be sent to parents within 30 days of the first day of school, or within 14 days of enrollment during the school year.
- Student's academic performance is monitored for at least two years. If a student is not succeeding as measured by classroom performance and state administered tests such as ACCESS, PARCC, then district personnel may suggest the student receive TBE or TPI services.

EL Folders

All students who qualify for the EL program will have a white folder that will be maintained by the EL teachers. Folders for active students can be found in the EL teacher's rooms. Students who are no longer in the program will have their EL folders placed in their cumulative folder in the office.

Information found in the white EL folders may include:

- Home Language Survey
- WIDA Screener Online
- Parent communications (including but not limited to WIDA Screener Online/ACCESS results)
- ACCESS test results
- Transition/Exit forms

When a student leaves the district the EL folder will be placed in the cumulative folder to be sent to the new school.

ACCESS

ACCESS for ELs

In January and February, students who qualify for EL services will take the ACCESS exam (Assessing Comprehension and Communication in English State to State). The examination assesses students' academic listening, speaking, reading, and writing skills. Results of the assessments are sent to the district in the spring. The scores are used to determine EL placement for the following year.

Alternate ACCESS for ELLs Participation Guidance 2017-2018

The Alternate ACCESS for ELs is intended for students with the most significant cognitive disabilities who cannot meaningfully participate in the standard ACCESS for ELs assessment, even with accommodations.

Observations should be taken from a WIDA Screener Online administration using the accommodations (if any) specified in the student's IEP. A special administration of the WIDA

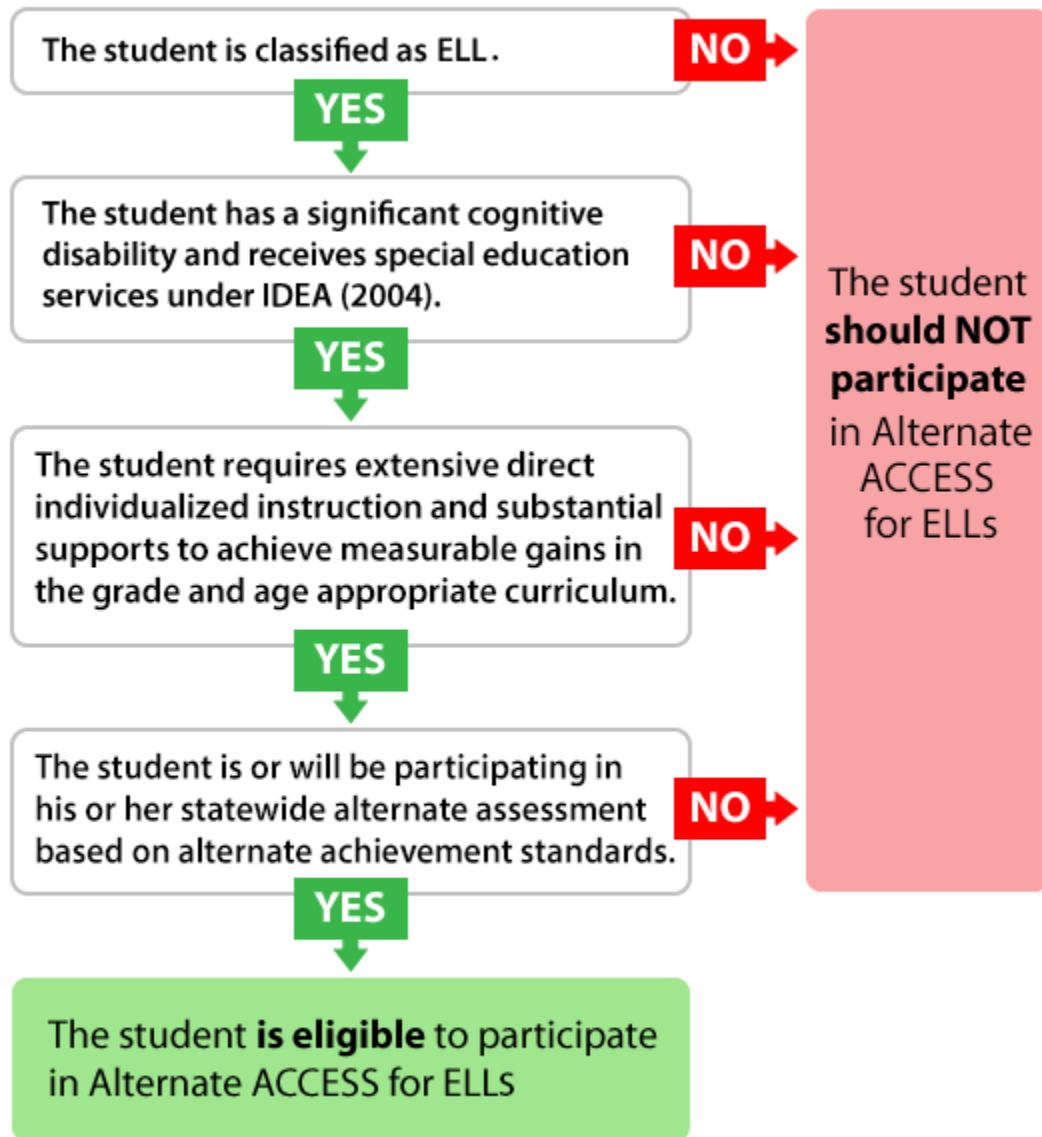
Screener Online may be necessary, even if the student has been recently assessed with it. Observations may be made by the test administrator or another certified educator present during the administration. A third-party observer does not need to be trained as an ACCESS test administrator. These special administrations of the WIDA Screener Online need not be given to completion, scored, or reported to the state, but staff observations should be kept with the student's IEP (see other side). The purpose is for local staff to determine whether the student can understand and meaningfully respond to the test items using accommodations (if any) specified in his/her IEP.

The Alternate ACCESS is available only for grades 1-12, not K or pre-K.

- It is not necessary to evaluate every EL student with an IEP for eligibility using the procedure in this document.
- Students given the Alternate ACCESS for ELLs in one school year are not required to continue using it in subsequent years. Students who earn an Overall Composite of P2 on the Alternate ACCESS for ELLs should be considered for transition to the standard ACCESS for ELs the following year.
- Observations of the student interacting with the Alternate ACCESS for ELLs during its administration should be recorded and provided to the IEP Team to inform decisions regarding its future use.
- ELs that take the DLM are not necessarily required to take the Alternate ACCESS for ELLs.
- A student's eligibility for the Alternate ACCESS for ELLs must be re-evaluated annually by the IEP team.
- The proficiency level range of the Alternate ACCESS for ELLs does not exceed 3.0 for any language domain. Therefore, any student assessed with the Alternate ACCESS for ELLs will not be able to meet the state's English language proficiency criteria.



Alternate ACCESS for ELLs Participation Criteria Decision Tree



Check with your state education agency for your state's specific participation criteria for Alternate ACCESS for ELLs.

*For more information, please visit: <http://www.wida.us/assessment/alternateaccess.aspx>

EL Services

ACCESS and Special Education

- English Learners (ELs) are eligible for EL services and Special Education Services.
- Language proficiency and cultural factors must be ruled out as the determining factor in the learning difficulty when qualifying for Special Education. They are not cause—but they may still exist and need attention/services.
- Students should be afforded a continuum of services in the least restrictive environment that provides both special education and specialized English language instruction/ or native language support.
- Students are eligible for EL services by the rating on an approved language screening after they are indicated as speaking another language at home on the Home Language Survey during enrollment.
- This should be marked on the IEP and even specified in any 504 where appropriate. Also, the IEP should specify what kind of language support would meet the student's needs. This would be determined through their ACCESS scores, classroom performance, and teacher recommendation.
- All students (SPED as well) who take ACCESS and score less than a 4.8 composite (both) maintain their status as ELL.
- An EL representative must be included at evaluations and IEP meetings.

English Learners Program—Procedures for Forms

- **Registration at the District Office: (All year long)**
 - For all new students that register at the District Office
 - Parent must complete a Home Language as part of the registration online through InfoSnap.
 - If the Home Language Survey indicates that a language other than English is spoken by the child or in the home, the EL Office will receive an email immediately after the parent submits the registration online. The EL Office will determine if the student needs to be tested.
 - EL Office is responsible for contacting the EL teacher and sending the following information:
 - Student Record (Bilingual Folder)
 - Home Language Survey
 - Test-WIDA Screener Online/MODEL/Pre-IPT
 - For new or re-enrolled students to our District, it is very important to observe the following Flags:
 - Bilingual FT
 - Bilingual PT
 - Bilingual TPI
 - Parent Refusal
- **Parent Refusal & Withdraw Forms (all year long)**
 - If a parent wishes to refuse the EL program, a “Parent Refusal Form” must receive counseling from a person within our EL program staff, principal, or EL

Director on why the program being recommended and the benefit the program could have educationally to the child. While the program is recommended, it is not obligatory but requires to parent to sign a refusal services. The refusal form includes several lines where the parent must indicate their reasoning for refusing. Fax it to: 847-263-2133 to EL Office. A copy will be faxed back to be filed in the “Student EL Folder”. The student will be required by law to participate in the ACCESS test until he/she scores a 4.8 Composite.

Student Transition (Exit) Letter (May)

EL Office will send two sets of copies of the Exit Letter. EL teachers will send one copy home with students and file the 2nd copy on “Students Record” (Bilingual Folder).

When a student’s score reaches 4.8 composite in the ACCESS Test, they are eligible to transition into the general Ed. Classroom.

- If the student has less than three years in the program, parents are required to approve the transition into General Education classes. Only if parents DO NOT agree with the recommended placement, send a copy of signed form to Rosemary Betz, so she can identify student with Parent Refused Transition flag. Schools will place the student in a Bilingual classroom. Please note that these students do not take ACCESS Test but at the end of the next school year they will receive another “Exit Letter”.
- If a student has more than three years parents don’t have the option of refusing the transition. The letter is only a notification of the transition into General Education classes.
- REQUIRED MONITORING- The district is required to monitor all fully English language proficient students for the first two school years the students are fully English proficient, after their exit from EL program. The district must keep documentation (grade level, final EL composite score, and additional annual evidence of English language proficiency) on file throughout the two- year monitoring period.

Responsibilities of EL Teacher

- EL teachers are responsible for completing the student EL folder with student ACCESS scores along with any other any other documentation, i.e., student work samples, test data that was used in making the placement decision.
- Teachers are responsible to make sure appropriate placement letters are sent to parents. Annual continue letters, parent consents for exits before three years of service or continuation beyond three years of services.
- A written notification of a parent's desire to withdraw their child from the program, parent refusal from the program, waiver report card as well as other EL records are placed in each student's white EL folder.
- Use WIDA English Language Proficiency Standards in daily instruction
- EL teachers (full-time program): Deliver instruction in core subjects in the student's native language.
- Instruct student in the history and culture of their home country and that of the United States.
- Collaborate closely and share expertise with general and special education colleagues within the school/district.
- Differentiate instruction for diverse learners.
- Value cultural diversity in teaching and learning

Building Administrator

- Serve as an advocate for EL students throughout the school.
- Assure that the district's established procedures for EL program are followed with fidelity.
- Create an inclusive school climate that makes ELs and their families feel that they belong.
- Plan and implement building level professional development on effective teaching practices for English Learners that includes cultural and linguistic considerations.
- Coordinate and implement building level EL services.
- Monitor eligibility and placement process of EL students and assure related paperwork is completed for student bilingual folders.
- Review and analyze achievement data for ELs at the school.
- Work collaboratively with EL Office staff to continually improve the delivery of services for ELs at the school.
- Continue to learn about best practices and the educational needs of ELs.

Director of English Learners Program

- Supervise the implementation of the district's TBE/TPI program.
- Ensure that Beach Park Schools complies with federal and state mandates as well as Office of Civil Rights (OCR) guidelines of providing equal educational opportunities and access to English Learners (ELs).
- Manage the design, implementation and monitoring of an appropriate, publicly supported, comprehensive bilingual/English as a Second Language (ESL) curriculum program.
- Communicate effectively with school district personnel, parents, families, students and all members of the community about the district philosophy for educating ELs, program goals, instructional delivery model, and transition/exiting procedures into the general education program.

- Provide expertise and resources for an effective professional development program for school personnel who deliver services to ELs, based on student needs.
- Attend meetings of the School Board, Bilingual Parent Advisory Committee, and other community meetings to provide information to various stakeholders about the district's EL program.
- Communicate with the Illinois State Board of Education consultants regarding the implementation of the TBE/TPI program.
- Work closely with school principals to ensure proper implementation of the district's entry/transition/exit process for ELs from the bilingual/ESL program into the general education program.
- Collaborate with colleges and universities to develop teacher training programs that result in bilingual endorsement and ESL approval.
- Supervise, mentor and evaluate EL Office staff for the purpose of providing better service to ELs, their teachers and building administrators.