



This manual is a guide to the purpose, goals, and function of English Language Learner (ELL) instruction, the Transitional Bilingual Education (TBE) transitional program of instruction.

Goals and Objectives

The goal of the TBE program is to teach English to students who are yet to be linguistically proficient due to having another language as their native language. Educators need to be aware that as much as the languages from different cultures vary, so do other aspects of culture such as norms, values, and mores. Educators must be sensitive and considerate of the various needs of English Language Learners (ELL) students so that they in turn, not only master the linguistic tools to become academically successful, but also ensure social and economic success in the world.



Program Objectives and Strategies

Objective	Strategy To Be Used
To value and increase an awareness of a student's native language and cultural heritage	By being aware of and celebrating a variety of cultural holidays and cultural heroes and by including culturally diverse sources of various literary genres in the curriculum.
To recognize and foster family responsibilities as their children's first teachers	By maintaining communication with parents/guardians and providing opportunities for parent workshops that support the parent's role in education.
To utilize family and community members as resources in the education of the District's students	By encouraging the family and community's assistance in planning and carrying out enrichment activities for the benefit of all students.
To use District and State-approved procedures for identifying and assessing ELL students and monitoring academic progress	The IDEA Oral Language Proficiency Test (Pre IPT), WIDA Measure of the Development of the English Language (MODEL) and the WIDA ACCESS Placement Test (W-APT) will be used to identify ELL students. Monitoring will be done through the ACCESS for ELLs and Illinois Standards Achievement Test (ISAT), quarterly benchmarks, and various other means as required and/or recommended by the school district, school, or classroom teacher
To provide instruction which is aligned to World-Class Instructional Design and Assessment (WIDA) Language Proficiency Standards, state/district standards and curriculum, to meet the academic, linguistic and cultural needs of ELLs.	By working in partnership with administrators, classroom teachers, and other school personnel involved with the education of ELL students.
To provide appropriate instruction so that ELL students achieve social and academic language proficiency in the four language domains of English: listening, speaking, reading, and writing, as well as competence in other academic areas.	By using a combination of research-based instructional methodologies as well as native language support, if available, as dictated by the individual student's needs.
To increase cultural awareness and sensitivity among all staff members in order to ensure a successful collaboration with cultural and linguistically diverse students and their families.	By providing district staff members with opportunities for professional development.



Transitional Bilingual Education (TBE)

The identification of students needing ELL services will be based on state recommended cut-off scores on the Pre-IPT, MODEL, and W-APT - instruments for evaluating English language proficiency. For students in preK-4 whose native language is Spanish, instruction will be provided in a self-contained classroom by a bilingual teacher and/or ESL teacher. For students whose native language is not Spanish, instruction will be provided by the ELL teacher and/or general education teacher based on the individual student's needs

Transitional Program of Instruction (TPI)/ English as a Second Language (ESL)

In grades 5-12, the ELL teacher and the general education and/or content area teacher provide instruction based on students' needs and communicate regularly to discuss the lessons, strengths, and weaknesses of the ELLs, as well as the methods of instruction and assessment to be used. Through this communication with the general education/content-area teachers, ELL instruction in the areas of listening, speaking, reading and writing within the context of district, state, and federal grade level learning objectives will be provided. Students' progress in all subject areas is to be monitored by the ELL teacher.

All ELLs are to be provided instruction that is appropriate for them given their current level of English language proficiency. Students with less English proficiency (Level 1 and 2 on the ACCESS) are to be provided additional services in native language. Part-time and full time services are provided in accordance with the recommendations of the Illinois State Board of Education. All middle school and senior high school students are provided with at least one class period of ELL personnel assistance daily and an English as a Second Language (ESL) class with the ELL teacher depending on the individual student's needs. Instruction and assessment of ELLs are dependent on the students' level of English proficiency based on the W-APT/ ACCESS for ELLs test results, age, and grade level. The ELL teacher will measure the ELL's achievement of the above stated program goals through the ACCESS for ELLs test, ISAT tests, quarterly grades, and communication with general education / content area teachers.

STUDENTS CONSIDERED FOR TBE/TPI

Students are eligible for TPI services if: (1) the student's language assessment scores on the Pre-IPT/ (incoming pre-school students), MODEL (incoming kindergarten students – first semester of grade one), W-APT (second semester of grade one – grade twelve students) indicate eligibility based on the state's current recommendations.

All students who qualify for TPI services will be placed in the program with parental approval. If transportation is required, parents will be informed of transportation services within two weeks of the placement or sooner.



PEER INTERACTION

ELLs must be integrated with their English speaking peers in programs or activities where English proficiency is not essential. Limited segregation of ELL students from non-ELL students is permissible where the benefits accrued in remedying English language barriers outweigh the adverse effects of segregation.

All staff needs to be sensitive to the cultural customs of students from various backgrounds in developing and providing instruction.

TPI PROGRAM PROCEDURES

1. Parents are notified of program objectives, instructional goals as well as program components upon the enrollment of their child in the TPI program as well as the continuation of program services past the state recommendation of the minimum of 3 years.
2. Any parent has the right to waive or withdraw his/her child from the TPI program. The “Parent Notification of TPI Form / TPI Student Enrollment /Program Placement 0-3 Years” and the “TPI Student Enrollment/Program Placement 3+ Years” form include a waiver of services/withdrawal statement which must be signed by the parent if he/she wishes to waive or withdraw services upon identification or continuance of service. If after the student has been enrolled in the program, a parent wishes to withdraw their child from the program, he/she may sign the “Waiver for Service” form or write a letter indicating his/her wish for withdrawing his/her child from the program. The program placement form will be kept in the student’s cumulative file for student and District documentation.
3. The student progress report, midterm (between each quarter), and quarterly progress reports are completed on each TPI student, as well as, for students who have recently exited the program, who will be monitored for one year. All copies will be given to the TPI Coordinator for monitoring student progress.
4. In the spring of each year, those students receiving services are re-evaluated using the ACCESS for ELLs Test as part of annual assessment. A copy of the assessment is kept in the student’s cumulative folder.
5. ELLs scoring **4.2** on the **literacy** portion (only **Tier B or Tier C**) as well as **4.8** on the **over-all composite** proficiency level on the ACCESS for ELLs Test will be considered for exit from the program.
6. Parents are notified in writing that their child is being transitioned from the program and a copy of the exit form will be kept in the student’s cumulative folder for student and District documentation.

Quarterly and annual assessment data such as mid-term, quarter grades, ISAT scores, ACCESS for ELLs scores, and other proficiency assessments will be gathered at the initial assessment and continued annually with



all TBE/TPI students as well as those exited within the past year. These data are documented on the ISBE Profile Sheet for state annual reporting.

INITIAL SCREENING AND IDENTIFICATION PROCEDURES
Primary Home Language Other Than English

The Illinois School Code and the Emergency Immigration Act, Title VI of the Education Amendments of 1984 states, “each school district shall administer a home language survey to each and every student entering a district’s school for the first time. The parents’/guardians’ cooperation is needed to meet this information requirement.”

The identification procedure for the District Transitional Bilingual Education Transitional Program of Instruction program has two components. The components are the identification process and the initial screening process.

The identification process begins according to state regulations. All students new to the district are screened for TPI services.

- All students in the Freeport School District turn in Home Language Surveys (HLS) completed by or with the assistance of their parents/guardians upon enrollment. Interpreters and translators will be available to assist, as needed. HLSs will be available in English and Spanish (or other non-English languages as resources allow). Translators and interpreters will be used to assist all other language groups on an as needed basis.
- The HLS begins the identification process and is completed during registration. (Attachment 1)
- Each school building’s secretary or registrar new to the District will be trained in the procedural steps of the Identification Procedures. They will review each HLS. If there is another language spoken in the home other than English, two copies will be maintained. The original HLS is placed in the student’s cumulative folder. A chronological file is to be maintained for each school year. The other copy will be given to the TBE coordinator to be maintained in the TBE office. This will be done within ***two weeks of the beginning of the school year*** or within ***one week of when a student registers*** anytime during the school year.
- Each building principal will complete the Principal Assurance Form and return the form to the TPI director within two weeks of the start of school. The Principal Assurance Form is used to ensure each student in the system had a completed HLS, and the TPI Coordinator has been provided copies of the HLS in order to schedule students for language assessment.



Identification Procedures:

- The TPI office reviews, organizes, and files the Home Language Surveys forwarded by District schools.
- The term “**Primary Home Language Is Other Than English**” applies to a student with one or more of the following criteria:
 - a. English is not the language most frequently used by the student’s parents and/or the student in
 - b. English is not the first language spoken by the student,
 - c. English is not used by the student to communicate with his/her friends, and
 - d. The student speaks a language other than English.
- When these criteria are met, the student will be given within 30 days of enrollment the Pre-IPT, MODEL, or the W-APT to determine their English proficiency level and whether the student qualifies for English as a Second Language (ESL) services or bilingual program services (TBE). This screener is used by all Illinois school districts to determine student eligibility and placement in the programs of instruction for ELLs.
- A trained certified employee may administer any of the above English language proficiency tests. Any teacher may administer this test after completing the online training for it. Testing will occur at the student’s building in an appropriate site or at home if necessary.
- To ensure proper placement, any student entering pre-school will be tested for English language proficiency using the Pre-IPT test and will be tested only on the listening and speaking domains. If a student entering at age 3 scores at Level A, B, or C, the student is eligible for ELL services. If a student entering at age 4 scores at A, B, C, or D, the student is eligible for services.
- To ensure appropriate placement, any student entering the first semester of kindergarten will be tested for English proficiency using the MODEL test and will be tested only on the listening and speaking language domains. If the student scores lower than a **4.8** composite **oral** proficiency score, the student is eligible for ELL services.

Any student entering the second semester of kindergarten up to the second semester of grade one is tested for English proficiency using the MODEL test and is tested on all 4 language domains i.e. listening, speaking, reading, and writing. If the student scores lower than a **4.8** on the **overall** composite proficiency level and **4.2** on the **literacy** proficiency level, the student is eligible to receive ELL services.

Any student entering the second semester of grade one through grade twelve is tested for English language proficiency using the W-APT and is be tested on all of the 4 language domains. If the student



scores lower than **4.8** on the **literacy** proficiency level and **4.2** on the **overall** composite proficiency level, the student is eligible for ELL services.

- District #145 will contact parents of students requiring services through a phone contact and/or a home visit to explain program services and send /give the program placement form.
- Once in the program, the parent will be sent a form indicating the type of services that are rendered to the student.
- Assessment scores will be retained in the student's cumulative folder. The TPI Coordinator retains a copy.
- Supplemental information such as personal interviews with students, parents/guardians; or a review of the student's educational background can also be used and should be documented in the ELL's file.

REFERRAL FOR SERVICES

A student currently enrolled in the district may be referred to receive services if the general education/content area teacher feels that the academic difficulties that a student is experiencing is due to English not being the student's primary language. The teacher(s) fills out a referral form (c-attachment), send(s) it to the TBE/TPI office and the identification process described above is followed.

SCHEDULING

Amount of time and type (native language and English) students receive depend on his/her English language proficiency level and students are classified as part-time or full-time students according to recommendations provided by the state. Students are not to be pulled from special areas, such as physical education, art, or music. Bus schedules do not determine whether or not a student is provided ELL services.

ELL program resources may be used in conjunction with any services offered by the District to ensure academic growth utilizing pullout and/or push-in service in accordance with each student's individual needs. Other District support services may include Title 1 and other reading services.

STAFFING

All teachers providing instruction to ELLs must have endorsement/approval in the areas of ENL (English as a New Language) and/or bilingual education. Annual staff development will be provided to all relevant staff regarding implementation of the District's TPI program and current instructional methodologies. General education and content area teachers are annually provided in-service relating to



the availability of the TPI program, its design, and implementation. This is in compliance with the Illinois School Code.

GRADING

Staff communicates the academic and social progress of ELLs in grades 5-12 in the same manner as students in the regular education program through the use of interim and quarterly report cards. In the case of ELLs in the TBE program (K-4), a developmentally-based language and content area acquisition evaluation report is issued at the same time report cards are issued to students in the general education program.

A general education or content area teacher may make accommodations to meet the ELL's needs, such as providing alternative assessment measures, reducing the number of questions on a test; having the directions explained to the student in their native language; having a test read to the students, or allowing the student to have additional time to complete a test or assignment if such accommodations are made for other students. These students are graded using the same grading scale based on the work assigned at his/her age and grade level.

RETENTION

ELLs will not be retained based solely on lack of English proficiency. Prior to recommending an ELL for retention, a teacher will convene a meeting with the building principal, home school coordinator and/or counselor, if applicable, the ELL teachers, and the student's parents to discuss the student's lack of academic progress. This group will determine the most appropriate action to take in the best interest of the student. This decision will be documented in the student's cumulative folder.

FACILITIES

The ELL teacher will work with the building principal to obtain an appropriate location in each building where ELL services are provided. The designated facility should be comparable to the facilities used by other school programs. The District should consider the size of the classroom, the number of students, available shelves, instructional space, sufficient numbers of desks, chairs, chalkboards, ventilation, heating, and so on.

SPECIAL EDUCATION

TBE students with special education needs are provided both language assistance services and special education services, as needed. TPI students are evaluated for special education needs in their native



language, when appropriate. English linguistic ability should not affect the outcome of the evaluation. The staff is responsible for referring students for special education evaluation when a need becomes evident, even if it is before English proficiency is reached. A knowledgeable ELL program staff member will be a participant at the first Problem Solving Team (PST) meeting after a referral has been submitted. The team will review and provide intervention strategies to be tried with the student. The procedure for referring, evaluating, and placing a potential or currently identified ELL who is in need of special education and related services will be followed and monitored. The procedures for obtaining bilingual evaluation staff or interpreter services are as follows:

Referring ELLs for Psychological Educational Evaluation:

1. An ELL is referred for psycho-educational evaluations by the same avenues that are available for all students within the District. The main criterion for any referral shall be that the student's academic performance or behavior is adversely affecting the educational outcome.
2. Depending on the referral source and severity of the problem, the PST procedure may proceed or be superseded by a referral for a psycho educational evaluation by the building administrator.
3. The school's staff or the student's guardians may request referrals and /or full case study evaluations.
4. If it is determined that a referral is needed for a student, the parent is contacted to participate through the entire PST process.
5. The school social worker, school nurse, parent/guardian, ELL teacher, and the classroom teacher collaborate to complete the referral packet
6. When the PST intervention process begins. Three intervention meetings to take place every 2-3 weeks will be held for the PST members to review and assess interventions in place or offer/implement other interventions.
7. *The PST members will include participants of the interventions, screening and Individual Education Plan (IEP) teams, as appropriate, as well as the TBE/TPI coordinator and relevant TBE/TPI staff.*
8. If interventions were not successful after the three PST meetings, the referral packet is submitted to the parents within one instructional day to request the parent's consent to evaluate.
9. The PST team chairperson reviews the referral packet and determines whether all referral information has been provided. If the packet is complete, this ends the referral process. If the referral packet is incomplete, the packet is resubmitted to the PST team. The PST team chairperson forwards the referral to a staff psychologist and the referral process is completed.

Evaluating ELL students:

10. The evaluation of the ELL is the same process available for all students within the District. The school psychologist conducts a comprehensive psychological educational evaluation of the student using input from the ESL teacher, classroom teacher, parent, nurse, social worker, other school personnel, and the professional community, as appropriate.



11. Evaluation of the ELL is conducted in the student's native/dominant language or by other appropriate modes of communication.
12. When a referral is received for an ELL, a request for the administration of a language proficiency test in English and in the student's native language (if available) is submitted to the TBE/TPI program coordinator.
13. If the student has already been assessed, then the language assessment scores are submitted to the PST. If the student has not been received assessment, it is conducted immediately. Once the student's dominant language is determined, it is documented in the student's special education and cumulative files.
14. The student is assessed in his/her dominant language. A licensed school or child psychologist who is proficient in the child's native language will conduct a psychological educational evaluation. The Department of Pupil Personnel Services will continue to request and monitor the evaluators. If necessary, the District will contract outside the District to obtain an appropriately state licensed bilingual psychologist. The District, through the Department of Pupil Personnel Services, will maintain a list of available bilingual psychologists.
15. The psychologist determines whether the information obtained is valid and representative of the student's reasoning ability, academic achievement, and emotional status. If the evaluation is valid, then the psychologist proceeds to administer the evaluation and submits a written psychologist's report.

Placing ELLs in Special Education Programs:

16. Placement procedures for ELLs in special education programs are the same as those used for all other students in the District. Upon receiving the psychological report, the social worker shall schedule and convene a case conference for evaluation.
17. The case conference committee shall develop an Individual Educational Plan (IEP) based on the student's needs using the eligibility criteria required by the State. The IEP will document TBE/TPI services needed by the student.

Providing ELLs with Related Services:

18. The ELLs are provided the same related services that are provided to all students within the District. The only difference may be that some ELLs are also placed in the TBE/TPI program for acquisition of English language skills.

Parent Notification:

19. At the request of the PST team and/or the Director of Pupil Personnel Services, the ELL teacher, or the parent, interpreter services will be provided to parents and ELLs for all meetings, case conferences, or annual reviews. In addition, special education forms are obtained from the Illinois State Board of Education in non-English languages.



TBE STUDENT EXITING GUIDELINES

To gain the maximum educational benefit of program services, a student who enters the program from Gr. 1 and thereafter is placed in the program for a minimum of 3 years upon qualifying for services.

Once the student qualifies for services, the parent/guardian may waive services by signing the bottom part of the “Parent Notification of TBE/TPI Form / TBE/TPI Student Enrollment /Program Placement 1-3 Years” Form (c-attachment). In the case of parents/guardians who want to waive services during the 3 years of placement, a “TBE/TPI Waiver for Services” Form (c-attachment) is signed or may make a request in writing. This request will be documented and a copy will be placed in the student's permanent file and in the program coordinator’s file.

It may be necessary for a student to stay in the program for longer than the recommended 3 years. For every year that a student is enrolled past the recommended 3 years, the program coordinator communicates this need to the parents before the beginning of each school year and a “TBE/TPI Student Enrollment/Program Placement 3+ Years” form (c-attachment) is signed by the parent/guardian.

If at any time after the parent had signed the “TBE/TPI Student Enrollment/Program Placement 3+ Years” Form, the parent/ guardian wishes to withdraw the student from the program, the parent signs a “TBE/TPI “Waiver for Services” form or may make a request in writing This request will be documented and a copy will be placed in the student's permanent file and in the program coordinator’s file.

- Students are eligible to exit the TBE/TPI program and enter the general education program when they score at least a **4.2** on the **literacy** portion as well as 4.8 composite proficiency level of the ACCESS for ELLs test (Tiers B or C only)

EXITING AND MONITORING PROCEDURES

Once the yearly ACCESS scores are received by the District, the TBE/TPI Department makes a recommendation that students who reached the above cut off scores are considered for exiting the program. A final exit decision will be made as a result of a meeting with the building principal, ELL teacher, classroom teacher(s), and parents/guardians. To assist the student in making a successful transition to the regular education program, which the child no longer qualifies for services, he/she will be exited from the program. Documentation of those present at the meeting and the final decision will be indicated on the “Recommendation for Exiting the TBE/TPI program” Form. A copy of the form is retained in the student’s file.

The TBE/TPI program coordinator continues to monitor students who exit the program for two years. The coordinator will provide the general program teachers the names of exited students who are being monitored at the beginning of each year. Throughout the year, the classroom teacher provides information to appropriate TBE/TPI staff, such as, the student’s grades, standardized test scores in reading/writing, and other pertinent information. This information is reviewed. If a student is having difficulty in the general education program, a



conference is scheduled by the TBE/TPI program coordinator with the general education program teacher(s), building administrator, and the student's parents to determine whether the difficulties are caused by continued lack of English proficiency. The team determines what additional services are needed, to include re-evaluation and /or reinstatement into the program. The conference will be documented and placed in the student's cumulative file.

At the end of 2 successful years of monitoring, the program code on the district student information system Skyward will be changed from LEP or ELL to general education.

DISTRICT TRANSITIONAL PROGRAM OF INSTRUCTION (TBE/TPI) PROGRAM FILES

Files pertaining to ELLs are kept in the attendance center of the students as well as the TBE/TPI program. The following files should be located in the students' cumulative folders as well another set of copies in the TBE/TPI office for all students being serviced by the TBE/TPI program:

- Copy of the Home Language Survey
- W-APT results
- ACCESS for ELLs Test results
- ISAT scores, if applicable
- Performance Data; Student Record Form, and/or local benchmark profiles
- Referral Form, if applicable
- Parent Notification of TBE/TPI Student Enrollment/Program Placement 0-3 Years Form
- Parent Notification of TBE/TPI Program Placement 3+ Years Form, if applicable
- TBE/TPI Types of Services Form
- Waiver for Services Form, if applicable
- Exit form, if applicable
- Student Monitoring Sheet (2 years after exiting program), if applicable



ATTACHMENTS



Home Language Survey

The state requires the district to collect a Home Language survey for every new student. This information is used to count the students whose families speak a language other than English at home. It also helps to identify the need for bilingual and English as a Second Language education services in the schools.

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

Student's Name: _____

School: _____ Grade _____ M ____ F ____

Student's Birthplace: _____
(CITY) (STATE) (COUNTRY)

The Illinois School Code and the Emergency Immigration Act, Title VI and the Education Amendments of 1984 (P.L. 98-511), requires annual information about children from a non-English background. *Your cooperation is needed to meet this information request.*

Number of years of schooling in the United States: _____

Circle the grades completed that your child attended in the United States

K 1 2 3 4 5 6 7 8 9 10 11 12

Number of years of completed schooling outside the United States (if any) _____

1. Does anyone in your home speak a language other than English?

_____ Yes? What language? _____

_____ No

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

_____ Yes What language ? _____

_____ No

If the answer to question # 1 or # 2 is yes, the school will assess your child's English language proficiency in the language skill areas using the W-APT (ACCESS Screener) test.

Signature of Parent or Guardian

Date



TPI Program Referral Form

Date: _____

Student : _____ Grade: _____

Referral made by : _____

Reason : _____

For TBE office only

Was student ever enrolled in a bilingual/ESL program? Yes _____ No _____

School year (s) _____

Documentation of records :

1) Most recent W-APT/ACCESS L _____ S _____ R _____ W _____
Oral Score _____ Literacy Score _____ Over all _____

2) Progress reports



Parent Notification of TBE/TPI Form
TBE/TPI Student Enrollment/Program Placement 0-3 Years Form

Dear _____

The state of Illinois requires that all students who come from homes where another or other language(s) are spoken be tested for English language proficiency. Your child, _____, who is enrolled in grade _____ was tested with the [\(MODEL/ACCESS/W-APT Screener\)](#) test. According to your student's test results, he/she will benefit from educational services provided by the following program:

_____ Transitional Bilingual Education _____ Transitional Program of Instruction

This program will help your child learn English and the subjects required for grade promotion. Based on your child's proficiency scores, this program is the best option to meet your child's instructional needs and promote academic success in school.

Your child's English language proficiency test scores are indicated below:

TEST: _____ **W-APT** _____ **ACCESS for ELLs™**

Area Tested	Student Score	Proficiency Level 1-6
Listening		
Speaking		
Reading		
Writing		
Composite		

Proficiency Level	Description of English Proficiency Levels
1 - Entering	Knows and uses minimal social language and minimal academic language with visual support.
2 - Beginning	Knows and uses some social English and general academic language with visual support.
3 - Developing	Knows and uses social English and specific academic language with visual support.
4 - Expanding	Knows and uses social English and some technical academic language.
5 - Bridging	Knows and uses social and academic language working with grade level material.
6 - Reaching	Knows and uses social and academic language at the highest level measured by this test.

You may accept or reject this placement. To accept this placement, please call the bilingual program office (815) 541-3435 and speak with the program coordinator .

As a parent, you have the right to:

- visit the classes in which your child is enrolled and to meet with staff to learn more about the program
- decline enrollment in a program . You may take this action by **indicating** so at the bottom of this form, **signing** your name, and **returning** this form to your child's school.

 TBE/TPI Director / TBE/TPI Coordinator

 Date

 _____ The type of services and the benefits of program placement to my child's education has been explained to me. However, I waive my rights for my child to receive services from the TBE/TPI program.

 Parent's Signature

 Date



TBE/TPI Student Enrollment/Program Placement 3 + Years Form

Dear _____

Your child, _____, is enrolled in grade _____ in the program checked below based on his/her [English language proficiency \(ACCESS/W-APT\)](#) test scores:

_____ Transitional Bilingual Education _____ Transitional Program of Instruction

This program will help your child learn English and the subjects required for grade promotion. Based on your child's proficiency scores, this program is the best option to meet your child's instructional needs and promote academic success in school.

Your child's English language proficiency test scores are indicated below:

ACCESS for ELLs™

Area Tested	Student Score	Proficiency Level 1-6
Listening		
Speaking		
Reading		
Writing		
Composite		

Proficiency Level	Description of English Proficiency Levels
1 - Entering	Knows and uses minimal social language and minimal academic language with visual support.
2 - Beginning	Knows and uses some social English and general academic language with visual support.
3 - Developing	Knows and uses social English and specific academic language with visual support.
4 - Expanding	Knows and uses social English and some technical academic language.
5 - Bridging	Knows and uses social and academic language working with grade level material.
6 - Reaching	Knows and uses social and academic language at the highest level measured by this test.

Your written approval is needed to enroll your child in this program beyond three years. To indicate your approval, please sign the attached form and return it to the school. If you do not sign this form, we cannot enroll your child in the program.

As a parent, you have the right to:

- visit the classes in which your child is enrolled and to meet with staff to learn more about the program.
- decline enrollment in a program, withdraw your child immediately from the program, or choose another program if available. You may take this action by signing below. Declining the recommended program will mean that your child may be placed in a program where English is the dominant language of instruction.

TBE/TPI Director or TBE/TPI Coordinator

Date

 _____ I approve that my child continue receiving program services for school year _____ - _____
 _____ I decline my child's participation in the program for school year _____ - _____

Parent's Signature

Date



Transitional Bilingual Education Program of Instruction(TBE)

The Transitional Bilingual Education program is for non-native English speaking students. The program may provide instruction in the student’s native language with transition into English. The program helps students to succeed in academic subjects and learn English.

Instructional Goals: To meet academic achievement standards for grade promotion and to become proficient in English.

Program Components: Your son/daughter will receive instruction in the areas checked:

- | | |
|---|--|
| <input type="checkbox"/> Reading and writing | <input type="checkbox"/> American History in English |
| <input type="checkbox"/> Reading and writing in native language | <input type="checkbox"/> American History in native language |
| <input type="checkbox"/> Specialized instruction in English (ESL) | <input type="checkbox"/> Consumer Education in English |
| <input type="checkbox"/> Mathematics in English | <input type="checkbox"/> Consumer Education in native language |
| <input type="checkbox"/> Mathematics in native language | <input type="checkbox"/> Health in English |
| <input type="checkbox"/> Science in English | <input type="checkbox"/> Health in native language |
| <input type="checkbox"/> Social Studies in English | <input type="checkbox"/> Driver’s Education in English |
| <input type="checkbox"/> Social Studies in native language | <input type="checkbox"/> Driver’s Education in native language |

Exit Procedures

Students may remain in the Transitional Bilingual Education program until they reach proficiency in academic English.

Special Education Services

For disabled students requiring specialized services, language instruction meets the objectives of the student’s Individualized Education Program (IEP).



TBE Waiver of Services Form

Date : _____

I _____ withdraw my child _____ from the Transitional Bilingual Education Program of Instruction. I understand that my child's withdrawal from receiving services may adversely affect his/her academic progress.

Parent

TBE/TPI Director



Transitional Program of Instruction (TBE) Exit Form

Name _____ School _____ Grade _____
 ID# _____ Age _____ Sex _____ Birthdate _____

Attach current Student Record Form:

EXIT REVIEW MARKING PERIOD:

Students must meet at least 2 criteria (#1 and 2 or 3 are required)

Date: _____ **Grade:** _____ **Examiner:** _____

	Homeroom Teacher:	School:
1.	ACCESS listening: _____ ACCESS speaking: _____ ACCESS reading: _____ ACCESS writing: _____ ACCESS ORAL : _____ ACCESS Literacy : _____ ACCESS overall composite score: _____	Requires 4.2 on the literacy portion on the ACCESS <u>and</u> 4.8 on the overall composite score
2.	ELL Assessment: _____ GE: _____	Within reading ranges, Grades 2-3 one year, Grades 4-8 Two years
3	Other Assessment: _____	
4.	C Average or better:	
5	ELL Teacher:	Signature:
6	Teacher and/or Reading Specialist	Signature:
7	Parent :	Signature:
8	TBE Coordinator	Signature
9	Principal:	Signature
10.	Exit to regular education: Comments:	



TBE/TPI Exited Student Monitoring Form

Monitoring year : Circle 1 / 2

Date: _____

Student: _____

Grade: _____

School : _____

School Year : _____

Quarter 1 Comments : (C-attached progress report)

Quarter 2 Comments : (C-attached progress report)

Quarter 3 Comments : (C-attached progress report)

Quarter 4 Comments : (C-attached progress report)

