



English Language Learners Program Parent Handbook



A Guide to U-46's Schools

W

hen parents are unable to talk to their children, they cannot easily convey to them their **values**, **beliefs**, **understandings**, or **wisdom** about how to cope with their experiences. They cannot teach them about the meaning of work, or about personal responsibility, or what it



means to be a moral or ethical person in a world with too many choices and too few guideposts to follow. What is lost are the bits of advice, the **consejos** parents should be able to

offer children in their everyday interactions with them. Talk is a crucial link between parents and children: It is how parents impart their cultures to their children and enable them to become the kind of men and women they want them to be. When parents lose the means for socializing and influencing their children, rifts develop and families lose the intimacy that comes from shared beliefs and understandings.

Lily Wong Fillmore



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ELGIN AREA SCHOOL DISTRICT U-46

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ELGIN AREA SCHOOL DISTRICT U-46

Overview

Covering 90 square miles, School District U-46 serves portions of 11 communities in the northwest suburbs of Chicago in Cook, DuPage and Kane Counties. The District is approximately 45 minutes west of downtown Chicago, and the majority of our communities are easily accessible from major interstates and commuter rail lines.

School District U-46 serves over 38,000 children in grades PreK-12. The District ranks as the second largest in Illinois with 40 elementary schools, 8 middle schools, and 5 high schools.

The District is headquartered at the U-46 Educational Services Center at 355 E. Chicago Street in Elgin, IL 60120. The phone number is (847) 888-5000.

Strategic Plan

The U-46 Strategic Plan, which includes four aspirations, eight priorities, and a theory of action, was adopted on April 20, 2015 by the Board of Education. The four aspirations are centralized around the themes of student achievement, effective and engaged staff, community engagement, and efficiency, excellence, and accountability. U-46's theory of action emphasizes equity in distribution of resources and a culture of innovation in order to prepare all students for success. This long-term strategic plan will guide the academic and operational direction of U-46 for the next five years. The Strategic Plan Steering Committee is working on developing measurable goals that fit with the approved priorities of the district.

Click [here](#) for more information about the Strategic Plan.

For more information about U-46, please visit "About Us" or click [here](#).



Vision

“U-46 WILL INSPIRE INDIVIDUALS TO CONVERT THEIR DREAMS INTO REALITIES.”

Mission

“U-46 WILL BE A GREAT PLACE FOR ALL STUDENTS TO LEARN, ALL TEACHERS TO TEACH, AND ALL EMPLOYEES TO WORK. ALL MEANS ALL.”

Values

Equity

Respect

High Expectations

Innovation

Professional Development

Safe and Secure Environment

Stakeholder Involvement

Leadership and Accountability

Goals

- To ensure that all students have access to powerful teaching and learning opportunities.
- To improve student and staff performance and eliminate achievement gaps.
- To provide resources that support academic success for all.
- To increase communication and advocacy through family and community engagement.
- To place an effective employee in every position, inside and outside the classroom.



ELL INSTRUCTIONAL PROGRAMS AND SERVICES

Family Welcome Center

If a language other than English is spoken in our home, what services are available? The Family Welcome Center provides the following services:



- **Identification and Assessment:** Screens the English language proficiency of each student identified through the *Home Language Survey* as having a non-English background based on a “**YES**” response to either question on the Home Language Survey.
- **Placement of English Learners (ELs):** Determines a student’s eligibility to receive English Language Learner (ELL) services based on the prescribed screening instrument scores. If a student is eligible to receive ELL services, the Family Welcome Center makes the appropriate placement recommendation.
- **Information:** Informs new families to the district of the instructional programs available for their child. Provides information about the registration process. Assists new families to the district with information about resources available in School District U-46 and the surrounding community.

**The Family Welcome Center
355 E. Chicago St.
Second floor, Room 231
Elgin, IL 60120
Phone: (847) 888-5000 Ext. 6038**



HOW DO I KNOW THAT MY CHILD QUALIFIES FOR SERVICES?



Dual Language?
ESL?
Bilingual Education?
General Education?

At the time of registration, families complete the Student Information Form and the Home Language Survey. If parents or legal guardians answered “yes” to one of the two questions on the Home Language Survey, students will then be administered the ISBE prescribed screening instrument.

The purpose of the screening instrument is to determine the students’ eligibility for ELL services and, if eligible, the appropriate program placement for the student.

School District U-46 uses the Illinois State Board of Education prescribed screener instruments **Pre-IPT Oral®**, **WIDA-MODEL™**, **WIDA Screener™** as well as **ACCESS** scores as its basis for determining students’ ELL eligibility. **WIDA MODEL™**, **WIDA Screener™**, and **ACCESS** are scored on a range from 1.0 to 6.0.







Effective July 2017:

- **WIDA MODEL™** - Children entering the first semester of kindergarten scoring an ORAL overall composite (Listening/Speaking) **BELOW 5.0** are considered English Learners (ELs) and are eligible for TBE/TPI services.
- **WIDA MODEL™** - Children entering the second semester of kindergarten through 1st grade first semester scoring:
 - an overall composite (Listening/Speaking/Reading/Writing) **BELOW 5.0** or
 - literacy composite **BELOW 4.2** are considered ELs and are eligible for TBE/TPI services.
- **WIDA Screener™** - Children entering the second semester of 1st grade through grade 12 scoring:
 - an overall composite (Listening/Speaking/Reading/Writing) **BELOW 5.0** are considered ELs and are eligible for TBE/TPI services.
- **ACCESS** - Children who take ACCESS and score:
 - an overall composite (Listening/Speaking/Reading/Writing) **BELOW 4.8** are considered ELs and are eligible for TBE/TPI services.

A recommendation regarding appropriate program placement and services is made based on the results of these screening instruments. A Notice of Enrollment letter is provided explaining recommendation and services, as well as the program description. Parents have the right to accept or refuse ELL placement recommendations.



SCHOOL DISTRICT U-46 ELL PROGRAM OVERVIEW

  			
School District U-46 English Language Learners Program Overview			
School Level	Transitional Bilingual Education (TBE)	Transitional Program of Instruction (TPI) English as a Second Language	Dual Language (2020-2021)
Elementary School 	Preschool - 6th Grade (Liberty Elementary School)	Preschool - 6th Grade (Liberty Elementary School)	Preschool - 6th Grade 80:20 One-Way DL
			Kdg. - 6th Grade 80:20 Two-Way DL
Middle School 		7th and 8th Grades	7th and 8th Grades Abbott, Ellis, Kimball, Larsen, and Tefft Middle Schools
High School 	12th Grade Elgin, Larkin, and Streamwood High Schools	9th - 11th Grade Bartlett and South Elgin High Schools 12th Grade Elgin, Larkin, and Streamwood High Schools	9th - 11th Grade Bartlett, Elgin, Larkin, Streamwood, and South Elgin High Schools

For a listing of ELL school sites and up-to-date information visit www.u-46.org under Departments >> English Language Learners. For information about Specialized Student Services programming go to page 27 on this handbook.



Transitional Bilingual Education (TBE) Program

The Transitional Bilingual Education (TBE) Program is a mandated full-time program for eligible students of the same high incidence language. It is offered at schools where there are 20 or more eligible students with the same language classification, as required by law. The program helps students to succeed in academic subjects and learn English in a native language instruction and ESL.

Dual Language Program

80:20 Dual Language Program Model

Dual Language education is when instruction is done in two languages. Students are taught to read and write in two languages across academic content. In U-46, the languages of instruction are English and Spanish. The 80:20 Dual Language Program Model is a form of Transitional Bilingual Education for students in grades PreK through 11th grade who meet the following criteria:

- Non-English background Spanish students who are eligible to receive ELL services in the Transitional Bilingual Education Program based on their English Language Proficiency score
AND
- Native English speakers or English-dominant students invited to the program according to the selection criteria established by the district.

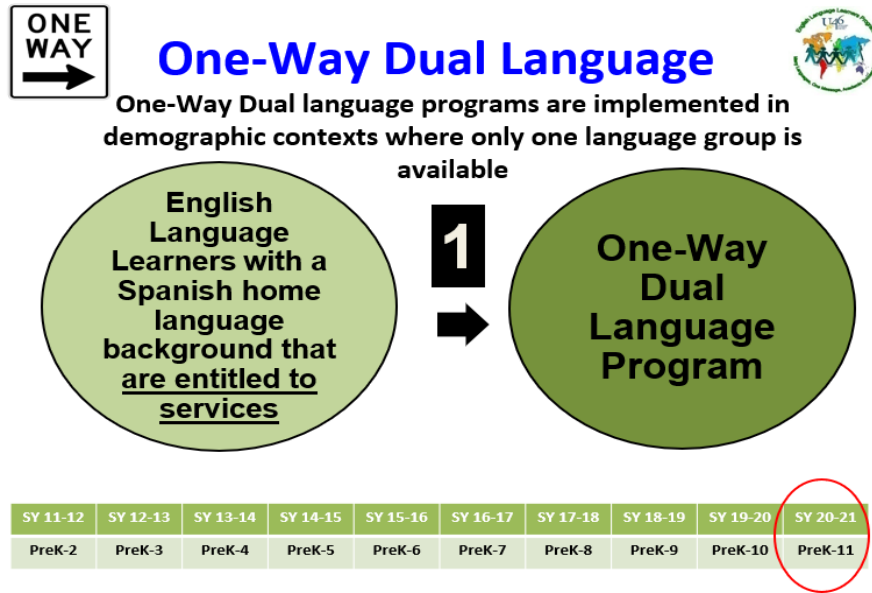
Dual Language Program Goals

All students will...

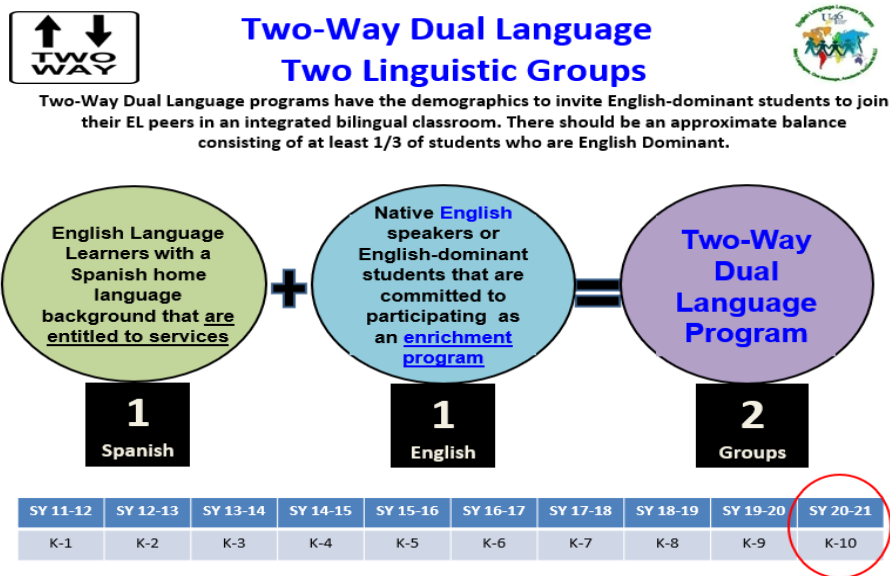
- Be at or above grade level
- Develop high levels of proficiency in their first language
- Develop high levels of proficiency in a second language
- Demonstrate positive cross-cultural attitudes and behaviors
- Be on the path towards becoming bilingual and biliterate global citizens in the long-term



One-Way Dual Language Program Model



Two-Way Dual Language Program Model



Schools with Two-Way Dual Language Program Model in U-46

For updated information on the Dual Language Program please visit the ELL Program at www.u-46.org under Departments >> English Language Learners.



80:20 Dual Language Program Model in U-46



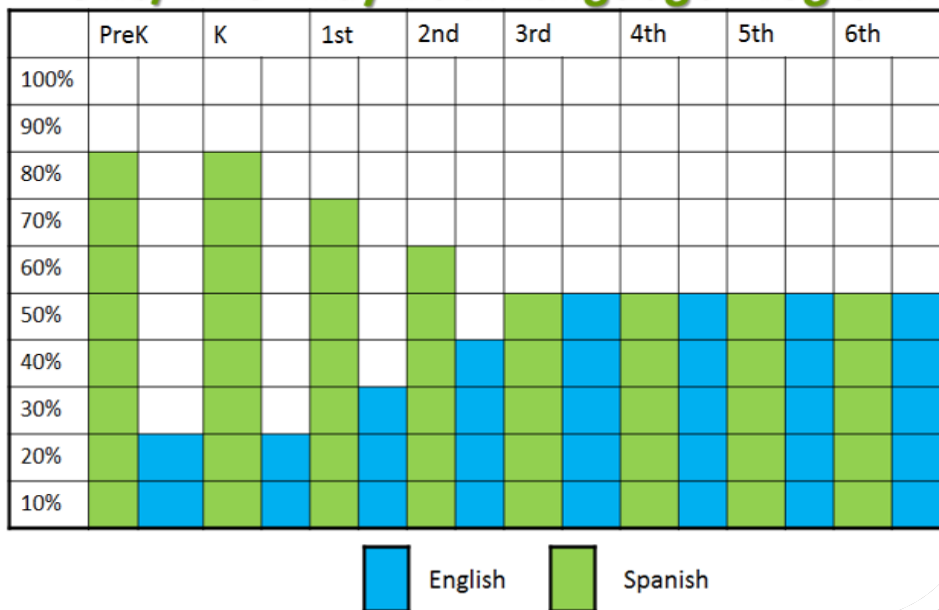
Spanish	English
80%	20%



**Standards-based
Biliteracy Development**

Amount of Day in Each Language 80:20 One/Two-Way DL Program

Amount of Day in Each Language 80:20 One/Two-Way Dual Language Program





Parental Support

The Importance of Parental Support!

Parents work with teachers and principals to encourage the development of **both languages** and **both cultures** for all children in the program - not just their own!




Resources Available for Parents of DL Students


- Center for Applied Linguistics www.cal.org/twi
- Center for Advanced Research on Language Acquisition www.carla.umn.edu
- Dual Language of New Mexico (DLeNM) www.dlenm.org
- Center for Teaching for Biliteracy: Bilingual Parents Blog <http://www.teachingforbiliteracy.com/category/bilingual-parenting/>
- *Colorín Colorado* <http://www.colorincolorado.org/>
- Multilingual Living <http://www.multilingualliving.com/>
- Other organizations with a special interest in dual language education:
 - The National Association for Bilingual Education (NABE)
 - 2-Way CAFE (California Association for Bilingual Education)
 - Illinois Resource Center.
- Dual Language Section of English Language Learner's website <https://www.u-46.org/Domain/5425>



Parent Compact



**School District U-46
ELL Program
80:20 Dual Language Program*
Parent Compact**




School District U-46 recognizes the important role active parent involvement plays in the education of their children in order for them to be academically successful. We have seen that students who have the support and the motivation of their parents are successful in the 80:20 Dual Language program. Our District firmly believes in the collaborative effort and work between parents, teachers, and students in developing and mastering the required skills at each grade level. These skills address the social competencies and high academic expectations for both languages in our program so that students will be able to compete in our **global society and become multilingual and multicultural citizens**. This program is committed to developing, validating, and celebrating the differences that make us unique and also unite us in a multilingual and multicultural learning community. Participation in this program is aimed at fostering positive self-esteem and pride in students' cultural identity and language. This positive sense of self and toward their classmates will enable today's students to become adults that accept, honor, and recognize the richness of our diversity.

PARENT COMPACT

As a parent or legal guardian I understand that: (Please check the boxes below)

- The objectives of 80:20 Dual Language are the development of bilingualism and reading and writing in English and Spanish.
- Learning a second language can be a challenge and sometimes students may feel and/or seem frustrated when they do not understand all that the teacher is saying. However, research shows that students are capable of learning the academic and language skills required at each grade level in due time.
- There are five stages of second language acquisition and all students go through a silent period when learning a second language.
- Research has shown that it may take 6 to 9 years for a child to acquire academic language proficiency in a second language.
- As a parent, I know the importance of actively participating in the education of my son/daughter. The goal is for parents and teachers to work together in order to develop students that are **bilingual, biliterate, and able to maintain positive cross-cultural relations as citizens of a global society**.
- I understand the importance of motivating my son/daughter to read or to be read aloud to daily in my home language. Furthermore, I recognize that by having them read or by reading to them in their first language, it will help them develop literacy skills in their second language.
- I understand the importance of motivating my son/daughter to complete homework. I commit to providing a quiet space where my child can study and practice skills that were learned at school.
- It is important for my son/daughter to attend school daily to acquire the academic, social, and language skills required for the grade level. I commit to having my son/daughter in school ready to learn.

 By signing this compact as a parent, I acknowledge the academic and social-emotional objectives for the development of a second language established in the 80:20 Dual Language Program model in School District U-46.

I _____ parent/legal guardian of _____ confirm that I have read this compact and that by signing it, I am affirming my support and commitment for my son/daughter to have the opportunity to successfully participate in the 80:20 Dual Language Program throughout his/her schooling.


School District U-46 is committed to offering the **80:20 Dual Language Program in grades Pre-K through 12th grade**. By doing so, District U-46 accomplishes the goal of continuing to develop the students' academic and linguistic skills in both languages. It is highly recommended that students remain in the Dual Language Program throughout the grades offered by the district, which includes high school where they will have developed the necessary bilingual and biliteracy skills to earn the Illinois Seal of Biliteracy.

Parent/Legal Guardian signature: _____ Date: _____

Student's name: _____ Grade: _____
Last name First Name

Principal's signature: _____ Date: _____

* The 80:20 Dual Language Program is designed for students eligible for the ELL Program according to Illinois Administrative Code. It also serves as an enrichment program for English dominant students.
Revised June 2019





ELL Elementary Schools

Channing Elementary

8:00 am – 2:00 pm
63 S. Channing St.
Elgin 60120
847/888-5185

Coleman Elementary

8:30 am – 2:30 pm
1220 Dundee Avenue
Elgin 60120
847/888-5190

Creekside Elementary

8:30 am – 2:30 pm
655 N. Airlite Street
Elgin 60123
847/289-6270

Garfield Elementary

8:30 am – 2:30 pm
420 May Street
Elgin 60120
847/888-5192

Glenbrook Elementary

8:00 am – 2:00 pm
315 Garden Circle
Streamwood 60107
630/213-5555

Hanover Countryside

8:30 am – 2:30 pm
6 Bartlett Road
Streamwood 60107
630/213-5560

Harriet Gifford Elementary

8:00 am – 2:00 pm
240 S. Clifton Avenue
Elgin 60123
847/888-5195

Heritage Elementary

8:00 am – 2:00 pm
507 Arnold Avenue
Streamwood 60107
630/213-5565

Highland Elementary

8:00 am – 2:00 pm
190 N. Melrose Avenue
Elgin 60123
847/888-5280

Hillcrest Elementary

8:30 am – 2:30 pm
80 N. Airlite Street
Elgin 60123
847/888-5282

Hilltop Elementary

DL/TPI Pre-K Site
8:00 am – 2:00 pm
1855 Rohrssen Road
Elgin 60120
847/289-6655

Horizon Elementary

DL/TPI Pre-K Site
9:30 am – 3:30 pm
1701 Greenbrook Blvd.
Hanover Park 60133
630/213-5570

Huff Elementary

DL Pre-K Site
8:00 am – 2:00 pm
801 Hastings Street
Elgin 60120
847/888-5285

Illinois Park

Center for Early Learning
8:00 am – 2:00 pm
1350 Wing Street
Elgin, IL 60123
847/289-6041

Independence

Center for Early Learning
8:00 am – 2:00 pm
200 Taylor Ave
Bartlett, IL 60103
630/213-5629

Laurel Hill Elementary

8:00 am – 2:00 pm
1750 Laurel Avenue
Hanover Park 60133
630/213-5580

Liberty Elementary

TPI Program
8:00 am – 2:00 pm
121 Naperville Road
Bartlett 60103
630/540-7680

Lincoln Elementary

8:30 am – 2:30 pm
1650 Maureen Drive
Hoffman Estates 60192
847/289-6639

Lords Park Elementary

8:00 am – 2:00 pm
323 Waverly Drive
Elgin 60120
847/888-5360

Lowrie Elementary

8:30 am – 2:30 pm
264 Oak Street
Elgin 60123
847/888-5260

McKinley Elementary

8:30 am – 2:30 pm
258 Lovell Street
Elgin 60120
847/888-5262

More At 4

DL/TPI Pre-K Site
9:30 am – 3:30 pm
799 S. McLean Blvd.
Elgin 60123
847/456-4343

Nature Ridge Elementary

8:00 am – 2:00 pm
1899 Westridge Blvd
Bartlett 60103
630/372-4647

Oakhill Elementary

8:00 am – 2:00 pm
502 Oltendorf Road
Streamwood 60107
630/213-5585

Ontarioville Elementary

DL Pre-K Site
8:30 am – 2:30 pm
2100 Elm Street
Hanover Park 60133
630/213-5590

Otter Creek Elementary

8:00 am – 2:00 pm
2701 Hopps Road
Elgin 60123
847/888-6995

Parkwood Elementary

8:30 am – 2:30 pm
2150 Laurel Avenue
Hanover Park 60133
630/213-5595

Ridge Circle Elementary

8:30 am – 2:30 pm
420 Ridge Circle
Streamwood 60107
630/213-5600

Ronald D. O'Neal Elementary

8:30 am – 2:30 pm
510 Franklin Blvd.
Elgin 60120
847/888-5266

Sunnydale Elementary

8:30 am – 2:30 pm
716 Sunnydale Blvd.
Streamwood 60107
630/213-5610

Sycamore Trails Elementary

TPI Pre-K Site
8:00 am – 2:00 pm
1025 Sycamore Ln.
Bartlett 60103
630/213-5641

Timber Trails Elementary

TBE/TPI Pre-K Site
8:30 am – 2:30 pm
1675 McDonough Road
Hoffman Estates 60192
847/289-6640

Washington Elementary

8:30 am – 2:30 pm
819 W. Chicago Street
Elgin 60123
847/888-5270

ALL schools listed above (except for Liberty and Sycamore Trails) house the 80:20 Dual Language Program.



Transitional Bilingual Education (TBE)/Collaboration

In this setting, students with a high incidence language background receive core academic instruction in sheltered English along with instruction in the home language through a collaborative approach with ESL certified teachers and native language resource teachers (e.g., Polish, Urdu, Gujarati, and Lao). English as a Second Language (ESL) is provided, and the goal is to transition into English.

Transitional Program of Instruction (TPI/ESL)


The Transitional Program of Instruction is a mandated program to serve eligible students from low-incidence language backgrounds. The program provides support to help students succeed in academic subjects and learn English. The program provides instruction in the English language using *Sheltered English Instruction*. These classes count toward graduation requirements for high school students.

TBE Collaboration and ENGLISH AS A SECOND LANGUAGE

Transitional Program of Instruction (TPI Program)

Liberty Elementary School

Preschool – 6th
8:00 AM – 2:00 PM
 121 Naperville Road
 Bartlett, IL 60103
 Phone: 630/540-7680
 FAX: 630/540-7666



Language Representations

The list below represents some of the various languages within the **PreK-12 ESL** programs throughout the district (Liberty Elementary School, Abbott Middle School, Ellis Middle School, Kimball Middle School, Larsen Middle School, Tefft Middle School, Bartlett High School, Elgin High School, Larkin High School, South Elgin High School, and Streamwood High School):

- | | | |
|---------------------|--------------------|------------|
| Afrikaans | Hindi | Russian |
| Albanian | Italian | Slovak |
| Amharic | Japanese | Somali |
| Arabic | Korean | Tamil |
| Assyrian | Lao | Telugu |
| Bemba | Malay | Turkish |
| Bosnian | Malayalam | Urdu |
| Cambodian | Mandarin | Uzbek |
| Cantonese (Chinese) | Mongolian | Vietnamese |
| Cebuano | Portuguese | Yoruba |
| French | Romanian | |
| German | Panjabi (Punjabi) | |
| Greek | Pilipino (Tagalog) | |
| Gujarati | Polish | |





The ELL Program at the Secondary Level

The ELL program at the secondary level offers two programs for ELL Program students: Transitional Bilingual Education (TBE) in Spanish and Transitional Program of Instruction (TPI). Both programs are offered at the following schools: Abbott Middle School, Ellis Middle School, Kimball Middle School, Larsen Middle School, Tefft Middle School, Bartlett High School, Elgin High School, Larkin High School, South Elgin High School, and Streamwood High School. Abbott Middle School, Ellis Middle School, Kimball Middle School, Larsen Middle School, and Tefft Middle School also offer the Dual Language Program at the 7th and 8th grade level. In addition, Bartlett High School, Elgin High School, Larkin High School, South Elgin High School, and Streamwood High School offer the Dual Language Program at the 9th through 11th grade level.

Dual Language Program: 7th - 11th Grade

Students enrolled in the Dual Language Program at the middle school level receive Spanish instruction in Spanish Language Arts and Social Studies within a two-period humanities block. The bilingual teacher incorporates the four areas of language arts: listening, speaking, reading, and writing to instruct students in rigorous Spanish and Social Studies or History instruction. At the high school level, dual language students in the 9th grade receive instruction in Spanish during Spanish Languages Arts, Mathematics, and Science classes. At the 10th grade level, dual language students receive instruction in Spanish during Spanish Language Arts or AP Spanish Language and Culture classes, Mathematics, and Social Studies classes. At the 11th grade level, dual language students receive Spanish instruction during Spanish Language Arts, Advanced Placement™ (AP™) Spanish, or Dual Credit classes, and one or two electives courses.

Students who qualify for EL services receive a period of ESL instruction. The licensed teacher(s) strategically plans the ESL periods to ensure structured activities that extend the students' thinking and develop a deep schema to respond to literature and informational texts and fully comprehend academic content in the three subject areas. The courses comply with state regulations and follow district-approved curriculum, while also meeting the academic and linguistic profile of our students.

ESL Literacy Block: 12th Grade

The literacy block is the integration of reading and writing in two periods of ESL. ESL licensed teachers incorporate the four areas of language arts: listening, speaking, reading and writing. The literacy block is structured with activities that extend the students' thinking, develop a deep schema and allow students to respond to the literature and informational texts in a focused and purposeful manner. The balanced literacy approach provides a greater emphasis on finding meaning in the processes of reading and writing. The course complies with state regulations and follows district-approved curriculum, while also meeting the academic and linguistic profile of our students. Teachers differentiate instruction according to students' ESL levels (WIDA) and academic profile. ESL teachers strategically plan and teach vocabulary and develop language to ensure students' academic success.

Academic Subjects for 12th Grade EL Students

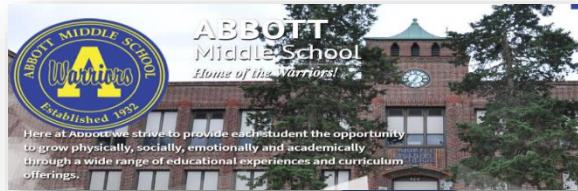
All academic subjects are offered in Spanish (SB course code) or Sheltered English Instruction (ES course code). The courses are aligned with state academic and language standards and follow district-approved curricula. These courses are designed to develop subject knowledge as well as academic language in English and Spanish. ESL students participate in these courses, which are taught with best practices and instructional strategies for second language learners.

To obtain an overview of the ELL Program at the Secondary level please visit www.u-46.org under Departments >> English Language Learners.



ELL Middle Schools (TBE/TPI Programs)

Abbott Middle School



Se habla español

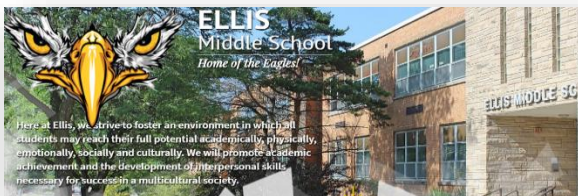
Address:	949 Van Street Elgin, IL 60123
Phone:	847/888-5160
Website:	https://www.u-46.org/abbott
Attendance phone number:	847/888-5165
Principal:	Christine Zugel
ELL Lead Teacher extension:	x8122
ELL Home School Liaison extension:	x7169

Abbott Middle School Bell Schedule

Entry Bell:	8:50
Period 1	9:00 – 9:45
Period 2	9:49 – 10:34
Period 3	10:38 – 11:23 Lunch
Period 4	11:27 – 12:12 Lunch
Period 5	12:16 – 1:01 Lunch
Period 6	1:05 – 1:50 Lunch
Period 7	1:54 – 2:39
Period 8	2:43 – 3:28

For Distance Learning schedule for school year 20-21 visit <https://www.u-46.org/Page/16851>

Ellis Middle School



Se habla español

Address:	225 South Liberty Street Elgin, IL 60120
Phone:	847/888-5151
Website:	https://www.u-46.org/ellis
Attendance phone number:	847/888-5150
Principal:	Yvette González-Collins
ELL Lead Teacher extension:	x5350
ELL Home School Liaison extension:	x4165

Ellis Middle School Bell Schedule

Entry Bell:	8:50
Period 1	9:00 – 9:45
Period 2	9:48 – 10:33
Period 3	10:36 – 11:21 Lunch
Period 4	11:24 – 12:09 Lunch
Period 5	12:12 – 12:57 Lunch
Period 6	1:00 – 1:45 Lunch
Period 7	1:48 – 2:33
Period 8	2:36 – 3:21

For Distance Learning schedule for school year 20-21 visit <https://www.u-46.org/Page/16851>



Kimball Middle School



Se habla español

Address:	451 North McLean Blvd. Elgin, IL 60123
Phone:	847/888-5290
Website:	https://www.u-46.org/kimball
Attendance phone number:	847/888-5290
Principal:	Charlotte Coleman
ELL Lead Teacher extension:	x2277
ELL Home School Liaison extension:	x4143

Kimball Middle School Bell Schedule

Entry Bell:	8:50
Period 1	9:00 – 9:45
Period 2	9:49 – 10:34
Period 3	10:38 – 11:23 Lunch
Period 4	11:27 – 12:12 Lunch
Period 5	12:16 – 1:01 Lunch
Period 6	1:05 – 1:50 Lunch
Period 7	1:54 – 2:39
Period 8	2:43 – 3:28

For Distance Learning schedule for school year 20-21 visit <https://www.u-46.org/Page/16851>

Larsen Middle School



Se habla español

Address:	665 Dundee Avenue Elgin, IL 60120
Phone:	847/888-5250
Website:	https://www.u-46.org/larsen
Attendance phone number:	847/888-5250
Principal:	Gina Crespo
ELL Lead Teacher extension:	x5231
ELL Home School Liaison extension:	x5251

Larsen Middle School Bell Schedule

Entry Bell:	8:50
Period 1	9:00 – 9:45
Period 2	9:49 – 10:34
Period 3	10:38 – 11:23 Lunch
Period 4	11:27 – 12:12 Lunch
Period 5	12:16 – 1:01 Lunch
Period 6	1:05 – 1:50 Lunch
Period 7	1:54 – 2:39
Period 8	2:43 – 3:28

For Distance Learning schedule for school year 20-21 visit <https://www.u-46.org/Page/16851>



Tefft Middle School



Se habla español

Address:	1100 Shirley Avenue
Phone:	630/213-5535
Website:	https://www.u-46.org/tefft
Attendance phone number:	630/213-5535
Principal:	Dr. Luis Fernando de León
ELL Lead Teacher extension:	x7010
ELL Home School Liaison extension:	x5919

Tefft Middle School Bell Schedule		
Entry Bell:	8:50	
Period 1	9:00 – 9:45	
Period 2	9:49 – 10:34	
Period 3	10:38 – 11:23	Lunch
Period 4	11:27 – 12:12	Lunch
Period 5	12:16 – 1:01	Lunch
Period 6	1:05 – 1:50	Lunch
Period 7	1:54 – 2:39	
Period 8	2:43 – 3:28	

For Distance Learning schedule for school year 20-21 visit <https://www.u-46.org/Page/16851>

ELL High Schools (TBE/TPI Programs)

Bartlett High School



Se habla español

Address:	7001 Schick Rd. Bartlett, IL 60103
Phone:	630/372-4700
Website:	https://www.u-46.org/bhs
Attendance phone number:	630/372-4700 x4710
Principal:	Mike Demovsky
ELL Administrator extension:	x4729
ELL Home School Liaison extension:	x4725

Bartlett High School Bell Schedule	
Warning Bell:	7:30
Warning Bell:	7:35
Period 1	7:40 – 8:30
Period 2	8:35 – 9:25
Period 3	9:30 – 10:20
Period 4	10:25 – 11:15 Lunch
Period 5	11:20 – 12:10 Lunch
Period 6	12:15 – 1:05 Lunch
Period 7	1:10 – 2:00 Lunch
Period 8	2:05 – 2:55

For Distance Learning schedule for school year 20-21 visit <https://www.u-46.org/Page/16851>



Elgin High School



Se habla español

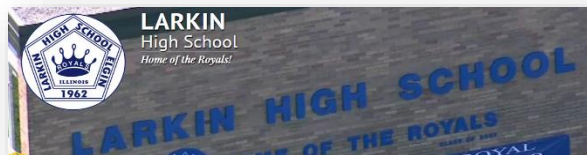
Address:	1200 Maroon Drive. Elgin, IL 60103
Phone:	847/888-5100
Website:	https://www.u-46.org/ehs
Attendance phone number:	847/888-5100 x5110
Principal:	Krystal Thomas
ELL Administrator extension:	x4857
ELL Home School Liaison extension:	x5123

Elgin High School Bell Schedule

Warning Bell:	7:30
Period 1	7:40 – 8:30
Period 2	8:35 – 9:25
Period 3	9:30 – 10:20
Period 4	10:25 – 11:15 Lunch
Period 5	11:20 – 12:10 Lunch
Period 6	12:15 – 1:05 Lunch
Period 7	1:10 – 2:00 Lunch
Period 8	2:05 – 2:55

For Distance Learning schedule for school year 20-21 visit <https://www.u-46.org/Page/16851>

Larkin High School



Se habla español

Address:	1475 Larkin Avenue. Elgin, IL 60123
Phone:	847/888-5200
Website:	https://www.u-46.org/lhs
Attendance phone number:	847/888-5200 x5175
Principal:	Krystal Bush
ELL Administrator extension:	x5412
ELL Home School Liaison extension:	x5212

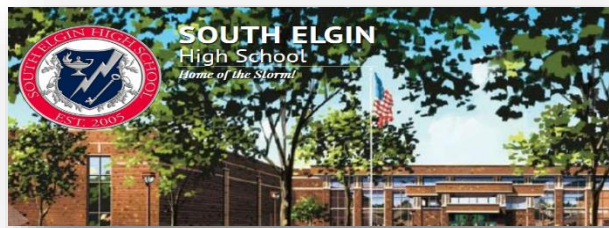
Elgin High School Bell Schedule

Warning Bell:	7:30
Period 1	7:40 – 8:30
Period 2	8:35 – 9:25
Period 3	9:30 – 10:20
Period 4	10:25 – 11:15 Lunch
Period 5	11:20 – 12:10 Lunch
Period 6	12:15 – 1:05 Lunch
Period 7	1:10 – 2:00 Lunch
Period 8	2:05 – 2:55

For Distance Learning schedule for school year 20-21 visit <https://www.u-46.org/Page/16851>



South Elgin High School



Se habla español

Address:	760 East Main Street. South Elgin, IL 60177
Phone:	847/289-3760
Website:	https://www.u-46.org/sehs
Attendance phone number:	847/289-3760 x3365
Principal:	Dr. Kurt Johansen
ELL Administrator extension:	X3344
ELL Home School Liaison extension:	x3327

South Elgin High School Bell Schedule

Period 00 Warning Bell:	7:10
Period – 00	7:12 – 7:40
Period 00 Warning Bell:	7:30 AM
Period 01	7:40 – 8:30
Period 02	8:35 – 9:25
Period 03	9:30 – 10:20
Period 04A	10:25 – 10:48 Lunch
Period 04B	10:52 – 11:15 Lunch
Period 05A	11:20 – 11:43 Lunch
Period 05B	11:47 – 12:10 Lunch
Period 06A	12:15 – 12:38 Lunch
Period 06B	12:42 – 1:05 Lunch
Period 07A	1:10 – 1:33 Lunch
Period 07B	1:37 – 2:00 Lunch
Period 8	2:05 – 2:55

For Distance Learning schedule for school year 20-21 visit <https://www.u-46.org/Page/16851>

Streamwood High School



Se habla español

Address:	701 W. Schaumburg Road. Streamwood, IL 60107
Phone:	630/213-5500
Website:	https://www.u-46.org/shs
Attendance phone number:	630/213-5500 x551
Principal:	Dr. Jennifer Van Deusen
ELL Administrator extension:	X4956
ELL Home School Liaison extension:	x4908

Streamwood High School Bell Schedule

Warning Bell:	7:25
Period 1	7:40 – 8:30
Period 2	8:35 – 9:25
Period 3	9:30 – 10:20
Period 4	10:25 – 11:15 Lunch
Period 5	11:20 – 12:10 Lunch
Period 6	12:15 – 1:05 Lunch
Period 7	1:10 – 2:00 Lunch
Period 8	2:05 – 2:55

For Distance Learning schedule for school year 20-21 visit <https://www.u-46.org/Page/16851>



Where Can I Find More Information about the English Language Learners Program

For more information visit or call:

English Language Learners Educational Services Office

Educational Service Center
355 East Chicago Street, 3rd Floor
Elgin, IL 60120
(847) 888-5000 Ext. 5331 or 5332
FAX (847) 888-7189



Family Welcome Center

Educational Service Center
355 E. Chicago St.
Second floor, Room 231
Elgin, IL 60120
Phone: (847) 888-5000 Ext. 6038
FAX (847) 888-7189



Helpline **Español** can be reached at **(847) 695-8686** and is intended to be a source of reliable guidance and information for Spanish or English-speaking callers with questions related to education, community resources and agencies for the Spanish-speaking community.

Helpline **Español** is available Monday through Friday from 7:00am to 4:00pm



For additional information about the ELL Program in English and Spanish visit our website at www.u-46.org under Departments >> English Language Learners.



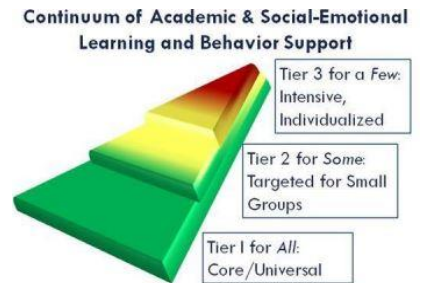
MTSS – MULTI-TIERED SYSTEM OF SUPPORT

Multi-Tiered Systems of Support (MTSS) is an integrated 3-tiered model of support addressing the needs of all students through a coherent continuum of research-based, system-wide practices.

MTSS focuses on academic, social-emotional, and behavioral learning. It is a systematic and prevention-based framework of data-driven and data-based problem solving for improving the outcomes of every student through family, school and community partnering.

This three-tiered model provides differentiated instruction at a universal or Tier I level to meet student needs in the classroom setting.

All students receive evidence-based core instruction with classroom supports. Students needing additional support are provided targeted interventions in their area of need in Tiers II and III. All interventions are research-based, address the targeted skill deficit, and are delivered with fidelity. Students receive interventions of increasing intensity and duration to meet their identified needs in small groups of 4-5 students in Tier II. Progress is reviewed at 6-8-week intervals and adjustments are made as needed based on data obtained from ongoing progress monitoring. Students that are responding are exited from the intervention, while students who are not responding progress to more intensive layering of support in Tier II and/or Tier III. Tier III interventions are more intensive and more individualized for students with weekly progress monitoring. Entry and exit criteria are used to determine what supports and interventions students may need with an ultimate goal of having students achieving at or above grade level in their regular classroom setting.



Referral Process

A student who is experiencing difficulties in school may be referred to the school Service Team by teacher, parent, principal, or other concerned personnel. Students that have received intensive interventions in Tier III of the MTSS model can also be referred to the Service Team. However, the MTSS process cannot be used to delay or deny a student's evaluation under the Individuals with Disabilities Education Act (IDEA). The Service Team reviews referrals and determines if an initial case study evaluation will be conducted.



Parents are invited to their child's Service Team meeting. Referral for this evaluation should be submitted to the building principal. Following Service Team review, parents are notified in writing of the team's decision. Written parental consent must be obtained before an initial case study evaluation is begun.

Upon completion of the case study evaluation, parents are invited to a formal conference where evaluation results are reviewed and eligibility for services is determined. If a student is eligible for special education services, an Individual Education Program is developed.



U-46 SPECIALIZED STUDENTS SERVICES

Contact Information

Phone: (847) 888 - 5000 Ext. 5065

Location: 355 E. Chicago St., Elgin, IL 60120

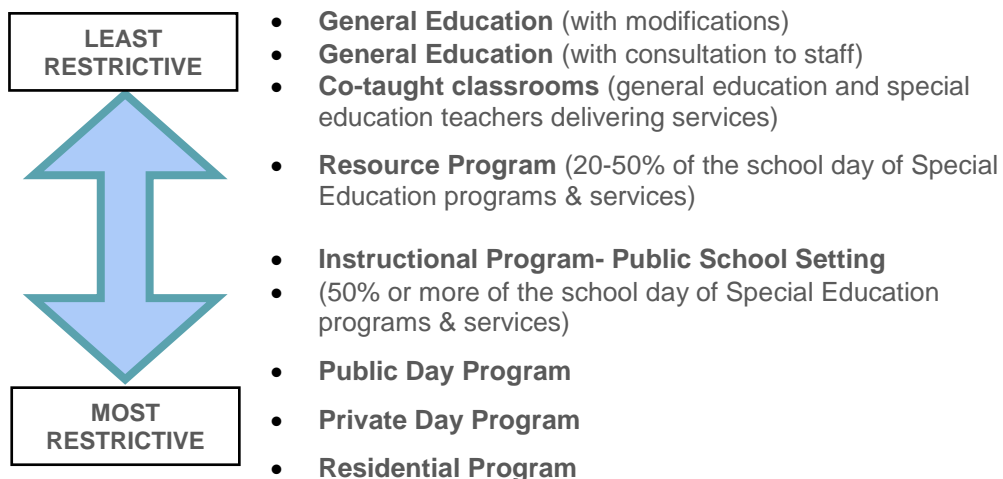
Specialized Students Services is an integral part of the total program offered to serve students in School District U-46. Specialized Students Services staff and general education staff work collaboratively to meet the needs of all of our students.

A full continuum of programs and services is available to meet the unique needs of students with disabilities between the ages of 3 and 21. A Parent Guide is provided by the Illinois State Board of Education. This booklet provides information concerning parent educational rights and responsibilities regarding referral, eligibility, programs, services and parent involvement. A copy of this parent guide can be found on the U-46 District Specialized Student Services website.

Continuum of Program Options

District U-46 maintains a full continuum of special education instructional programs, resource programs and related services options based on the nature and degree of the intervention needed for students.

The School District U-46 full continuum ranges from least to most restrictive options as specified below:





Eligibility

Recommendations regarding eligibility are made by a consensus of the public-school personnel who participate in the multidisciplinary staff conference. In order for eligibility to occur, the student must be found to exhibit one or more exceptional characteristics, which adversely affect his or her educational performance and require special education and related services. Without an adverse effect on educational performance caused by an exceptional characteristic, the student will not be eligible for special education and related services.

Programs and Services



Cross-categorical Program

Educational services and supports are provided to K-12 students identified with academic achievement deficits. Instructional and resource programs are available for students eligible for special education services under a variety of educational eligibilities.

Bilingual cross categorical programs are available at both, elementary and secondary levels.

Special education students attending such programs receive bilingual instruction and language support based on their individual needs and IEP goals. A variety of scaffolded strategies are utilized to meet students' language and special education needs. IEP teams review the information annually to determine the programming for the upcoming school year.

Co-taught Instruction

Students in secondary settings (7-12 grade) may also participate in a combination of cross-categorical and co-taught instruction. Co-taught setting is a general education setting where general education and special education teachers work together to co-plan, co-teach and co-assess students. Co-taught instruction allows for full participation in general education curriculum while receiving special education supports as described in student IEPs.

Co-taught instruction is also available in secondary Dual Language programming and ELs receiving special education services, receive supports within the DL classroom. Such support allows for differentiation based on unique needs of students as well as targeted instruction to address IEP goals.

Intensive Instructional Program Pilot

Educational services and supports are provided in a respectful manner to 3-6 grade students identified with significant academic achievement deficits identified in the areas of ELA and mathematics. The pilot provides inclusive opportunities within general education setting while ensuring that intensive supports in ELA and math are provided by special educator.



Deaf or Hard of Hearing

Educational services and supports are provided in a respectful manner to K-12 students diagnosed with Hearing Impairments or Deafness in order to become independent learners by accommodating communication needs so that all affected can reach their full potential.

Early Childhood Program

Educational services and supports are provided in a respectful manner to children with disabilities ages 3 through 5. Young children eligible for special education services have delays in cognition, communication, motor development, behavior and/or social emotional development.

Emotional Development Program

Educational services and supports are provided in a respectful manner to K-12 students that have been identified as having an emotional disability by means of differentiating and scaffolding academic instruction, by providing social-emotional supports, including appropriate peer interaction, problem-based learning, and coping strategies, and building self-esteem and self-regulation.

Instructional Learning Program

Educational services and supports are provided in a respectful manner to K-12 students with an educational eligibility of Autism. The primary focus is for students to become independent, productive, and integral members of the community, while reaching their individual potential.

Modified Learning Program

Educational services and supports are provided in respectful manner to K-12 students that have been identified with mild cognitive impairment and significant adaptive functional delays. This program will develop students to be independent, productive, and respected members of the community.

Exceptional Needs

Educational services and supports are provided in respectful manner to K-12 low incidence students with moderate to severe cognitive impairment and significant adaptive functional delays. Through individualized academic and functional instruction students develop skills to become active participants within the community, while meeting the health and physical needs of all students.

Central School Programs



Educational services and supports provided in the District's Special Education Public Day Program to students with social/emotional problems and developmental disabilities grades 7-12. The social/emotional programs follow the District's middle and high school curricula, while the program for students with developmental disabilities is vocationally based.



Transition Program

Educational services and supports are provided in a respectful manner to students ages 18-21. This program focuses on vocational skills, employment, and daily living skills.

Vision

Educational services and supports are provided in a respectful manner to K-12 students diagnosed with Visual Impairments in order to become independent learners by accommodating educational materials and environments so that all affected can reach their full potential.

Psychological Services



School psychologists serve children who have educational or adjustment challenges. They observe the classroom environment and collaborate with the classroom teachers to develop intervention strategies.

The school psychologist also administers individual psychological assessments to students of all grade levels who might be in need of special education services. The tests assess intelligence, personality, achievement and/or perceptual traits. By interpreting the results, the psychologist can help determine the student's strengths and weaknesses.

Social Work Services



School social workers assist students who are having social, emotional or behavioral challenges, which interfere with learning or with adjustment to school. School social workers assist school staff in developing and implementing programs to help students and families. Through the use of assessment, counseling, collaborative intervention and coordination of services, school social workers effectively serve students, parents, school and community.

Health Services

School nurses are involved in health appraisal, evaluation and follow-up services for all students. Their goal is to identify and seek resolution of any health condition which interferes with learning.

The Health Services Department conducts screenings to identify various health problems. Included are state-required physical exams, immunizations, dental surveys, and yearly vision and hearing screening.

Occupational and Physical Therapy Services



Occupational and physical therapy services are provided to students with disabilities whose educational needs warrant such assistance. The occupational and physical therapists support the educational goals in collaboration with classroom teachers.



Speech and Language Services



Speech/language therapists serve students whose speech and/or language processes are discrepant from the environmental norm or which interfere with education and social development. Students with language, articulation, voice and fluency deviations may be eligible for services. Services are provided utilizing a variety of models such as individual, group, classroom collaboration or consultation.

Home Hospital Instruction

Any student with a health or physical impairment, which will cause an absence from school for more than two consecutive weeks, is eligible to receive home and/or hospital tutoring. The health or physical impairment must be verified by a written statement from a licensed medical examiner. In conjunction with the medical examiner, school personnel must determine that the student can educationally benefit from such a program.

Parent Involment



The U-46 Specialized Students Services Department believes a cooperative effort between parents and school is necessary to provide the most beneficial programs and services for children. Parents are encouraged to contact their child's teachers with any questions or concerns related to the programs and services provided. School service team staff and special education administrators are also available to address concerns. The Specialized Students Services Department staff is committed to working with parents to provide a positive, productive learning environment for students.

Through parent/teacher conferences and progress reports, parents are regularly informed of their child's progress toward annual goals.



U-46 SCHOOL DISTRICT EARLY CHILDHOOD EDUCATION PROGRAMS



Contact Information

Phone: (847) 888-5000 Ext. 6991

Location: 355 E. Chicago St., Elgin, IL 60120

Who Do We Serve?

School District U-46 Early Childhood Education Programs serve children and families in 11 communities within the suburbs of Cook, Kane, and DuPage counties:

- Ages Birth - 3 **Parents as Teachers** Home visiting program
- Ages 3-5 **Preschool Program** For at-risk or special needs children

What Does Our Program Offer?

- free developmental screening/referrals
- child-centered, play-based curriculum that focuses on strengths and needs of each child; English and Spanish
- blended preschool classes include at-risk and children with special needs
- smaller classes for children with identified special needs that would benefit from a smaller class
- certified parent educators/early childhood teachers supported by classroom assistants, therapists, social workers, nurses, and other professionals

Why Does Early Childhood Education Make a Difference?

Studies consistently show that children in an early childhood education program:

- acquire self-help skills
- build self-confidence
- improve language acquisition
- develop motor skills
- learn appropriate social skills
- begin a life-long interest in learning



How Does U-46 Early Childhood Education Recognize the Importance of Family Involvement?

It provides the following opportunities for family participation:

- home visits
- open houses, drop-in playgroups
- parent interest programs, workshops
- parent support groups
- parent-teacher conferences
- weekly/monthly newsletters, activities
- classroom visitation, participation in field trips/special events, at home activities

How Do I Find More Information?

- Early Childhood Program (847) 888-5000
- Parents as Teachers Ages Birth-3 Ext. 6003
- Preschool Program Ages 3-5 Ext. 6991

How Do I Have My Child Screened?

FREE developmental screenings offered to all children 3-5 year of age in District U-46. For information:

- For ages 3-5 (847) 888-5000 Ext. 6094

Effective School Year 2016-2017

School District U-46 offers Full-Day Kindergarten for all students.

For more information on Full-Day Kindergarten click [here](#).



U-46 GIFTED PROGRAMMING

Contact Information

Phone: (847) 888-5000 Ext. 5356

Location: 355 E. Chicago St., Elgin, IL 60120

U-46 provides a variety of gifted programs to ensure that every high ability student has an opportunity to excel.

U-46 expanded its Gifted Program to offer the AIM (Access to Inquiry and Meaning) Talent Development Program for targeted students in second through third grade at select sites as well as core gifted curriculum, dual language for students in fourth through sixth grade. Effective 2016-2017, all eight middle schools house the gifted program where students receive integrated disciplinary instruction in Reading, Social Studies and Science. High school students can select from up to 25 Advanced Placement™ course offerings. Not offered at any other district in the Fox Valley area, the Academy programs are designed to take high school students to new levels of creative, interdisciplinary learning and give them a head start on their college education and career path.

The Gifted program takes place in a self-contained classroom with appropriate language support for ELs and former ELs. Teachers use above grade level curricular resources in Math and Reading/English Arts while integrating higher level thinking skills in the instruction. The identification process is a series of collaborative steps that includes universal screening using achievement and ability assessments along with observation checklists. Comprehensive student profiles are reviewed by the District Identification Committee.

Students in the Gifted Program have the opportunity to engage in accelerated and enrichment activities, designed to meet the learning needs of the gifted students.

Students may apply for the Gifted Academy at the high schools. For more information about the High School Academies, please contact the academy housed at each of the high schools.

Dual Language IGNITE (Inquiry and Gifted Network for Ingenuity Talent and Exploration) 4-6 Core Academic Gifted Classes

The District will provide Dual Language 4-6 Core Academic Gifted Classes for students enrolled in the District's Dual Language Program who are identified as gifted.

The Dual Language 4-6 Core Academic Gifted Classes curriculum embraces the dual language pedagogy and philosophy to support optimal student educational experiences. These students will have a rich and robust bilingual, bi-literate and bicultural learning environment.

Dual Language Gifted at the Secondary Level

Dual Language Gifted is also offered at the 7th and 8th grade levels at Abbott Middle School, Ellis Middle School, Kimball Middle School, Larsen Middle School, and Tefft Middle School. Gifted instruction is provided in Spanish Language Arts, Social Studies, English Language Arts, and Science subject areas.



ENROLLING IN SCHOOL



U.S. Department of Justice
Civil Rights Division

U.S. Department of Education
Office for Civil Rights
Office of the General Counsel



Fact Sheet: Information on the Rights of All Children to Enroll in School

All children in the United States are entitled to equal access to a basic public elementary and secondary education regardless of their actual or perceived race, color, national origin, citizenship, immigration status, or the status of their parents/guardians. School districts that either prohibit or discourage, or maintain policies that have the effect of prohibiting or discouraging, children from enrolling in schools because they or their parents/guardians are not U.S. citizens or are undocumented may be in violation of Federal law.

Below are some examples of acceptable enrollment policies, such as requesting proof of residency in the school district, as well as policies that may not be used by schools to deny enrollment to your child.

Proof of Residency in the School District.

- School officials may request proof that you live within the boundaries of the school district. School districts typically accept a variety of documents for this purpose, such as copies of phone and water bills, lease agreements, affidavits, or other documents. A school district's requirements to establish residency must be applied in the same way for all children.
- A school district may not ask about your or your child's citizenship or immigration status to establish residency within the district, nor may a school district deny a homeless child (including a homeless child who is undocumented) enrollment because he or she cannot provide the required documents to establish residency.
- While a school district may choose to include a parent's state-issued identification or driver's license among the documents that can be used to establish residency, a school district may not require such documentation to establish residency or for other purposes where such a requirement would unlawfully bar a student whose parents are undocumented from enrolling in school.

Proof of Age.

- School officials may request documentation to show that a student falls within the school district's minimum and maximum age requirements. School districts typically accept a variety of documents for this purpose, such as a religious, hospital, or physician's certificate showing date of birth; an entry in a family bible; an adoption record; an affidavit from a parent; a birth certificate; or previously verified school records.
- Although a school district might request documents such as those listed above to verify your child's age, a school district may not prevent or discourage your child from enrolling in or attending school because he or she lacks a birth certificate or has records that indicate a foreign place of birth, such as a foreign birth certificate.



U.S. Department of Justice
Civil Rights Division

U.S. Department of Education
Office for Civil Rights
Office of the General Counsel



Social Security Numbers.

- Some school districts request a student's social security number during enrollment to use as a student identification number. If a school district requests a student's social security number, it must: (1) inform you and your child that providing it is voluntary and that refusing to provide it will not bar your child from enrolling in or attending school, and (2) explain for what purpose the number will be used.
- A school district may not prevent your child from enrolling in or attending school if you choose not to provide your child's social security number.
- A school district may not require you to provide your own social security number in order for your child to enroll in or attend school.

Race or Ethnicity Data.

- School districts have some Federal and state obligations to report race and ethnicity data about the students in their schools. A school district may request that you provide your child's race or ethnicity for this purpose.
- However, a school district may not bar your child from enrolling if you choose not to provide your child's race or ethnicity.

If you want to learn more about your rights and the rights of your child when enrolling in public school, or if you believe that a school district is violating Federal law, you may contact the following government agencies:

- Department of Justice, Civil Rights Division, Educational Opportunities Section
Telephone: (877) 292-3804 (toll-free)
Fax: (202) 514-8337
Email: education@usdoj.gov
- Department of Education, Office for Civil Rights
Telephone: (800) 421-3481 (toll-free)
Email: ocr@ed.gov
If you wish to fill out a complaint form online with the Department of Education, you may do so at <http://www.ed.gov/ocr/complaintintro.html>
- Department of Education, Office of the General Counsel
Telephone: (202) 401-6000
Fax: (202) 205-2689

Source: <https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-201405.pdf>



How Can I Enroll My Child(ren) in School? What Documents Do I Need for a New Student?

Parents who have never had a student in U-46 may register online using our New Family Online Registration (OLR). Please take advantage of the opportunity to upload required documentation within the OLR if possible. Your school may contact you if there are questions regarding your OLR submission or to provide additional information at a later date, prior to enrollment.

If you currently have children enrolled, or have forgotten your password, please see the instructions for Returning/Current Families, you can add new students to your application

What you will need to do:

- A. **Every student must be registered online.** You can submit your online registration at the school or by following this link: [New Family Online Registration Form](#). You will also need to contact your child's school to complete enrollment. **(Please write down your OLR application number to provide at your child's school during your visit.)**
- B. **Provide Proof of Residency**
 1. Each new student needs a Proof of Custody and Residency Form. You can fill this out at the school or use this link to print and fill out the form to bring with you - [English](#) or [Spanish](#).
 2. Bring two (2) Proofs of Residency as outlined in the form above.
- C. **Birth Certificate.** A copy of the official document must be presented at the school for each new student registered.
- D. A Consent for Release of Records form will be needed to allow the district to obtain records from your child's previous school. - [English](#) or [Spanish](#).
- E. Please see our **Printable Registration Forms** section below for information on additional forms you might need. Forms are available in a printable file to fill out and take with you to your school if you wish.
- F. If you are unsure what school your child should attend, please consult [What School Do I Attend?](#)

Note: If you have other children to enroll they should all be added to the same online registration form. Each child's school will need to be contacted prior to enrollment.

Which Medical Forms and Examinations Does My Child(ren) Need Before Beginning School?

Students entering **Preschool, Kindergarten, 6th, 9th, and 12th grade** are required to submit health records to the school. Click [here](#) to see the requirements for your student. As an option, you may upload your child's physical and/or immunization records right to the Registration Application, or you may email them to the Health Services Department. For questions, please email healthservices@u-46.org.



Where Can We Go for a Physical Examination?

A child can have physical examinations and immunizations in a doctor's office or at a clinic. All schools have information about free or low-cost examinations and immunizations. **You MUST bring your child's immunization records to all clinic visits.**

Low-cost Immunizations

- **Greater Elgin Family Health Care** locations:
 - Center for Family Health, 165 E. Plank Rd., Sycamore, IL 60178 ([Website](#))
 - Creekside Health Center, 300 McHenry Rd., Wheeling, IL 60090 ([Website](#))
 - Lake Health Center, 1515 E. Lake St., Hanover Park, IL 60133 ([Website](#))
 - McHenry Community Health Center, 3901 Mercy Dr., McHenry, IL 60050 ([Website](#))
 - Randall Health Center, 1435 N. Randall Rd., Suite 410, Elgin, IL 60123 ([Website](#))
 - Seneca Health Center, 450 Dundee Ave., Lower Level, Elgin, IL 60120 ([Website](#))
 - Streamwood Community Health Center, 135 E. Irving Park Rd., Streamwood, IL 60120 ([Website](#))
 - Summit Health Center, 373 Summit St., Elgin, IL 60120 ([Website](#))

For school-based health clinic call: 847-608-1344

- **DuPage Immunization Clinic** (DuPage County residents)
West: 111 N. County Farm Road, Wheaton, IL 60187
Call 1-630-682-7400 to schedule an appointment.



For additional referrals, please contact your child's school nurse.

Dentist Resources and/or References

- **Well Child:** 620 Wing Street, Elgin, IL 60123. Tel.: 847-741-7370
- **DentaQuest Illinois Services (Physician Referral Service):** Tel.: 888-286-2447
Provides families with *Medicaid* or *Kidcare* names of dentists
- **Elgin Medical/Dental:** 417 Dundee Ave. Elgin, IL 60120. Tel.: 847-608-7910
- **Greater Elgin Family Care Center:** 373 Summit St. Elgin, IL. Tel.: 847-608-1344
- **ABC Dentistry:** 80 W. Hillcrest Blvd, suite 212. Schaumburg, IL 60195. Tel.: 847-882-3360. Hours: Monday - Thursday 7:00a.m. – 6:30p.m. Friday 8:00a.m. - 2:00p.m. Saturday 8:00a.m - 1:00p.m.

School Procedures



What Do I Do If My Child Is Sick?

A sick child should stay home. Sometimes parents send a sick child to school because they have to go to work and cannot stay home with the child. However, a sick child often makes other children sick.

When your child cannot come to school, call the school every day in the morning before school starts. You should give the following information: child's name, grade, teacher, reason of absence, and your phone number.





What If My Child Must Take Medicine in School

The only appropriate medications given at school are those that are needed to maintain a student's health or ability to learn. Examples of appropriate requests would be: inhalers, insulin, medication to maintain attention, epinephrine for allergic reactions. Inappropriate medication requests would include temporary medications like: cold medications, antibiotics, or medications ordered one, two or three times per day. If you have an appropriate medication request, you will need to supply a completed medication permission form ([English form](#), [Spanish form](#)) and the medication.

Who Should I Call If I Have Questions about My Child's Health?

If you have a question about your child's health at school, call the school nurse or principal. If you are reporting an absence, call the school attendance secretary.

How Can the School Reach Me If My Child Becomes Sick at School or Has an Accident?



If your child becomes sick or has an accident at school, the school will call you or the emergency contact person you listed during registration.

Getting to School:

How Can Children Go to and Return from School Each Day?

Children who live close to school usually walk to school. Children who live far from school usually ride a school bus or take public transportation. Most students that qualify for transportation live more than 1.50 miles from school (as calculated by District U-46 Transportation Department). If your child takes the school bus, you need to know:

- the number of the school bus
- the place your child gets on the bus
- the time your child gets on the bus
- the place your child gets off the bus after school
- the time your child gets off the bus after school



Bus number: _____	Bus number: _____
Pick up place: _____	Drop off place: _____
Pick up time: _____	Drop off time: _____

If you need information, contact the transportation department at (847) 888-5000 Ext. 5098

Transportation for Kindergarten Students

- Each kindergarten student **MUST** have a completed pass to ride the bus home **EVERY DAY**.
- During drop-off at their bus stop, all kindergarten students will be treated as if their bus pass is marked "will be met."
- **If a student's pass indicates he/she "will be met" and the student is not met at the bus stop, the student will be returned to school.**





Moving

If you move to another apartment or house, **you must contact the school and give the new address and phone number.**



Late to School

A child should come on time to school and not be late. If a child is late, the teacher will mark her/him late or tardy. You should call the school in the morning if your child is going to be late or you can send a note with your child to the school.



Absent from School

When your child cannot come to school, call the school each morning your child will be absent. You may have to leave a voicemail message. When you call the school, you should give the following information:

- your child's name
- your child's grade and teacher
- why your child is going to be absent
- your name and phone number

Leaving School during School Hours

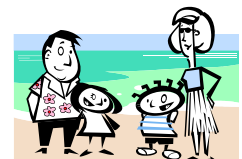


If you need to pick up your child for a medical appointment or emergency, please notify the school in advance that your child will be leaving early. Upon arriving at the school, go to the main office and ask for your child. The school will ask you to sign a paper so your child can leave.

Family Vacations

Parents should not take their child on vacations when school is in session.

These absences will be marked unexcused. Family vacations should be planned during school breaks. If students are absent for more than **ten consecutive days**, parents will need to re-enroll their child upon return.



Make-up Work

A child who is absent from school must do the schoolwork and homework he/she misses. Most schools expect parents to call the school to obtain the make-up work if a child is absent from school for more than two days. You or your child's friend can go to the child's class to pick up the make-up work.

Visiting the School

Parents are welcome to visit their child's school. If parents want to talk to the teacher, **they must make an appointment**

in advance by calling the school or sending a note to the teacher. When you visit the school, you must go to the office and present a form of identification for a **visitor's pass**.



VISITOR	
Name:	
Destination:	
Date:	Time In:



Do I Have to Pay for Anything in the School?



There are fees for some school activities and/or materials. These may include, but are not limited to, instructional materials fee, student insurance, and field trips for students at the elementary level. For students at the middle and high school levels, in addition to the fees mentioned above, there may be fees for students' lockers, athletic participation, students' ID cards, academic planners, parking permit, food, etc. Some of the fees are waived for students who qualify for free lunch.



Parents are informed of any fees at the time of registration. If you have questions about instructional fees, you may call your child's school.



Field Trips

Sometimes students go on field trips to museums, zoos and other places. Parents must sign a permission form before their child can go on the field trip. Sometimes there is a small fee to help pay for the field trip. Occasionally parents are offered a chance to volunteer to go on the field trip to help the teacher supervise the children on the trip.



Be sure to ask your child's teacher if you have any questions.

Lunches









If a child does not bring his/her lunch to school, the school will offer him/her an alternative. Most schools have a free or low-cost lunch program for parents that cannot afford to pay. **Parents should fill out a *Free and Reduced Lunch Application* to see if their child qualifies for free or reduced-cost lunches. These forms are available online during the summer or at your child's school. The application must be completed every year.**

Who Can I Ask about School Procedures If I Have Questions?

You can call or email your child's teacher if you have questions about school procedures. The school principal, ELL home school liaison or counselor (at the High Schools) may also be able to assist you.

At the beginning of each school year, fill out the information in this chart about your child and keep it visible to be used at any time:

Student's name 	School's Address 	School's Telephone Number 	Grade 	Principal's Name 	Teacher's Name 



Parents' Roles in Their Child's Education and Learning

Schools want parents to be involved in their child's education. Parents can be involved in their child's education in many ways. They can:

- talk to the principal and teachers
- attend school activities
- help make decisions about the schools
- volunteer at the school
- attend School Board meetings
- participate in the Bilingual Parents Advisory Committee (BPAC)
- participate in other family-school-community engagement committees/activities



How Can I Learn about my Child(ren)'s School(s)?

Schools have different ways of telling parents about school programs and events. Many schools have:

Open House and/or Curriculum Night

Open House day(s) allows time for parents to meet their child's teachers, see their classrooms, and hear about the work their child is/will be doing. Ask the school office for the calendar with these events.



Written Materials

Written materials are mailed home or brought home by your child. For example, schools may send these materials home:

- School Calendars about classroom assignments, classroom activities, holidays, or school programs
- Newsletters with classroom and school events
- Surveys asking parents for their ideas and concerns
- Permission forms for students to take field trips
- Announcements for school meetings, conferences, assemblies, school closings, and other events



Occasionally, parents have to respond to written materials sent home. For example, you must sign a permission form before your child can go on a field trip.

Phone Calls, Text, E-mail and the Website



Phone Calls, text, emails, and the Website are other ways schools communicate with parents. The school's website can provide you with up-to-date information about instructional programs, school events, school policies, teacher contact information, etc.

Please visit <https://www.u-46.org/domain/78> to locate and view your school's website.

Additionally, important information, news or reminders may be transmitted via school or district-wide automated phone messages throughout the school year. This is one of the many reasons why it is important to have updated telephone numbers.



Stay Connected with U-46

Website www.u-46.org

The website is easy to navigate and works as well on a mobile phone as it does a desktop. Look to the home page for a rotating selection of news from across the District and to individual school sites for highly relevant information for families.

Let's Talk

There is a link to Let's Talk on the District website's homepage, and individual schools will be using this customer service tool soon.




Infinite Campus

Make sure family contact information is up to date in Infinite Campus to facilitate communication between parents and teachers, school and District administrators.

E-Newsletters

Sign up to receive "Your Weekly Update" via email.

Social Media

- Like us on Facebook SchoolDistrictU46 
- Follow us on Twitter @sdu46 
- Subscribe to the District's YouTube channel to enjoy a variety of videos highlighting special events, people, and accomplishments across the District. 

School Communications during Covid-19

Find up-to-date information about School District U-46 during Covid-19 by visiting <https://www.u-46.org/Page/15532>.

U-46 App

School lunch menus, District news, an email for a principal or coach - all of this and more can now be easily accessed in the palm of your hand via a smartphone and the School District U-46 app available for free from the App Store or Google Play.

The mobile app offers students, parents and community members direct links to our District and schools' websites, highlights top stories from our social media feeds, the District calendar, lunch menus and Infinite Campus to view grades. Other features include the school directory, quick access to high school sports scores, the weekly e-newsletter from CEO Sanders and even a link to the weather forecast.

To download the app, simply search "School District U-46" via Google Play or the App Store.



A Few Ways to Get Involved

Parent Group PTO/PTA

Check with your school to see when the PTO or PTA meetings take place. Every school's parent group has different initiatives and projects.

Advisory Council

Join a District advisory council such as:

- African American Advisory Council
- Bilingual Parent Advisory Committee
- Citizens' Advisory Council
- Interfaith Advisory Council
- U-46 Foundation

Classroom

Volunteer to be a classroom parent or guest reader. Students love to hear different voices.

Parent Programs

Be a part of one or more of our parent programs and trainings such as:

- African-American Parent Leadership Institute
- Hispanic Parent Leadership Institute
- NAES (in Spanish)
- Early Childhood Drop-in Playgroups
- *Plazas Comunitarias*
- U46Engage

How Do I Know If My Child Is Being Successful in School?

Parent-teacher Conferences

Conferences are meetings between parents and teachers. The teacher meets with each child's parents to discuss the child's progress and/or behavior in the classroom. Usually teachers ask for at least one conference during the fall of each school year. However, if a child is struggling with learning and/or behavior, a teacher may ask parents to come for a conference at other times during the year. Parents can also ask for a conference any time. Parents can call, email, or write a note to the teacher asking for a conference. Often conferences are held before or after the school day.



Parents can call the school whenever they have a question and talk to the teacher(s) or the principal. **If you want to visit your child's school, call the school first to make an appointment or email or send a note to the teacher.**



Report Cards

Elementary Report Cards



Report cards tell parents how their child is doing in school. Parents receive their child's report card three times a year at the conclusion of each evaluation cycle or trimester. Report Cards are available in Infinite Campus and printed upon parental request. In addition, parents will be advised of their child's progress through mid-term progress during the first and the second trimesters, and therefore, parents will have online access to their child's progress report card two times a year. The Elementary Report Cards provide detailed feedback to parents regarding the progress their child is making towards the learning goals and curriculum at their grade level. It will allow parents and students to clearly understand expectations and what is necessary to be successful in a rigorous academic program aligned to Illinois Learning Standards. For Dual Language students, the elementary report card indicates how well an individual student is doing in relation to the grade level goals in English and Spanish. For more information about online access to the Elementary Report Cards, please visit the Report card website www.u-46.org under Families >> Learning Benchmarks >> Directions to Access Online Progress Reports and Report Cards, or click on the following link: <https://www.u-46.org/Page/14802>.

Standards-based ESL Progress Report

Attached to the District Report Card is the English as a Second Language (ESL) progress report. School District U-46 ELL Department is using a standards-based report to indicate English language progress for all EL students. The ESL report indicates the student's progress based on classroom performance, in attaining English language proficiency in the areas of *listening*, *speaking*, *reading*, and *writing*. The language performance definitions describe what an ELL student should know and be able to do at each level.

Report Cards and ESL Progress Reports are available in ENGLISH, SPANISH, POLISH, TAGALOG, GUJARATI, URDU, VIETNAMESE, LAO, and HINDI.

For additional information for the elementary level Report Card, please visit the Report card website www.u-46.org under Families >> Learning Benchmarks >> Elementary Report Cards, or click on the following link: <https://www.u-46.org/Page/9132>



Sample Snapshot of School District U-46 – Report Card at the Elementary Level



Illinois School District U-46 Report Card 2017-2018

SCHOOL	ELEMENTARY
Principal	
Teacher	
Student	
Performance Level Descriptors	
Mastery (4) - Demonstrates ability to apply extended thinking about the skills and knowledge of the standard	
Proficient (3) - Demonstrates skills and knowledge of the standard	
Basic (2) - Demonstrates a basic understanding of the skills and knowledge of the standard	
Below Basic (1) - Demonstrates a below basic understanding of the standard; may demonstrate gaps in skills and knowledge.	
No Evidence (0) - There is no, or insufficient, evidence of learning to assess the standard at this time.	
Not Evaluated (NE) - This standard has not been evaluated at this time	
Behaviors That Support Learning: M = Meets Expectations; I = Improvement Needed	
Fine Arts and Physical Education	
Visual Arts	
Goals: Student identifies and understands the elements, principles and expressive qualities of a variety of styles of visual art at grade level. Through creating and performing, the student understand how works of art are produced. He/she understands the role of the arts in civilizations past and present.	
Physical Education	
Goals: Student demonstrates competency in a variety of skills and health enhancing activities at grade level while participating in a safe, cooperative environment.	
Music and Performing Arts	
Goals: Student identifies and understands the elements and expressive qualities of a variety of musical styles at grade level. Through creating and performing, the student understands how music is produced. He/she understands the role of the arts in civilizations past and present.	

Illinois School District U-46 Report Card 2017-2018

Page 2 of 3

Student _____
 Student ID _____
 School **ELEMENTARY**
 Teacher _____
 Generated on _____

Attendance Summary:

T1		T2		T3			
Absent	Tardy	Absent	Tardy	Absent	Tardy	Absent	Tardy
0.0	0	0.0	0	0.0	0	0.0	0

** This report only lists absences. Lack of attendance means there were no absences.

1st Grade	Trimester		
	T1	T2	T3
1. BEHAVIORS THAT SUPPORT LEARNING			
Participates and asks questions			
Listens and follows directions			
Works well independently and uses time well			
Works cooperatively within groups			
Takes responsibility for own actions			
Demonstrates self-control			
Shows respect for authority			
Shows respect for peers			
Shows respect for property			
Completes assignments on time			
2. READING			
Student's current INDEPENDENT reading level			
3. LITERACY			
READING			
Print concepts, phonological awareness and word recognition (RF 1,2)			
Applies grade-level phonics and word analysis skills (RF 3)			
LITERATURE			
Key Ideas and details (RL 1,2,3)			
Craft and structure (RL 4,5,6)			
Integration of knowledge and Ideas (RL 7, 9)			
INFORMATIONAL TEXT			
Key Ideas and details (RI 1,2,3)			

1st Grade	Trimester		
	T1	T2	T3
Craft and structure (RI 4,5,6)			
Integration of knowledge and Ideas (RI 7,8,9)			
WRITING			
Opinion/argument (W 1)			
Informative/explanatory (W 2)			
Narrative (W 3)			
Research to build and present knowledge (W 7,8)			
LANGUAGE			
Uses grade level conventions of grammar, capitalization, punctuation and spelling (L 1, 2)			
LITERACY BEHAVIORS			
Reads accurately and fluently to support comprehension (RL,RI 10, RF 4)			
Acquires and uses academic vocabulary (L 4,5,6)			
Prepares for and engages in a variety of collaborative discussions (SL 1,2,3)			
Reports on a topic speaking clearly at an understandable pace (SL 4,5,6)			
Production and distribution of writing (W 5,6)			
Demonstrates skills and understandings of digital literacy			

1st Grade	Trimester		
	T1	T2	T3
4. MATHEMATIC \$			
MATH CONTENT			
Fluently adds and subtracts within 10			
Adds and subtracts within 20 using equation properties and in word problems			
Adds and subtracts up to 100 using place value understanding			
Understands measurements of data, length and time			
Reasons with shapes and their characteristics			
MATH BEHAVIORS			
Makes sense of problems and uses several approaches for difficult problems			
Explains why solutions are correct and critiques other strategies			
Uses appropriate symbols, vocabulary, and labeling to communicate ideas			
5. SCIENCE			
SCIENCE CONTENT			
Demonstrates grade level knowledge of Physical Science			
Demonstrates grade level knowledge of Life Science			
Demonstrates grade level knowledge of Earth and Space Science			
SCIENCE BEHAVIORS			
Performs Scientific and Engineering Practices			

1st Grade	Trimester		
	T1	T2	T3
6. SOCIAL STUDIES			
Shows knowledge and understanding of content area			
7. COMMENTS			
Comments			
Fine Arts and Physical Education			
Trimester			
1. ART			
Demonstrates knowledge of and skill in the visual arts goals			
2. PHYSICAL EDUCATION			
19C Moves with an awareness of others in general space			
19A Demonstrates competency in motor skills (jumping)			
21A Demonstrates personal responsibility during individual and group activity			
19A Demonstrates competency in motor skills (skipping, hopping)			
23B Determines the difference between fruits and vegetables			
19A Demonstrates competency in motor skills (galloping). Create and demonstrate pattern of locomotor skills (ABA).			
3. MUSIC			
Demonstrates knowledge of and skill in the music and performing arts goals			



ESL Progress Report K-12 with WIDA Language Performance Indicators

English as a Second Language (ESL)		Elementary Sample		
<p>The student is enrolled in: Dual Language Program Model</p> <p>The Overall English Language Proficiency Development is based on the student's performance on the domains of listening, speaking, reading, and writing within the Illinois English Language Development Standards for ELs and the CAN DO Descriptors. The Standards for English Learners (ELs) in Pre-Kindergarten through Grade 12 encompass:</p> <ul style="list-style-type: none"> • Social and Instructional language • The language of Language Arts • The language of Mathematics • The language of Science • The language of Social Studies 				
<p>English Language Proficiency Levels</p> <p>The numbers below indicate the proficiency level demonstrated in classroom performance within each language domain.</p> <p>1 ENTERING 2 EMERGING 3 DEVELOPING 4 EXPANDING 5 BRIDGING 6 REACHING</p>				
		Trimester		
LANGUAGE DOMAINS:		T1	T2	T3
LISTENING		1		
SPEAKING		2		
READING		2		
WRITING		2		
<p>Based on ACCESS Overall Composite at the end of the year:</p> <p><input type="checkbox"/> Student has met the established State criteria as an English proficient student. The student will remain in the Dual Language Program Model to continue his/her language and academic development in English and Spanish.</p> <p><input type="checkbox"/> Student has met the established State criteria to successfully exit the ELL Program.</p> <p>Date: _____ Teacher: _____</p>				

LEVEL 6 REACHING	<ul style="list-style-type: none"> • specialized or technical language reflective of the content areas at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication comparable to English-proficient peers
LEVEL 5 BRIDGING	<ul style="list-style-type: none"> • specialized or technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports • oral or written language approaching comparability to that of English-proficient peers when presented with grade level material
LEVEL 4 EXPANDING	<ul style="list-style-type: none"> • specific and some technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs • oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support
LEVEL 3 DEVELOPING	<ul style="list-style-type: none"> • general and some specific language of the content areas • expanded sentences in oral interaction or written paragraphs • oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
LEVEL 2 EMERGING	<ul style="list-style-type: none"> • general language related to the content areas • phrases or short sentences • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
LEVEL 1 ENTERING	<ul style="list-style-type: none"> • pictorial or graphic representation of the language of the content areas • words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support

Secondary Report Cards

Report cards list each subject that the children study. For each subject, there is a grade. Parents receive their child's Report Cards **four times a year**.

The ELL Department of School District U-46 uses a standards-based report to indicate English language progress for all EL students. Based on classroom performance, the ESL Progress Report for the secondary level indicates the student's progress in attaining English language proficiency in the areas of *listening, speaking, reading, and writing*. The language performance definitions describe what an EL student should know and be able to do at each level. For more information about secondary grading, please visit: <https://www.u-46.org/Domain/6441>



What Can I do at Home to Help with My Child’s Learning?

Successful students come to school ready to learn and have strong study habits. There are many ways parents can help their child do well in school. You can help even if you speak very little English. You do not have to know English to help. Here are important things you can do to help your child’s learning:

Attendance

Make sure your child attends school on a daily basis and logs in or arrives on time ready to learn. Frequent absences or tardiness negatively affect student learning. Essential teaching and learning occur every day at school. Every absence takes away from your child’s opportunity to maximize his/her learning experiences at school.



Nutrition



A nutritious meal is an important start to the day for any child. If you are unable to provide breakfast at home, your child’s school provides breakfast at a cost or free (depending if your family qualifies for free lunch). Additionally, if your family is in need of food assistance at home, contact the school principal, nurse, social worker, or other school staff you feel comfortable with to inquire about food pantries and other community resources.

Dress for the Weather

Ensure your child’s clothes are appropriate for the weather outside. For example, if it is cold outside, your child should wear warm clothes such as coats, hats and gloves. Outdoor recess is part of your child’s day, even in the winter months, and if your child takes the bus, he/she will spend time outside waiting. **PLEASE BE SURE YOUR CHILD IS DRESSED APPROPRIATELY FOR SCHOOL.** If your family is in need of winter clothes due to financial hardship, please contact your child’s school for resources.



School Uniforms and Dress Code

Some schools have students wear uniforms. For example, a uniform might be a white shirt and khaki pants or skirt. Other schools do not have school uniforms, but they do have dress codes. Dress codes are special rules about the clothing children can wear to school. For example, in some schools, boys cannot wear hats inside and girls are not allowed to wear halter-tops.



School Supplies

Children need to bring school supplies to class. The school supply list is available for most schools on the School District U-46 website <https://www.u-46.org/domain/11081> and even at some local stores prior to the beginning of the school year (e.g., Walmart, Target, and Office Max). Examples of school supplies include pencils, pens, erasers, rulers, scissors, and glue. If possible, contact your child's school for the school supply list before the first day of class. Your child's teacher can give you a copy of the list after school has started. If you are not able to buy the supplies, explain the situation to the teacher and/or school principal.

Project Backpack

Project Backpack is a community-based initiative led by [Elgin Community College](#) to benefit students in need, by offering appropriate resources to start a successful school year. Nearly 17,000 students have been helped since 2010!

Different Times Call for Different Measures

In response to COVID-19, Project Backpack is coordinating getting backpacks with school supplies to those in need that are enrolled for fall 2020 at Elgin Community College (District 509) or school districts U-46, D300, D301, D303, or D20 - or reside therein.

For more information regarding Project Backpack, please visit: <http://www.project-backpack.org/>

Human Services in Kane County

If you need support in this area, contact Kane County by calling the number 211.

To obtain more information, click [here](#) for the flyer or [here](#) for the website.



Talking about Schoolwork

Parents should ask their child about their day at school each day. Sample questions could be:

- "How was school today?"
- "Do you have any homework tonight?"
- "Tell me three things that you learned today."



Schools want you to discuss schoolwork with your child. You can ask your child about what they are learning in their classes. You can also ask your child to show his/her graded papers.

Synchronous and Asynchronous Instruction

While in distance learning, teachers will engage your child in synchronous and asynchronous instruction. At the elementary level, during synchronous instruction teachers will facilitate a three-hour live session using Zoom and the Learning Management System (LMS) Canvas. The two hours dedicated to asynchronous instruction may include teacher assigned tasks/activities or meetings with teacher(s) in small groups or individually. At the secondary level, students will have four periods of synchronous instruction and four periods of asynchronous instruction daily.



Homework

Homework is an assignment that teachers give students to do outside of the school day. There are different kinds of homework assignments, children may:

- finish assignments started in school
- do assignments that practice or review something they learned in school (such as reading or math)
- do special projects, such as book reports, science experiments or drawing a map
- study for a quiz or test

Teachers decide how much homework to give each night. Not all teachers give the same amount of homework. Older children usually have more homework than younger children do. Here are some things you can do to help your children with their homework.

Homework Time

Aside from homework, students have many daily activities such as chores, appointments, playtime, after school programs, and sports. You can help your child schedule a special time for homework. It is best if homework is done at the same time every afternoon or early evening, but not late in the evening. During homework time, you should turn off the television and video/computer games. Children need a quiet place to do their homework. If possible, set up a place where your child can work in your home without distractions.

Reviewing Homework

You can review the homework to see if it is neat and complete. Your child can explain their homework to you. Sometimes children see mistakes when they explain their homework.

Problems with Homework



Sometimes your child cannot finish their homework because they do not understand it.

If parents understand the homework they can help their child, **but parents should never do homework for their child.**

Many parents feel that they cannot help their child with homework. **Sometimes parents do not understand much English or do not understand the subject.** If parents cannot help their child with a homework problem, they should write a note, email, or call the child's teacher. Parents can tell the teacher their child had a problem finishing the assignment. Sometimes schools provide extra help with homework assignments before, during, or after school. Homework problems are sometimes the result of children not wanting to do their homework. They are more focused on watching TV, playing video games, or spending time on social media.



Often, teachers will call, email, or write a note to parents if a child is not doing his/her homework. However, if your child is consistently not bringing any work home or frequently denies having any homework, you may want to contact the teacher to ensure that the work is being done in class. The teacher, parent, and student can work together to develop a plan for academic success.



The Library

For some homework assignments, children may need materials from the public library. All library materials can be used in the library. If your child wants to take materials home or use the library computers, you must have a library card. You can get a library card at your local library. Take a bill, a form of identification, or other document that shows proof of your address.



Website: www.gailborden.info



Address: 2751 West Bowes Road
Elgin, IL 60124

Phone: 847-531-7271

Rakow Branch Hours

Monday-Thursday

9 a.m. – 7:30 p.m.

Friday & Saturday

9 a.m. – 4:30 p.m.

Sunday

Noon – 4:30 p.m.



Address: 270 North Grove Avenue
Elgin, IL 60120

Phone: 847-752-3210

Main Library Hours

Monday-Thursday

9 a.m. – 8 p.m.

Friday & Saturday

9 a.m. – 5 p.m.

Sunday

Noon – 4 p.m.



Address: 127 South McLean Blvd.
South Elgin, IL 60177

Phone: 847-931-2090

South Elgin Branch Hours

Monday-Thursday

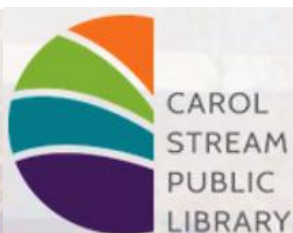
10 a.m. – 6:30 p.m.

Friday & Saturday

10 a.m. – 3:30 p.m.

Sunday

Noon – 4 p.m.



Address: 616 Hiawatha Drive
Carol Stream, IL 60188

Phone: 630-653-6809

Website: www.cslibrary.org

Library Hours:

Monday – Thursday 10 a.m. to 9 p.m.

Friday 10 a.m. to 6 p.m.

Saturday 9 a.m. to 5 p.m.



Poplar Creek Public Library District
... your link to the community

Serving Streamwood and Hanover Park

Website: <https://www.pclib.org/>

Main Library

1405 S. Park Ave.
Streamwood, IL 60107
630.837.6800 (Option 1)

Main Library Hours	
Monday - Tuesday	10:00 a.m. - 7:00 p.m.
Wednesday - Thursday	10:00 a.m. - 9:00 p.m.
Friday - Saturday	10:00 a.m. - 5:00 p.m.

Sonya Crawshaw Branch

4300 Audrey Lane
Hanover Park, IL 60133
630.837.6800 (Option 2)

Branch Library Hours	
Monday - Tuesday	2:00 p.m. - 7:00 p.m.
Wednesday - Thursday	2:00 p.m. - 9:00 p.m.
Friday	2:00 p.m. - 5:00 p.m.
Saturday	1:00 p.m. - 5:00 p.m.



Website: <https://www.schaumburglibrary.org/>



Central Library

130 S. Roselle Road
Schaumburg, IL 60193
Tel. (847) 985-4000

Hours:

Monday – Friday: 2 p.m. to 8 p.m.
Saturday: 2 p.m. to 5 p.m.
Sunday: 2 p.m. to 4 p.m.

Hanover Park Branch

1266 Irving Park Road
Hanover Park, IL 60133
Tel. (630) 372-7800

Hours:

Monday – Thursday: 1 p.m. to 8:30 p.m.
Saturday: 1 p.m. to 4:30 p.m.

Hoffman Estates Branch

1550 Hassell Road
Hoffman Estates, Illinois 60195
Tel. (847) 885-3511

Hours:

Monday – Thursday: 1 p.m. to 8:30 p.m.
Saturday: 1 p.m. to 4:30 p.m.



Reading and Talking Together



A child who reads at home does better in school. It is a good idea to have family reading time in your home. During reading time, you can read to your child, he/she can read to you, or everyone can read by himself or herself. It is important for your child to see you read in English or in your native language.

If reading is difficult for you, tell stories to your child in English or in your native language. You can tell stories about your family when you were young and about your child when they were younger. Your child can also tell stories.



Family Learning Activities and Family Resource Centers

Many schools and community organizations offer family learning programs in the evening and on weekends. Parents and children attend these family activities together and can learn about subjects such as math, science, reading, and computers. You will usually receive materials to take home for more learning.

Some schools have family resource centers. These centers have materials that parents can borrow and take home. Some materials are about child development, nutrition, safety, health, the school, and learning activities. There are usually books, games, and digital resources.



Community Support and Parent Involvement



Bilingual Parents Advisory Committee (BPAC)

Following State regulations, each district or cooperative with a bilingual program shall establish a parent advisory committee consisting of:

- parents/legal guardians,
- transitional bilingual education teachers,
- counselors,
- and community leaders.

This committee participates in the planning, operation, and evaluation of programs. The majority of committee members are parents or legal guardians of students enrolled in these programs. BPAC is co-coordinated with the ELL Office.

ISBE 23 ILLINOIS ADMINISTRATIVE CODE 228.30

The members of this committee represent the languages served in programs to the extent possible.

(Section 14C-10 of the School Code [105 ILCS 5/14C-10])

The committee:

- meets at least four times per year,
- maintains on file with the school district minutes of these meetings, and
- reviews the district's annual program application to the State Superintendent of Education.

In partnership with the ELL Educational Services Office, BPAC offers a series of parent engagement opportunities for parents of students in ELL programs.

For more information on how to be part of the Bilingual Parent Advisory Committee, please call (847) 888-5000 Ext. 5331 or 5332.





Parent Cafes

In 2007, the Parent Cafe process was developed by parent leaders from Strengthening Families Illinois to design a parent-to-parent way to bring the Strengthening Families Protective Factors to families.

Parent Cafes are physically and emotionally safe spaces where parents and caregivers can talk about the challenges and victories of raising a family. Through individual deep self-reflection and peer-to-peer learning, participants explore their strengths, learn about the Protective Factors, and create strategies from their own wisdom and experiences to help strengthen their families.

Cafes are structured discussions that use the principles of adult learning and family support. They are highly sustainable with training reinforcement, institutional support, and a commitment to an approach that engages and affirms parents as leaders. Participants leave Parent Cafes feeling inspired, energized, and excited to put into practice what they've learned.

School District U46 has brought Parent Cafes to our families as a way of strengthening the relationships within families between parents and their children, strengthening the relationship between School District U46 and its families, and strengthening relationships within our Hispanic community. Our goal is for parents to develop the tools to become more involved in their children's education and to become better advocates for their children's needs. Parent Cafes compliment the Community Engagement of our U-46 Strategic Plan by supporting and empowering schools to be welcoming centers for our families.

U-46 Plazas Comunitarias

U-46 Plazas Comunitarias is an educational program designed to provide literacy, primary and secondary education to parents who have not completed these educational milestones. The *Plazas Comunitarias* objectives are to provide education, information, and communication to the Latino adult population in the community, use education as a tool for self-improvement, and bring parents and children together to improve academic achievement. School District U-46 has a partnership with the National Institute for Adult Education INEA in Mexico.

Navigating the American Educational System


The purpose of ***Navigating the American Educational System (NAES)*** is to increase Hispanic parental involvement in the academic careers of their children. NAES does this by increasing parents' ability to navigate the American educational system. Through a series of four parental seminars, NAES will provide Spanish-speaking parents with the knowledge, skills, and confidence to interact with the school system and to better manage the academic experiences of their child. For more information, please call the ELL Program at (847) 888 - 5000 Ext. 6024.





APPENDIX

School District U-46 Rationale for Identifying Full and Part-Time Students

 School District U-46 ELL Program Rationale for Identifying Full and Part-Time Students		
Program	Full Time	Part Time
Transitional Bilingual Program (TBE)	For students with an ACCESS Literacy proficiency level below 3.5	For students with an ACCESS Literacy proficiency level 3.5 and above
	Classroom teacher will use instructional tools to differentiate and scaffold instruction based on language proficiency levels and student academic profile.	
Transitional Program of Instruction (TPI)	The concept of full or part time does not apply for TPI	
Dual Language	Dual Language Program Model is a Full Time Program	

English Language Learner (ELL) Forms-Samples

- Home Language Survey
- Notice of Enrollment (NOE) Letter 1 – 3 Years
- Notice of Enrollment (NOE) Letter 3+ Years
- Program Descriptions (TBE, Dual Language, TPI)
- English Proficiency Letter
- ELL Program Exit Letter
- ELL Program Reclassification Status Letter

In addition to English, the NOEs and Program Descriptions are available in over 40 languages.

A few include:

- Spanish
- Gujarati
- Polish
- Urdu
- Lao



Home Language Survey

Student Name: _____ Student ID# _____

School: _____



School District U-46

<p>English</p> <p>1. Is a language other than English spoken in your home? Yes <input type="checkbox"/> No <input type="checkbox"/> What language? _____</p> <p>2. Does your child speak a language other than English? Yes <input type="checkbox"/> No <input type="checkbox"/> What language? _____</p> <p>If the answer to either question is yes, the law requires the school to assess your child's English language proficiency.</p> <p><input type="checkbox"/> By checking this box you waive the requirement to receive district communications in your native language and agree to accept all district communications in English</p>	<p>Español/Spanish</p> <p>1. ¿Se habla en su casa otro idioma que no es el inglés? Sí <input type="checkbox"/> No <input type="checkbox"/> ¿Cuál idioma? _____</p> <p>2. ¿Habla su niño(a) un idioma que no es el inglés? Sí <input type="checkbox"/> No <input type="checkbox"/> ¿Cuál idioma? _____</p> <p>Si la respuesta a cualquiera de las preguntas es "Sí", la ley requiere que la escuela evalúe la fluidez de su niño en el idioma Inglés.</p> <p><input type="checkbox"/> Deseo recibir toda comunicación en inglés y declino mi derecho de recibir la misma en mi idioma nativo</p>
<p>Polski/Polish</p> <p>1. Czy w domu posługują się Państwo innym językiem niż angielski? Tak <input type="checkbox"/> Nie <input type="checkbox"/> Jakim językiem? _____</p> <p>2. Czy Państwa dziecko posługuje się innym językiem niż angielski? Tak <input type="checkbox"/> Nie <input type="checkbox"/> Jakim językiem? _____</p> <p>Jeśli udzielili Państwo twierdzącej odpowiedzi na którekolwiek z powyższych pytań, przepisy wymagają, aby szkoła sprawdziła znajomość języka angielskiego Państwa dziecka.</p> <p><input type="checkbox"/> Zaznaczając to pole, anulują Państwo wymagania pośredniej komunikacji w języku ojczystym i akceptują bezpośrednią komunikację w języku angielskim.</p>	<p>ગુજરાતી/Gujarati</p> <p>1. શ તમે તમારું ઘરમાં બોલો છો? જિસવાયની ભાષા બોલાય છે? હા <input type="checkbox"/> ના <input type="checkbox"/> કઈ ભાષા? _____</p> <p>2. શ તમારું બાળક અંગ્રેજી જિસવાયની કોઈ ભાષા બોલે છે? હા <input type="checkbox"/> ના <input type="checkbox"/> કઈ ભાષા? _____</p> <p>જો કોઈ પણ પ્રશ્નનો જવાબ હા હોય, તો કાયદો શાળાને તમારા બાળકની અંગ્રેજી ભાષાન ભાષા પાવીલ્ય</p> <p><input type="checkbox"/> આ બોક્સ ચકાસીને તમે તમરી માતૃભાષામાં જિલ્લા સંદેશાવ્યવહાર પ્રાપ્ત કરવાનો અધિકારનો ત્યાગ કરો છો અને તમામ જિલ્લા સંદેશાવ્યવહાર અંગ્રેજીમાં સ્વીકારવા</p>
<p>Urdu/اردو</p> <p>1. کیا آپ کے گھر میں انگریزی کے علاوہ کوئی دوسری زبان بولی جاتی ہے؟ ہاں _____ نہیں _____ کون سی زبان؟ _____</p> <p>2. کیا آپ کا بچہ انگریزی کے علاوہ کوئی دوسری زبان بولتا ہے؟ ہاں _____ نہیں _____ کون سی زبان؟ _____</p> <p>اگر دونوں میں سے کسی سوال کا جواب ہاں میں ہے، تو قانون کا تقاضا ہے کہ اسکول آپ کے بچے کی انگریزی زبان کی استعداد کی تشخیص کرے۔</p> <p><input type="checkbox"/> میں بلکس کو چیک کر کے آپ اپنے مادری زبان میں ڈسٹرکٹ کے مواصلات حاصل کرنے کے تقاضے سے دستبردار ہوجائیں گے اور تمام ڈسٹرکٹ کے مواصلات کو انگریزی میں قبول کرنے کے لیے اتفاق کریں گے۔</p>	<p>23 Illinois Administrative Code (Ch.I.S.228.15, f) Section 228.15 Identification of Eligible Students</p> <p>a) Each school district shall administer a home language survey with respect to each student in preschool, kindergarten or any of grades 1 through 12 who is entering the district's schools for the first time, for the purpose of identifying students who have a language background other than English. The survey shall include at least the following questions:</p> <p>1) Whether a language other than English is spoken in the student's home and, if so, which language; and</p> <p>2) Whether the student speaks a language other than English and, if so, which language.</p> <p>e) The district shall screen the English language proficiency of each student identified through the home language survey as having a language background other than English by using the prescribed screening instrument applicable to the student's grade level or the prescribed screening procedures identified by the preschool program. This screening shall take place within 30 days either after the student's enrollment in the district or, for preschool programs, after the student commences participation in the program, for the purpose of determining the student's eligibility for bilingual education services</p>

Parent/Legal Guardian Signature

Date

This form MUST be kept in the Student's Cum Folder



Notice of Enrollment (NOE) Letter 1-3 Years



NOTICE OF ENROLLMENT / PROGRAM PLACEMENT 1-3 YEARS ELL EDUCATIONAL SERVICES SCHOOL DISTRICT U-46

THIS FORM MUST BE KEPT IN THE STUDENT'S CUMULATIVE FOLDER

Notice of Enrollment / Program Placement 1-3 Years (105 ILCS 5/Art. 14C) (ENGLISH)

Dear Parent or Legal Guardian:

Date: _____

Your child, _____, (D.O.B: _____) is enrolled in grade _____ in the program checked below based on his/her English language proficiency (WIDA-MODEL™/ WIDA Screener™/ACCESS 2.0 for ELLs®) test scores:

- Transitional Bilingual Education: Full-Time Program Part-Time Program Dual Language Program Model Transitional Program of Instruction

School District U-46 ELL Program Rationale for Identifying Full and Part Time Students		
Program	Full-Time	Part-Time
Transitional Bilingual Program (TBE)	For students with an ACCESS Literacy proficiency level below 3.5	For students with an ACCESS Literacy proficiency level 3.5 and above (An oral composition of 1.0 and above for 1st semester of K)
Transitional Program of Instruction (TPI)	Classroom teacher will use instructional tools to differentiate and scaffold instruction based on language proficiency levels and student academic profile.	
Dual Language	The concept of full or part time does not apply for TPI Dual Language Program Model is a Full-Time Program	

This program will help your child learn English and the subjects required for grade promotion. We believe that this program is the best option to meet your child's instructional needs and promote academic success in school. Information about this program as well as other programs available for emerging bilinguals/EL students, is attached.

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

TEST: WIDA-MODEL™ WIDA Screener™ ACCESS 2.0 for ELLs®

Areas Tested	Proficiency Level 1-6	Composite	Proficiency Level 1-6
Listening		Literacy	
Speaking		Oral	
Reading		Overall	
Writing			
Proficiency Level	Description of English Proficiency Levels		
1 – Entering	Knows and uses minimal social language and minimal academic language with visual support.		
2 – Emerging	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.		

To accept this placement you do not need to take any action.

As a parent, you have the right to:

- Visit the classes in which your child is enrolled and to meet with the 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 notifying the school in writing. Declining the recommended program will mean that your child may be placed in a program where English is the dominant language of instruction.

Sincerely,

Tony Sanders
Chief Executive Officer

Additional Comments

Parent Signature

Date



Notice of Enrollment (NOE) Letter 3+ Years



NOTICE OF ENROLLMENT / PROGRAM PLACEMENT 3+ YEARS ELL EDUCATIONAL SERVICES SCHOOL DISTRICT U-46

THIS FORM MUST BE KEPT IN THE STUDENT'S CUMULATIVE FOLDER

Notice of Enrollment / Program Placement 3+ Years (105 ILCS 5/Art. 14C) (ENGLISH)

Dear Parent or Legal Guardian:

Date: _____

Your child, _____, (D.O.B: _____) is enrolled in grade _____ in the program checked below based on his/her English language proficiency (WIDA-MODEL™/ WIDA Screener™/ACCESS 2.0 for ELLs®) test scores:

- Transitional Bilingual Education:
 Transitional Program of Instruction
 Full-Time Program Part-Time Program Dual Language Program Model

School District U-46 ELL Program Rationale for Identifying Full and Part Time Students		
Program	Full-Time	Part-Time
Transitional Bilingual Program (TBE)	For students with an ACCESS Literacy proficiency level below 3.5	For students with an ACCESS Literacy proficiency level 3.5 and above (An oral composition of 4.0 and above for 1st Semester of K)
	Classroom teacher will use instructional tools to differentiate and scaffold instruction based on language proficiency levels and student academic profile.	
Transitional Program of Instruction (TPI)	The concept of full or part time does not apply for TPI.	
Dual Language	Dual Language Program Model is a Full Time Program.	

This program will help your child learn English and the subjects required for grade promotion. We believe that this program is the best option to meet your child's instructional needs and promote academic success in school. Information about this program, as well as other programs available for emerging bilinguals/EL students, is attached.

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

TEST: WIDA-MODEL™ WIDA Screener™ ACCESS 2.0 for ELLs®

Areas Tested	Proficiency Level 1-6	Composite	Proficiency Level 1-6
Listening		Literacy	
Speaking		Oral	
Reading		Overall	
Writing			
Proficiency Level	Description of English Proficiency Level		
1 – Entering	Knows and uses minimal social language and minimal academic language with visual support.		
2 – Emerging	Knows and uses some social English and minimal 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.		

To accept this placement you do not need to take any action.

As a parent, you have the right to:

- Visit the classes in which your child is enrolled and to meet with the 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 notifying the school in writing. Declining the recommended program will mean that your child may be placed in a program where English is the dominant language of instruction.

Sincerely,

Tony Sanders
Chief Executive Officer

Additional Comments

Parent Signature _____

Date _____

06/15/2018

ELL-ENR-F003 (E/S)
Retention: Indefinitely

Page 1 of 2



Program Descriptions - TBE



PROGRAM DESCRIPTION
FULL TIME
TRANSITIONAL BILINGUAL EDUCATION (TBE)
 ELL EDUCATIONAL SERVICES
 SCHOOL DISTRICT U-46

GRADE 11
 GRADE 12

THIS FORM MUST BE KEPT IN THE STUDENT CUM FOLDER.

Program Description: The Transitional Bilingual Education program is for emergent bilingual students. Parental approval is required for the student to be placed in the program. The program provides sheltered English instruction in the student’s native language with transition into English. The program provides standard based instruction with support to help students to succeed in academic subjects and learn English. The courses count toward graduation requirements.

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 area checked.

ACCESS LITERACY COMPOSITE - Below 50								
ESL LEVEL	SPANISH FOR HERITAGE SPEAKERS	ENGLISH AS A SECOND LANGUAGE (ESL)	STUDY HALL /ELECTIVE	SCIENCE If needed/ selected	11 th US HISTORY 12 th CIVICS/ECON	11 th MATH 12 th MATH (If needed/ selected)	PHYSICAL EDUCATION	HEALTH If needed/ selected
<input type="checkbox"/> ESL 1	SPANISH	ENGLISH	ENGLISH	SPANISH	SPANISH	SPANISH	ENGLISH	SPANISH
<input type="checkbox"/> ESL 2	SPANISH	ENGLISH	ENGLISH	SPANISH	SPANISH	SPANISH	ENGLISH	SPANISH
<input type="checkbox"/> ESL 3	SPANISH	ENGLISH	ENGLISH	ENGLISH	SPANISH	ENGLISH	ENGLISH	SPANISH OR ENGLISH
<input type="checkbox"/> ESL 4	SPANISH	ENGLISH	ENGLISH	ENGLISH	ENGLISH	ENGLISH	ENGLISH	ENGLISH
<input type="checkbox"/> ESL 5	SPANISH	ENGLISH	ENGLISH	ENGLISH	ENGLISH	ENGLISH	ENGLISH	ENGLISH

NOTE: ESL Level 3 is a transition year. Students must have Spanish Heritage/Spanish Language Arts and one other content area class in Spanish. See chart above for guidance

Successful Exit Procedures / TBE Reclassification

Students remain in the Transitional Bilingual Education program until they reach proficiency in academic English as determined by ISBE. If a student reaches English proficiency before a three year period, parent may request that the student remain in the TBE Program. Our districts expected rate of transition into the mainstream is **5%** annually, based on a three-year average. The expected rate of graduation for high school students in this program is **100%**.

Special Education Services

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

Other Program Offered at the School

General Education program is for students who are fluent in English. Instruction is in English at all times. Native language is not used. No English as a Second Language instruction is offered. The instructional goal is to meet grade appropriate academic achievement standards for grade promotion and graduation.



Program Descriptions - Dual Language



PROGRAM DESCRIPTION
TRANSITIONAL BILINGUAL EDUCATION (TBE)
 ELL EDUCATIONAL SERVICES
 SCHOOL DISTRICT U-46

THIS FORM MUST BE KEPT IN THE STUDENT'S CUMULATIVE FOLDER

5th – 6th GRADE
TBE - DUAL LANGUAGE 50:50
 50% Spanish
 50% English

School Year: _____

Dual Language Program Model

Program Description:

The Dual Language program develops non-native English speaking students' proficiency in English and in their native language. Students develop literacy and content skills in English and in their native language. The classes count toward graduation requirements. The program also helps students in academic subjects.

Instructional Goals: To meet academic achievement standards for grade promotion and to become bilingual and bi-literate.

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

- | | |
|---|--|
| <input checked="" type="checkbox"/> Reading and writing in English | <input type="checkbox"/> American History in English |
| <input checked="" type="checkbox"/> Reading and writing in native language | <input type="checkbox"/> American History in native language |
| <input checked="" type="checkbox"/> Specialized instruction in English (ESL) (English as a Second Language) | <input type="checkbox"/> Consumer Education in English |
| <input type="checkbox"/> Mathematics in English | <input type="checkbox"/> Consumer Education in native language |
| <input checked="" type="checkbox"/> Mathematics in native language | <input type="checkbox"/> Health in English |
| <input checked="" type="checkbox"/> Science in English | <input type="checkbox"/> Health in native language |
| <input type="checkbox"/> Science in native language | <input type="checkbox"/> Driver's Education in English |
| <input checked="" type="checkbox"/> Social Studies in English | <input type="checkbox"/> Driver's Education in native language |
| <input type="checkbox"/> Social Studies in native language | |
| <input type="checkbox"/> History and culture of our country and the United States | |

Exit Procedure:

The school district offers the Dual Language program to students in grades Pre-K to 11th. Our district's expected rate of students meeting English Language proficiency, as established by the Illinois State Board of Education, is **5%** annually, based on a three-year average. However, because the program develops literacy and academic content skills in English and Spanish, students may remain in the program although they have achieved proficiency in English.

The expected rate of graduation for high school students in this program is **100%**.

Special Education Services

For students with special needs requiring specialized services, language instruction meets the objectives of the student's Individualized Education Program (IEP).

General Education Program

Instruction in the General Education program is in English at all times. Native language support is not used, and English as a Second Language instruction is not offered. The instructional goal is to meet grade appropriate academic achievement standards for grade promotion and graduation.



Program Descriptions - TPI



PROGRAM DESCRIPTION
TRANSITIONAL PROGRAM OF INSTRUCTION (TPI)
 ELL EDUCATIONAL SERVICES
 SCHOOL DISTRICT U-46

THIS FORM MUST BE KEPT IN THE STUDENT'S CUMULATIVE FOLDER

Program Description TPI

Transitional Program of Instruction

Program Description

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. The classes count toward graduation requirements.

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.

Classes or tutoring in English in:

- | | |
|---|---|
| <input type="checkbox"/> English as a Second Language | <input type="checkbox"/> American History |
| <input type="checkbox"/> Reading and Writing | <input type="checkbox"/> Consumer Education |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Health |
| <input type="checkbox"/> Science | <input type="checkbox"/> Driver's Education |
| <input type="checkbox"/> Social Studies | |

Classes or tutoring in your child's native language in:

- | | |
|--|---|
| <input type="checkbox"/> Reading and writing | <input type="checkbox"/> American History |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Consumer Education |
| <input type="checkbox"/> Science | <input type="checkbox"/> Health |
| <input type="checkbox"/> Social Studies | <input type="checkbox"/> Driver's Education |

Exit Procedures

Students remain in the Transitional Program of Instruction for three years or until they reach proficiency in academic English. Our district's expected rate of transition into the mainstream is **8%** annually, based on a three-year average.

The expected rate of graduation for high school students in this program is **100%**.

Special Education Services

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

Other Programs Offered at the School

- Regular instruction for students who are fluent in English. Instruction is in English at all times. Native language is not used. No English as a Second Language instruction is offered. The instructional goal is to meet grade appropriate academic achievements standards for grade promotion and graduation.
- Information about any other program offered is attached.



English Proficiency Letter



ENGLISH PROFICIENCY LETTER
 ELL EDUCATIONAL SERVICES
 SCHOOL DISTRICT U-46

Date: _____

Dear _____:

On _____ your child _____, was tested for admission into the English Language Learners Program in School District U-46. As described in the *English Language Learners Program - Parent Handbook*, District U-46 uses the Illinois State Board prescribed screening instruments: *Pre-IPT/WIDA-MODEL/WIDA Screener* as its basis for determining student eligibility/proficiency. The table below describes the cut scores for English proficiency.

ISBE Prescribed Screener:	English Proficient			
	Pre-IPT	WIDA-MODEL/WIDA Screener		
		Overall Composite	Oral Composite	Literacy Composite
Pre-Kindergarten 3 years old	D-E			
Pre-Kindergarten 4 years old	E			
Kindergarten 1 st Semester			5.0 or above	
Kindergarten 2 nd Semester through First Grade 1 st Semester		5.0 or above		4.2 or above
First Grade 2 nd Semester through 12 th Grade		5.0 or above		

We are pleased to inform you that your child scored at or above the English proficiency level as determined by the Illinois State Board of Education, which means that your child does not require ELL services. In accordance with these results, your child will be placed into General Education English speaking classes.

If you are interested in the Dual Language Program and your child is entering Kindergarten or First grade (within the first trimester), complete the Dual Language Interest form available online at www.u-46.org/dlform or at your child's school.

If you have any questions feel free to follow up with the Family Welcome Center at 847-888-5000 ext. 6038.

Sincerely,

Dr. Annette Acevedo, ELL Program Director

Tested by: _____
 Signature

Date: _____



ELL Program Exit Letter



ELL PROGRAM EXIT LETTER
 ELL EDUCATIONAL SERVICES
 SCHOOL DISTRICT U-46

THIS FORM MUST BE KEPT IN THE STUDENT'S CUMULATIVE FOLDER

Date: _____

Student Name: _____ Grade: _____

Student ID#: _____ School: _____

Teacher: _____ Entry Date: _____

Dear Parent:

Congratulations! Your child's performance shows that he/she has successfully met School District U-46 ELL Program's exit criteria which is based on Illinois State Board of Education's exit criteria requiring that an ELL student must obtain an ACCESS overall composite proficiency level of **4.8 or higher**. At the beginning of the next school year your child will be placed in the General Education Program at the following school:

School: _____

Address: _____

Telephone Number: _____

We have included your child's ACCESS test results. We are very proud of your child's performance. We recognize the role you play in this and congratulate you too for his/her success.

ACCESS Test: 2020 of School Year: 2020-2021

ACCESS	ACCESS SCORES
Overall Composite Proficiency Level	

Sincerely,

Tony Sanders
 Chief Executive Officer

Date

Parent Signature



ELL Program Reclassification Status Letter



ELL PROGRAM RECLASSIFICATION STATUS LETTER
 ELL EDUCATIONAL SERVICES
 SCHOOL DISTRICT U-46

THIS FORM MUST BE KEPT IN THE STUDENT'S CUMULATIVE FOLDER

Date: _____

Student Name: _____ Grade: _____

Student ID#: _____ School: _____

Teacher: _____ Entry Date: _____

Dear Parent:

Congratulations! Your child's performance shows that he/she has successfully met or exceeded School District U-46 ELL Program's exit criteria. The Illinois State Board of Education requires school districts to comply with ISBE established universal exit criteria. ISBE criteria define English proficient students as students obtaining an ACCESS overall composite proficiency level of **4.8 or higher**.

Based on ISBE's definition/criteria of English language proficiency, your child is no longer classified as an English Learner. Nevertheless, he/she will be able to remain in the ELL Program - Dual Language Program Model at:

School: _____

Address: _____

Telephone Number: _____

We have included your child's ACCESS test results. We are very proud of your child's performance. We recognize the role you play in this and congratulate you too for his/her success.

ACCESS Test: 2020 For School Year: 2020-2021

AREA	ACCESS SCORES
Overall Composite Proficiency Level	

Sincerely,

Tony Sanders
 Chief Executive Officer

Parent/Guardian Authorization

_____ Yes, I am in agreement with my son/daughter remaining in the Dual Language Program in order to continue developing bilingual and biliteracy skills.

_____ No, I am not in agreement with my son/daughter remaining in the Dual Language Program. Please state reason in the comment box.

Reason for Leaving the program:

 Parent Signature

 Date



School District U-46

ELL Parent Handbook

For additional information about the ELL Program visit the ELL Program website at www.u-46.org under Departments >> English Language Learners (ELL).

U46 ACADEMIC SUCCESS FOR ALL **SDU46**

District Home | U-46 Schools | User

HOME / DEPARTMENTS / ENGLISH LANGUAGE LEARNERS / ENGLISH LANGUAGE

ENGLISH LANGUAGE LEARNERS

- English Language Learners
- General Information
- ELL Programs
- Communication
- Parent/Community Resources
- Resources for Teachers
- Resources for

Available Now!

The Illinois State Board of Education (ISBE) has issued a webpage named Continued Education Resources with FREE resources to support Distance Learning or E-Learning for ALL students. The webpage includes specific resources for EL students. Click [HERE](#) to learn about it.

Disponible La Junta Educativa del Estado de Illinois (ISBE, por sus siglas en inglés) ha creado una página web llamada Continued Education Resources con recursos gratuitos para apoyar

Contact Us

English Language Learners Department

Phone: 847-888-5000 ext. 5331 or 5332

Dr. Annette Acevedo ext. 4282
ELL Program Director
annetteacevedo@u-46.org

Visit the ELL website at www.u-46.org under Department >> English Language Learners

This handbook is available in English, Spanish, Polish, Gujarati, Lao, Arabic, and Urdu.



Notes/Important Telephone Numbers