June 1, 2015

Mrs. Nancy Wagner, Superintendent
Beach Park School District 3
11315 W. Wadsworth
Beach Park, IL 60099

Dear Superintendent Wagner:


DELL issued a compliance monitoring report on **December 17, 2014**, outlining findings that required corrective actions and received Beach Park School District 3’s response on **February 11, 2015**. DELL issued a report summarizing the results of our review of your Corrective Action Plan on **March 17, 2015**. Beach Park School District 3’s updated response and additional documentation received on **May 15-28, 2015** satisfactorily addressed the findings identified in the compliance monitoring report.

We appreciate your work in responding to the concerns outlined in the report. We look forward to continuing to work with your District to ensure that all students who are ELs have access to quality programs, become proficient in English, and achieve academic success. If you have any questions, please do not hesitate to contact DELL at 312-814-3850 or dellmonitoring@isbe.net.

Sincerely,

Sonia Serrano
Principal Consultant
English Language Learning Division

cc: Rosemary Betz, Program Director
David González Nieto, Division Administrator
COMPONENT 1: IDENTIFICATION OF ELIGIBLE STUDENTS

This component examines whether the District has implemented the Home Language Survey to identify students of non-English background and appropriately screened the students for program eligibility according to the state requirements.

<table>
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<tr>
<th>Component Number</th>
<th>Legal Standard</th>
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</table>
| 1.1 - 1.4        | Home Language Survey  
23 Ill. Adm. Code 228.15 (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 or any of the district’s preschool programs for the first time, for the purpose of identifying students who have a language background other than English. The survey should be administered as part of the enrollment process or for preschool programs, by the first day the student commences participation in the program. The survey shall include at least the following questions, and the student shall be identified as having a language background other than English if the answer to either question is yes: (1) Whether a language other than English is spoken in the student’s home and, if so, which language; and (2) Whether the student speaks a language other than English and, if so, which language. (b) The home language survey shall be administered in English and, if feasible, in the student’s home language. (c) The home language survey form shall provide spaces for the date and the signature of the student’s parent or legal guardian. (d) The completed home language survey form shall be placed into the student’s temporary record as defined in 23 Ill. Adm. Code 375 (Student Records). |

Rating: Partially Implemented

District Response Required: Yes

Findings:  
As evidenced by the review of student files:  
The HLS is administered in English but not in all of the languages of ELs in the district, where feasible;  
The Home Language Survey does not provide a space for parents to sign and date.
**DISTRICT’S FIRST RESPONSE—February 11, 2015**

(To be completed by District Staff)

**Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion)**

- The HLS is administered in English and Spanish as part of our Registration process online. We currently have 55 who requested translation to Spanish; no other language has been requested. Here is a list of other languages of ELs in the district: Tagalog, Arabic, Vietnamese, Punjabi, Cantonese, Mandarin and Russian. If a parent requests a HLS in their native language other than Spanish, we are going to provide a hard copy of the HLS in their respective native language. The administrative assistant to the director of EL has put together a binder that includes the HLS in all different languages listed on ISBE website with the Beach Park District #3 letterhead. The Registrar is responsible for distribute and collect HLS from parents and send it to the EL department and school. Completed 2/1/2015
- A separate electronic signature/date was added just below the HLS questions (electronic HLS English and Spanish). District Database coordinator was responsible for this correction. 2/1/2015

**List of Attached Evidence of Completion of the Corrective Action (if applicable)**

- Attached is a list of HLS in languages of ELs in the district formatted with district’s letterhead.
- Attached is a electronic HLS with changes. 2/5/2015

**Description of Internal Procedures for continued implementation after the ISBE visit**

EL Department will monitor HLS procedures along with District Registrar and Database Coordinator.

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**ISBE’S FIRST RESPONSE TO CORRECTIVE ACTION PLAN – March 17, 2015**

(To be completed by the Division of English Language Learning at ISBE)

**Status of Corrective Action:**

- [ ] Accepted
- ☒ Partially Accepted
- [ ] Not Accepted

**Basis for Partial Acceptance or Non Acceptance:**

Additional documentation is required to address this finding.

**Required Elements of Corrective Action and Progress Report:**

The HLS submitted in other languages is accepted. However the electronic signature form is not accepted. The HLS is a legal document and must have the original signature of the parents. If the electronic form is printed and parents sign the electronic form and the form is placed in the student ELL folder, it would be accepted.

In order to fully address this finding, please submit the follow evidence:

- New procedures/guideline that will be shared with staff regarding the HLS.

**Progress Report Due Date:**

May 15, 2015
DISTRICT'S SECOND RESPONSE – (May 15, 2015)  
(To be completed by District Staff)

Updates to the Description of Corrective Action: ISBE stated they will accept electronic signature. New procedure for Home Language Survey, reference EL handbook English Learners Program Procedures for Forms, page 20

Additional Evidence of Completion of the Corrective Action (if applicable)  
Newly developed EL handbook 2015-16 which is attached

Updates to the Internal Procedures for continued implementation after the ISBE visit (if applicable)  
Met with ESL and Bi-lingual teachers on May 5, 2015 to review the new procedures. Signatures and agenda attached.

ISBE’S SECOND RESPONSE TO UPDATED CORRECTIVE ACTION PLAN - May 29, 2015  
(To be completed by the Division of English Language Learning at ISBE)

Status of Corrective Action:  
☒ Accepted ☐ Partially Accepted ☐ Not Accepted

COMPONENT 2: STUDENT ASSESSMENT AND LANGUAGE ACQUISITION SERVICES  
This component examines whether the District has annually assessed the English language proficiency of the English learners, provided adequate language acquisition services, and monitored the progress of students who met the exit criteria.

<table>
<thead>
<tr>
<th>Component Number</th>
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| 2.1              | Annual English Language Proficiency Assessment 23 Ill. Adm. Code 228.25  
(b)(1) School districts must annually assess the English language proficiency, including aural comprehension (listening), speaking, reading, and writing skills, of all children of all English learners in kindergarten and any of grades 1 through 12 (Section 14C-3 of the School Code) using the English language proficiency assessment prescribed by the State Superintendent of Education. This assessment shall be administered during a testing window designated by the State Superintendent, for the purpose of determining individual students’ continuing need and eligibility for bilingual education services. The annual assessment shall be based on the 2012 Amplification of the English Language Development Standards Kindergarten-Grade 12 (2012), published by the Board of Regents of the University of Wisconsin System on behalf of the WIDA Consortium, University of Wisconsin-Madison, 1025 West Johnson Street, MD#23, Madison WI 53706, and posted at http://wida.us/standards/eld.aspx. No later amendments to or editions of these standards are incorporated by this Section. (3) Each student who is not enrolled in a program under this Part but who has been identified as an English learner shall be required to participate in the assessment each year until he or she achieves a “proficient” score. |
**Rating:** Partially Implemented  
**District Response Required:** Yes

**Finding:**  
The District did not assess 7 out of 298 students identified as EL with ACCESS in 2014, based on a review of SIS data.

**DISTRICT’S FIRST RESPONSE—February 11, 2015**  
(To be completed by District Staff)

**Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion)**

Every new student that enrolls in our district, our District Registrar will be checking in IWAS if the student has been identified as an LEP. Registrar will send the IWAS program indicator report to the appropriate school.  
If the new student comes from another State or Country, and answers yes to either question on the HLS, the EL Director administrative assistant receives an email alerting that there is a new student that needs to take the EL screener and they will contact the school. March 2015.

**List of Attached Evidence of Completion of the Corrective Action (if applicable)**

- Attached is a copy of the report information on IWAS, as well the email.

**Description of Internal Procedures for continued implementation after the ISBE visit**

Registrar and EL Director Administrative assistant are in communication on a daily basis.

**ISBE’S FIRST RESPONSE TO UPDATED CORRECTIVE ACTION PLAN—March 17, 2015**  
(To be completed by the Division of English Language Learning at ISBE)

**Status of Corrective Action:**

☐ Accepted  ☒ Partially Accepted  ☐ Not Accepted

**Basis for Partial Acceptance or Non Acceptance:**

Additional documentation and clarification is required to address this finding.

**Required Elements of Corrective Action and Progress Report:**

In order to fully address this finding, please submit the following evidence:

- Procedures/guidelines shared with staff
- Clarification of the 7 students not tested in FY 14 (why were the 7 students not tested?)

**Progress Report Due Date:**

May 15, 2015
**DISTRICT’S SECOND RESPONSE (May 15, 2015)**  
(To be completed by District Staff)

Updates to the Description of Corrective Action: EL Handbook and Enrollment Procedures and Right to Decline Services. Located in EL handbook pages 14 and 15.

Additional Evidence of Completion of the Corrective Action (if applicable)  
EL handbook is attached

Updates to the Internal Procedures for continued implementation after the ISBE visit (if applicable)  
EL agenda and sign in sheets attached

**ISBE’S SECOND RESPONSE TO UPDATED CORRECTIVE ACTION PLAN – May 29, 2015**  
(To be completed by the Division of English Language Learning at ISBE)

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</table>
| 2.2              | Individualized Educational Plan (IEP) Teams for EL students  
23 Ill. Adm. Code 226.210 (e) The IEP Team shall include a qualified bilingual specialist or bilingual teacher, if the presence of such a person is needed to assist the other participants in understanding the child’s language or cultural factors as they relate to the child’s instructional needs. If documented efforts to locate and secure the services of a qualified bilingual specialist are unsuccessful, the district shall instead meet the requirements set forth in Section 226.150(b) of this Part. |

**Rating:** Partially Implemented

**District Response Required:** Yes

**Finding:**  
As evidenced by the review of student files and interviews with staff, a qualified bilingual specialist inconsistently participates on the Individual Education Plan (IEP) team of English learners being evaluated for special education services in order to assist the other participants in understanding the student’s language, or cultural factors, as they relate to the student’s instruction needs.
**DISTRICT’S FIRST RESPONSE— February 11, 2015**
*(To be completed by District Staff)*

**Description of Corrective Action** (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion)
- Director of EL is responsible for working with the building principals to ensure qualified bilingual specialists participate on the IEP team of EL being evaluated. It is not being done on a consistent though out the district but will be by March 2015.

**List of Attached Evidence of Completion of the Corrective Action (if applicable)**
- Attached is the agenda as to when the EL director informed the building principals.

**Description of Internal Procedures for continued implementation after the ISBE visit**
- Monitoring the IEP paperwork through special ed. department for invitation and signatures.

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**ISBE’S FIRST RESPONSE TO CORRECTIVE ACTION PLAN – March 17, 2015**
*(To be completed by the Division of English Language Learning at ISBE)*

**Status of Corrective Action:**
- ☑ Accepted
- ☐ Partially Accepted
- ☐ Not Accepted

**Basis for Partial Acceptance or Non Acceptance:**
Additional documentation is required to address this finding.

**Required Elements of Corrective Action and Progress Report:**
Please submit the following documentation as evidence of implementation:
- Procedures/guidelines shared with Special Education and EL staff about this requirement
- Three copies of IEP sign-in sheets for any IEP meetings for English Learners conducted between the monitoring visit and present with the role of bilingual specialist clearly indicated.

**Progress Report Due Date:**
May 15, 2015

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**DISTRICT’S SECOND RESPONSE – (May 15, 2015)**
*(To be completed by District Staff)*

**Updates to the Description of Corrective Action:**
EL handbook: EL Services and ACCESS and Special Education, page 19

**Additional Evidence of Completion of the Corrective Action (if applicable)**
EL handbook which is attached and 3 IEP signature pages.

**Updates to the Internal Procedures for continued implementation after the ISBE visit (if applicable)**
Copy of e-mail sent to special education staff regarding representation of EL staff at IEP meetings for students who receive ESL/bi-lingual services.
**ISBE’S SECOND RESPONSE TO UPDATED CORRECTIVE ACTION PLAN May 29, 2015**
*(To be completed by the Division of English Language Learning at ISBE)*

Status of Corrective Action:
- ☒ Accepted
- ☐ Partially Accepted
- ☐ Not Accepted

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<tr>
<th>Component Number</th>
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<tr>
<td>2.5</td>
<td>Monitoring Performance after Exit</td>
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**Legal Standard**

**20 USC 6841 (a) IN GENERAL** - Each eligible entity that receives a subgrant from a State educational agency under subpart 1 shall provide such agency, at the conclusion of every second fiscal year during which the subgrant is received, with an evaluation, in a form prescribed by the agency, that includes— …(4) a description of the progress made by children in meeting challenging State academic content and student academic achievement standards for each of the 2 years after such children are no longer receiving services under this part.

**Dating:** Not Implemented

**District Response Required:** Yes

**Finding:**

The district does not have a procedure in place to monitor the progress of students who have exited the TBE/TPI program for two years after they transition into the general education program, as indicated by staff interviews and student file reviews.

**DISTRICT’S FIRST RESPONSE— February 11, 2015**
*(To be completed by District Staff)*

**Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion)**

The administrative assistant to the director of EL has developed and exit form showing EL student’s progress who have exited the program. This form will be up in EL student’s cum folder. Completion date March 2015.

**List of Attached Evidence of Completion of the Corrective Action (if applicable)**

Attached is the exit form

**Description of Internal Procedures for continued implementation after the ISBE visit**

Administrative assistant will send reminders to the EL staff to complete the form.
### ISBE’S FIRST RESPONSE TO CORRECTIVE ACTION PLAN – March 17, 2015  
*(To be completed by the Division of English Language Learning at ISBE)*

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<th>Basis for Partial Acceptance or Non Acceptance:</th>
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<tr>
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<th>Required Elements of Corrective Action and Progress Report:</th>
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<td>Please submit the following documentation as evidence of implementation:</td>
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<tr>
<td>Procedures/guidelines shared with staff</td>
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<tr>
<td>Three completed exit forms by the ELL staff responsible for monitoring</td>
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### DISTRICT’S SECOND RESPONSE – (May 15, 2015)  
*(To be completed by District Staff)*

<table>
<thead>
<tr>
<th>Updates to the Description of Corrective Action</th>
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<tbody>
<tr>
<td>EL handbook, Student Transition (Exit) Letter page 21.</td>
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<tr>
<th>Additional Evidence of Completion of the Corrective Action (if applicable)</th>
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<tr>
<td>Attached is District EL handbook and 3 exit forms completed</td>
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<thead>
<tr>
<th>Updates to the Internal Procedures for continued implementation after the ISBE visit (if applicable)</th>
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<tr>
<td>Attached agenda and sign in sheet for EL meeting.</td>
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### ISBE’S SECOND RESPONSE TO UPDATED CORRECTIVE ACTION PLAN—May 29, 2015  
*(To be completed by the Division of English Language Learning at ISBE)*

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COMPONENT 3: PROGRAM STRUCTURE

This component examines whether the District has established the TBE and/or TPI Program based on the student data and that the program structure/model is based on scientifically based research on teaching English learners.

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<tr>
<th>Component Number</th>
<th>Legal Standard</th>
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<tbody>
<tr>
<td>3.3</td>
<td>Part-time TBE Program Eligibility and Placement</td>
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<tr>
<td></td>
<td>23 Ill. Adm. Code 228.30 (c)(3) Beginning September 1, 2013, students may be placed into a part-time program, or students previously placed in a full-time program may be placed in a part-time program in accordance with the requirements of this subsection (c)(3) and only when the placement is instructionally beneficial for the student. (A) If an assessment of the student's English language skills has been performed in accordance with the provisions of either Section 228.15(e) or Section 228.25(b) and the assessment results indicate that the student has sufficient proficiency in English to benefit from a part-time program. (i) Evidence of sufficient proficiency shall be achievement of the minimum score to be used for this purpose set by the State Superintendent either on the prescribed screening instrument required in Section 228.15(e) or the English language proficiency assessment required in Section 228.25(b). The State Superintendent shall inform districts of the minimum score to be used for the prescribed screening instrument or the English language proficiency assessment, and post the minimum score on the State Board's website. Should the minimum score be modified, the State Superintendent shall inform school districts no later than July 1 of the scores to be used and modify the State Board's website accordingly. (ii) Preschool programs shall use as evidence of sufficient proficiency either a minimum score for an established screening instrument or a minimum level of performance documented through established screening procedures. B) If the student's score either on the prescribed screening instrument required in Section 228.15(e) or the English language proficiency assessment required in Section 228.25(b) is below the minimum identified pursuant to subsection (c)(3)(A), the student may be placed in a part-time program only if one of the following conditions is met and the placement is instructionally beneficial for the student. (i) Native Language Proficiency. A native language proficiency test documents that the student has minimal or no proficiency in the home language and a parent provides written confirmation that English is the primary language spoken in the home. (ii) Academic Performance in Subjects Taught in English. Any student whose student grades, teacher recommendations and State or local assessment results in the previous school year indicate that the student has performed at or above grade level in one or more core subject areas (i.e., reading, English language arts, mathematics, physical sciences, social sciences) that were taught exclusively in English. (iii) Academic Performance. Any student in a departmentalized setting whose student grades, teacher recommendations and State or local assessment results in the previous school year indicate that the student has performed at or above grade level in at least two core subject areas that were taught in a U.S. school in the student's native language or via sheltered instruction in English. (iv) Students with Disabilities. Any student with a disability whose Individualized Education Program developed in accordance with 23 Ill. Adm. Code 226.Subpart C identifies a part-time transitional bilingual education program as the least restrictive environment for the student. (v) Limited Native Language Instruction. The use of native language instruction is permissible for a student whose native language has no written component or one for which written instructional materials are not available and cannot be developed may be limited to those components that exist in the language or to those components for which materials are available. Oral native language instruction or support should be provided based on the student's needs. School districts shall maintain evidence of their attempts to secure written instructional materials, as applicable, and present that evidence to the State Board staff upon request. (C) A part-time program shall consist of components of a full-time program that are selected for a particular student based upon an assessment of the student's educational needs. Each student's part-time program shall provide daily instruction in English and in the student's home language as determined by the student's needs.</td>
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</table>
**Rating:**  Partially Implemented  

**District Response Required:** Yes  

**Finding:**  
Based on interviews with staff and a review of documentation, for grade levels where there are no self-contained bilingual classrooms, only part-time TBE program services are offered and available.

**Description of Internal Procedures for continued implementation after the ISBE visit**  
Continue working with the IRC to provide professional development and consultation regarding programming.

**DISTRICT’S FIRST RESPONSE— February 11, 2015**  
**(To be completed by District Staff)**

**Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion)**

- **EL Director** with assistance from IRC and The Perfect Match Workshop. The district has been working with the IRC since spring 2013 on program design and it has made great strides in this area. For the 2015-2016 school year the district reassigned teachers with ESL and Bi-lingual certification to Howe Elementary where there are over EL 100 students. There is currently a bi-lingual kindergarten and first grade classroom. At every grade level there is a regular education teacher with ESL endorsement. The full-time TBI students 2-5th grades are receiving native language support in all content areas. The district is going to add a 2nd grade bi-lingual class at Howe in the 2016-2017 school year as we want to make sure the program is done with fidelity. Please remember this is only our first year doing this. With regards to the three other elementary buildings; Oak Crest, Kenneth Murphy and Newport the focus for the 2015-2016 school year is Bi-literacy K-2nd grades. Currently these three buildings are delivering native language support for literacy and math. These three buildings, along with Howe Elementary are receiving professional development from the IRC in bi-literacy and the development of thematic units for K-2nd grades. So they are receiving the bi-literacy professional development in order to implement bi-literacy in K-2nd grades 2015-2016 school year. The district’s focus is currently on K-2nd grades for the next year. This cannot be done all at once, if one wants it implemented with fidelity.

The district along with assistance from The Perfect Match is looking at a resource model (grouping EL by proficiency levels) versus a pull out by grade level for the 2015-2016 school year. The resource model will enable the district the provide more native language support in the other content areas; social studies, math and culture of the native land to the TBI students at Newport, Oak Crest, and Kenneth Murphy.

At the middle school there is currently bi-lingual math and ESL English. We have actively posted and recruited for bi-lingual teachers in the content areas and will continue to do so. There will be professional development for the 2015-2016 school year for the content social studies and science teachers on the use of native language support for EL. The district is working with the IRC on scheduling dates for the up and coming school year.
### ISBE'S FIRST RESPONSE TO CORRECTIVE ACTION PLAN – March 17, 2015
(To be completed by the Division of English Language Learning at ISBE)

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**Basis for Partial Acceptance or Non Acceptance:**
Additional documentation is required to address this finding

**Required Elements of Corrective Action and Progress Report:**
In order to fully address this finding, the district must submit the following evidence:

- A copy of the posting of the bilingual teacher and job description.
- A caseload list of the students at this attendance center, separated by FT/PT, with rationale for PT placement;
- District’s plan to provide mandated services for the FT students in the interim until a fully qualified bilingual teacher is hired.

**Progress Report Due Date:**
May 15, 2015

### DISTRICT’S SECOND RESPONSE – (May 15, 2015)
(To be completed by District Staff)

**Updates to the Description of Corrective Action**
Attached copy of posting and job description

**Additional Evidence of Completion of the Corrective Action (if applicable)**
See Beach Park School District #3 website; [www.bpd3.org](http://www.bpd3.org) under job posting, and Regional office of Education for Lake County and IASA website; [www.iasa.org](http://www.iasa.org)
Caseload for 2015-16 for Beach Park Middle School attached.
**Updates to the Internal Procedures for continued implementation after the ISBE visit (if applicable)**

Plan for 2015-16 is to hire a bi-lingual teacher with content area in math. In the interim the district is moving 2 bi-lingual Spanish speaking teacher assistants to the middle school for 2015-16 school year. If unable to hire or find a bi-lingual Spanish, middle school endorsed with content in math, district will either hire/find ESL or Bi-lingual Spanish speaking with ELA endorsement and co-teach with 6-8th math teachers. The bi-lingual teacher assistant will push into ESL language arts 6-8th grades and provide native language support. The teacher assistants will also push-in for social studies and science classes 6-8th grade for native language support.

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**ISBE’S SECOND RESPONSE TO UPDATED CORRECTIVE ACTION PLAN—May 29, 2015**

*(To be completed by the Division of English Language Learning at ISBE)*

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<tr>
<td>3.5</td>
<td><strong>Full-time Program Components</strong></td>
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<td>23 Ill. Adm. Code 228.30 (c) Specific Requirements for Transitional Bilingual Education (TBE) Programs (1) Each full-time TBE program shall consist of at least the following components (Section 14C-2 of the School Code): (A) Instruction in subjects which are either required by law (see 23 Ill. Adm. Code 1) or by the student's school district, to be given in the student's home language and in English; core subjects such as math, science and social studies must be offered in the student's home language, except as otherwise provided in subsection (c)(3); (B) Instruction in the language arts in the student's home language; (C) Instruction in English as a second language, which must align to the applicable English language development standards set forth in Section 228.10; and (D) Instruction in the history and culture of the country, territory, or geographic area which is the native land of the students or of their parents and in the history and culture of the United States.</td>
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**Rating:** Partially Implemented

**District Response Required:** Yes

**Finding:**

Based on interviews with staff, programs identified by the District as full-time TBE do not incorporate all of the required components for grade levels where there are no self-contained bilingual classrooms. The following components are missing:

- Instruction in English and the home language of the student for all core subjects;
- Language Arts in the student’s home language (teaching the student how to read and write in his/her home language);
- Instruction in the history and culture of the native land of the student or their parents and of the United States.
**DISTRICT’S FIRST RESPONSE— February 11, 2015**
(To be completed by District Staff)

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<td>The Director of EL with assistance from IRC and The Perfect Match Workshop. The district has been working with the IRC since spring 2013 on program design and it has made great strides in this area. For the 2015-2016 school year the district reassigned teachers with ESL and Bi-lingual certification to Howe Elementary where there are over EL 100 students. There is currently a bi-lingual kindergarten and first grade classroom. At every grade level there is a regular education teacher with ESL endorsement. The full-time TBI students 2-5th grades are receiving native language support in all content areas. The district is going to add a 2nd grade bi-lingual class at Howe in the 2016-2017 school year as we want to make sure the program is done with fidelity. Please remember this is only our first year doing this. With regards to the three other elementary buildings; Oak Crest, Kenneth Murphy and Newport the focus for the 2015-2016 school year is Bi-literacy K-2nd grades. Currently these three buildings are delivering native language support for literacy and math. These three buildings, along with Howe Elementary are receiving professional development from the IRC in bi-literacy and the development of thematic units for k-2nd grades. So they are receiving the bi-literacy professional development in order to implement bi-literacy in K-2nd grades 2015-2016 school year. The district’s focus is currently on K-2nd grades for the next year. This cannot be done all at once, if one wants it implemented with fidelity. The district along with assistance from The Perfect Match is looking at a resource model (grouping EL by proficiency levels) versus a pull out by grade level for the 2015-2016 school year. The resource model will enable the district the provide more native language support in the other content areas; social studies, math and culture of the native land to the TBI students at Newport, Oak Crest, and Kenneth Murphy. At the middle school there is currently bi-lingual math and ESL English. We have actively posted and recruited for bi-lingual teachers in the content areas and will continue to do so. There will be professional development for the 2015-2016 school year for the content social studies and science teachers on the use of native language support for EL. The district is working with the IRC on scheduling dates for the up and coming school year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion)</th>
</tr>
</thead>
<tbody>
<tr>
<td>List of Attached Evidence of Completion of the Corrective Action (if applicable)</td>
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<tr>
<td>Perfect Match data</td>
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</table>

<table>
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<tr>
<th>Description of Internal Procedures for continued implementation after the ISBE visit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous professional development for EL teachers and regular education as well as consultation with the IRC.</td>
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</table>
ISBE’S FIRST RESPONSE TO CORRECTIVE ACTION PLAN – March 17, 2015
(To be completed by the Division of English Language Learning at ISBE)

Status of Corrective Action:
☐Accepted ☒Partially Accepted ☐Not Accepted

Basis for Partial Acceptance or Non Acceptance:
Additional documentation is required.

Required Elements of Corrective Action and Progress Report:
See component 3.3

Progress Report Due Date:
May 15, 2015

DISTRICT’S SECOND RESPONSE – May 15, 2015
(To be completed by District Staff)

Updates to the Description of Corrective Action:
District is working with EL teachers and principals to provide English and the home language of the student for all core subject. This entails moving Bi-lingual staff to other buildings to meet the language needs in the core subjects. (see attached schedules)
Bi-literacy (reading, writing and speaking in native language) is currently K-1st grade at Howe Elementary. The district is starting Bi-literacy kindergarten at Newport, Oak Crest and Kenneth Murphy for the 2015-16. There will be native language support at grades 2-5th in content area classes. The district is in the process of ordering instructional materials to use in the instruction of history and culture of the native land of the student. The ordering will be done May 30, 2015.

Additional Evidence of Completion of the Corrective Action (if applicable)
Attached are the elementary EL schedules by building. Middle school schedule is pending the hiring of an ESL or Bi-lingual teacher. We are attaching purchase orders for instructional materials to be ordered by May 30, 2015

Updates to the Internal Procedures for continued implementation after the ISBE visit (if applicable)
Attached is the brochure explaining bi-literacy K-2 at the elementary buildings. This was given to parents at the BPAC on May 7, 2015

ISBE’S SECOND RESPONSE TO UPDATED CORRECTIVE ACTION PLAN—May 29, 2015
(To be completed by the Division of English Language Learning at ISBE)

Status of Corrective Action:
☒Accepted ☐Partially Accepted ☐Not Accepted
COMPONENT 4: CURRICULUM AND INSTRUCTION

This component examines whether the District has implemented a curriculum that is standards-based and supported by appropriate instructional materials.

<table>
<thead>
<tr>
<th>Component Number</th>
<th>Legal Standard</th>
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<tbody>
<tr>
<td>4.1</td>
<td>Standards Aligned Curriculum</td>
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<tr>
<td></td>
<td><strong>20 USC 6826 (d)(3)</strong> the eligible entity has based its proposed plan on scientifically based research on teaching limited English proficient children; (4) the eligible entity will ensure that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.</td>
</tr>
<tr>
<td></td>
<td><strong>23 Ill. Adm. Code 228.30 (b)(4)</strong> Beginning with the 2012-13 school year, instruction in Spanish language arts, where provided under subsection (c) or (d), shall be aligned to the standards that are appropriate to the ages or grade levels of the students served, which are set forth in the document titled &quot;World-Class Instructional Design and Assessment: Spanish Language Arts Standards&quot; (2005), published by the Board of Regents of the University of Wisconsin System on behalf of the WIDA Consortium, University of Wisconsin-Madison, 1025 West Johnson Street, MD #23, Madison WI 53706, and posted at <a href="http://wida.us/standards/sla.aspx">http://wida.us/standards/sla.aspx</a>. No later amendments to or editions of these standards are incorporated by this Section.</td>
</tr>
</tbody>
</table>

Rating: Partially Implemented

District Response Required: Yes

Finding:

Based on the review of documents provided by the district and interviews with staff, instruction in English as a Second Language (ESL) uses the *English Language Development Standards (ELDS)*. However, the district does not have a district-wide ESL curriculum aligned to those standards for all grade levels.

DISTRICT’S FIRST RESPONSE— (INSERT DATE)

(To be completed by District Staff)

Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion)

The Director of EL and Director of Curriculum. The district is currently working on aligning Common Core with the district’s curriculum. The EL director has asked that EL teachers be participating in these district meetings and assist in aligning ELDS to what the district is currently doing. This is a huge undertaking by not only the Director of Curriculum but also the EL department. Expected completion would be Fall of 2016.
List of Attached Evidence of Completion of the Corrective Action (if applicable)
Attached are the templates and an email confirming the EL teacher’s participation.
[https://drive.google.com/folderview?id=0B-XYNxqNPl8UGtxRC1HSWEzZIU&usp=sharing](https://drive.google.com/folderview?id=0B-XYNxqNPl8UGtxRC1HSWEzZIU&usp=sharing)

Description of Internal Procedures for continued implementation after the ISBE visit
Every district has to align its curriculum with the Common Core and with EL teachers participation on these committees it will get completed.

**ISBE’S FIRST RESPONSE TO CORRECTIVE ACTION PLAN – March 17, 2015**
*(To be completed by the Division of English Language Learning at ISBE)*

<table>
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<tr>
<th>Status of Corrective Action:</th>
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<tr>
<td>☐ Accepted</td>
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<tr>
<td>☒ Partially Accepted</td>
</tr>
<tr>
<td>☐ Not Accepted</td>
</tr>
</tbody>
</table>

**Basis for Partial Acceptance or Non Acceptance:**
Additional documentation is required to address this finding.

**Required Elements of Corrective Action and Progress Report:**
In order to fully address this finding, the district must submit a clear and detailed timeline and agendas of proposed district meetings for the ESL curriculum alignment.

**Progress Report Due Date:**
May 15, 2015

**DISTRICT’S SECOND RESPONSE – (May 15, 2015)**
*(To be completed by District Staff)*

**Updates to the Description of Corrective Action**
District Curriculum committee has an EL teacher representative at each grade level. They are starting to align the Spanish Language Arts standards with the district curriculum. The EL teachers are meeting June 23-25th along with content area teachers to work on alignment of the Spanish Language Arts to the district’s curriculum. This work will be on District #3 website by Fall 2015-16 school year. [www.bpd3.org](http://www.bpd3.org)

**Additional Evidence of Completion of the Corrective Action (if applicable)**
Attached is an e-mail sent to teachers with the schedule for summer work on alignment of Spanish Language Arts and district curriculum.

**Updates to the Internal Procedures for continued implementation after the ISBE visit (if applicable)**
### ISBE’S SECOND RESPONSE TO UPDATED CORRECTIVE ACTION PLAN—May 29, 2015
(To be completed by the Division of English Language Learning at ISBE)

**Status of Corrective Action:**
- ✒ Accepted
- ☐ Partially Accepted
- ☐ Not Accepted

<table>
<thead>
<tr>
<th>Component Number</th>
<th>Legal Standard</th>
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| 4.2              | Instructional Materials (Title III recipients)  
|                  | 20 USC 6912 (a)(2)(B) Grants awarded under this section may be used for…(iv) improving the instruction programs for limited English proficient children by identifying, acquiring, and applying effective curricula, instructional materials (including materials provided through technology), and assessments that are all aligned with State and local standards. |

**Rating:** Partially Implemented

**District Response Required:** Yes

**Finding:**
The District does not provide adequate native language instructional materials to meet the needs of English learners for grade levels where there are no self-contained bilingual classrooms.

**DISTRICT’S FIRST RESPONSE— February 11, 2015**
(To be completed by District Staff)

**Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion)**

Director of El and IRC. The district has been concentrating on K-1st native language instructional materials at Howe Elementary. The IRC has been providing the district with professional development K-2nd grades during the course of the 2014-2015 school year. The focus is on thematic units which align to the district’s curriculum. During this professional development time there has been discussion of native language instructional materials for K-2nd and as a team with the support from the IRC we will be purchasing native language materials for K-2nd at the end of this school year. District is grouping K-2nd, then 3-5th and 6-8th for purposes of professional development and native language materials. We are focusing on K-2nd for the 2015-2016 school year for Oak Crest, Newport and Kenneth Murphy. The district’s plan is to work 3-5th the following 2016-2017. The district is also working with the IRC on programming and native language materials for the middle school for the 2015-2016 school year. This is a huge undertaking for the district and it wants implement the programming and purchase the correct materials for the EL students. More importantly it wants to do it correctly and with fidelity.
List of Attached Evidence of Completion of the Corrective Action (if applicable)
   not applicable right now. Will order Spanish materials in the spring 2015 with input from EL teachers and IRC.

Description of Internal Procedures for continued implementation after the ISBE visit
   Continued professional development with the IRC.

| ISBE’S FIRST RESPONSE TO CORRECTIVE ACTION PLAN – March 17, 2015 |
| (To be completed by the Division of English Language Learning at ISBE) |
| Status of Corrective Action: |
   - [ ] Accepted   - [x] Partially Accepted   - [ ] Not Accepted |

| Basis for Partial Acceptance or Non Acceptance: |
| Additional documentation is required to address this finding. |

| Required Elements of Corrective Action and Progress Report: |
| In order to fully address this finding, please submit the following evidence: |
|   Please submit the invoices of materials purchase to date. |

| Progress Report Due Date: |
| May 15, 2015 |

| DISTRICT’S SECOND RESPONSE – May 15, 2015 |
| (To be completed by District Staff) |

| Updates to the Description of Corrective Action |
| Attached are P.O. for instructional materials |

| Additional Evidence of Completion of the Corrective Action (if applicable) |
| Purchase orders |

| Updates to the Internal Procedures for continued implementation after the ISBE visit (if applicable) |

| ISBE’S SECOND RESPONSE TO UPDATED CORRECTIVE ACTION PLAN—May 29, 2015 |
| (To be completed by the Division of English Language Learning at ISBE) |
| Status of Corrective Action: |
   - [x] Accepted   - [ ] Partially Accepted   - [ ] Not Accepted |
COMPONENT 7: RIGHTS OF PARENTS AND COMMUNITY ENGAGEMENT

This component examines whether the District has established and implemented effective means of community engagement and that parents are fully informed of their rights.

<table>
<thead>
<tr>
<th>Component Number</th>
<th>Legal Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1</td>
<td>Notice of Enrollment; Content; Rights of Parents 105 ILCS 5/14C-4) (from Ch. 122, par. 14C-4) No later than 30 days after the beginning of the school year or 14 days after the enrollment of any child in a program in transitional bilingual education during the middle of a school year, the school district in which the child resides shall notify by mail the parents or legal guardian of the child of the fact that their child has been enrolled in a transitional bilingual education program or a transitional program of instruction. The notice shall be in English and in the home language of the student and contain all of the following information in simple, nontechnical language: (1) The reasons why the child has been placed in and needs the services of the program. (2) The child's level of English proficiency, how this level was assessed, and the child's current level of academic achievement. (3) The method of instruction used in the program and in other available offerings of the district, including how the program differs from those other offerings in content, instructional goals, and the use of English and native language instruction. (4) How the program will meet the educational strengths and needs of the child. (5) How the program will specifically help the child to learn English and to meet academic achievement standards for grade promotion and graduation. (6) The specific exit requirements for the program, the expected rate of transition from the program into the regular curriculum, and the expected graduation rate for children in the program if the program is offered at the secondary level. (7) How the program meets the objectives of the child's individual educational program (IEP), if applicable. (8) The right of the parents to decline to enroll the child in the program or to choose another program or method of instruction, if available. (9) The right of the parents to have the child immediately removed from the program upon request. (10) The right of the parents to visit transitional bilingual education classes in which their child is enrolled and to come to the school for a conference to explain the nature of transitional bilingual education. The notice shall be in writing in English and in the language of which the child of the parents so notified possesses a primary speaking ability. Any parent whose child has been enrolled in a program in transitional bilingual education shall have the absolute right to immediately withdraw his child from said program by providing written notice of such desire to the school authorities of the school in which his child is enrolled or to the school district in which his child resides. (Source: P.A. 92-604, eff. 7-1-02.</td>
</tr>
</tbody>
</table>

Rating: Partially Implemented

District Response Required: Yes

Finding:
Based on the review of documentation and interviews with staff, the District sends the written notice of a student's enrollment in the program to parents of English learners in English and Spanish but not in all the home languages represented in the district.
### DISTRICT’S FIRST RESPONSE— February 11, 2015
(To be completed by District Staff)

**Description of Corrective Action** (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion)

The administrative assistant to the Director of EL included in our EL Forms and Parents’ binder, notice of enrollment 1-3 years and notice of enrollment 3 years and beyond of all the different languages of ELs in the district with the Beach Park District #3 letterhead. Here is a list of other languages of ELs in the district: Tagalog, Arabic, Vietnamese, Punjabi, Cantonese, Mandarin and Russian. These new forms will be sent to EL teachers who are responsible for sending EL letters to students’ parents. March 2015

**List of Attached Evidence of Completion of the Corrective Action (if applicable)**

Attached is a copy of EL forms in different languages of ELs in the district. March 2015

**Description of Internal Procedures for continued implementation after the ISBE visit**

The administrative assistant of Director of EL will keep updating parent’s letters as needed.

### ISBE’S FIRST RESPONSE TO CORRECTIVE ACTION PLAN – March 17, 2015
(To be completed by the Division of English Language Learning at ISBE)

**Status of Corrective Action:**

- [ ] Accepted
- [x] Partially Accepted
- [ ] Not Accepted

**Basis for Partial Acceptance or Non Acceptance:**

Additional documentation is required to address this finding.

**Required Elements of Corrective Action and Progress Report:**

In order to fully address this finding, please submit the following evidence:

- The District must provide formalized procedures and evidence of training of relevant personnel.

**Progress Report Due Date:**

May 15, 2015
DISTRICT’S SECOND RESPONSE – May 15, 2015
(To be completed by District Staff)

Updates to the Description of Corrective Action
EL Handbook

Additional Evidence of Completion of the Corrective Action (if applicable)
Meeting with EL staff on May 5th to address procedures that are outlined in EL Handbook
Attached is the agenda and EL handbook

Updates to the Internal Procedures for continued implementation after the ISBE visit (if applicable)

ISBE’S SECOND RESPONSE TO UPDATED CORRECTIVE ACTION PLAN—May 29, 2015
(To be completed by the Division of English Language Learning at ISBE)

Status of Corrective Action:
☒ Accepted    ☐ Partially Accepted    ☐ Not Accepted

<table>
<thead>
<tr>
<th>Component Number</th>
<th>Legal Standard</th>
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| 7.2              | Progress Reports  
23 Ill. Adm. Code 228.40 (c)(1) Maintenance of Records and Reporting Procedures (1) Report Cards - The school shall send progress reports to parents or legal guardians of students enrolled in programs in the same manner and with the same frequency as progress reports are sent to parents or legal guardians of other students enrolled in the school district. (A) Progress reports shall indicate the student's progress in the program and in the general program of instruction. (B) Progress reports shall indicate when the student has successfully completed requirements for transition from the program into the general program of instruction if that information has not been reported separately in writing to the parents or legal guardian. (C) Progress reports for all students enrolled in a program under this Part shall be written in English and in the student's home language unless a student's parents or legal guardian agrees in writing to waive this requirement. The parents' waiver shall be kept on file in accordance with subsection (c)(3) of this Section. |

Rating: Partially Implemented

District Response Required: Yes

Finding:
As evidenced by interviews with staff and the review of document files, progress reports are written in English and Spanish but not in all the English learners’ home languages. Written agreements from parents of ELs to waive this requirement are not obtained by the District.
DISTRICT’S FIRST RESPONSE—February 11, 2015
(To be completed by District Staff)

Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion)

List of Attached Evidence of Completion of the Corrective Action (if applicable)
Attached is a copy of a section on the online registration where parents are asked about their language preferences when they communicate with school personnel or receiving documents from the district. The waiver form will be completed on May 2015.

Description of Internal Procedures for continued implementation after the ISBE
Parent responses to the questions above are printed and placed in the student’s CUM folder and also included on PowerSchool which is our student database. The new waiver form will be printed and included in the student’s CUM folder and PowerSchool.

ISBE’S FIRST RESPONSE TO CORRECTIVE ACTION PLAN—March 17, 2015
(To be completed by the Division of English Language Learning at ISBE)

Status of Corrective Action:
☐ Accepted ☒ Partially Accepted ☐ Not Accepted

Basis for Partial Acceptance or Non Acceptance:
Additional documentation is required to address this finding.

Required Elements of Corrective Action and Progress Report:
In order to fully address this finding, please submit the following evidence:
- A copy of the waiver form developed by the district;
- Translation and interpretation services the District will provide for the non-Spanish speaking students, in case it is needed.
- Formalized procedure/guidelines to be shared with staff.

Progress Report Due Date:
May 15, 2015
DISTRICT’S SECOND RESPONSE – May 15, 2015
(To be completed by District Staff)

Updates to the Description of Corrective Action
Developed a waiver (attached), The waiver is part of the registration process and building secretary will print waiver, put in cum folder, and inform EL department if other language is required. Translation is provided in Spanish. Superintendent will provide translations in other languages using a translation company Heartland Alliance if needed.

Additional Evidence of Completion of the Corrective Action (if applicable)
Waiver (attached)

Updates to the Internal Procedures for continued implementation after the ISBE visit (if applicable)

ISBE’S SECOND RESPONSE TO UPDATED CORRECTIVE ACTION PLAN—May 29, 2015
(To be completed by the Division of English Language Learning at ISBE)

Status of Corrective Action:
☑Accepted ☐ Partially Accepted ☐ Not Accepted

COMPONENT 8: PROGRAM EVALUATION, STUDENT RECORDS, AND DATA MANAGEMENT

This component examines whether the District has met the accountability measures and maintained accurate student records and reporting procedures.

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<tr>
<th>Component Number</th>
<th>Legal Standard</th>
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</table>
| 8.4              | Maintenance of Records  
23 Ill. Adm. Code 228.15 (d) The completed home language survey form shall be placed into the student’s temporary record as defined in 23 Ill. Adm. Code 375(Student Records). |

23 Ill. Adm. Code 228.40 (c)(3) Records - School districts shall maintain records of each student enrolled in programs in the manner prescribed in 23 Ill. Adm. Code 375 (Student Records). These records shall include program entry/exit information, annual English language proficiency assessment scores and results from the prescribed screening instrument for students in kindergarten and any of grades 1 through 12 or the results from the prescribed screening procedures for students in preschool programs; other student information (e.g., language, grade level, and attendance); the rationale for a student's placement into a part-time program, where applicable, including documentation of the criteria, as set forth in Section 228.30(c)(3) of this Part, used to determine that a part-time program would be appropriate; and documentation of conferences and written communication with parents or legal guardians. Parents and
legal guardians of students enrolled in programs shall have access to their students’ records, as specified in 23 Ill. Adm. Code 375.

Rating: Partially Implemented

District Response Required: Yes

Finding:
Based on the review of student files, the following items were represented inconsistently:

- Program entry/exit information, including: annual continuation letters, parental consents for exits before three years of services or continuation beyond three years of services, and written notification of a parent’s desire to withdraw their child from the program; and
- Progress reports are written in English and Spanish but not in all the English learners’ home languages. Written agreements from parents of ELs to waive this requirement are not obtained by the District.

DISTRICT’S FIRST RESPONSE— February 11, 2015
(To be completed by District Staff)

Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion)

- The administrative assistant of EL Director downloaded a checklist from ISBE English Learner’s Department. This checklist is included on the district EL parent and forms’ binder. The checklist will be included in every student’s EL folder. She also will send an email to EL staff with an attachment of the checklist and new procedure. March 2015

- These are the questions we ask parents and guardians when they register their children through our online registration process.
  - Will you require written information from school in your native language?
  - Will you require an interpreter/translator at Parent-Teacher meetings?
  - We currently have 55 who have requested translation to Spanish; no other language has been requested. The Database Coordinator is responsible for putting these questions on our online registration process. The district will develop a waiver form for parents of ELs who decide to waive the right to receive their child’s Progress Report Card in their native language. Beach Park District #3 is currently reviewing the Report Cards to align with Illinois Common Core Standards. Once the district has finished updating their report cards they will be translated in other languages as needed.

  The district will use this waiver form starting next school year 2015-2016 and will be part of the online registration.

List of Attached Evidence of Completion of the Corrective Action (if applicable)
Attached is a copy of the checklist.

Description of Internal Procedures for continued implementation after the ISBE visit
The administrative assistant of EL Director will check in with EL teachers to verify that all of the EL
students’ folders have the waiver and checklist.

### ISBE’S FIRST RESPONSE TO CORRECTIVE ACTION PLAN – March 17, 2015
(To be completed by the Division of English Language Learning at ISBE)

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<th>Status of Corrective Action:</th>
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<td>☐ Accepted</td>
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**Basis for Partial Acceptance or Non Acceptance:**
Additional documentation is required to address this finding.

**Required Elements of Corrective Action and Progress Report:**
In order to fully address this finding, please submit the following evidence:
- Procedures/guideline and or emails shared with staff.

**Progress Report Due Date:**
- May 15, 2015

### DISTRICT’S SECOND RESPONSE May 15, 2015
(To be completed by District Staff)

**Updates to the Description of Corrective Action**
- EL handbook

**Additional Evidence of Completion of the Corrective Action (if applicable)**
- EL handbook attached, agenda, sign in sheet for meeting May 5, 2015

**Updates to the Internal Procedures for continued implementation after the ISBE visit (if applicable)**

### ISBE’S SECOND RESPONSE TO UPDATED CORRECTIVE ACTION PLAN—May 29, 2015
(To be completed by the Division of English Language Learning at ISBE)

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