



# Illinois State Board of Education

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**James T. Meeks**  
Chairman

**Tony Smith, Ph.D.**  
State Superintendent of Education

August 12, 2015

Craig Doster, Superintendent  
Flossmoor SD 161  
41 E Elmwood Drive  
Chicago Heights, Illinois 60411

Dear Superintendent Doster:

On November 11-12, 2014 the Division of English Language Learning (DELL) of the Illinois State Board of Education conducted an on-site monitoring review of Flossmoor School District 161's implementation of Article 14C of the Illinois School Code (105 ILCS 5/14C), Part 228 of the 23 Illinois Administrative Code (23 Ill. Adm. Code 228), Part 1, Section 1.88 of the 23 Illinois Administrative Code (23 Ill. Adm. Code 1.88), Title III of the No Child Left Behind Act of 2001 (20 USC 6801 et. seq.), and any other applicable laws.

DELL issued a compliance monitoring report on January 16, 2015, outlining findings that required corrective actions and received Flossmoor School District 161's responses on February, 25, 2015 and July 13, 2015. Flossmoor's final written response received on July 13, 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](mailto:dellmonitoring@isbe.net).

Sincerely,

A black rectangular redaction box covering the signature of Zaneta Zak.

Zaneta Zak  
Principal Consultant  
English Language Learning Division

cc: Jacqueline L. Renko, Program Director  
Dr. Amy Warke, Assistant Superintendent of Learning and Instruction  
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.

Component Number	Legal Standard
1.1 - 1.4	<p><b>Home Language Survey</b>  <b>23 Ill. Adm. Code 228.15</b> (a) <i>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).</i></p>
<p><b>Rating:</b> Partially Implemented  <b>District Response Required:</b> Yes</p>	
<p><b>Finding:</b>  Based on a review of student files, the Home Language Survey is not administered in all the English learners' home languages.</p>	
<p><b>Description of Corrective Action</b>  Beginning February 25, 2015 the Home Language Survey will be administered in all the English Learners' home language, if provided by DELL. A binder containing HLS in all available languages will be provided to FSD161 acting registrar. FSD161 registrar staff will attend PD on administering HSL. It was also determined that FSD161 would undergo an HLS audit during the 2014-2015 school year. Serena Hills and Heather Hill Elementary Schools HLS audits were completed between 9/27/2014 - 10/10/2014. HLS audits for Flossmoor Hills and Western Avenue Elementary schools were completed between 2/11/2015 – 2/18/2015.  <b>Title/Role of Person(s) Responsible for Implementation:</b>  EL Coordinator – Jacqueline L. Renko  FSD161 Acting Registrar – Wanda Alexander  <b>Expected Date of Completion:</b>  February 25, 2015</p>	
<p><b>List of Attached Evidence of Completion of the Corrective Action (if applicable)</b></p>	
<p><b>Description of Internal Procedures for continued implementation after the ISBE visit</b>  The Home Language Survey (HLS) is given to all <b>new students</b> entering Flossmoor School District 161. Home Language Survey will be administered in the students' home language. Students enrolled on the first day of school must be assessed and parent notification sent home within thirty calendar days. Students enrolled after the first month, must be assessed and parent notification sent home within 14 days of enrollment.</p>	

**ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN- April 15, 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.

Component Number	Legal Standard
2.1	<p><b>Annual English Language Proficiency Assessment</b>  <b>23 Ill. Adm. Code 228.25 (b)(1)</b> 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 <a href="http://wida.us/standards/eld.aspx">http://wida.us/standards/eld.aspx</a>. 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.</p>
<p><b>Rating:</b> Partially Implemented  <b>District Response Required:</b> Yes</p>	
<p><b>Finding:</b>  Based on a review of data in the Student Information System (SIS), the District did not annually assess 1 of 79 English learners in 2014.</p>	
<p><b>Description of Corrective Action</b>  Upon further investigation it was determined that the student not tested during ACCESS 2014 was a student with an erroneous LEP status. Student's LEP status has been corrected, notification has been provided to parents/legal guardians and ACCESS 2015 has been administered. As of February 16<sup>th</sup>, 2015 alert emails regarding new student enrollment are sent to the district's EL Coordinator. These alert emails allow EL Coordinator to visit the enrollment center, review HLS and make a determination based on parent responses.</p> <p><b>Person(s) Responsible for Implementation</b>  EL Coordinator – Jacqueline L. Renko</p> <p><b>Expected Date of Completion</b>  February 20, 2015</p>	
<p><b>List of Attached Evidence of Completion of the Corrective Action (if applicable)</b>  Attached Evidence: Student Enrollment Alert Email</p>	
<p><b>Description of Internal Procedures for continued implementation after the ISBE visit</b>  An annual English Language Proficiency test is required under No Child Left Behind legislation passed in 2001. NCLB indicates that all K-12 English language learners must be assessed annually for English proficiency growth (Title III) and academic progress (Title I). School districts receiving Title III grant resources will be held accountable under the Annual Measurable Achievement Objectives (AMAOs)</p>	

provision of NCLB. In addition, the Illinois Administrative Code, Part 228, Section 228.15(e) and 228.25(c) outlines detailed information regarding the English language proficiency required in Illinois.

**ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN- April 15, 2015  
(To be completed by the Division of English Language Learning at ISBE)**

**Status of Corrective Action:**

Accepted       Partially Accepted       Not Accepted

Component Number	Legal Standard
2.2	<p><b>Individualized Educational Plan (IEP) Teams for EL students</b>  <b>23 Ill. Adm. Code 226.210 (e)</b> <i>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.</i></p>
<p><b>Rating:</b> Partially Implemented</p> <p><b>District Response Required:</b> Yes</p>	
<p><b>Finding:</b>            Based on a review of student files, a qualified bilingual specialist or bilingual teacher does not consistently participate on the Individual Education Plan (IEP) teams 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 instructional needs.</p>	
<p><b>Description of Corrective Action</b>            As of January 20<sup>th</sup>, 2015 all FSD 161 Case managers received the current list of ELL and EL-IEP students. A Memorandum outlining the procedures and role of the EL team during all IEP stages was sent to all case managers. EL Coordinator will introduce procedures and will guide EL teachers during their implementation.</p> <p><b>Title/Role of Person(s) Responsible for Implementation</b>            EL Coordinator – Jacqueline L. Renko            FSD 161 Case Managers – Brianne Oliver, Katie Kogut and Michelle Wisniwski            FSD 161 EL Teachers – Cyndi Grasso, Elaine Wengert and Ashley West</p> <p><b>Expected Date of Completion</b>            January 27, 2015</p>	
<p><b>List of Attached Evidence of Completion of the Corrective Action (if applicable)</b>            Attached: Memorandum</p>	
<p align="center"><b>Description of Internal Procedures for continued implementation after the ISBE visit</b>  <b>EL Staff Attendance at IEP Meetings</b></p>	
<b>Type of IEP Meeting</b>	<b>Who Should Attend</b>
<b>Initial Referral</b>	EL Coordinator and teacher.
	EL staff should have been participating in Problem Solving process to be able to determine language needs for assessments.
	EL Teacher will implement IEP

<b>Re-Evals / 30 Day Intake</b>	EL Coordinator and teacher who will deliver EL services	goals. EL coordinator will make sure paperwork is marked appropriately.
<b>Annual Review</b>	EL teacher who is delivering EL services <b>must</b> report with case manager and should attend all meetings.	EL teacher will report on ELL progress and describe services rendered.
<b>ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN- April 15, 2015 (To be completed by the Division of English Language Learning at ISBE)</b>		
<b>Status of Corrective Action:</b>		
<input checked="" type="checkbox"/> Accepted <input type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted		

**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.

Component Number	Legal Standard
3.2	<p><b>TBE Program Establishment (K-12)</b>  <b>23 Ill. Adm. Code 228.25 (a)(1)</b> <i>When an attendance center has an enrollment of 20 or more English learners of the same language classification the school district must establish a transitional bilingual education (TBE) program for each language classification represented by those students. (Section 14C-3 of the School Code; see Section 228.30(c) of this Part) A further assessment of those students to determine their specific programmatic needs or for placement in either a full-time or a part-time program may be conducted. This subsection (a)(1) applies only to students enrolled in kindergarten or any of grades 1 through 12 in an attendance center.</i></p>
<p><b>Rating:</b> Partially Implemented</p> <p><b>District Response Required:</b> Yes</p>	
<p><b>Finding:</b>            Based on a review of documents provided by the district and classroom observations, a Transitional Bilingual Education (TBE) program is not established for each language classification that has an enrollment of 20 or more students at Serena Hills Elementary, in kindergarten or in any grades 1 through 8.</p>	
<p><b>Description of Corrective Action</b>            A presentation to the Board of Education by Dr. Amy Warke was made on January 28, 2015 to present the need to hire a full time bilingual teacher at Serena Hills Elementary School. Position was posted on January 16, 2015. Attending the IRC job fair on March 14, 2015. Once a candidate is found a recommendation for hire will be made. We are currently investigating a One-Way developmental Bilingual Education program, including ESL taught through academic content to implement with the new hire.</p> <p><b>Title/Role of Person(s) Responsible for Implementation</b>            Assistant Superintendent of Instruction and Curriculum – Dr. Amy Warke</p>	

<p>EL Coordinator – Jacqueline L Renko          EL Department – Cyndi Grasso, Elaine Wengert, Ashley West and TBE Teacher  <b>Expected Date of Completion</b>          Fall 2015</p>
<p><b>List of Attached Evidence of Completion of the Corrective Action (if applicable)</b>          Attached: Position posting, confirmation of IRC job fair</p>
<p><b>Description of Internal Procedures for continued implementation after the ISBE visit</b>          Internal procedures will be developed once the TBE program has been established.</p>
<p><b>ISBE’S RESPONSE TO CORRECTIVE ACTION PLAN</b>  <b>(To be completed by the Division of English Language Learning at ISBE)</b></p>
<p><b>Status of Corrective Action:</b>  <input type="checkbox"/> Accepted      <input checked="" type="checkbox"/> Partially Accepted      <input type="checkbox"/> Not Accepted</p>
<p><b>Basis for Partial Acceptance or Non Acceptance:</b>  <u>April 15, 2015</u> –          The District’s proposed corrective action needs further evidence to support this finding.</p>
<p><b>Required Elements of Corrective Action and Progress Report:</b>          Please provide the name, credentials and assignment of the individual that was selected for the Bilingual Teacher position.</p>
<p><b>DISTRICT’S SECOND RESPONSE – July 13, 2015</b>  <b>(To be completed by District Staff)</b></p>
<p><b>Updates to the Description of Corrective Action</b>          FSD 161 HR Coordinator, EL Coordinator and Assistant Superintendent of C&amp;I attended the IRC Bilingual Job Fair on March 8<sup>th</sup>, 2015, with no candidates applying from the job fair. Interviews were conducted in district with the following results:</p> <ol style="list-style-type: none"> <li>1. Candidate was a no show</li> <li>2. Candidate not qualified</li> <li>3. Candidate only Type 04 and ESL approval</li> <li>4. Candidate only certified in the state of Indiana.</li> </ol> <p>On May 1<sup>st</sup>, 2015 the EL Coordinator reached out via phone call to surrounding universities looking for Bilingual teacher candidates. Unfortunately, Governors State University, Chicago State University and Trinity Christian College were not able to recommend any teacher candidates.          FSD 161 will continue to seek for a highly qualified TBE teacher. The job opening will stay posted, we will continue to network with universities in the surrounding areas and to attend job fairs.</p>
<p><b>Additional Evidence of Completion of the Corrective Action (if applicable)</b>          Emails regarding interviews, candidates, etc., for TBE Teaching Position          Please see attachment</p>
<p><b>Updates to the Internal Procedures for continued implementation after the ISBE visit (if applicable)</b></p>
<p><b>ISBE’S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN—August 11, 2015</b>  <b>(To be completed by the Division of English Language Learning at ISBE)</b></p>
<p><b>Status of Corrective Action:</b>  <input checked="" type="checkbox"/> Accepted      <input type="checkbox"/> Partially Accepted      <input type="checkbox"/> Not Accepted</p> <p>*The district’s grant will be reviewed annually through desktop monitoring in order to ascertain the progress of staffing.</p>

Component Number	Legal Standard
3.3	<p><b>Part-time TBE Program Eligibility and Placement</b>  <b>23 Ill. Adm. Code 228.30 (c)(3)</b> 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.</p>
<p><b>Rating:</b> Partially Implemented</p> <p><b>District Response Required:</b> Yes</p>	
<p><b>Finding:</b>  Based on interviews with district staff and a review of documents provided to ISBE, students are placed into part-time TBE programs before their English language proficiency assessments results indicate that they have sufficient proficiency in English to benefit from a part-time program.</p>	
<p><b>Description of Corrective Action</b>  EL Coordinator reviewed all of FSD 161 ELL student enrollment and their placement (FT, PT or TPI). Five placement errors were identified and corrected. A PT placement form was filed in EL CUM files.  <b>Title/Role of Person(s) Responsible for Implementation</b>  EL Coordinator – Jacqueline L. Renko  <b>Expected Date of Completion</b>  February 12, 2015</p>	

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

Attached: Skyward Report highlighting corrected student placement for TBE/TPI program.

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

Part-Time Transitional Bilingual Education (TBE) Placement Under Section 228.30(c)(3)

Beginning September 1, 2013, districts may assign English learner students to part-time TBE placements in accordance with the requirements contained in 23 IL Adm. Code Section 228.30 (c)(3). These criteria are to be used to make decisions about students who enroll in the district for the first time or who are being transitioned out of a full-time TBE placement because they would benefit from a part-time placement. Students previously assigned to full or part-time TBE placements in the district should not be re-assigned for the sole purpose of meeting the criteria below.

<http://www.isbe.net/bilingual/pdfs/pt-tbe-plcmnt-criteria-228-30c3.pdf>

**ISBE’S RESPONSE TO CORRECTIVE ACTION PLAN  
(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:**

April 15, 2015 –

The District’s proposed corrective action needs further evidence to support this finding.

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

As evidence, please provide the scanned copies of the PT placement forms that were filed in the EL CUM files of the five identified students.

**DISTRICT’S SECOND RESPONSE – July 13, 2015  
(To be completed by District Staff)**

**Updates to the Description of Corrective Action**

The listed students had been assigned a PT placement which was erroneous. Their placement was corrected and marked as FT.

- Briseno, Emily
- Lee, Michael
- Aldape, Dayana

The listed students had been assigned a FT placement which was erroneous. Their placement was corrected and marked as TPI.

- Boyo, Abraham
- Miranda, Aemilia

**Additional Evidence of Completion of the Corrective Action (if applicable)**

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

EL Coordinator will determine if students meet the TBE PT placement criteria. This will be done following the PT Placement Rationale.

**ISBE'S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN—August 11, 2015  
(To be completed by the Division of English Language Learning at ISBE)**

**Status of Corrective Action:**

Accepted       Partially Accepted       Not Accepted

Component Number	Legal Standard
3.4	<p><b>Part-time Program Components</b>  <b>23 Ill. Adm. Code 228.30 (c)(C)</b> <i>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 native language as determined by the student's needs.</i></p>

**Rating:** Partially Implemented

**District Response Required:** Yes

**Finding:**

Based on classroom observations and interviews with district staff, the part-time program does not incorporate instruction in English and in the student's native language.

**Description of Corrective Action**

A presentation to the Board of Education by Dr. Amy Warke was made on January 28, 2015 to present the need to hire a full time bilingual teacher at Serena Hills Elementary School. Position was posted on January 16, 2015. Attending the IRC job fair on March 14, 2015. Once a candidate is found a recommendation for hire will be made. We are currently investigating a One-Way developmental Bilingual Education program, including ESL taught through academic content to implement with the new hire.

**Title/Role of Person(s) Responsible for Implementation**

Assistant Superintendent of Instruction and Curriculum – Dr. Amy Warke  
 EL Coordinator – Jacqueline L Renko  
 EL Department – Cyndi Grasso, Elaine Wengert, Ashley West and TBE Teacher

**Expected Date of Completion**

Fall 2015

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

Attached: Position posting, confirmation of IRC job fair

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

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 <http://www.isbe.net/rules/archive/pdfs/228ARK.pdf>

**ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN  
(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:**

April 15, 2015 –  
 The District's proposed corrective action needs further evidence to support this finding.

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

The District must submit a detailed plan, including detailed information for how native language instruction will be provided to students who are eligible for part-time TBE instruction across grade levels and in different attendance centers.

The District must provide additional details and clarifications about the part-time delivery model.

Please provide a roster of students that will be placed in this TBE part-time model, as well as the part-time checklist that will be used to guide their placement (ex. ELL General Forms- Part-Time Transitional Bilingual Education (TBE) Placement Rationale: <http://www.isbe.net/bilingual/htmls/forms-and-notifications.htm>)

**DISTRICT’S SECOND RESPONSE – July 13, 2015  
(To be completed by District Staff)**

**Updates to the Description of Corrective Action**

FSD 161 was not successful in hiring a Spanish TBE teacher for the 15-16 school year. Although, students will receive EL instruction and support from a highly qualified ESL teacher.

Serena Hills Elementary is the only attendance center that meets the criteria for a TBE program. FSD 161 Part-time Instruction delivery model will consist of:

- English as a Second Language
- Instruction in English will be delivered using “Sheltered Instruction” methods. All staff at Serena Hills Elementary will be provided with SIOP professional development during the 2015-2016 school year.
- Native language support as needed

Currently there are 20 identified PT TBE students at Serena Hills Elementary. Of the 20 only 17 receive services, the remaining 3 have been withdrawn from the TBE program by parent request.

**Additional Evidence of Completion of the Corrective Action (if applicable)**

List of PT TBE students at Serena Hills Elementary.  
PT Checklist form for current PT students at Serena Hills Elementary.  
Please see attachment.

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

**TBE PT Instruction Delivery Model will be added to FSD 161 TBE/TPI Manual**

FSD 161 Part-time Instruction delivery model:

- English as a Second Language
- Instruction in English will be delivered using “Sheltered Instruction” methods. All staff at Serena Hills Elementary will be provided with SIOP professional development during the 2015-2016 school year.
- Native language support as needed

**ISBE’S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN—August 11, 2015  
(To be completed by the Division of English Language Learning at ISBE)**

**Status of Corrective Action:**

Accepted       Partially Accepted       Not Accepted

\*The district’s grant will be reviewed annually through desktop monitoring in order to ascertain the progress of staffing.

Component Number	Legal Standard
3.5	<p><b>Full-time Program Components</b>  <b>23 Ill. Adm. Code 228.30 (c) Specific Requirements for Transitional Bilingual Education (TBE) Programs (1)</b>  <i>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.</i></p>
<p><b>Rating:</b> Not Implemented</p> <p><b>District Response Required:</b> Yes</p>	
<p><b>Finding:</b>  Based on documents submitted by the district and interviews with staff, programs identified as full time TBE at Serena Hills Elementary do not incorporate all of the requirements found below:</p> <ul style="list-style-type: none"> <li>• Instruction in English and the home language of the student for all core subjects;</li> <li>• Language Arts in the student's home language (teaching the student how to read and write in his/her home language);</li> <li>• Instruction in English as a second language (ESL), which must be aligned to the Illinois English Language Proficiency Standards; and</li> <li>• Instruction in the history and culture of the native land of the student or their parents and of the United States.</li> </ul>	
<p><b>Description of Corrective Action</b>  A presentation to the Board of Education by Dr. Amy Warke was made on January 28, 2015 to present the need to hire a full time bilingual teacher at Serena Hills Elementary School. Position was posted on January 16, 2015. Attending the IRC job fair on March 14, 2015. Once a candidate is found a recommendation for hire will be made. We are currently investigating a One-Way developmental Bilingual Education program, including ESL taught through academic content to implement with the new hire.</p> <p><b>Title/Role of Person(s) Responsible for Implementation</b>  Assistant Superintendent of Instruction and Curriculum – Dr. Amy Warke  EL Coordinator – Jacqueline L Renko  EL Department – Cyndi Grasso, Elaine Wengert, Ashley West and TBE Teacher</p> <p><b>Expected Date of Completion</b>  Fall 2015</p>	
<p><b>List of Attached Evidence of Completion of the Corrective Action (if applicable)</b>  Attached: Position posting, confirmation of IRC job fair</p>	
<p><b>Description of Internal Procedures for continued implementation after the ISBE visit</b>  Each full-time TBE program shall consist of at least the following components (Section 14C-2 of the School Code):</p> <ul style="list-style-type: none"> <li>• 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);</li> </ul>	

- Instruction in the language arts in the student's home language;
- Instruction in English as a second language, which must align to the applicable English language development standards set forth in Section 228.10; and

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

<http://www.isbe.net/rules/archive/pdfs/228ARK.pdf>

**ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN  
(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:**

April 15, 2015 –

The District's proposed corrective action needs further evidence to support this finding.

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

The District must submit a detailed plan, including detailed information for how native language instruction in core academic areas will be provided to students who are eligible for full-time TBE instruction in Spanish across grade levels and in different attendance centers.

The District must provide additional details and clarifications about the One-Way Developmental Bilingual Education program delivery model.

Please provide a roster of students that will be placed in this TBE full-time model.

**DISTRICT'S SECOND RESPONSE – July 13, 2015  
(To be completed by District Staff)**

**Updates to the Description of Corrective Action**

FSD 161 was not successful in hiring a Spanish TBE teacher for the 15-16 school year. Although, students will receive EL instruction and support from a highly qualified ESL teacher.

Serena Hills Elementary is the only attendance center that meets the criteria for a TBE program.

FSD 161 Full-time Instruction delivery model will consist of:

- Native Language Instruction in Core Academic Content Areas: ELA, Math, Science and Social Studies.
- English as a Second Language
- Instruction in English will be delivered using "Sheltered Instruction" methods. All staff at Serena Hills Elementary will be provided with SIOP professional development during the 2015-2016 school year.

Currently there are 23 identified PT TBE students at Serena Hills Elementary. Of the 23 only 21 receive services, the remaining 2 have been withdrawn from the TBE program by parent request.

The research for One-Way Bilingual Program will take place during the 2015-2016 school year.

**Additional Evidence of Completion of the Corrective Action (if applicable)**

List of FT TBE students at Serena Hills Elementary.

Please see attachment.

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

**TBE PT Instruction Delivery Model will be added to FSD 161 TBE/TPI Manual**

FSD 161 Full-time Instruction delivery model will consist of:

- Native Language Instruction in Core Academic Content Areas: ELA, Math, Science and Social Studies.
- English as a Second Language
- Instruction in English will be delivered using “Sheltered Instruction” methods. All staff at Serena Hills Elementary will be provided with SIOP professional development during the 2015-2016 school year.

**ISBE’S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN—August 11, 2015  
(To be completed by the Division of English Language Learning at ISBE)**

**Status of Corrective Action:**

Accepted       Partially Accepted       Not Accepted

\*The district’s grant will be reviewed annually through desktop monitoring in order to ascertain the progress of staffing.

**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.

Component Number	Legal Standard
4.1	<p><b>Standards Aligned Curriculum</b>  <b>20 USC 6826</b> (d)(3) 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.</p> <p><b>23 Ill. Adm. Code 228.30</b> (b)(4) 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 "World-Class Instructional Design and Assessment: Spanish Language Arts Standards" (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.</p>
<p><b>Rating:</b> Partially Implemented</p> <p><b>District Response Required:</b> Yes</p>	
<p><b>Finding:</b></p>	

Based on interviews and a review of documents provided by the district:

- The District's English as a Second Language (ESL) curriculum is not aligned to the *English Language Development Standards (ELDS)* and the *New Illinois Learning Standards Incorporating the Common Core*; and
- Instruction in Spanish Language Arts is not aligned to the WIDA Spanish Language Arts Standards (2005)

**Description of Corrective Action**

Curriculum mapping to integrate ELD standards into the existing math and ELA curriculum as well as NGSS will begin this summer and continue throughout the next school year.

**Title/Role of Person(s) Responsible for Implementation**

Assistant Superintendent of Instruction and Curriculum – Dr. Amy Warke

EL Coordinator – Jacqueline L Renko

EL Department – Cyndi Grasso, Elaine Wengert, Ashley West and TBE Teacher

**Expected Date of Completion**

Fall 2016

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

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

FSD161 Curriculum must align to the applicable English language development standards set forth in Section 228.10.

**ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN  
(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:**

April 15, 2015 –

The District's proposed corrective action needs further evidence to support this finding.

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

The District needs to submit a detailed action plan presenting how it plans to review and align the District's curriculum for each grade level in the TBE/TPI programming in order for it to meet the English Language Development (ELDS), Common Core (CCSS), and Spanish Language Arts (SLA) standards. The action plan should include the dates, topics, resources, and individuals involved in the creation of the final product.

**DISTRICT'S SECOND RESPONSE – July 13, 2015  
(To be completed by District Staff)**

**Updates to the Description of Corrective Action**

FSD 161 developed a Common Core aligned ELA & Math curriculum during the 2014 summer. It was implemented for the first time during the 2014-2015 school year. As curriculum development is an ongoing process; updates and editing are taking place to both the ELA and Math curriculum during the 2015 summer.

During the summer of 2015 the EL Department along with the C&I office will review ELA/Unit I for grades K-8. Each unit will be aligned to the ELD standards, resources for each unit will be selected. ELA Unit I for grades K-8 will be completed by August 14, 2015. The ELA/Unit I K-8 EL curriculum and resources will be shared with grade level teams during the beginning of the school year teacher institute days (August 19<sup>th</sup> and 20<sup>th</sup>, 2015).

The units alignment will continue to be developed throughout the 2015-2016 school year (during Teacher Institute Day, School Improvement Days and after school time).

The SLA standards are not addressed at this time due to the fact that FSD 161 was not able to

hire a TBE teacher to deliver instruction in Spanish. Although, the district will continue to seek a highly qualified TBE teacher.

**Additional Evidence of Completion of the Corrective Action (if applicable)**

ELD standards aligned Frist Grade ELA Unit I  
Please see attachment

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

All EL Staff will be required to use the ELD aligned curriculum and resources for their daily instruction/lesson planning. Lesson plans will be submitted to immediate supervisor on monthly basis. EL Units and resources will also be available to regular education teachers and staff.

**ISBE’S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN—August 11, 2015  
(To be completed by the Division of English Language Learning at ISBE)**

**Status of Corrective Action:**

Accepted       Partially Accepted       Not Accepted

**COMPONENT 6. PERSONNEL QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT**

This component examines whether the District has adequate and highly qualified staff to support programming and that on-going professional development is provided to all staff including administrators, principals, teachers, paraprofessionals, and other school personnel.

Component Number	Legal Standard
6.8	<p><b>In-Service Training for Staff</b>  <b>23 Ill. Adm. Code 228.35 (e) Professional Development for Staff</b> (1) Each school district having a program shall annually plan professional development activities for the licensed and nonlicensed personnel involved in the education of English learners. This plan shall be included in the district’s annual application and shall be approved by the State Superintendent of Education if it meets the standards set forth in subsections (e)(2) and (e)(3). (2) Program staff beginning their initial year of service shall be involved in training activities that will develop their knowledge of the requirements for the program established under this Part and the employing district’s relevant policies and procedures. (3) Training activities shall be provided to all bilingual program staff at least twice yearly and shall address at least one of the following areas: (A) current research in bilingual education; (B) content-area and language proficiency assessment of English learners; (C) research-based methods and techniques for teaching English learners; (D) research-based methods and techniques for teaching English learners; and (E) the culture and history of the United States and of the country, territory or geographic area that is the native land of the students or of their parents... (5) Each district that operates either a TBE or a TPI program for students of Spanish language background in kindergarten and any of grades 1 through 12 shall provide annually at least one training session related to the implementation of the Spanish language arts standards required under Section 228.30(b)(4) for staff members of that program who are providing instruction in the Spanish language arts.</p> <p><b>District-Wide Professional Development for All Staff (Title III Recipients Only)</b>  <b>20 USC 6825 (c)REQUIRED SUBGRANTEE ACTIVITIES</b> – An eligible entity receiving funds under section 6824(a) of this title shall use the funds—...(2) to provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel, that is—(A) designed to improve the instruction and assessment of limited English proficient children;(B) designed to enhance the ability of such teachers to understand and use curricula, assessment measures and instruction strategies for limited English proficient children;(C) based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills</p>

	<p><i>of such teachers; and (D) of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher.</i></p> <p><b>Adequate Training for Qualified Staff</b>  <b>Castaneda v. Pickard, 648 F. 2d 989, 1013. 1981</b>...As in any educational program, qualified teachers are a critical component of the success of a language remediation program. A bilingual education program, however sound in theory, is clearly unlikely to have a significant impact on the language barriers confronting limited English speaking school children, if the teachers charged with day-to-day responsibility for educating these children are termed "qualified" despite the fact that they operate in the classroom under their own unremedied language disability</p>
<p><b>Rating:</b> Partially Implemented</p>	
<p><b>District Response Required:</b> Yes</p>	
<p><b>Finding:</b>  Based on interviews with staff, training activities that help develop knowledge of basic TBE/TPI program requirements are not provided to program staff beginning their initial year of teaching and high-quality professional development that is designed to improve the instruction and assessment of English learners is not provided to general education teachers, building principals, and administrators.</p>	
<p><b>Description of Corrective Action</b>  Beginning in the Spring of 2015, FSD 161 will provide EL Professional development opportunities district wide. PD will range from Introduction to Second Language Acquisition to Reading Strategies for EL's. During the 2015-2016 school year Serena Hills Elementary will adopt the SIOP model. 30 staff members will begin to receive training in the late Summer 2015 and incorporating it into their daily teaching in the Fall of 2015. FSD 161 will develop training activities for new staff. These training activities will develop their knowledge of the requirements for the program established and the district's policies and procedures</p> <p><b>Title/Role of Person(s) Responsible for Implementation</b>  Assistant Superintendent of Curriculum and Instruction – Dr. Amy Warke  EL Coordinator – Jacqueline L Renko  EL Team – Cyndi Grasso, Elaine Wengert, Ashley West and TBE Teacher</p> <p><b>Expected Date of Completion</b>  Beginning SPRING 2015 - Ongoing Procedure</p>	
<p><b>List of Attached Evidence of Completion of the Corrective Action (if applicable)</b>  Attached: FSD161 Professional Learning Plan grid of sessions (March 3<sup>rd</sup>, 2015 Teacher Institute Day)  FSD161 Session Descriptions (March 3<sup>rd</sup>, 2015 Teacher Institute Day)  Flossmoor Internal University's: EL Session Descriptions</p>	
<p><b>Description of Internal Procedures for continued implementation after the ISBE visit</b>  <b>Professional Development for Staff</b></p> <ol style="list-style-type: none"> <li>1. Each school district having a program shall annually plan professional development activities for the licensed and nonlicensed personnel involved in the education of English learners. This plan shall be included in the district's annual application and shall be approved by the State Superintendent of Education if it meets the standards set forth in subsections (e)(2) and (e)(3)</li> <li>2. Program staff beginning their initial year of service shall be involved in training activities that will develop their knowledge of the requirements for the program established under this Part and the employing district's relevant policies and procedures.</li> <li>3. Training activities shall be provided to all bilingual program staff at least twice yearly and shall address at least one of the following areas: <ol style="list-style-type: none"> <li>1. Current research in bilingual education;</li> <li>2. Content-area and language proficiency assessment of English learners;</li> <li>3. Research-based methods and techniques for teaching English learners;</li> <li>4. Research-based methods and techniques for teaching English learners who also have disabilities; and</li> </ol> </li> </ol>	

5. The culture and history of the United States and of the country, territory or geographic area that is the native land of the students or of their parents.
4. In addition to any other training required under this subsection (e), each individual who is responsible for administering the prescribed screening instrument referred to in Section 228.15(e) or the annual English language proficiency assessment discussed in Section 228.25(b) shall be required to complete on-line training designated by the State Superintendent of Education and to pass the test embedded in that materials.
5. Each district that operates either a TBE or a TPI program for students of Spanish language background in kindergarten and any of grades 1 through 12 shall provide annually at least one training session related to the implementation of the Spanish language arts standards required under Section 228.30(b)(4) for staff members of that program who are providing instruction in the Spanish language arts

(Source: Amended at 38 Ill. Reg. 19757, effective September 29, 2014)  
<http://www.isbe.net/rules/archive/pdfs/228ARK.pdf>

**ISBE’S RESPONSE TO CORRECTIVE ACTION PLAN- April 15, 2015  
 (To be completed by the Division of English Language Learning at ISBE)**

**Status of Corrective Action:**

- 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.

Component Number	Legal Standard
7.1	<p><b>Notice of Enrollment; Content; Rights of Parents</b>  <b>105 ILCS 5/14C-4) (from Ch. 122, par. 14C-4)</b> <i>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</i></p>

	<p><i>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.</i></p>
<p><b>Rating:</b> Partially Implemented</p> <p><b>District Response Required:</b> Yes</p>	
<p><b>Finding:</b> Based on a review of student files, the District does not send the written notice of enrollment to parents of English learners in English and in all the English learners' home languages.</p>	
<p><b>Description of Corrective Action</b></p> <p><b>Title/Role of Person(s) Responsible for Implementation</b> EL Coordinator – Jacqueline L Renko</p> <p><b>Expected Date of Completion</b> Summer 2015</p>	
<p><b>List of Attached Evidence of Completion of the Corrective Action (if applicable)</b> Attachment – Copies of enrollment notices sent during the 2014-2015 school year (English, Spanish and Yoruba).</p>	
<p><b>Description of Internal Procedures for continued implementation after the ISBE visit</b> The parents and/or Guardians of ELL students must be informed of their child's participation and status in a TBE/TPI Program, including the assessment process, the placement. Letters regarding program entrance, continuation, exit, etc., must be provided in the parents' native language. Copies of all correspondence with parents should be maintained in the individual student's ELL Cum file.</p>	
<p><b>ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN</b> <b>(To be completed by the Division of English Language Learning at ISBE)</b></p>	
<p><b>Status of Corrective Action:</b></p> <p><input type="checkbox"/> Accepted      <input checked="" type="checkbox"/> Partially Accepted      <input type="checkbox"/> Not Accepted</p>	
<p><b>Basis for Partial Acceptance or Non Acceptance:</b> <u>April 15, 2015</u> – The District's proposed corrective action needs further evidence to support this finding.</p>	
<p><b>Required Elements of Corrective Action and Progress Report:</b> Please clarify whether or not the District will be utilizing the translated notification forms provided in multiple languages under the ISBE Forms and Notifications resource page as part of their internal procedures: <a href="http://www.isbe.net/bilingual/TPETPILetters/parent_notification.htm">http://www.isbe.net/bilingual/TPETPILetters/parent_notification.htm</a></p>	
<p><b>DISTRICT'S SECOND RESPONSE – July 13, 2015</b> <b>(To be completed by District Staff)</b></p>	
<p><b>Updates to the Description of Corrective Action</b> The parents and/or guardians of EL students must be informed of their child's participation and status in the TBE/TPI program, including the assessment process, the placement, etc. Letters regarding placement, continuation, exit, etc., must be provided in English and in the parents' native language. Multiple language translations notification forms can be found at <a href="http://isbe.net/bilingual/TPETPILetters/parent_notifications.htm">http://isbe.net/bilingual/TPETPILetters/parent_notifications.htm</a> Copies of all correspondence with parents should be maintained in the individual student's ELL CUM file.</p>	

**Additional Evidence of Completion of the Corrective Action (if applicable)**

On May 15, 2015 all parent notification letters were written and mailed, a copy of the notification was placed in the student's EL CUM file.  
Please see attachment.

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

The parents and/or Guardians of ELL students must be informed of their child's participation and status in a TBE/TPI Program, including the assessment process, the placement. Letters regarding program entrance, continuation, exit, etc., must be provided in English and in the parents' native language. Copies of all correspondence with parents should be maintained in the individual student's ELL Cum file.

**ISBE'S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN—August 11, 2015  
(To be completed by the Division of English Language Learning at ISBE)**

**Status of Corrective Action:**

Accepted       Partially Accepted       Not Accepted

Component Number	Legal Standard
7.2	<p><b>Progress Reports</b>  <b>23 Ill. Adm. Code 228.40 (c)(1) Maintenance of Records and Reporting Procedures (1) Report Cards -</b> <i>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.</i></p>
<p><b>Rating:</b> Not Implemented  <b>District Response Required:</b> Yes</p>	
<p><b>Finding:</b>  Based on a review of student files, progress reports are written in English but not in all the English learners' home languages and written agreements from ELs' parents to waive this requirement are not obtained by the District.</p>	
<p><b>Description of Corrective Action</b>  Written agreement for parents to waive this requirement has not been requested because FSD 161 district has embedded Google Translate into its websites as well as its student information system (Skyward) to ensure parents have access to information in their preferred language—this includes all communication, directions to translate, and progress reports/report cards. Parents attended an evening workshop on October 23, 2014, this workshop went through the steps needed to activate the translator. The TBE/TPI report card was created in the Fall of 2014 and it is provided in English and Spanish.  <b>Title/Roles of Person(s) Responsible for Implementation</b>  Skyward and Websites – FSD161 Technology Department  TBE/TPI Report Card – EL Coordinator - Jacqueline L. Renko  <b>Expected Date of Completion:</b> Fall of 2014</p>	

<p><b>List of Attached Evidence of Completion of the Corrective Action (if applicable)</b> Please see attached versions of English and Spanish TBE/TPI report card.</p>
<p><b>Description of Internal Procedures for continued implementation after the ISBE visit</b> EL Report cards should be sent home on the same timelines as the general education program. To support the assessment of progress over time and to communicate students' progress to parents EL/Bilingual teachers at the K-8<sup>th</sup> will maintain examples of student work and performance based tasks in their individual portfolio. Such portfolios should be maintained until students' exit the program.</p>
<p><b>ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN</b> <b>(To be completed by the Division of English Language Learning at ISBE)</b></p>
<p><b>Status of Corrective Action:</b>  <input type="checkbox"/> Accepted      <input checked="" type="checkbox"/> Partially Accepted      <input type="checkbox"/> Not Accepted</p>
<p><b>Basis for Partial Acceptance or Non Acceptance:</b>  <u>April 15, 2015</u> –  The District's proposed corrective action needs further evidence to support this finding.</p>
<p><b>Required Elements of Corrective Action and Progress Report:</b>  The Parent Translation Request may be implemented by the District, however the form needs to allow parents to sign a statement that explicitly states that they <i>waive their rights to receive the report card in their native language and accept to receive it in English.</i></p> <p>Please submit a copy of the report card waiver form, or revised Parent Translation Request, in English, Spanish, and any other needed translations. Also, please clarify the District's plan to translate report cards into languages other than English and Spanish if the families choose not to sign the waiver.</p>
<p><b>DISTRICT'S SECOND RESPONSE – July 13, 2015</b> <b>(To be completed by District Staff)</b></p>
<p><b>Updates to the Description of Corrective Action</b>  FSD 161 does provide its parents with a report card in their native language and in English. Currently Skyward provides report cards in 90 different languages.</p>
<p><b>Additional Evidence of Completion of the Corrective Action (if applicable)</b>  District Report Card from Skyward in a language other than English (Spanish)  Screenshot of the available languages Skyward Report Card can be translated to.  Please see attachments.</p>
<p><b>Updates to the Internal Procedures for continued implementation after the ISBE visit (if applicable)</b></p>
<p><b>ISBE'S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN—August 11, 2015</b> <b>(To be completed by the Division of English Language Learning at ISBE)</b></p>
<p><b>Status of Corrective Action:</b>  <input checked="" type="checkbox"/> Accepted      <input type="checkbox"/> Partially Accepted      <input type="checkbox"/> Not Accepted</p>

Component Number	Legal Standard
7.3	<p><b>Withdrawal by Parents</b>  <b>23 Ill. Adm. Code 228.40 (a)(2) Withdrawal by Parents</b> – Any parent or legal guardian whose child has been enrolled in a program shall have the absolute right to withdraw the child from the program immediately by submitting a written notice of his or her desire to withdraw the child to the school authorities of the school in which the child is enrolled or to the school district in which the child resides. (Section 14C-4 of the School Code).</p>
<p><b>Rating:</b> Not Implemented  <b>District Response Required:</b> Yes</p>	
<p><b>Finding:</b></p> <p>Based on a review of student files, the District does not obtain written notice from parent who requested to withdraw their children from the TBE/TPI program.</p>	
<p><b>Description of Corrective Action</b>  An ELL Program Withdrawal/Refusal form was created. A waiver procedure is in the process of being finalized and will be ready to be implemented before the end of the 14-15 school year. Following the design of that procedure, the next step is to train ELL teachers and parents will be informed of their right to accept/decline ELL services after their student has been screened.  <b>Title/Role of Person(s) Responsible for Implementation</b>  ELL Coordinator - Jacqueline L. Renko  FSD 161 EL Team – Cyndi Grasso, Elaine Wengert Ashley West and TBE Teacher  <b>Expected Date of Completion</b>  Summer 2015</p>	
<p><b>List of Attached Evidence of Completion of the Corrective Action (if applicable)</b>  Please see attachment: TBE/TPI Services Waiver (English &amp; Spanish).</p>	
<p><b>Description of Internal Procedures for continued implementation after the ISBE visit</b>  The EL program is a voluntary program, and at any point the parents refuse services or choose to withdraw their student from the program. To receive the Waiver/Refusal of Services form, parents must meet with the building EL teacher or the District EL Coordinator. Then the parent must sign the “Waiver/Refusal” letter. These signed forms are kept in the student’s cumulative folder with a copy being sent to the EL office. At that moment the student will no longer be served in an ELL program, but instead will be supported to ensure mastery of English and academic achievement in the regular content classroom with the content teacher as required by law. In the summer of 2015, a brochure will be developed to help parents, teachers, and staff understand the ELL program. The brochure will be translated into Spanish and Igbo, it will be copied and distributed to all buildings by the fall of 2015.</p>	
<p><b>ISBE’S RESPONSE TO CORRECTIVE ACTION PLAN</b>  <b>(To be completed by the Division of English Language Learning at ISBE)</b></p>	
<p><b>Status of Corrective Action:</b></p> <p><input type="checkbox"/> Accepted      <input checked="" type="checkbox"/> Partially Accepted      <input type="checkbox"/> Not Accepted</p>	
<p><b>Basis for Partial Acceptance or Non Acceptance:</b>  <u>April 15, 2015</u> –  The District’s proposed corrective action needs further evidence to support this finding.</p>	

**Required Elements of Corrective Action and Progress Report:**  
 The District needs to obtain written notice from parents who request to withdraw their children from the TBE/TPI program. Please explain how the District will obtain this written notice in addition to consulting with the parents and having them fill out the TBE/TPI Waiver of Services form.

**DISTRICT’S SECOND RESPONSE – July 13, 2015  
 (To be completed by District Staff)**

**Updates to the Description of Corrective Action**

**Additional Evidence of Completion of the Corrective Action (if applicable)**  
 Please see attachment: TBE/TPI Services Waiver (English & Spanish).

**Updates to the Internal Procedures for continued implementation after the ISBE visit (if applicable)**  
 The EL program is a voluntary program, and at any point the parents refuse services or choose to withdraw their student from the program. To receive the Waiver/Refusal of Services form, parents must meet with the building Principal and/or the District EL Coordinator. Then the parent must sign the “Waiver/Refusal” letter. These signed forms are kept in the student’s cumulative folder with a copy being sent to the EL office. At that moment the student will no longer be served in an ELL program, but instead will be supported to ensure mastery of English and academic achievement in the regular content classroom with the content teacher as required by law.

**ISBE’S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN—August 11, 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.

Component Number	Legal Standard
8.4	<p><b>Maintenance of Records</b>  <b>23 Ill. Adm. Code 228.15 (d)</b> <i>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).</i></p> <p><b>Ill. Adm. Code 228.40 (c)(3)</b> <i>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.</i></p>
<p><b>Rating:</b> Not Implemented</p> <p><b>District Response Required:</b> Yes</p>	

**Finding:**

Based on a review of student files, the District does not consistently maintain the records of each student enrolled in a TBE/TPI program in the manner prescribed by 23 Ill. Adm. Code 228 15(d) and 228.40 (c) (3). The following items were missing:

- Program entry/exit information, including annual continuation letters, parental consent for exit 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;
- The rationale for a student's placement in a part-time TBE program; and
- Parents' report card waiver.

**Description of Corrective Action**

During the Summer of 2014 FSD161 conducted an internal audit of all identified ELL students. The EL internal audit process allowed us to identify our record keeping weaknesses. Record keeping procedures expectations and forms were developed. During the internal audit every ELL student's cum file was updated and populated with the most current data (including but not limited to: annual continuation letters, entry/exit information, rationale for Part-Time TBE Program). During the 2014-2015 school year all parental notifications were mailed on or before 8/29/2014. Furthermore, if a new student is screened a parental notification is sent and a copy is filed in the CUM file.

**Title/Role of Person(s) Responsible for Implementation:**

EL Coordinator - Jacqueline L Renko  
EL Team – Cyndi Grasso, Elaine Wengert, Ashley West and TBE Teacher

**Expected Date of Completion:**

School Year 2014-2015

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

Please see created record keeping forms.

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

Flossmoor School District 161 ESL teachers are responsible for creating and updating cum folders for the ELL students they are currently teaching who have just entered the district or have been newly designated as English language learners. ELL teachers are also required to add and update documents for ELL students who are currently in the ELL program and for any ELL student who has been exited from the ELL program within the past two years.

There should be a separate, GREEN folder created or already existing **WITHIN each student's cumulative file**, labeled as follows:

- White label signifies an ELL student who is currently being served in the TBE/ESL program.

**Example:**

Lopez, Juan M. Entry Date: 9/4/11

- Yellow label signifies an ELL student who is **not** being served in the TBE/ESL program.

**Example:**



Lopez, Juan M. P.D. Date: 9/22/11  
(Monitor until exit criteria is met)

- Red label signifies a Non-ELL student who **has met exit criteria** from the TBE/ESL program with progress to be monitored for 2 years.

**Example:**



Lopez, Juan M. Exit Date: 5/24/11  
Monitor: 2011-12 and 2012-13

The ESL coordinator provides GREEN file folders and file folder labels to each ESL teacher. ESL teachers are not expected to change the existing non-green ELL folders for students who already have an ELL folder in their cumulative file, they are to only add the appropriate color label to the green file folder.

Keeping ELL cum records up-to-date is crucial. ELL cum folders are examined very carefully by the Department of English Language Learning. ELL cum folders will be randomly examined to ensure that all documentation is correctly included twice a year: November and May.

**ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN  
(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:**

April 15, 2015 –

The District's proposed corrective action needs further evidence to support this finding.

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

Please provide the following documents as evidence:

- The rationale checklist for a student's placement in a part-time TBE program; and
- Parents' report card waiver

**DISTRICT'S SECOND RESPONSE – July 13, 2015  
(To be completed by District Staff)**

**Updates to the Description of Corrective Action**

**Additional Evidence of Completion of the Corrective Action (if applicable)**

Part-Time Criteria checklist

Please see attachment

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

**ISBE'S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN— August 11, 2015  
(To be completed by the Division of English Language Learning at ISBE)**

**Status of Corrective Action:**

Accepted       Partially Accepted       Not Accepted