

# Township High School District 211



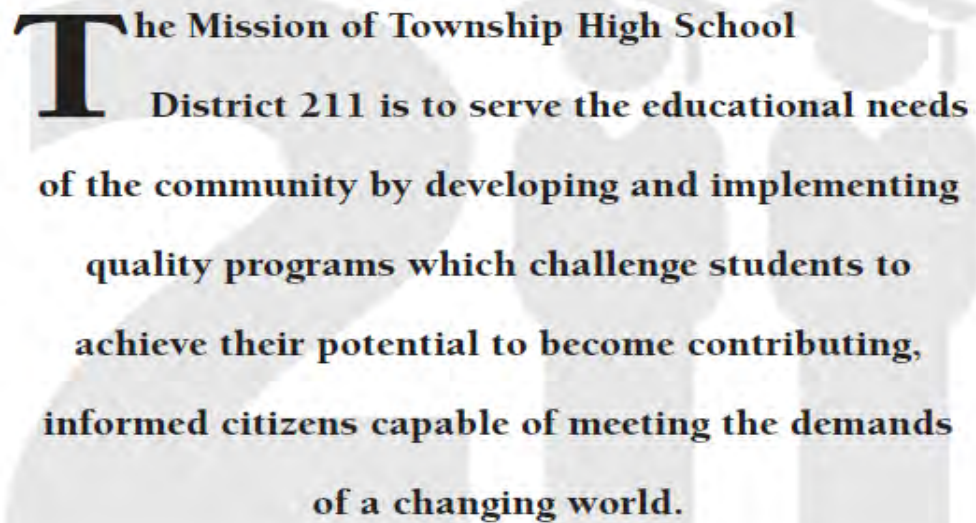
## English Language Learners Program Handbook

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# Township High School District 211 Mission Statement



**T**he Mission of Township High School District 211 is to serve the educational needs of the community by developing and implementing quality programs which challenge students to achieve their potential to become contributing, informed citizens capable of meeting the demands of a changing world.

*adopted by the Board of Education February, 1999*

## District 211 Academic Goals and Initiatives

The academic goal in Township High School District 211 is accelerating academic achievement for all students. Three underlying beliefs support the goal of accelerating academic achievement for all students. First, each student must have options for college and career upon graduation from a District 211 school. Second, the communication and mathematics knowledge and skill sets required for entry into college or vocational post-high school endeavors are increasingly the same. Third, students must obtain “21<sup>st</sup> century skills” such as the ability to think critically, solve problems, communicate and listen effectively, access and analyze information and then apply what is learned, become self-learners, and collaborate and innovate to be competitive in a global economy. School and district leadership have inspired faculty at each school and within each department, to focus on the three underlying beliefs when designing instructional and curricular interventions to accelerate academic achievement for all students.

### District Attendance Centers

School	Principal	Student Services Director
<b>Palatine High School</b> 1111 North Rohlwing Road Palatine, Illinois 60074 847-755-1600	Gary Steiger 847-755-1610 gsteiger@d211.org	Fred Rasmussen 847-755-1626 frasmussen@d211.org
<b>William Fremd High School</b> 1000 South Quentin Road Palatine, Illinois 60067 847-755-2600	Lisa Small 847-755-2610 lsmall@d211.org	Tracy Bafia 847-755-2626 tbafia@d211.org
<b>James B. Conant High School</b> 700 East Cougar Trail Hoffman Estates, Illinois 60169 847-755-3600	Tim Cannon 847-755-3610 tcannon@d211.org	Robert Small 847-755-3626 rsmall@d211.org
<b>Schaumburg High School</b> 1100 West Schaumburg Road Schaumburg, Illinois 60194 847-755-4600	Tim Little 847-755-4610 tlittle@d211.org	Yassi Delgado 847-755-4626 ydelgado@d211.org
<b>Hoffman Estates High School</b> 1100 West Higgins Road Hoffman Estates, Illinois 60169 847-755-5600	Jim Britton 847-755-5610 jbritton@d211.org	Jennifer Beers 847-755-5626 jbeers@d211.org
<b>Academy-North</b> 335 East Illinois Avenue Palatine, Illinois 60067 847-755-6700	Francesca Andersen 847-755-6700 fanderson@d211.org	
<b>Academy-South</b> 1544 Brandy Parkway Streamwood, Illinois 60107 847-755-6640	Amy Friel 847-755-6640 afriel@d211.org	

# English Language Learning Program

## Goals and Standards

Together we provide a safe and challenging educational environment and experiences for students to become informed, inquisitive, responsible, creative, and reasoning individuals.

### Goals

- All students will read, write, speak, and listen effectively in English.
- All students will demonstrate an understanding of the American heritage and other cultures of the world.
- All Students will develop the habits necessary to conduct research, engage in problem solving, and make informed decisions through experience, analysis, synthesis, and evaluation.
- All students will demonstrate cooperation, respect for themselves and others, commitment to quality performance, and will recognize the value of teamwork and leadership.
- All students will demonstrate an understanding of the principles and applications of technology.
- All students will be given the opportunity and be encouraged to participate in a wide variety of extra-curricular activities and interscholastic competitions, and community service.

The District offers opportunities for English language learners to develop high levels of academic attainment in English and to meet the same academic content and student academic achievement standards that all children are expected to attain.

The English Language Learner Program will:

1. Assist all English Language Learners to achieve English proficiency, facilitate effective communication in English, and encourage their full participation in school activities and programs as well as promote participation by the parents/guardians of English Language Learners.
2. Appropriately identify students with limited English speaking ability.
3. Comply with State law regarding the Transitional Bilingual Educational Program and Transitional Program of Instruction.
4. Comply with any applicable State and Federal requirements for the receipt of grant money for English Language Learners and programs to serve them.
5. Determine the appropriate instructional program and environment for English Language Learners.
6. Annually assess the English proficiency of limited English Language Learners and monitor their progress in order to determine their readiness for a mainstream classroom environment.
7. Include English Language Learners, to the extent required by State and Federal law, in the District's student assessment program to measure their achievement in reading/language arts and mathematics.
8. Provide information to the parents/guardians of English Language Learners about:
  - the reasons for their child's identification
  - their child's level of English proficiency
  - the method of instruction to be used
  - how the program will meet their child's needs
  - specific exit requirements of the program
  - how the program will meet their child's individual education program, if applicable
  - information on parent/guardian rights. Parents/guardians will be regularly appraised of their child's progress and involvement will be encouraged.

## ESL Staff Member Directory

### District English Language Learners Administrators

Name	Title	School	Email	Phone #	Dept. Website
Craig Kersemeier	Bilingual Program Director	Palatine	<a href="mailto:ckersemeier@d211.org">ckersemeier@d211.org</a>	847-755-1614	
Danielle Hauser	Director of Instructional Improvement	District	<a href="mailto:dhauser@d211.org">dhauser@d211.org</a>	847-755-6628	
Kathy Schneider	ESL Department Chair	Conant	<a href="mailto:kschneider@d211.org">kschneider@d211.org</a>	847-755-3726	<a href="http://www.conantcougars.com/academics/esl/">www.conantcougars.com/academics/esl/</a>
Iris Jun	ESL Department Chair	Palatine	<a href="mailto:ijun@d211.org">ijun@d211.org</a>	847-755-1726	<a href="http://www.phs.d211.org/ESL/default.htm">http://www.phs.d211.org/ESL/default.htm</a>
Arron McCurley	ESL Department Chair	Fremd	<a href="mailto:amccurley@d211.org">amccurley@d211.org</a>	847-755-2726	<a href="http://www.fhs.d211.org/departments/esl/">www.fhs.d211.org/departments/esl/</a>
Leanne Fanelli	ESL Department Chair	Schaumburg	<a href="mailto:lfanelli@d211.org">lfanelli@d211.org</a>	847-755-4726	<a href="http://www.shs.d211.org/ESL/index.html">www.shs.d211.org/ESL/index.html</a>
Betty Lambert	ESL Department Chair	Hoffman Estates	<a href="mailto:elambert@d211.org">elambert@d211.org</a>	847-755-5726	<a href="http://www.hehs.d211.org/academics/esl/">www.hehs.d211.org/academics/esl/</a>

### Staff Certification

The chart below outlines the staff certification that the Transitional Bilingual Education (TBE) and Transitional Program of Instruction (TPI) program staff members hold in accordance with the Illinois State Board of Education requirements.

Staff Member(s)	Certification Held/ Description
Teachers	All District 211 teachers are highly qualified. Teachers in the English as a Second Language (ESL) department hold ESL degrees.
Teacher assistants	Meet state qualification requirements
TBE/ TPI director	Has a valid administrative certificate and a bilingual endorsement
W-APT and ACCESS test administrators	Trained and certified to administer specific assessments

## **Student Enrollment & Registration Procedures**

### **Required Enrollment Materials**

A completed and signed Master Enrollment form, Original Birth Certificate, and Proof of Residency are required of each student prior to registration.

### **Placement Testing**

*Explore Test:* This test, developed by ACT, contains four subject matter tests including English, Mathematics, Reading and Science Reasoning. This test is given yearly on the first Saturday in December to incoming freshmen.

*Gifted Testing:* Students that score 20 or above in all areas on the Explore test are invited to complete the Watson Glaser Critical Thinking Appraisal. This test will be given on Saturday, February 26, 2011. Qualifying Students will be contacted by mail. The top scoring students on the Watson Glaser will be invited to enroll in R199 Critical Thinking during semester 2 of their freshman year.

*Retesting:* Students identified for the Incoming Freshman Academy program may choose to retake the Explore test in an attempt to improve scores.

### **Course Selection**

Selection sheets for freshman year elective courses were mailed with the Explore test results. Students and parents should discuss course options to determine 2 electives of interest. Students should consider their current skill level, future academic and career plans, and outside interests when choosing courses. We suggest that students choose classes that will challenge learning and provide academic success for which to build a foundation for future choices. If no course selection sheet is returned by January 21, 2011, then high school staff will select courses for the student.

### **Registration**

A current physical is required of all freshmen. Students must also be current on all Illinois required immunizations.

Fees will be collected during mail-back and walk-in registration during the summer months. Online registration is also available for students that have previously submitted a physical to the nurse's office. Information regarding each of these options will be mailed in June.

### **Process for Identifying English Language Learners**

All students entering the district's schools for the first time complete a **Home Language Survey (HLS)** when completing the green enrollment form in the Student Services Office. The following questions are asked:

- Is a language other than English spoken at home, and if so, which language?
- Does the student speak a language other than English, and if so, which language? If the answer to either question is yes, the student is identified as having a non-English background and must be assessed for English language proficiency.



## Initial Assessment for English Language Learning Program Eligibility

The following student information is gathered to determine if a WIDA-ACCESS Placement Test (W-APT) should be administered:

- ACCESS test results
- Transcripts from previous education institutions

Students identified through the home language survey as having a non-English background are given the W-APT test by a certified staff member during the registration process and well within 30 days of student enrollment. The purpose of the W-APT is to determine TBE/ TPI program eligibility and to assist with the placement process within the program. However, the W-APT does not need to be given to a student who in his or her previous school district has Assessing Comprehension and Communication in English State-to-State (ACCESS) test scores from the previous school year or has met the exit criteria.

### Student Placement in TBE/ TPI Program

Students who achieve below an overall composite proficiency level of 4.8 as well as a literacy (reading/writing) composite proficiency level of at least 4.2 (out of a 6 point scale) on the W-APT or ACCESS are considered limited English language proficient (LEP). Once identified as LEP, students are given the SLEP test, which is the ESL department placement test. However, often times, as a result of W-APT test proctor availability, potential LEP students identified through the home language survey are given the department placement test before the W-APT. Ultimately, once the W-APT test is given, those scores confirm eligibility and proper course placement.

### ESL Department Placement Process

#### *Students New to the Country/ Transfer Students*

Students identified as LEP complete the Secondary Language English Proficiency (SLEP) test to further measure students' understanding of spoken and written English. In addition, the student is asked to complete a writing sample and to answer background information questions (native country, languages spoken, number of siblings, age, etc.) orally to collect more information about the ELLs' writing and speaking skills. The ESL department chair uses the results from the department placement process to make a recommendation for the appropriate ESL course (s). The counselor considers the ESL department chair's ESL course recommendation, math placement test results, and previous transcript information (if feasible) to build a schedule for the student.

	<b>Format</b>	<b>Time</b>	<b>Purpose</b>
<b>SLEP test- Listening Comprehension</b>	multiple-choice	40 minutes	measures ELLs' understanding of spoken English
<b>SLEP test- Reading Comprehension</b>	multiple-choice	45 minutes	measures ELLs' understanding of written English (grammar, vocabulary, and reading comprehension)
<b>Writing Sample</b>	written response	20 minutes	gives information about ELLs' writing skills
<b>Informal Interview</b>	spoken response	5-10 minutes	gathers information about ELLs' speaking skills
<b>EXPLORE</b>	multiple choice	2 hours	identifies areas of strength and weaknesses in areas of math, reading, English, and science

## **Annual Limited English Proficient (LEP) Student Assessment**

All LEP students in grades K-12 are assessed annually in listening, speaking, reading and writing using the ACCESS for ELLs. Students are assessed until they achieve a “proficient” level, 4.8 composite and 4.2 literacy score out of a six point scale, on the ACCESS for ELLs. The ACCESS for ELLs is administered only by teachers and other school district staff who are certified to administer this assessment.

### **Program Exit**

Students who meet or exceed the state exit criteria (4.8/4.2 on ACCESS test) are no longer considered LEP. Students who meet or exceed these proficiency levels are exited from the ESL program. A district must obtain the written permission of parents to exit English proficient students prior to the end of three years in the program. If the parent does not approve of the exit decision, the district must identify the student as English proficient, but can continue to serve the student in the TBE/TPI program for three years. At the end of the three year period, the student will exit the program.

### **Parents’ Rights**

#### ***Notice of Program Enrollment Letter***

The school district notifies the parents or legal guardians of their child’s placement in the TBE/TPI program within thirty days after the beginning of the school year or fourteen days after the enrollment during the middle of the year. It includes:

- the reasons why the child has been placed in the program
- the child’s level of English proficiency, assessment method, and level of academic achievement
- description of the program’s method of instruction and other available offerings in the district
- how the program differs from those other offerings in content, instructional goals, and use of English and native language instruction
- how the program will help the child learn English and meet academic standards for grade promotion and graduation
- the specific exit criteria of transition out of TBE/TPI program and expected graduation rate
- how the program meets the child’s individual education plan (IEP) (if applicable)
- parent’s right to have a conference to discuss TBE/ TPI program
- parent’s right to decline or remove child from the program

## ***TBE Program Enrollment Letter***

Dear Parent or Legal Guardian:

Your child is enrolled in the Transitional Bilingual Education Program (TBE) for non-native English speaking students through the English as a Second Language (ESL) Department. The program provides academic assistance in your child's native language with transition into English. Based on your child's English language test results and other measures, school personnel believe this program is the best option to meet your child's instructional needs and to promote academic success in school.

According to Illinois School Code, a child of limited English proficiency can participate in an English Language Learning (ELL) program, which includes a Transitional Bilingual Education program, for a period of three years or until such time as he/she achieves a level of English language skills which will enable him/her to perform successfully in classes in which instruction is given only in English."

The TBE program helps students to succeed in academic subjects and improve their English language skills. The goal of the program is to meet academic achievement standards for grade promotion and to become proficient in English. The ESL Department will support your child's English language development through coursework focused on reading, listening, speaking, and writing. Additional assistance is available during a resource period and in other academic courses. All classes in the TBE program count toward the graduation requirements and are individually selected based on your child's academic needs. Your child will continue to participate in the TBE program until he or she is proficient in the English language and demonstrates the ability to be successful in classes for students who are proficient in the English language. The expected rate of graduation for high school students in this program is 80%.

If your student receives special education services, educational decisions for your student will be made at the IEP meeting including ELL services.

Parent involvement is essential to the success of educational programs for all children. Parents can contribute to the education of their student through the Bilingual Parent Advisory Committee. Please contact Craig Kersemeier, Bilingual Program Director, at 847-755-7600 if you are interested in participating in the committee.

ELL students' and parents' rights are outlined in Article 14-C of Illinois School Code, Transitional Bilingual Education. As the parent or guardian of your child, you have the right to refuse the specialized services offered in the TBE program. Before making this decision, I encourage you to visit your child's school and meet with the staff to learn more about how the TBE program may help support your child's individual needs. If you have questions or concerns about your child's placement in this program, please call the school your child attends and speak to the student services director.

## ***TPI Program Enrollment Letter***

Dear Parent or Legal Guardian:

Your child is enrolled in the Transitional Program of Instruction (TPI) for non-native English speaking students through the English as a Second Language (ESL) Department. Based on your child's English language test results and other measures, school personnel believe this program is the best option to meet your child's instructional needs and to promote academic success in school.

According to Illinois School Code, a child of limited English proficiency can participate in an English Language Learning (ELL) program, which includes a Transitional Program of Instruction, for a ~~period~~ of three years or until such time as he/she achieves a level of English language skills which will enable him/her to perform successfully in classes in which instruction is given only in English."

The TPI program helps students to succeed in academic subjects and improve their English language skills. The goal of the program is to meet academic achievement standards for grade promotion and to become proficient in English. The ESL Department will support your child's English language development through coursework focused on reading, listening, speaking, and writing. Additional assistance is available during a resource period and in other academic courses. All classes in the TPI program count toward the graduation requirements and are individually selected based on your child's academic needs. Your child will continue to participate in the TPI program until he or she is proficient in the English language and demonstrates the ability to be successful in classes for students who are proficient in the English language. The expected rate of graduation for high school students in this program is 80%.

If your student receives special education services, educational decisions for your student will be made at the IEP meeting including ELL services.

Parent involvement is essential to the success of educational programs for all children. Parents can contribute to the education of their student through the Bilingual Parent Advisory Committee. Please contact Craig Kersemeier, Bilingual Program Director, at 847-755-7600 if you are interested in participating in the committee.

ELL students' and parents' rights are outlined in Article 14-C of Illinois School Code, Transitional Bilingual Education. As the parent or guardian of your child, you have the right to refuse the specialized services offered in the TPI program. Before making this decision, I encourage you to visit your child's school and meet with the staff to learn more about how the TPI program may help support your child's individual needs. If you have questions or concerns about your child's placement in this program, please call the school your child attends and speak to the student services director.

**Notice of Early Program Withdrawal**

The district sends a letter to ask permission to exit their child before the end of three years in the program. See sample notice of early program withdrawal letter on page 26.

Dear Parent or Guardian:

**Congratulations!** Based on your child’s composite and literacy score from the Assessing Comprehension and Communication in English (ACCESS) test administered statewide in January your child has progressed beyond the need for English language learning (ELL) services prior to receiving three years of ELL services. The Illinois State Board of Education has established that a student who achieves a 4.8/6.0 composite English language proficiency score and a 4.2/6.0 literacy (reading/writing) English language proficiency score on the ACCESS is considered English proficient.

According to Illinois School Code, a child of limited English proficiency can participate in an ELL program, which includes a Transitional Bilingual Education program or a Transitional Program of Instruction, for a ~~p~~eriod of three years or until such time as he/she achieves a level of English language skills which will enable him/her to perform successfully in classes in which instruction is given only in English.”

As a result, with your permission, your child will be placed in mainstream education classes. Your child’s academic progress will continue to be monitored for the next two academic years while your child is enrolled at a District 211 high school.

Please indicate below if you give permission to officially exit your child from the ELL program and return this completed letter to the Student Services Director by June 10, 2011. Once exited from the ELL program your child will be enrolled in mainstream education courses and will not receive ELL services.

ELL students’ and parents’ rights are outlined in Article 14-C of Illinois School Code, Transitional Bilingual Education. If you have any questions regarding your child’s academic placement, please contact me at (847) 755-XXXX. Thank you for your continued support of your child’s academic progress.

Sincerely,

Student Services Director

\_\_\_\_ Yes, I, \_\_\_\_\_, give permission to exit my child, \_\_\_\_\_,  
(parent/guardian) (student’s name)

from the ELL program prior to the end of three years in the program.

**Notice of Program Services Beyond Three Years**

The district sends a letter to request parental consent to keep their child in the program longer than three years. See sample of notice of program services beyond three years letter on page 27.

**Sample Notice of ELL Program Services Beyond Three Years Letter**

Dear Parent or Guardian:

Your child is currently enrolled in the English Language Learning (ELL) services. According to Illinois School Code, a child of limited English proficiency can participate in an ELL program, which includes a Transitional Bilingual Education program or a Transitional Program of Instruction, for a period of three years or until such time as he/she achieves a level of English language skills which will enable him/her to perform successfully in classes in which instruction is given only in English.”

Our records indicate that your child has not met the Illinois State Board of Education exit criteria of a 4.8/6.0 composite English language proficiency score and a 4.2/6.0 literacy (reading/writing) English language proficiency score on the Assessing Comprehension and Communication in English (ACCESS) test administered in January. However, your child has received at least three years of ELL services. In order for your child to continue receiving ELL services please complete the bottom portion of this letter and return it your student’s counselor by June 10, 2011. ELL students’ and parents’ rights are outlined in Article 14-C of Illinois School Code, Transitional Bilingual Education.

Sincerely,

Student Services Director

ESL Department Chair

-----  
Please check one and sign the bottom of this letter prior to returning it to your student’s counselor by June 10, 2011.

\_\_\_\_\_ Yes, I give the permission for my child, \_\_\_\_\_ to continue to receive ELL services beyond the three year period.

\_\_\_\_\_ I would like to request a meeting to discuss the recommendation before I make a decision.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student’s Name

\_\_\_\_\_  
ID Number

***Parent Withdrawal***

If parents would like to withdraw their child from the program, they should notify the district in writing. See sample of parent withdrawal letter on page 28.

***Sample Parent Refusal of ELL Services Letter***

Dear Parent or Guardian,

Township High School District 211 educators have completed an assessment of your child’s English language skills according to the guidelines put forth by the State of Illinois. The results of these assessments indicate that your child is not proficient in all domains of the English language. We recommend that your child continue to develop his or her English writing, reading, listening, and speaking skills during this school year through specialized courses and services available through the English as a Second Language (E.S.L.) Department.

We believe that your child’s participation in this program is the best option to meet his or her English language needs and to promote overall academic success in school. All of the classes in the recommended program fulfill graduation requirements and have been individually selected to accommodate your child’s needs. If you support this recommendation, you need do nothing. Your child automatically will receive English language learning (ELL) services based on the school’s assessment of his or her needs. Your child may remain in this program until he or she is proficient in English and demonstrates the necessary language ability to be successful in coursework without additional support.

However, you do have the right as parent or guardian to refuse English language learner services that this school has recommended for your child. To refuse these services, simply sign and submit this form in the enclosed envelope to Director of Instructional Improvement Danielle Hauser. In doing so, you would be stating that you do not wish for your child to receive the recommended English language services at this time. However, you can request at any time that your child be re-assigned into the ELL Program, as long as he or she meets program eligibility requirements.

Please note that, regardless of your decision, your child still is required to participate in the state-mandated assessments for limited English proficient students. ELL students’ and parents’ rights are outlined in Article 14-C of Illinois School Code, Transitional Bilingual Education. For additional information go to our web site at <http://adc.d211.org/english-language-learner/>.

\_\_\_\_\_

Print Student’s Name

\_\_\_\_\_

Student’s ID Number

\_\_\_\_\_

Print Parent or Guardian’s Name

\_\_\_\_\_

Parent or Guardian’s Signature

\_\_\_\_\_

Date

**Parent or guardian, please provide any comments below or attach an additional sheet:**

\_\_\_\_\_

Print Director of Student Services Name

\_\_\_\_\_

Director of Student Services Signature

\_\_\_\_\_

Date

**Return a signed copy of this letter to Danielle Hauser, Director of Instructional Improvement.**

# Academic Components

## Program Components

### Transitional Bilingual Education (TBE) Program

District 211 offers a TBE program for LEP students who are native Spanish-speakers, because they are the only group in the district with twenty or more from the same language group. Students who score below a 2.5 composite proficiency level score on the ACCESS test are enrolled in the full-time TBE program. Full-time TBE students take an ESL course and receive native language support in their graduation requirement courses. Those who meet or exceed the 2.5 score are placed in the part-time TBE program and receive native language support based on their educational needs.

### Transitional Program of Instruction

The TPI program offers English as a Second Language (ESL) services for ELLs in which there are 19 or fewer limited English proficient students of the same language group. Students take a combination of ESL, sheltered content area, and mainstream classes.

### Additional Integrated Services

The following instructional models are also available to ELLs in the TBE/ TPI programs:

- **Content area tutoring-** Teachers and teacher assistants offer students tutoring in various academic content areas in the resource setting.
- **Push-In Services-** ESL teacher assistants provide linguistic and academic support to ELLs in the general education classroom.
- 

### English as a Second Language (ESL) Courses

Department chairs use the results from an ACCESS test and the department placement test process to place students in the appropriate level of ESL. These courses provide students with specialized instruction designed to assist ELLs develop English proficiency. All ESL courses are aligned to the Illinois language proficiency standards. The chart below lists the courses that correspond to each level of ESL.

Level 1- ENTRY	Level 2- BEGINNER	Level 3- INTERMEDIATE	Level 4- ADVANCED	Level 5- TRANSITIONAL
E104	E111	E121	E131	E151
E105	E112	E122	E132	
E106	E113			



**E104, E105, E106 English as a Second Language – Entry Level**

This entering level consists of three courses designed to meet the needs of English language learners who have recently arrived with little or no English language skills. In this level, students will acquire listening comprehension, oral language, vocabulary, and basic reading and writing skills.

**E111, E112, E113 English as a Second Language – Beginning Level**

This entering level consists of three courses designed to meet the needs of English language learners who have recently arrived some language skills in English. In this level, students will acquire listening comprehension, oral language, vocabulary, and basic reading and writing skills.

**E121, E122 English as a Second Language – Intermediate Level**

This ESL course is designed to meet the needs of English language learners. This intermediate level course focuses on building reading, writing, speaking, listening, and grammar skills.

**E131, E132 English as a Second Language – Advanced Level**

This advanced ESL course is designed to meet the needs of English language learners. All language skills are practiced and refined with an emphasis on academic reading and writing.

**E151 English as a Second Language – Transitional Level**

This transitional ESL course is designed to further the students’ development in English through intensive listening, speaking, reading, and writing. This course is designed to transition English language learners into mainstream English classes.

**Sheltered Content Area Courses**

ELLs enrolled in the TBE or TPI program have the opportunity to enroll in sheltered content area courses. Sheltered courses do count towards graduation requirements. Teachers differentiate instruction based on the academic needs of the students and the English proficiency level of the ELLs they serve. Instruction focuses on content rather than language acquisition, although its design naturally supports ELLs’ language development.

**Academic Departments**

Applied Technology	Art
Business Education	Drivers Education
English	English as a Second Language
Health	Family & Consumer Science
Mathematics	Music
Physical Education	Science
Social Studies	Special Education
World Languages	

## **Critical Learning Standards**

All District 211 schools follow the same curriculum. Teachers have identified critical learning standards. Essential Outcomes are the critical skills and strategies that the typically developing student is expected to master by the end of each grade level. They are aligned with the Common Core State Standards, Illinois State Learning Standards and the Illinois Assessment Framework. This alignment provides support for all students to reach their full learning potential and enhances the opportunities for our students to be successful on state and local assessments. For more information, visit our website at <http://sd54.org> and click on the Student Learning menu.

District 211 Faculty has collaborated to identify and define academic skills that transcend the classroom and contribute to academic and career success. These Critical Learning Standards are introduced, developed, and assessed in all areas of the curriculum. Students are expected to demonstrate proficiency in these standards prior to graduation. Through continued development of the electronic grade-book and on-line parent access teachers, parents and students will have the ability to track progress on these standards.

## District 211 Graduation Requirements

All students receive full credit for successful completion of courses taken in the TBE/ TPI program. ESL courses count toward the four units of English graduation requirement. The District 211 graduation requirements are listed below.

1. Complete 18 academic units of credit
2. Physical education credit for each semester of attendance (*or equivalent*)
3. Successfully complete:
  - a. One unit of United States History
  - b. One unit of Social Science Survey or ½ unit each of Government and Economics
  - c. Three years of mathematics course work is required, with successful completion of a 300-level course. One of the three required units must be Algebra I, and one unit must include Geometry content.
  - d. Two units of science (1 year — Biological Science/ 1 year — Physical Science)
  - e. One unit of art, world language, music, or vocational education (*Applied Technology, Business Education, Family and Consumer Sciences*)
  - f. Four units of English
  - g. Two years of writing-intensive courses, one of which must be English.
  - h. One-half unit of Consumer Education (*or equivalent*)
  - i. One-half unit of Health
4. Complete 30 hours of instruction in safety education (*Driver Education classroom instruction*)
5. Pass a qualifying examination on the State and Federal Constitutions, Declaration of Independence, use of the American flag, and the Australian (*secret ballot*) method of voting
6. Participate in State testing at an appropriate level



## Grading and Reporting

Student grades are reported on a nine-week basis and by semesters. Each semester is made up of two, nine-week periods. Parents may be informed of their student's progress at the midterm of a nine-week period. Students may receive midterm reports if the teacher wishes to make a special comment or if they are failing, possibly failing, or incomplete. Spanish-speaking parents who have indicated Spanish as their home language should receive midterm comments in Spanish. Questions or concerns about receiving midterm comments in Spanish should be addressed to the Student Services Department at your child's school.

The semester grade is based on two, nine-week grading periods and a semester examination. The two, nine-week grading periods are worth forty percent each and the semester examination is worth twenty percent of the final semester grade. Semester grades are recorded on each student's permanent record. Report cards are emailed directly to parents who have provided an email address at the time of enrollment. Those who do not provide an email address are mailed report cards and midterm comments. Parents of students having difficulty or doing unsatisfactory work are urged to meet with teachers and/or the student's counselor to discuss improvement options. Specific dates of all student reports are in each school's Calendar/Handbook.

Additionally, all parents may view the status of their students in classes in which the teacher is using the District Electronic Grade book by logging on to the confidential Parent Online Access System at [www.d211.org/parentaccess.shtml](http://www.d211.org/parentaccess.shtml). Parent log-in information is provided with the Parent Open House materials in the fall of each school year. You could also obtain it by contacting the Student Services Department at your child's school.

## School Calendar Overview

<p style="text-align: center;"><b>Semester One</b></p> <p>Begins in the last week of August and ends in the third week of January.</p> <p style="text-align: center;"><b>Quarter 1</b></p> <p>9 weeks</p> <ul style="list-style-type: none"><li>▪ At 4 ½ weeks – A midterm progress report is sent home.</li><li>▪ At the end of the nine weeks – First quarter grades are sent home.</li></ul> <p style="text-align: center;"><b>Quarter 2</b></p> <p>9 weeks</p> <ul style="list-style-type: none"><li>▪ At 4 ½ weeks – A midterm progress report is sent home.</li><li>▪ At the end of the nine weeks – Second quarter grades and first semester grades are sent home.</li></ul> <div style="display: flex; justify-content: space-between;"></div>
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## **Semester Two**

Begins in the third week of January and ends in the beginning of June.

### **Quarter 3**

9 weeks

- At 4 ½ weeks – A midterm progress report is sent home.
- At the end of the nine weeks – Third quarter grades are sent home.

### **Quarter 4**

9 weeks

- At 4 ½ weeks – A midterm progress report is sent home.
- At the end of the nine weeks – Fourth quarter grades and second semester grades are sent home.

## **General Grading Information**

### **The following is an explanation of the grading scale used on the report cards:**

- |             |   |
|-------------|---|
| <b>A</b>    | A superior grade for exceptional or outstanding work.   |
| <b>B</b>    | An excellent and commendable grade for an above average degree of accuracy and knowledge of the subject.  |
| <b>C</b>    | An average grade for an adequate and satisfactory performance.  |
| <b>D</b>    | A passing grade for below average work.   |
| <b>E</b>    | A passing grade for demonstrating maximum effort and/or minimum skills.   |
| <b>F</b>    | A failing grade.  |
| <b>AUD</b>  | Special permission to take a course for no grade and no credit.   |
| <b>EXC</b>  | Excused for the grading period and/or from taking the semester examination. Credit for the course may depend on any existing grades earned during the course. |
| <b>PASS</b> | A passing grade for a course taken on a Pass/Fail basis. Credit is given, but no grade point is recorded.   |
| <b>FAIL</b> | A failing grade for a course taken on a Pass/Fail basis. No credit is given and no grade point is recorded.   |
| <b>W/P</b>  | Withdrew from course with passing grade. No credit is given and no grade point is recorded.   |

<b>W/F</b>	Withdrew from course with failing grade. No credit is given and the grade point reduction will be recorded.
<b>SAT</b>	Satisfactory grade.
<b>INC</b>	Required work is incomplete. Students should discuss the situation with their teachers as soon as possible.

- Following a letter grade indicates a ~~minus~~. **-C-** means a low **-C** grade.
- + Following a letter grade indicates ~~plus~~. **-C+** means a high **-C** grade.

**In the ~~emarks~~ area of the report card, the numbers listed below have the following meanings:**

2. Interested/enthusiastic/pleasure to have in class.
3. Student appears to be working conscientiously and/or shows improvement.
4. Needs to improve class attitude/preparation/participation.
5. Low test scores and/or very poor written work and/or lab work.
6. Low level of achievement in basic skills.
7. Conduct is disruptive to class atmosphere — must improve.
8. Student is not working up to expectations and/or performance is not consistent.
9. Class absences/failure to complete overdue work.

**How is the GPA calculated?**

GPA or Grade Point Average is calculated using a 4.0 system. (A=4 pts, B=3 pts, C=2 pts, D-1 pt, F=0 pts). Grades in PE, driver ed., or Pass/fail courses are not calculated into the GPA. Semester grades are calculated with each quarter contributing 40% and the final exam contributing 20% of the final semester grade. Students taking accelerated and/or honors courses receive an extra honor point each semester for each course.

## School Bell Schedules

### Schedule at Conant and Palatine High Schools

- Students attend school every day from 8:15 a.m. to 3:30 p.m. Some students may have classes which start at 7:40 a.m.
- The school day is divided into 8 periods, each of which is 50 minutes long.
- There is a 5-minute passing period between classes so that students can move from one classroom to another.
- Lunch periods are third, fourth, fifth and sixth.
- A typical schedule includes five academic classes, such as at least one ESL class, math, science, social science, an elective class, physical education, resource and lunch.

<b>Period</b>	<b>Regular Day</b>
1	8:15- 9:05
2	9:10- 10:00
3	10:05- 10:55
4	11:00- 11:50
5	11:55- 12:45
6	12:50- 1:40
7	1:45- 2:35
8	2:40- 3:30

### Schedule at Fremd and Schaumburg

- Students attend school every day from 7:30 a.m. to 2:45 p.m.
- The school day is divided into 8 periods, each of which is 50 minutes long.
- There is a 5-minute passing period between classes so that students can move from one classroom to another.
- Lunch periods are fourth, fifth, sixth, and seventh.
- A typical schedule includes five academic classes, such as at least one ESL class, math, science, social science, an elective class, physical education, resource and lunch.

<b>Period</b>	<b>Regular Day</b>
1	7:30- 8:20
2	8:25- 9:15
3	9:20- 10:10
4	10:15- 11:05
5	11:10- 12:00
6	12:05- 12:55
7	1:00- 1:50
8	1:55- 2:45

### Schedule at Hoffman Estates High School

- Students attend school every day from 7:30 a.m. to 2:45 p.m.
- Classes follow block scheduling, which consists of four 94-minute blocks of class time during a single school day.
- There is a 7-minute passing period between classes.
- Students alternate A and B day schedules for a total of 8 classes each semester.
- The third block of the day is extended to accommodate the lunch period.

<b>Block</b>	<b>Regular Day</b>
1	7:30 - 9:04
2	9:11 - 10:45
3a	<b>Lunch</b> - 10:52 - 11:22 <b>Class</b> - 11:30 - 1:04
3b	<b>Class</b> - 10:52 - 11:22 <b>Lunch</b> - 11:26 - 11:56 <b>Class</b> - 12:00 - 1:04
3c	<b>Class</b> - 10:52 - 11:56 <b>Lunch</b> - 12:00 - 12:30 <b>Class</b> - 12:34 - 1:04
3d	<b>Class</b> - 10:52 - 12:26 <b>Lunch</b> - 12:34 - 1:04
4	1:11 - 2:45



## **Parent Involvement/ Resources**

The ESL Program in District 211 offers a variety of opportunities for parents of ELLs, including adult ESL classes, Bilingual Parent Advisory Council (BPAC), State Bilingual Parent Summit, and translated documents and resources in Spanish. An overview of each opportunity/ resource is provided below.

### **Bilingual Parent Advisory Council (BPAC)**

The bilingual parent advisory council meets at least four times a year. It consists of parents, legal guardians, TBE teachers, counselors and community leaders. The majority of members are parents with children in the program. Contact the director of the TBE/TPI program, Craig Kersemeier, at 847-755-1614 for more information.

### **State Bilingual Parent Summit**

The past six years, the Illinois State Board of Education's Division of English Language Learning has sponsored a conference for members of the Bilingual Parent Advisory Councils. Topics addressed include:

- Pre-K-12 educational programs and services
- higher education opportunities
- parental leadership and advocacy
- community outreach and family support

### **Translated documents and resources in Spanish**

Many school letters and documents are offered in Spanish. These forms are available in the Student Services Department at your child's school. In addition, midterm and report card comments are also available in Spanish for families that indicate Spanish as home language.

### **Parent Communication**

Communication between parents and guardians and teachers about learning progress is an important part of student academic success. Parents are encouraged to contact their students' teachers with any questions, concerns, or comments.

Staff members are encouraged to contact parents on a regular basis. The AT& T Language Line allows teachers and administrators to communicate with non-English speaking parents in the parents' native languages. The service involves a three-way conversation between the educator, non-English speaking parent, and interpreter. The interpreter will initiate the call with an introduction, explanation of the service, and reason for the call. Provided the parent agrees to continue, the interpreter will facilitate the conversation. When a parent responds, the interpreter will let the staff member know what the parent says, and then the parent will be able to respond to the parent through the interpreter.

Expect more pauses than in an ordinary conversation, because interpreted comments take more time since they involve meaning-for-meaning, rather than word-for-word interpretation. Meaning-for-meaning interpretation includes explanation or elaboration of concepts that are unfamiliar to non-English speakers.

# Attendance Procedures

## Absences:

- Daily attendance at school is required by state law.
- Parents must call the attendance office by 10:00 a.m. if their child is sick and cannot attend school.
- Other reasons for absence include: death in the family, court appearances, observation of religious holidays, and family emergency.
- Parents must call the school for **any** absence, or the absence will be considered a **truancy** (absence from a class or an entire day without permission.)
- There are serious consequences for being **truant**.
- Families are encouraged to avoid family vacations during the school year.
- Students are not allowed to leave the building during the school day without permission from an administrator or nurse.



### THE PHONE NUMBER OF THE ATTENDANCE OFFICE IS:

Conant High School:	Blue Team: (847) 755-3672
	Red Team: (847) 755-3670
	White Team: (847) 755-3671
Fremd High School:	(847) 755- 2670
Hoffman Estates High School:	(847) 755- 5670
Palatine High School:	Scarlet Team: (847) 755- 1617
	White Team: (847) 755-1619
	Grey Team: (847) 755-1615
Schaumburg High School:	(847) 755- 4670

### A typical absence phone call would be:

*Parent:*      *Hello, my name is \_\_\_\_\_*  
*My son's/daughter's name is: \_\_\_\_\_*  
*His/her ID number is: \_\_\_\_\_*  
*My child will be absent today because he/she:*  
*is sick.*  
*is going to the doctor.*

# Summer School Course Information & Registration

## Summer School Registration

A summer school catalogue and fee listing will be mailed to the home of all current and incoming students during the month of March.

Elective courses are offered based on student interest and enrollment. Courses with low enrollment may be cancelled. Additionally, some very popular classes fill quickly. Parents are advised to register for summer courses during early May.

Courses may be held at HEHS, SHS or CHS. Transportation to all three sites is available. Information regarding bus routes is available at the time of registration.

Fees must be paid at the time of registration in order to reserve a seat in the class. Students mandated for attendance in the Incoming Freshman Academy or ESL academy must also complete the registration process. Parents may complete the registration process in the student services office.

## ESL Summer Academy

Incoming freshmen and current freshmen enrolled in English as a Second Language classes in District 211 are required to attend a six week summer academy to strengthen their English skills in reading, writing, listening, and speaking. Although, upper classmen are not required to attend the ESL summer academy, they are encouraged to participate. Students who also demonstrate a need for mathematics instruction will be enrolled in both mathematics and English courses. There is no fee for tuition or transportation for students who participate in the ESL summer academy. Consult the Summer School Catalog available on the district 211 website at [http://www.d211.org/pdf/continue/summer\\_school\\_catalog.pdf](http://www.d211.org/pdf/continue/summer_school_catalog.pdf) for more detailed information.

The chart below indicates the ESL summer school course appropriate students enrolled in the following ESL courses during the academic school year.

## Summer School Attendance

Good attendance is vital to success in summer classes. Each day of summer school corresponds to 1 week of class during the regular school year. Students who are absent during the first two days, last day, or accumulate 3 absences during the semester will be dropped from the course. No refunds for tuition or transportation will be granted.

ESL Course (during previous academic year)	Summer School Course
E104, E105	R942
E111, E112	R942
E121, E122	R943
E131, E132	R944
E151	R945

## **ESL Summer Courses**

**R942 ESL Academy English — Level A** (by invitation only – mandatory attendance for freshmen/sophomores) Levels: This course provides support to English language learners who are in the initial stages of acquiring the listening comprehension, oral language, reading, and writing skills needed for English language proficiency. Students are placed in the appropriate level of ESL English Academy based on recommendation only. Students attend a three or six-week course. *All Schools — 1st or 2nd Semester, or both*

### **ESL Summer Courses (Continued)**

**R943 ESL Academy English — Level B** (by invitation only – mandatory attendance for freshmen/ sophomores): Students who are in the process of learning the English language will continue to improve their listening, reading, speaking, and writing skills through this course. Students are placed in the appropriate level of ESL English Academy based on recommendation only. Students attend a three or six-week course. *All Schools — 1st or 2nd Semester, or both*

**R944 ESL Academy English — Level C** (by invitation only – mandatory attendance for freshmen/sophomores): This course continues the development of listening, reading, speaking, and writing skills of students who are enhancing their English language proficiency. Students are placed in the appropriate level of ESL English Academy based on recommendation only. Students attend a three or six-week course. *All schools — 1st or 2nd Semester, or both*

**R945 ESL Academy English — Level D** (by invitation only – mandatory attendance for freshmen/ sophomores): This course is designed to refine listening comprehension, oral language, reading, and writing skills needed for English language proficiency. Students are placed in the appropriate level of ESL English Academy based on recommendation only. Students attend a three or six-week course. *All schools — 1st or 2nd Semester, or both*

**R946 ESL Academy Mathematics I** (by invitation only – mandatory attendance for freshmen/sophomores): This course provides necessary support to students in need of accelerating their progress towards algebra readiness. Students will study topics aimed at increasing their number sense and conceptual understanding of pre-algebra concepts. The project-based classroom will use manipulative experiments, cooperative groups, and technology to enhance student learning. At the end of the program, students will be retested for placement into Algebra I. *All schools — 2nd Semester*

**R947 ESL Academy Algebra** (by invitation only – mandatory attendance for freshmen/ sophomores): This course provides necessary support to students in need of accelerating their progress towards meeting state standards in mathematics. This project based classroom will use manipulative experiments, cooperative groups, and technology to enhance student learning. At the end of the program, students will be retested to determine placement for the fall semester mathematics course. *All schools — 2nd Semester*

## Student Extracurricular Involvement

All District 211 students are encouraged to participate in extracurricular activities. Participation in clubs and/ or athletics provides students with additional opportunities to develop important life skills, pursue personal interests, and meet new friends. A vast variety of athletics and clubs are offered in all of the schools in the district. Coaches and club sponsors communicate important information to encourage continued or new membership at the beginning of each school year and/ or sport season. The subsequent pages provide an overview of the extracurricular opportunities available for students as well as relevant contact information.

### Athletics Contact Information

High School	Athletic Director	Contact Information
Palatine High School	Jerry Dobbs	847-755-1770 <a href="http://www.athletics2000.com/palatine/">http://www.athletics2000.com/palatine/</a>
William Fremd High School	David Dick	847-755-2770 <a href="http://www.athletics2000.com/fremd/">http://www.athletics2000.com/fremd/</a>
James B. Conant High School	John Kane	847-755-3770 <a href="http://athletics2000.com/conant/">http://athletics2000.com/conant/</a>
Schaumburg High School	Tim Kirby	847-755-4770 <a href="http://www.athletics2000.com/schaumburg/">http://www.athletics2000.com/schaumburg/</a>
Hoffman Estates High School	Steve Lacni	847-755-5770 <a href="http://www.athletics2000.com/hoffmanestates/">http://www.athletics2000.com/hoffmanestates/</a>

### Sports Seasons

Fall	Winter	Spring
Football	Girls Gymnastics	Girls Water Polo
Girls Cross Country	Girls Bowling	Girls Track
Girls Golf	Girls Basketball	Girls Softball
Girls Tennis	Boys Swimming	Girls Soccer
Girls Swimming & Diving	Boys Basketball	Girls Lacrosse
Girls Volleyball	Boys Wrestling	Girls Badminton
Boys Soccer		Boys Water Polo
Boys Golf		Boys Volleyball
Boys Cross Country		Boys Track
		Boys Tennis
		Boys Lacrosse
		Boys Gymnastics
		Boys Baseball

## Clubs and Activities

There are more than 60 organizations to meet the needs and interests of all students. Among the many groups available at our five schools are:

### Activities Contact Information

High School	Assistant Principal	Contact Information
Palatine High School	Mike Alther	847-755-1612 <a href="http://www.phs.d211.org/Activities/index.htm">http://www.phs.d211.org/Activities/index.htm</a>
William Fremd High School	Eric Dolen	847-755-2612 <a href="http://www.fhs.d211.org/activities/">http://www.fhs.d211.org/activities/</a>
James B. Conant High School	Jerry Treviño	847-755-3612 <a href="http://www.conantcougars.com/clubs_and_activities/">http://www.conantcougars.com/clubs_and_activities/</a>
Schaumburg High School	Shayne Bullen	847-755-4616 <a href="http://www.athletics2000.com/schaumburgactivities/Sport.aspx?nav=s">http://www.athletics2000.com/schaumburgactivities/Sport.aspx?nav=s</a>
Hoffman Estates High School	Rusty Cummings	847-755-5612 <a href="http://www.hehs.d211.org/clubs/activities.shtml">http://www.hehs.d211.org/clubs/activities.shtml</a>

### Special Interest

Art Club	Film Making Club	Computer Club
Life & Family Studies Club	Students Against Drunk Driving (SADD)	Science Club
Astronomy Club	Foreign Exchange	Cultural Awareness Club
Outdoor Adventure Club	French Club	Service Club
Auto Club	German Club	Electronics Club
Peer Group Counseling	Student Chemical Prevention Team	Social Science Club
Bell Choir	Horticulture Club	Environmental Club
Pep Club	Theater Guides	Spanish Club
Business Club	Intramurals	Cheerleaders
Photography Club	Varsity Club	Science Bowl Team
Chemical Awareness	International Club	Chess Team
Presidents Club	Wood Workers Club	Science Olympiad
Chess Club	Internet Club	Debate Team
Reading Club	Writing Club	Special Olympics
Computer-Aided Drafting	Band	Flag Squad
Robotics Club	Drama Club	Speech Team
Color Guard	Orchestra	Math Team
Orchesis	Choir	Student Congress Club
Distributive Education	Dramatic Productions	Model United Nations
Business Professionals of America	Variety Show	Pom Pon Squad
Cooperative Work Training	Newspaper	Scholastic Bowl Team
Industrial Cooperative Education	Yearbook	Worldwide Youth in Science & Engineering Club
Office Education	Class Officers	Modern Music Masters
Secondary Work Experience Program	Student Council	National Honor Society
Home Economics Related	Occupations	Literary Magazine

## District 211 Continuing Education

### Adult ESL Classes

Township High School district 211 has had established secondary English support classes since the Fall of 1971. The District 211 Adult English as a Second Language Program has been an outgrowth for adults to further their studies in English. The program has grown over the years to serve residents both during the day and in the evening. The program reinforces skills in listening, speaking, reading, writing, and culture. The program is held in two campus locations in the evening. On Monday and Wednesday evenings the program takes place at James B. Conant High School and on Tuesday and Thursday evenings at Palatine High School. The program extends to the community with a partnership with Schaumburg Township District Library where classes take place during the day on the same days. The program currently serves about 800 students a year.

### Faculty

All faculty members are hired by the Director of Summer School, Evening Programs, and Continuing Education and are experienced in the area of ESL instruction.

### Eligibility/Application

This program is designed to meet the educational needs of adults (18 years of age or older) who are learning English as a second language with the goal to improve their skills. Each semester is 12 weeks in length and offers students the opportunity of earning a certificate for 60 hours of instruction. Six levels of ESL are offered from beginner to advanced. Students are pre and post tested to show gains in mastery of the language. Registration takes place at each testing site (consult Continuing Education Catalog for dates.)

### Advantages of Adult ESL Program

- Students can work during the day and attend classes in the evening.
- Students can improve skills to gain employment.
- Students can improve skills to live comfortably in the community.
- Students can network with other students.

### ESL Program Locations

Township High School District 211

#### ESL —Night” Classes (24 classes or 60 hours):

Palatine High School Library  
1111 North Rohlwing Road  
Palatine, IL 60074-3777  
(847) 755-1600

James B. Conant High School  
700 East Cougar Trail  
Hoffman Estates, IL 60169-3659  
(847) 755-3600

#### ESL —Day” classes (24 classes or 60 hours):

Schaumburg Township District  
130 South Roselle Road  
Schaumburg, IL 60193  
(847) 985-4000

**Continuing Education Office**  
1750 South Roselle Road  
Palatine, IL 60067-7336  
(847) 755-6820

[www.d211.org](http://www.d211.org)

## **Testing**

Prospective Students are tested to determine beginning placement. Testing is held at each location prior to the start of each semester (consult Continuing Education Catalog for dates).

## **Attendance**

Students are expected to attend each class. To earn a certificate of completion, students must attend at least 35 hours.

## **Expectations of Conduct**

1. State law prohibits drugs, tobacco, and alcohol on District 211 property. Students in violation will be withdrawn from all classes.
2. **Adult behavior is expected of all students. This implies respect for others' rights and property.** Students who refuse to comply will be withdrawn.
3. Refusal to follow the instructions of campus security personnel or faculty can result in immediate dismissal and arrest for trespassing.
4. Children of students are not allowed to attend classes. No provisions are available for child care.
5. Food, drinks, and the use of cell phones or other electronic devices are prohibited from all classrooms.

## **Cost**

The Adult ESL Program is funded by the Illinois Community College Board, the Illinois State Board of Education, and Township High School District 211. Residents of Township High School District 211 attend classes at no cost and do not pay tuition.

## **Emergency Information**

In the event that it is necessary to cancel evening classes because of inclement weather or an emergency situation, information will be available on the District 211 web site ([www.d211.org](http://www.d211.org)), via the news media, or on the **information Hotline at (847) 755-6724**. Day school cancellation DOES NOT automatically mean night school is cancelled.

## **Adult English as a Second Language Administration**

Nancy N. Robb – Superintendent

Charles M. Chamberlain – Director of Summer School, Evening Programs, and Continuing Education

Julie R. Frost – Program Coordinator



## **Frequently Asked Parent Questions**

### **How can I monitor my child's academic progress?**

Information about student grades and academic progress is available in a variety of ways. Midterm comments are submitted by teachers and mailed or emailed to parents at the midpoint of each quarter. Grade reports are distributed at the end of each quarter and semester. Parents can also access current grades via the parent access website. Once registered for this service, parents can access their student's daily grades as recorded in each teacher's electronic grade-book.

### **What if I have concerns about my child's academic performance?**

The classroom teacher is always the best source of information about your child's academic performance. You should contact the teacher by email or phone to get specific information about class effort, homework completion, and test results. You can also contact your child's counselor with concerns.

### **How are the results of the Explore Test used by District 211?**

The Explore is initially used to assist in the placement of students into appropriate and challenging courses. The information from the tests and interest inventory are reviewed throughout freshman year with the students during meetings with guidance staff. These discussions guide students choices regarding course and post-secondary planning. Alternate versions of the Explore test are also used to identify students for Sophomore Summer Academy and to measure progress toward meeting state standards. The PLAN, taken during sophomore year, and the ACT, taken during junior year, are similar in format and content to the Explore exam.

### **What if I have questions about course and curriculum?**

Contact the department chair of the particular curricular area. These individuals can provide information about skills required for and reinforced in a particular course.

### **How long does it take an ELL to achieve native speaker academic proficiency in English?**

Research indicates that on average ELLs need five to seven years to achieve native speaker academic proficiency. The strength of the academic or primary language background impacts the transition time of the ELL. Students with strong academic or primary language backgrounds are more likely to transition more quickly (approximately four to five years.) In contrast, those with weak academic or primary language skills often require eight to ten years to achieve native speaker equivalence (Boals, 2002).

### **Is it possible for an ELL to graduate high school before transitioning out of the ESL program?**

Yes. Although some ELLs transition out of the ESL program before graduation, other ELLs earn a high school diploma prior to transitioning out of the ESL program. Since many community colleges, universities, and technical colleges offer an ESL program, ELLs who graduate from school before reaching full English proficiency have adequate options to continue their studies at the college level (Boals, 2002).

# Glossary

**Home language-** language normally used in the home by the student and/or by the student's parents or legal guardian

**English Language Learner (ELL)** - students whose first language is not English; includes those at various levels of proficiency

**L1-** first language

**L2-** second language

**WIDA-ACCESS Placement Test (W-APT)** - a screening instrument designed to determine program eligibility and to assist with placement within an ESL program

**Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs)** - an annual assessment of student progress in achieving English language proficiency

**Secondary Level English Proficiency (SLEP test)** - measures ELLs listening and reading comprehension; ESL departments use results to make decisions about ELLs' placement and course selection

**Students of Limited English Proficiency (LEP)** - Students who have not met the State's proficient level of achievement on the ACCESS test 4.8 (composite proficiency level)/ 4.2 (literacy composite proficiency level) out of a 6 point scale

**Transitional Bilingual Education (TBE)** - When there are 20 or more LEP students of the same language group, the school offers these students native language support in all of their graduation requirement courses

**Transitional Program of Instruction (TPI)** - When there are 19 or fewer students of the same language group, the school offers English as a Second Language (ESL) services to those students

**English as a Second Language (ESL)** - specialized instruction designed to assist ELLs develop English proficiency

**Sheltered Instruction-** Teachers adapt the level of English used to the proficiency level of the ELLs they serve. Instruction focuses on content rather than language acquisition, although its design naturally supports ELLs' language development.

**Push-In Services-** ESL teachers or teaching assistants provide linguistic and academic support to ELLs in the general education classroom.

**School Board** – residents of the school district elected by the people to hire the superintendent and make decisions for the school district

**Superintendent** – the highest administrator in the school district

**Central Administration** – assistant superintendents and other administrators at the district level

**Principal** – the director of the school

**Assistant Principals** – administrators in charge of student activities, discipline, buildings and grounds, and other areas in the school

**Director of Student Services** – administrator for guidance, special education, and ESL

**Dean** – administrator in charge of student discipline

**Department Chairs** – administrators for subject areas

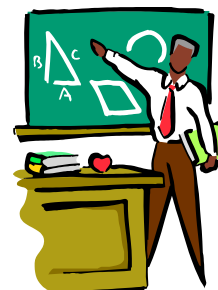
**Teachers** – instructors in different subject areas

**Teaching Assistants** – help students and teachers in the classroom

**Counselors** – help students plan their schedules and adjust to school

**Social Workers** – help students who need additional support with school, family, or personal issues

**Psychologists** – evaluate students with special needs for special education services



**Nurses** – help sick or injured students and keep student health records  
**Speech Therapists** – assist students with speech or language problems  
**Police Consultant** – handles police matters that occur at school  
**Registrar** – responsible for school registration, transcripts and record keeping  
**Custodians** – responsible for building maintenance  
**Para - professionals** – supervise the halls, cafeteria, and study areas  
**Office Staff** – receptionists, secretaries, clerks, and assistant



# American School System Overview

## **Birth to 3**

- Elementary school districts have the responsibility to identify children from birth to 3 with special needs.
- If a parent feels that his/her child may be in need of special services, he/she should contact the local elementary school district.

## **Preschool**

- Local school districts are required to provide preschool screenings for children between the ages of 3 and 5.
- Children with special needs or children identified as being at risk for educational failure may be eligible to receive services free of charge.
- Children without special needs may attend preschool at parental expense.

## **Kindergarten**

- Children who are approximately 5 years of age attend kindergarten.

## **Elementary School**

- Children who are between the ages of 6-10 attend elementary school (grades 1-5).

## **Middle School**

- Children who are between the ages of 11-13 attend middle school (grades 6-8).

## **High School**

- Children who are between the ages of 14-18 attend high school (grades 9-12).

## **Beyond High School**

- Technical / vocational School
- 2 year college  
Associate Degree
- 4 year college  
Bachelor Degree
- Graduate school  
Master's Degree
- Doctoral program  
Doctorate or Ph.D