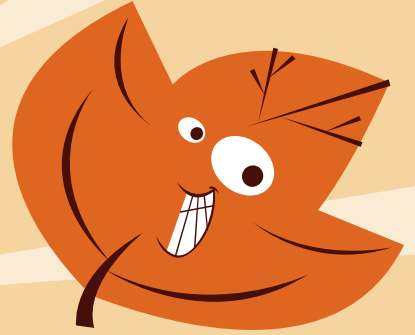


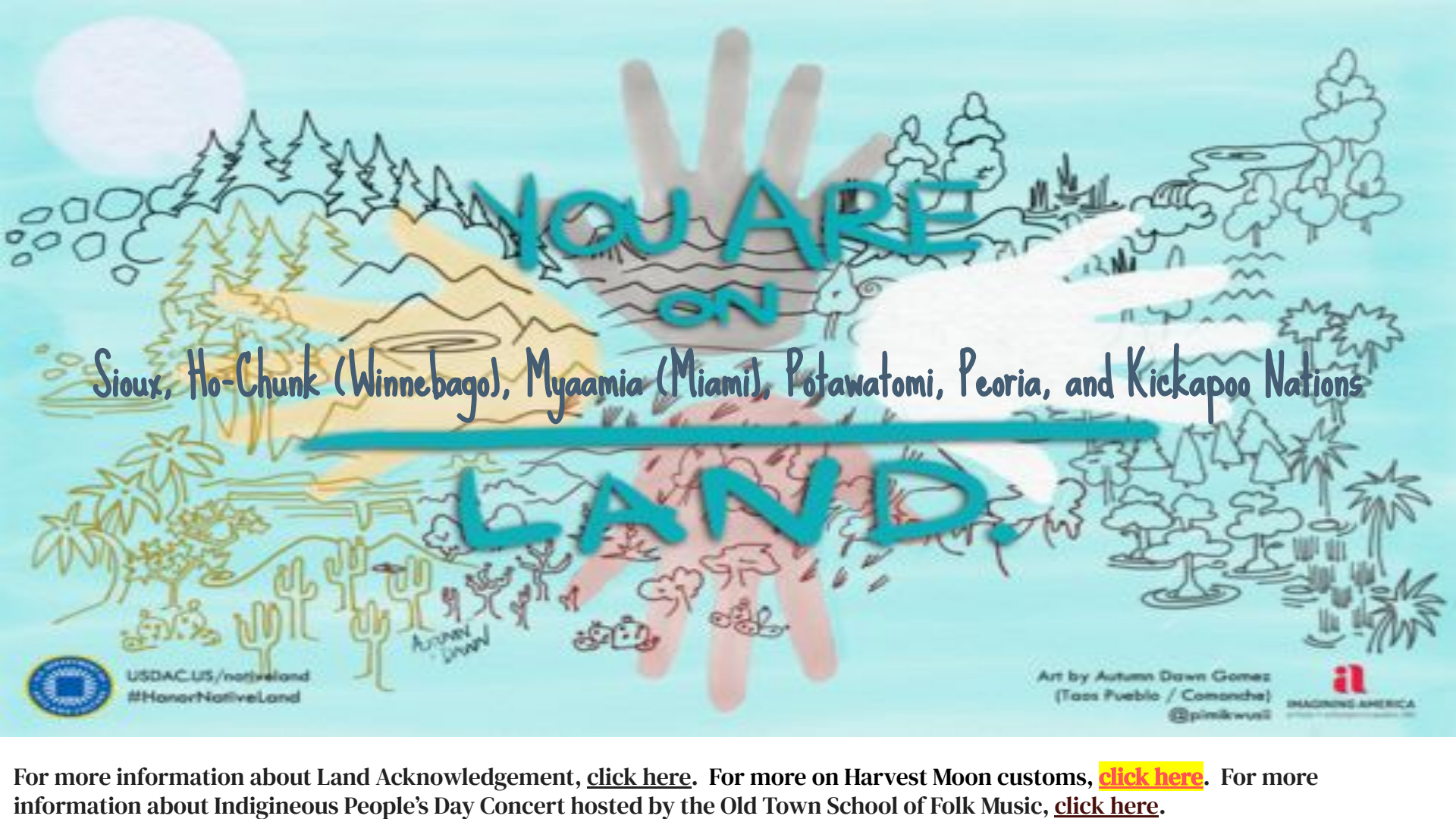


WELCOME!



★ What is your favorite food/dish?





YOU ARE
ON

Sioux, Ho-Chunk (Winnebago), Myaamia (Miami), Potawatomi, Peoria, and Kickapoo Nations

LAND.

 USDAC.US/nativeLand
#HonorNativeLand

Art by Autumn Dawn Gomez
(Tasa Pueblo / Comanche)
@pim&wus2

 IMAGINE AMERICA

For more information about Land Acknowledgement, [click here](#). For more on Harvest Moon customs, [click here](#). For more information about Indigenous People's Day Concert hosted by the Old Town School of Folk Music, [click here](#).

THERE ARE STAFF MEMBERS HERE WHO CAN INTERPRET

- ★ Please ask questions and share ideas!
- ★ Type your name into the chat!

DISTRICT 73.5 TOP 6 LANGUAGES SPOKEN AT HOME

19 ***VIETNAMESE***

44 ***ASSYRIAN***

25 ***ARABIC***

70 ***SPANISH***

33 ***TAGALOG***

101 ***URDU***



MEYER

Co-taught classes

SERVICES

MIDDLETON

Bilingual Classes/co-taught
classes



MCCRACKEN

Co-taught/Language Skills
classes

BUDGET

- ★ Bilingual Parent Advisory Committee
 - Funding needs for the 2023-2024 school year
 - How have we used the funds before?
 - Students
 - Teachers
 - Parents
- ★ In the chat type out what you would like to see...
 - In groups here you will share out some of your ideas
- ★ Then we will discuss them as a group



PROGRAMMING LETTERS



SKOKIE 73.5

Department of Student Services

NOTICE OF PROGRAM ENROLLMENT

Date _____

Dear _____:

Your child, _____, is enrolled in grade _____ in the program checked below based on his/her English language proficiency (MODEL/ WIDA Screener/ACCESS) test scores:

_____ Transitional Bilingual Education (TBE) _____ Transitional Program of Instruction (TPI)

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

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

TEST: ____ MODEL _____ WIDA Screener _____ ACCESS for ELLs™

YEAR in program: ____ 1-3 ____ 3+

Subtest	Proficiency Level 1-6
Listening	
Speaking	
Reading	
Writing	
Literacy	
COMPOSITE SCORE:	

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

Exit Procedures

Students remain in the Transitional Bilingual Education program/Transitional Program of Instruction for three years or until they reach proficiency in academic English.

WIDA SAMPLE REPORT



ACCESS for ELLs[®]
English Language Proficiency Test

Yang, Maria
Birth Date: | Grade: 04
Tier: A
District ID: WS99999 | State ID: 12118248
School: WIDA Use Only - Sample School
District: WIDA Use Only - Sample District
State: WS

Individual Student Report 2023

This report provides information about the student's scores on the ACCESS for ELLs English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

Language Domain	Proficiency Level (Possible 1.0-6.0)	Scale Score (Possible 100-600) and Confidence Band See Interpretive Guide for Score Reports for definitions
	1 2 3 4 5 6 L L L L L L	100 200 300 400 500 600 L L L L L L
Listening	2.8	307
Speaking	2.5	271
Reading	2.5	322
Writing	3.8	339
Oral Language 50% Listening + 50% Speaking	2.6	289
Literacy 50% Reading + 50% Writing	3.4	331
Comprehension 70% Reading + 30% Listening	2.6	318
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking	3.2	318

*Overall score is calculated only when all four domains have been assessed. NA: Not available

Domain	Proficiency Level	Students at this level generally can...
Listening	2	understand oral language related to specific familiar topics in school and can participate in class discussions, for example: <ul style="list-style-type: none"> Identify main topics in discussions Categorize or sequence information presented orally using pictures or objects Follow short oral directions with the help of pictures Sort facts and opinions stated orally
Speaking	2	communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example: <ul style="list-style-type: none"> Share about what, when, or where something happened Compare objects, people, pictures, and events Describe steps in cycles or processes Express opinions
Reading	2	understand written language related to specific familiar topics in school and can participate in class discussions, for example: <ul style="list-style-type: none"> Identify main ideas in written information Identify main actors and events, in stories and simple texts with pictures or graphs Sequence pictures, events or steps in processes Distinguish between claim and evidence statements
Writing	3	communicate in writing in English using language related to common topics in school, for example: <ul style="list-style-type: none"> Describe familiar issues and events Create stories or short narratives Describe processes and procedures with some details Give opinions with reasons in a few short sentences

LISTENING

Level	Students at this level generally can...
6	...understand detailed stories and ideas related to a variety of topics and situations, including language with multiple meanings and original language
5	...understand stories, messages, or directions and detailed information, including technical and specific language related to a variety of topics and situations
4	...understand main ideas and details in stories, messages, or directions, including language specific to particular topics or situations
3	...understand ideas and some details in language that is related to school
2	...understand messages or directions involving language related to routines and familiar experiences
1	...understand brief messages and short commands

SPEAKING

Level	Students at this level generally can...
6	...communicate connected ideas in a variety of situations using language appropriately and taking risks in using language in new and creative ways
5	...communicate details about ideas or stories or elaborate on topics using language specific to the topic or situation
4	...communicate ideas using a series of sentences related to the topic
3	...communicate ideas using short sentences related to routines and familiar situations
2	...communicate ideas using words and phrases related to everyday routines or situations
1	...communicate using familiar words, gestures, or body language

READING

Level	Students at this level generally can...
6*	...identify new information and details for a variety of purposes in illustrated text
5	...identify new information and some details in illustrated text
4	...identify main ideas about familiar topics and some details in illustrated text
3	...identify familiar repetitive language in illustrated text
2	...identify language represented visually in illustrated text
1	...identify meaning or messages in drawings, symbols, or other visual representations

WRITING

Level	Students at this level generally can...
6*	...communicate details about ideas or stories for a variety of purposes and situations
5*	...communicate ideas and information using language related to specific topics and situations
4	...communicate ideas and information with some details using language related to familiar topics and situations
3	...communicate ideas and information using language related to familiar topics
2	...communicate messages using visual and written language related to everyday routines and situations
1	...communicate messages using drawings, symbols, or other visual representations

***Kindergarten ACCESS for ELLs does not assess advanced literacy skills, so these proficiency levels cannot be earned on the assessment.**

LISTENING

Level	Students at this level generally can...
6	...understand oral language in English and participate in all academic classes, for example: <ul style="list-style-type: none"> • Synthesize information from multiple speakers • Recognize language that conveys information with precision and accuracy • Create models or visuals to represent detailed information presented orally • Identify strengths and limitations of different points of view
5	...understand oral language in English and participate in all academic classes, for example: <ul style="list-style-type: none"> • Expand on others' ideas • Distinguish events, people, or situations from oral descriptions • Recall key information and details about processes or concepts discussed orally • Identify examples and reasons that support an opinion or viewpoint
4	...understand oral language in English related to specific topics in school and can participate in class discussions, for example: <ul style="list-style-type: none"> • Exchange information and ideas with others • Connect people and events based on oral information • Apply key information about processes or concepts presented orally • Identify positions or points of view on issues in oral discussions
3	...understand oral language related to specific common topics in school and can participate in class discussions, for example: <ul style="list-style-type: none"> • Connect spoken ideas to own experiences • Find, select, and order information from oral descriptions • Identify the causes and effects of events or situations discussed orally • Classify pros and cons of issues in discussions
2	...understand oral language related to specific familiar topics in school and can participate in class discussions, for example: <ul style="list-style-type: none"> • Identify main topics in discussions • Categorize or sequence information presented orally using pictures or objects • Follow short oral directions with the help of pictures • Sort facts and opinions stated orally
1	...understand oral messages that include visuals and gestures and may contain a few everyday words or phrases in English, for example: <ul style="list-style-type: none"> • Recognize familiar words and phrases in conversations • Match information from oral descriptions to objects, figures, or illustrations • Follow one-step oral directions • Show agreement or disagreement with oral statements



WIDA™

Family Connections through Home Languages

Home languages play an important role in maintaining communication and relationships with family.

Sharing family histories, experiences, and cultural stories in families' home languages can strengthen children's speaking skills. Children can gain a stronger sense of who they are when they have conversations with their families in their home languages. Language is, after all, an important part of our identity.

Encourage families to use their home language(s) to:

- Share family stories orally
- Sing favorite songs
- Read books together
- Read signs, labels, or other visuals in the environment
- Discuss events, stories, movies, or games
- Show children how to do something
- Create art or crafts

Rich cultural and linguistic interactions can bolster children's sense of themselves and their primary language skills. Children can master a language and academic learning when their primary language and culture are stronger.

For more resources to strengthen connections with families, visit wida.wisc.edu/teach/learners/engagement



LEARNING LANGUAGE EVERYDAY



Learning Language Every Day: Activities for Families



Children learn language every day by talking with others.

Use the activities in this packet to start conversations with children about their family, what they like to play, how they feel, what sounds they hear in their home or community, and the weather.

There is no right or wrong way to use these activities. You can share them with your friends and family members.

[CLICK HERE](#)

INVOLVEMENT

- ★ Come to school events and conferences

- ★ Know your rights
 - Translation
 - Interpretation

- ★ Visit the District website [Skokie District 73.5 Website](#) and check your emails regularly
- ★ Make sure your phone number and email address are listed in PowerSchool
- ★ ASK Questions

PTO

The Parent-Teacher Organization is a non-profit group that plans events and fundraises for the District 73.5 community.

Facebook Group: District 73.5 PTO
Forum

See the sign up sheets on the table to help plan events

[PTO Website](#)



District 73.5 PTO

DINE OUT@ DENGEO'S

OCT
5



10AM
TO
10PM

SUPPORT 73.5 PTO

3301 MAIN STREET SKOKIE

Mention "District 73.5 PTO" to donate a portion of your purchase!



If you eat at Dengeos this Thursday, mention "District 73.5 PTO fundraiser" and part of the proceeds will be donated back to the Parent-Teacher Organization!

Is your family interested in learning more about the PTO?

Visit the website below:

<https://www.district735pto.org/>

EL PARENT CENTER



Welcome to the Niles Township

ELL Parent Center

9440 Kenton Avenue,

Skokie, IL 60076

(847) 568-7611

[CLICK HERE](#)



SPREAD THE WORD: FAMILY INFORMATION MEETINGS



Attention
BPAC
Members!

Do you have questions about ESL and Bilingual Services? Do you want to know more about how to build stronger connections between home and school? Need more information about parent/guardian rights? All bilingual and multilingual families are welcome!

Learn how to advocate and support your child's learning, connect with others, and ask questions in a supportive community space!

FALL 2023 FAMILY MEETINGS & DATES

- 8.3.23 @ 6:30 p.m. & 8.10.23 @ 10 a.m.:** Raising a Bilingual Child - They'll Thank You Later!
- 9.7.23 @ 6:30 p.m. & 9.14.23 @ 10 a.m.:** My Child Qualifies for Bilingual/ESL Services... Now What?
- 10.5.23 @ 6:30 p.m. & 10.12.23 @ 10 a.m.:** How Kindness & Confidence Affect Learning
- 11.2.23 @ 6:30 p.m. & 11.9.23 @ 10 a.m.:** Families & Schools Coming Together: Communication & Engagement
- 12.7.23 @ 6:30 p.m. & 12.14.23 @ 10 a.m.:** Join Your BPAC - Your Voice Matters!



tinyurl.com/BPACWorkshops

CORRAN LA VOZ: Reuniones Informativas Para Familias



¡Atención
miembros
BPAC!

¿Tiene preguntas sobre ESL y los servicios bilingües? ¿Quiere saber más sobre cómo construir conexiones más fuertes entre el hogar y la escuela? ¿Necesita más información sobre los derechos de los padres/tutores? ¡Todas las familias bilingües y multilingües son bienvenidas!

¡Aprenda cómo abogar y apoyar a su hijo en su aprendizaje, conectarse con otros y hacer preguntas en un espacio comunitario de apoyo!

OTOÑO 2023: FECHAS DE LAS REUNIONES FAMILIARES

- 8.15.23 @ 6:30 p.m. & 8.22.23 @ 10 a.m.:** Criando Niños Bilingües - ¡Se Lo Agradecerán Después!
- 9.19.23 @ 6:30 p.m. & 9.26.23 @ 10 a.m.:** Mi Niña Califica para Servicios Bilingües/ESL... ¿Ahora qué?
- 10.17.23 @ 6:30 p.m. & 10.24.23 @ 10 a.m.:** Amistades: Cómo la Bondad y la Confianza Afectan el Aprendizaje
- 11.21.23 @ 6:30 p.m. & 11.28.23 @ 10 a.m.:** Familias y Escuelas Uniéndose - Comunicación y Compromiso
- 12.19.23 @ 6:30 p.m. & 12.26.23 @ 10 a.m.:** Unite a su BPAC - ¡Su Voz Importa!



tinyurl.com/BPACWorkshops

por más información, manda un email a

chris@parentmail.org




THANKS!



Do you have any questions?

lnissan@sd735.org
847-676-8210

CREDITS: This presentation template was created by Slidesgo, including icons by Flaticon and infographics & images by Freepik



October 3- at MY
November 9-at MD
February 8-at MD
March 6-at MY
6:00-7:00 PM

