



What does English Learner (EL) mean?

“English Learner” (EL) means any student in preschool through grade 12, whose home language background is a language other than English and whose proficiency in speaking, reading, writing or understanding English is not yet sufficient to meet grade level standards in an English setting.

How does a student qualify as an English Learner?

- A Home Language Survey is completed for every student when they enter the school district.
- “Home Language” means the language most typically used in the home by the student and/or by the student’s parents or legal guardians.
- When students indicate another language besides English is spoken in the home on the Home Language Survey, the student is screened for English proficiency.
- The screener scores determine the students’ English proficiency and eligibility for an English Learner program. The test administrator will explain the criteria.
- No later than **30 days** after the beginning of the school year OR **14 days** after the enrollment of any student that qualifies for language services, the school district notifies by mail the parents or legal guardians of the student that their child has been enrolled in the DL, TBE, or TPI program.
- English Learners will take the ACCESS test of English proficiency in listening, speaking, reading and writing once a year. The results of the ACCESS test determine if a student will continue to qualify for an English Learner Program the following year.
- English Learners will no longer be eligible for services and exit the program if they receive an **Overall Composite Score of 4.8 or above on ACCESS.**

For questions, please contact:

Dr. Rita Guzman

Executive Director of Language Acquisition & Early Learning
(630) 299-7300
rguzman@d131.org

Tina Clement

Assistant Director of Language Acquisition
(630) 299-7203
tclement@d131.org

For more information, visit:

<https://www.d131.org/language-acquisition>

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Reach your full potential!



PROGRAM OPTIONS FOR ENGLISH LEARNERS

Mission:

Our purpose is to educate and empower all students to reach their full potential through language acquisition.

Vision:

Students will attain the Seal of Biliteracy and become global citizens.

We will:

- Build capacity for professional knowledge
- Implement consistent research-based EL models
- Celebrate language learning
- Value heritage language



ENGLISH LEARNERS

Dual Language Program (DLP)

The Dual Language program is designed to ensure that all students become bilingual, biliterate, and multicultural, with the ability to meaningfully engage with their learning in an increasingly global society.

The district employs two models of dual language education. We offer both a **1-Way and 2-Way program**. The 1-Way program is designed for English Learners only, and instruction starts at 80% Spanish and 20% English ratio. The 2-Way program is designed for English Learners and monolingual students.

Instruction is at a ratio of 50% Spanish – 50% English, and it is a 2-Teacher model. The goal of both programs is to prepare students for the future with abilities to listen, speak, read, and write in both English and Spanish, as well as develop an appreciation for different cultures.

Students begin in kindergarten and continue in this program until 5th grade even if they are no longer considered English Learners.

Transitional Bilingual Education (TBE)

At East Aurora School District 131, Transitional Bilingual Education is offered when there are more than 20 English Learners with the same home language, and qualify for full-time language services based on the established district criteria. The end goal of this program is for students to reach a high level of language and literacy development in English, and high academic achievement in English.

Students who qualify for this program receive instruction in Spanish and English, complemented with instructional strategies that support language acquisition. Instruction does transition to the language of instruction being completely in English.



Students are placed in programs based on the screener score criteria for their grade level. Below are the full-time options for services.

*Some exceptions may occur as needed on a per student basis.

Dual Language Education

Kindergarten: Oral Proficiency Level= 1.0-4.9

Transitional Bilingual Education

Grade 1-2: Composite Proficiency Level= 1.0-2.9

Sheltered English Instruction

Grade 3-5: Composite Proficiency Level= 3.0-4.7

All 3rd - 5th grade students are eligible for services receive Sheltered English Instruction.

Early Childhood student placement is based on the PRE-IPT Oral Proficiency Level and the age of the child.

Middle School & High School student placement is based on years in program and entry Composite Score.

Transitional Program of Instruction (TPI)

The Transitional Program of Instruction (TPI) is offered when there are less than 20 students who speak the same language, and qualify for language services based on the established district criteria. The program provides support to help students succeed in academic subjects and acquire English.

Sheltered English Instruction

Sheltered English instruction is delivered utilizing the **Sheltered Instruction Observation Protocol (SIOP)**. The SIOP Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States. Using language acquisition strategies, teachers are able to design and deliver lessons that address the academic and linguistic needs of English learners.

Part-time Instruction Options

English as a Second Language (ESL)

Part-time ESL instruction can be delivered in a variety of settings. The EL student receives instruction in English for at least half of their day in general education. They may receive English Learner services through:

Push-in model: An ESL or Bilingual certified teacher pushes into the classroom to deliver ESL instruction to one or more students.

Pull-out model: The EL student leaves the general classroom for a period of time to receive instruction from an ESL or Bilingual certified teacher.

ESL or Bilingual Aide: An ESL or Bilingual Teacher's Aide delivers instruction under the guidance of the classroom instructor to one or more students in their classroom.

Consultation: An ESL or Bilingual certified teacher consults regularly with the EL student's general education teacher to monitor the progress of the student and suggest strategies to advance the student's language acquisition.