



## EL Program at a Glance

### Basic Statistics

Approximately 1,480 students receive direct service each year through English as a Second Language and/or Bilingual programs. The students served by the English Learners (EL) program speak approximately 69 languages other than English. Our top languages are as follows:

### Elementary

Spanish, Burmese, Arabic, Chin

### Middle School

Spanish, Nepali, Chin, Arabic

### High School

Spanish, Nepali, Chin, Arabic



## Parent Resources

### Parent Advisory Committee

A committee of EL parents, community members, and District 200 staff meets to discuss issues of importance to families with English Learners. The committee has addressed such topics as how to help their children be more successful at school, adult ESL classes, immigration laws and regulations, transitioning from the middle schools to the high schools, and course expectations.

### Interpreters

The District employs individuals who are bilingual in English and another language to help communicate with families during parent meetings, at parent/teacher conferences, and through phone calls.

### Parent Liaisons

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Spanish  
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COMMUNITY UNIT SCHOOL DISTRICT 200



## English Learner Program



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## EL Programming

**Instructional Goals:** To meet academic achievement standards for grade promotion and to become proficient in English

### Transitional Bilingual Program (TBE) - Self-Contained

Self-contained services only English Learners from the same language background in a self-contained classroom. Core academic content is taught in English and the language other than English with a gradual shift to instruction in English as student's English proficiency increases.

### Transitional Bilingual Program (TBE) - Collaboration

Collaboration serves English Learners who are placed in classes with non-ELs and/or ELs from various language backgrounds. Home language instruction occurs through a co-teaching or pull-out model; or when the classroom teacher has a bilingual endorsement, that teacher differentiates language instruction and provides some small group instruction in the home language for part of the day to TBE ELs.

### Transitional Program in English (TPI) - Self-Contained

Self-Contained serves English Learners from the various language backgrounds in a self-contained classroom taught by an ESL-endorsed teacher. Core academic subjects are taught in English using differentiated language instruction adapted for ELs.

### Transitional Program in English (TPI) - Collaboration

Collaboration serves English Learners are placed in classes with non-ELs. Core academic subjects are taught in English. Pull-out/co-teaching instruction in core academic subjects using specific strategies for ELs is provided, or the ESL-endorsed mainstream classroom teacher differentiates language instruction and uses specific strategies for ELs.



## EL Overview

District 200 offers a comprehensive program for students whose primary language is not English. The goal of the program is to prepare students speaking native languages other than English to be successful in a regular classroom setting. Our English Learners Program seeks to enable English Learners (ELs) to become proficient in listening, speaking, reading, and writing of the English language. Our students' academic and cultural experiences are valued and are positive contributions to the school and community.

### District Staff:

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## Identification and Placement

### Student Information Form

When a student enrolls in a District 200 school, the family is asked to complete a Student Information Form. Information on this form identifies the home language(s) spoken by the student and the student's family. Students who indicate that a language other than English is spoken in the home are given a language proficiency test to determine if their placement in a District 200 EL program is necessary. The areas of assessment are listening, speaking, reading and writing of English.

### Illinois English Language Proficiency Standards

The Illinois English Language Proficiency Standards reflect the social and academic language expectations of English learners (ELs) in grades Pre-K --12 attending schools in the United States. The standards provide a common yardstick for educators across Illinois to define and measure how ELs systematically acquire English across the language domains of listening, speaking, reading, and writing. These standards are the starting point for curriculum, instruction, and assessment of ELs. By incorporating the language of the classroom as well as that of the academic subject areas, the English Language Proficiency Standards provide a pathway to success for English Learners.

#### English Language Proficiency Standard 1:

English learners communicate for Social and Instructional purposes within the school setting.

#### English Language Proficiency Standard 2:

English learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

#### English Language Proficiency Standard 3:

English learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

#### English Language Proficiency Standard 4:

English learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

#### English Language Proficiency Standard 5:

English learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.