

WELCOME!

Please grab and find a seat.

We will get started soon.

Today's Agenda

- Introductions
- Review District's Guiding Principles for Supporting Multilingual Learners
- Understand the district's model for Supporting English Learners
- Understand BPAC roles
- Review dates of future meetings

Introductions

Please tell us:

- Your Name
- What School Your Children Attend
- Your favorite thing to do in the winter

What is BPAC?

A **BPAC (Bilingual Parent Advisory Committee)** is an **official committee required by the State of Illinois** for any district that runs a **Transitional Bilingual Education (TBE)** program.

It serves as a **voice for parents of multilingual learners** in planning, implementing, and evaluating bilingual and English Learner programs.

The goal of the BSD2's Bilingual Parent Advisory Council (BPAC) is to support programs that serve English Learners (ELs) and to advocate for the development of bilingual and biliterate students.

Why join BPAC?

- To maintain communication between the District and parents/guardians of students in its Multilingual Education Program
- To provide parents/guardians of students in the District's Multilingual Education Program opportunities to learn about and comment on the program
- To inform parents/guardians about the goals and benefits of bilingualism, biliteracy education, and English as a Second Language (ESL)
- To identify themes of interest to parents/guardians
- To review the annual Multilingual Service Plan

What is a Multilingual Learner?

“Multilingual learners are students developing proficiency in multiple languages. The term multilingual learner is truly an assets-based approach. By using the term multilingual learner, we recognize the totality of a student. We’re emphasizing what a student knows, rather than what they don’t know.”

- **WIDA**

BSD2's Principles for Supporting MLLs

- Read our Draft Guiding Principles for Supporting Multilingual Learners in our District.
- Reflect:
 - Which 2 guiding principles do you most appreciate? Why?
 - Is there anything missing from our guiding principles?

BSD2's Model for Supporting Multilingual Learners

Identifying Emergent Bilinguals (EB)

According to Illinois Administrative School Code, **each district in the state is required to screen all new, enrolling students who have been determined to have a language other than English used in the home.** Once an additional language has been indicated, the district is obligated to screen any school-aged students of that family with the state mandated screening instrument. **The results of the screening instrument are used to determine English Language level, and subsequently, eligibility for emergent bilingual services, also known as EL services.**

BSD2's Model for Supporting Multilingual Learners

TBE Collaboration: This program provides English Learners with instruction in both English and another language (with the goal of moving towards English only) to support English proficiency. Teachers push in and collaborate with general education teachers in this model.

- *TBE Collaboration: K-5 Tioga and Johnson, Blackhawk*

TBE Self-Contained: This program provides English Learners with instruction in both English and another language to support English proficiency. There is a dedicated classroom for TBE students in this model.

- *TBE Self Contained: Johnson and Tioga (5th Grade), Blackhawk*

Dual Language Education (DLE): This is a Type of TBE Self-Contained program. This program provides both English Learners and native-English-speaking students with instruction in both English and another language with the goal of all students becoming bilingual and biliterate.

- *Dual Language Spanish/English: Johnson and Tioga (K-4th, next year 5th)*

TBE Self Contained- EL Support

The mission of the BSD2 EL Program is for our multilingual learners to develop proficiency in English, obtain high levels of academic achievement, and foster cultural competence in order to succeed in a global society and be college, career and life ready.

TBE Collaboration Classrooms

What supports are provided?	How are they provided?
<ul style="list-style-type: none">• <u>Scaffold grade-level learning:</u> Teachers support English Learners by breaking grade-level lessons into manageable steps, using visuals, modeling, and supports so students can access the same rigorous content as their peers.• <u>Provide targeted English Language Development (ELD):</u> Teachers explicitly teach English skills such as vocabulary, grammar, speaking, listening, reading, and writing to help students build confidence and fluency.• <u>Create opportunities for meaningful interaction:</u> Teachers provide structured opportunities for students to practice English through discussions, partner work, and collaborative learning in a supportive environment.	<p>Primarily Push In (Supporting the general ed teacher in the classroom)</p> <p>Push out (small groups out of the classroom)</p>

Dual Language

The mission of the BSD2 Dual Language Program is for all students to develop biliteracy and bilingualism, obtain high levels of academic achievement, and foster cultural competence in order to succeed in a global society and be college, career and life ready.

Dual Language Classrooms

We operate within a 50/50 model.

We alternate between Spanish Language Arts and English Language Arts based on the unit. Each Core unit includes: Building Knowledge, Reading, Vocabulary, Writing, Small Group and Grammar.

Foundational skills is explicitly taught daily in both English and Spanish throughout the year.

K-2 Math is taught in Spanish. 3-5 Math is taught in English. Science is taught in Spanish. SS is taught in English.

Spanish Core Module

	Foundational Skills		SLA	Lit Plus	Math	Math Plus	Social Science	Morning Meeting
			CORE: Building Knowledge, Reading, Vocabulary, Writing, Small Group and Grammar					Same language as Science/SS
K	40	20	80	20	60	20	30	10
1	40	20	80	25	60	25	40	10
2	40	20	65	30	60	30	40	10
3	35	20	70	30	60	30	40	10
4	25	20	80	30	70	30	40	10
5	25	20	80	30	70	30	40	10

Spanish	English	Student Need
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English Core Module

	Foundational Skills		ELA	Lit Plus	Math	Math Plus	Science	Morning Meeting
			CORE: Building Knowledge, Reading, Vocabulary, Writing, Small Group, and Grammar					Same language as Science/SS
K	40	20	80	20	60	20	30	10
1	40	20	80	25	60	25	40	10
2	40	20	65	30	60	30	40	10
3	35	20	70	30	60	30	40	10
4	25	20	80	30	70	30	40	10
5	25	20	80	30	70	30	40	10

Spanish

English

Student Need

Discussion

- What did you learn about the BSD2 Model for supporting our Multilingual Learners?
- What questions do you have?

BPAC Roles

- **President:** The president shall serve as the primary contact for the director and provide input on the content of meetings.
- **Vice President:** The vice president shall assist the president and carry out the president's duties in his or her absence or inability to serve.
- **Parent Liaison:** The parent liaison shall serve as a representative of BPAC for your school

Officer Interest Form

- Are you interested in being a BPAC Officer?
- If so, please fill out the Officer Interest Form.

Dates of Future Meetings

All meetings will take place from 5-6pm in the WA Johnson Library.

- April 16
- May 14



BENSENVILLE

SCHOOL DISTRICT 2

QUESTIONS?