

## Cicero District 99 English Learners Program Models (2020-2021)

### **Full Time Transitional Bilingual (TBE)**

- The purpose of this program is to promote learning of academic content while acquiring English; Instruction is in Spanish and English as a Second Language
- Full time TBE occurs in either self-contained classes in grades K-6, or departmentalized in grades 6-8
- To qualify for this program a student must score a literacy proficiency level of 1.0 - 3.4 on either the initial screener (WIDA) and/or literacy composite of the ACCESS

### **Part -Time Transitional Bilingual (TBE)- General Education Classroom**

- The purpose of this program is to provide structured English instruction so that students will be prepared to eventually transition to a general education classroom with limited or no English language support
- The language of instruction is English with modifications and support provided by an ESL certified teacher
- To qualify for this program a student must score a literacy proficiency level of 3.5 - 6.0 on either the initial screener (WIDA) and/or literacy composite of the ACCESS

### **Part -Time Transitional Program of Instruction (TPI)- General Education Classroom**

- ESL Services for non-Spanish speaking students
- The purpose of this program is to provide structured English instruction so that students will be prepared to eventually transition to a general education classroom with limited or no English language support
- The language of instruction is English with modifications and support provided by an ESL certified teacher
- To qualify for this program a student must score a literacy proficiency level of 1.0-6.0 and an overall composite of 1.0-4.7 on the ACCESS or 1.0-4.9 on the initial screener (WIDA)

### **Newcomer Program for Spanish Speakers**

- This is a short term program to acclimate recently immigrated students (fewer than 3 years) to the culture and educational system of the U.S.A
- The instruction is in Spanish with a strong emphasis on academic English
- These students are placed in transitional classrooms
- This program is for recent immigrants to the U.S., with limited English proficiency that have been in the US for less than 3 years as well as an initial screener (WIDA) score of a literacy proficiency level 1.0 - 3.4

### **Services Coordinated the Special Education Program**

- The purpose of this program is to address students' language learning and disability challenges simultaneously according to their IEPs
- English as a Second Language services are provided in self-contained classrooms by ESL endorsed classroom teachers or ESL resource teachers utilizing a push-in model for students in Pre-K- 8.
- Students may be mainstreamed into bilingual transitional classrooms for area/s of instruction
- Bilingual Program Assistants are available in the classrooms

### **Dual Language Program Model (One-Way & Two-Way)**

The purpose of the dual language program is to:

- Prepare students to compete nationwide and worldwide
- Foster native language and reduce native language loss
- Create a rigorous academic program which accelerates student learning
- Develop high linguistic proficiency in two languages
- Develop positive cross-cultural attitudes
- The program is currently available in the following grades:
  - One-Way: Pre-K and Kindergarten
  - Two-Way: K-2 (available ONLY at Burnham, Cicero West, Columbus West, Lincoln, and Sherlock)
- To qualify for the dual language two-way program:
  - Follow the current registration guidelines set by the District
  - Parents must attend a Dual Language Forum or have a meeting with the building administrator as well as complete a Dual Language Survey