

DISTRICT 89
BILINGUAL PROGRAM

QUICK INFOPAGE

TBE: A Transitional Bilingual Education Program has 20 or more students of one language participating-Spanish. (Emerson, Irving, Garfield, Jane Addams, Lincoln, Melrose Park, Stevenson, and Washington)

TPI: A Transitional Program of Instruction has 19 or less students of one language participating. (Lexington, Melrose Park, Roosevelt, Stevenson.)

Objective of Programs: Facilitate the academic needs of students who speak a language other than English and help them integrate into the regular public school curriculum.

Entrance Criteria: Kindergarten: Student scores less than 4 on the state-mandated test WIDA MODEL.

First -8th: Student scores less than 4.8 overall and less than 4.2 literacy on the state-mandated test W-APT (ACCESS Screener) .

Parents receive an official enrollment letter informing them of placement in the bilingual or English as a second language program.

Exit Criteria: Kindergarten -8th: Student scores 4.8 overall and 4.2 literacy or higher on the state-mandated test ACCESS/MODEL. Other indicators will be used to make a final decision.

Parents receive an official exit letter indicating when the student has exited the program.

Home Language Survey: Upon registration, **ALL** new students **MUST** complete the Home Language Survey as mandated by the State Administrative Code. Students who answer YES to any of the first two questions will be tested with the state-mandated English language proficiency test W-APT (ACCESS Screener/MODEL).

Withdrawal by Parents: Any parent or guardian may withdraw the child from the program immediately by submitting a written notice to the bilingual office indicating this request.

Annual Major Assessments in the Bilingual Program:

- W-APT/Kindergarten MODEL –State (Screeners only for new students (English), September-June
- ACUIITY –District (English) September, November, January
- District IOWA Test (English or Spanish), Spring
- DIBELS-K-3 –Federal Government (English), Fall, Mid/End Year
- ISAT -State3-8, March
- Annual ACCESS- State -K-8 (English), January-February
- Pre-IPT Oral-Preschool

Structure of Program: Determination of self-contained or pull-out is based on the number of students per grade level with the same English proficiency level.

- Self-Contained: Lincoln, K-5 , Melrose Park, K-7, and Stevenson, K-2
- Pull-Out/Push-In: All schools

Pull-Out/Push-In Program: ■ Instruct and support English language learners in all areas in English and Spanish during small group instruction and in the student's self-contained classroom. ■ Schedule subject to changes during the school year.

Curriculum: Same as the general curriculum in all areas with accommodations for native language instruction.

- Kindergarten-First: Development of literacy skills in Native Language (Spanish) ESL from day one.
- Second – 8th: Transferring of language skills into English with Spanish support. English increases with grade level. ESL from day one.

ESL Curriculum: State-mandated WIDA ESL curriculum is in place for all grades in all areas. **WIDA= *World-Class Instructional Design and Assessment***

- English language learners communicate in English for social and instructional purposes in the school setting.
- English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Language Arts**.
- English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Math**.
- English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Science**
- English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Social Studies**.

Textbooks: Same textbooks as the general curriculum in English and in Spanish. **ESL Textbooks:** Avenues for grades K-5; High Point for grades 6-8
All textbooks are ordered using the district's ordering procedures.

Grading Policy: Same grading scale as the general program. No second language learner will receive a failing grade due to low English as a second language proficiency level. No English language learner will be retained due to low English as a second language proficiency level.

Special Education: All English language learners are eligible to receive special education services if determined as means to meet academic needs. English language proficiency levels **MUST** be assessed or reviewed prior to the psychological study.

Parental Involvement: ■ State-mandate Bilingual Parent Advisory Council meets 3-4 times during the school year with the bilingual director. ■ Monthly parent workshops.

After School Program: Academic support classes for students in grades K-8 performing below grade level in the areas of reading and math.

Summer School: ■ ESL classes for students in grades 1-8 and less than 2 years in the United States. ■ ESL classes for children registered for kindergarten in August. ■ ESL classes for parents.

8th Grade Students: Bilingual 8th grade students are eligible to attend Proviso East to continue ESL services.

Bilingual Program Improvement Committee: On-going committee. Reviews and recommends practices and instructional strategies to maintain program in compliance with state/district policies and regulations. Meets quarterly.

Bilingual Teacher Certification Requirements: Must have: 03 with Bilingual and ESL approvals (endorsements)

Required coursework for Bilingual Certification:

A. Bilingual Approval

1. A valid Illinois teacher certificate.
2. Bilingual clinical experience totaling 100 clock hours or three months teaching experience in bilingual programs.
3. Successful completion of a language examination in the non-English language to be taught.
4. Credits totaling 18 semester hours distributed among the following course areas:
 - a) Foundations of Bilingual Education
 - b) Assessment of Bilingual Students
 - c) Methods and Materials for Teaching Limited-English-Proficient Students in Bilingual Programs
 - d) Cross-Cultural Studies for Teaching Limited-English-Proficient Students
 - e) Methods and Materials for Teaching English as a Second Language.

B. English as a Second Language

1. A valid Illinois teaching certificate.
2. ESL clinical experience equal to 100 clock hours or three months teaching experience with ESL students.
3. Credits totaling 18 semester hours distributed among the following course areas.
 - a) Linguistics
 - b) Theoretical Foundations of Teaching ESL
 - c) Assessment of the Bilingual Student
 - d) Methods and Materials for Teaching ESL
 - e) Cross-Cultural Studies for Teaching Limited-English-Proficient Students

Dominican University ESL Cohort: Prepares bilingual/mainstream teachers for the bilingual/ESL certification. Fall-Spring-Summer
For more details contact Eva N. Rosa, Director of Bilingual Education at 708-486-0008 or 708-372-0478.

End-of-Year Classification: The final decision on exiting students is based on the results of the ACCEES released by mid/late May.

Bilingual Instructional Assistants: Assigned to teachers according to number of students in the classroom.

State Annual Measurable Achievement Objectives (AMA) are met if:

1. 10% of ELLs attaining English language proficiency.
2. 85% of ELLs making progress toward English language proficiency.
3. District meeting AYP for ELLS.

AMA status for District 89 Bilingual Program: YES English Language Proficiency (09) YES Progress Toward English (09) NO AYP (10)

If you have any questions, please call Eva N. Rosa, Director of Bilingual Education at 708-450-2460.
For Illinois Administrative Code for Bilingual Education: www.isbe.net (English Language Learning Division/Resources/Administrators/Rules in Effect)
For WIDA Language Proficiency Standards: www.wida.usa or www.isbe.net under Accountability.