

# Cicero School District 99

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## Dual Language Program Handbook



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## **Our Vision**

To become a premier educational program recognized for excellence in teaching and learning in biliteracy\*, bilingualism\*, and multiculturalism\*.

\*Biliteracy - to read and write proficiently in two languages with equal fluency

\*Bilingualism - to listen and speak proficiently in two languages with equal fluency

\*Multiculturalism - the belief of different cultures within a society should all be given equal value and importance

## **Our Mission**

Cicero District #99 Dual Language Program mission is to support all language learners in their academic, social, emotional and cultural education through the development of bilingualism, biculturalism, and biliteracy. As a result, we want our global citizens to meet and exceed grade-level expectations, possess academic fluency in English and Spanish, and through the development of their critical thinking skills, gain a competitive edge in college placement and career readiness.

Our goals are 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
- ☐ Implement educational strategies based on educational research
- ☐ Provide training and support to our teachers and principals to ensure the success of our students
- ☐ Develop high linguistic proficiency in two languages
- ☐ Promote positive cross-cultural attitudes

## **Rationale and Research**

Cicero School District 99 has designed a Dual Language Program that models, enriches, and supports our student population's home language and culture. We have come to understand that in order to demand academic rigor, we must value and incorporate the linguistic and cultural wealth of our students in our vision design and pedagogical practices<sup>1</sup>. Understanding that our students not only are English language learners, but also Spanish language learners is a key component of our design. As such, we created a program that draws from our students social and academic language experiences at home and at school, and

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<sup>1</sup> Garcia, O. *Education, Multilingualism, and Translanguaging in the 21st Century*. 143  
<https://ofeliagarciadotorg.files.wordpress.com/2011/02/education-multilingualism-translanguaging-21st-century.pdf>

incorporates them in the academic sphere, where teachers learn to value and assess student language development, and view student bilingualism as an asset not a weakness<sup>2</sup>.

Our program's pedagogy is based on one main idea, that learning is a social construct<sup>3</sup>. For years we have known that children draw from their social experiences to learn, and that such experiences allow for other experiences to develop through oral communication and collaboration. We know that the development of literacy begins with the home language experiences, as in the development of oral language (Oracy, listening and speaking); crucial for the development of the academic or literacy (reading and writing). When planning lessons and units combining oracy, literacy, life experiences, social collaboration and student interests, they provide the opportunity to yield great academic strength<sup>4</sup>.

The bridge, the implementation of teaching for biliteracy uses this component to promote cross-linguistic transfer and leads to the development of metalinguistic awareness (Koda and Zehler, 2008)<sup>5</sup>. This component is crucial because "...bilingual students who understand how their two languages are similar and different achieve higher levels of academic success (Jiménez, García, and Pearson, 1996)".<sup>6</sup>

Our program design objective is to enhance academic achievement. It does this by managing at least two learning spheres: 1) Culture and Oracy: by nurturing the student's home language and culture, enhancing the development of oral language and literacy in two academic languages. 2) Interactive metalinguistic teaching methods: The implementation of social interactive teaching structures, and the metalinguistic analysis of the process of learning and knowing English and Spanish.

As we track student academic growth, we are constantly reminded to view students with a multilingual lens, which allows the teacher to understand that students who speak two languages are able to use two languages as learning tools<sup>7</sup>, and when a student has had time to develop two academic languages,

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<sup>2</sup> Escamilla, K. The Misunderestimation of Manuel. AERA, 2009, 10. Retrieved from: [http://www.colorado.edu/education/sites/default/files/attached-files/Escamilla\\_Misunderestimation%20of%20Manuel.pdf](http://www.colorado.edu/education/sites/default/files/attached-files/Escamilla_Misunderestimation%20of%20Manuel.pdf)

<sup>3</sup> Phan, Huy P. (2012) A sociocultural perspective of learning: Developing a new theoretical tenet, University of New England, 5 Retrieved from: <http://files.eric.ed.gov/fulltext/ED542251.pdf>

<sup>4</sup> Soltero-González, Lucinda (2009) 'Preschool Latino Immigrant Children: Using the Home Language as a Resource for Literacy Learning', Theory Into Practice, 48: 4, 283-289

<sup>5</sup> Beman, Karen., Urow, Cheryl. (2013) Teaching for Biliteracy, Strengthening Bridges Between Languages. Philadelphia, Carlson Publishing. 5.

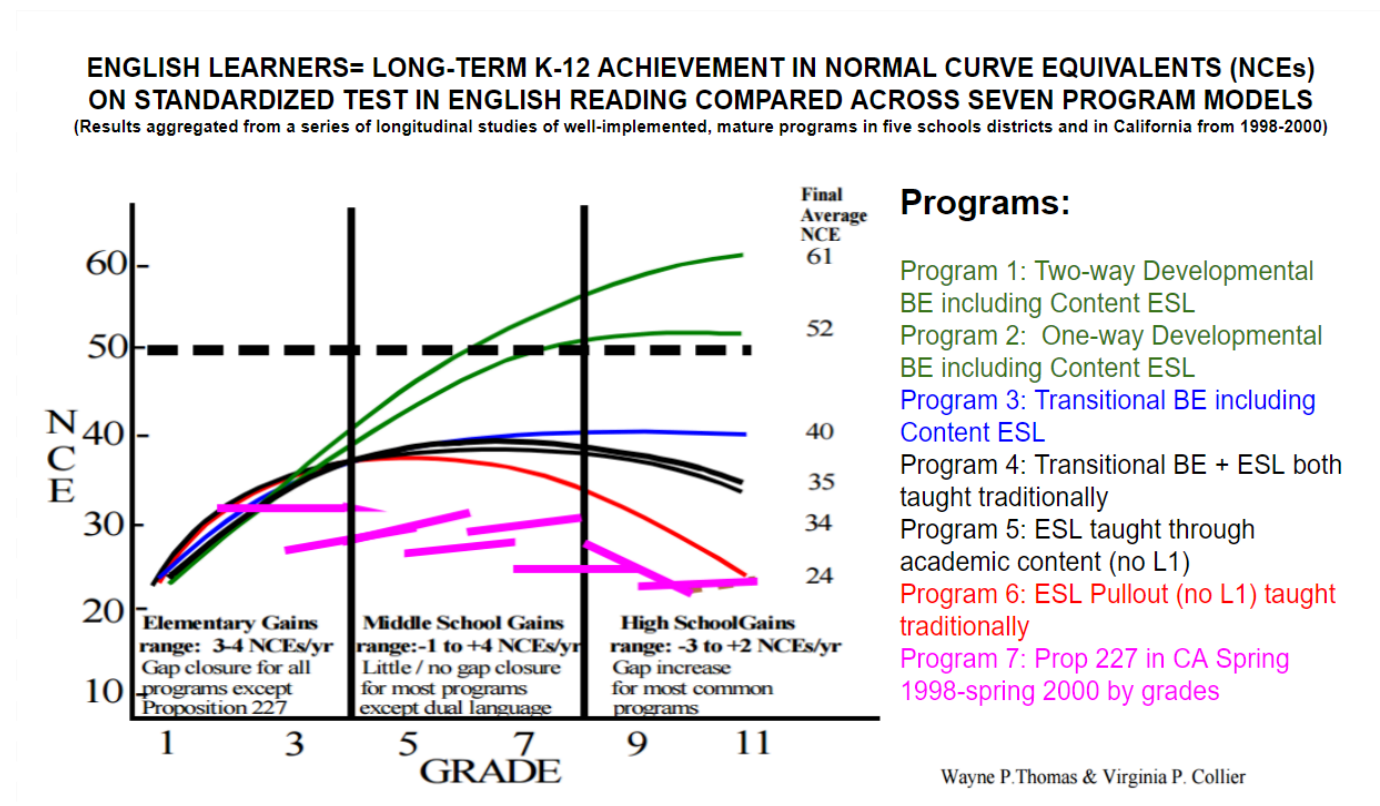
<sup>6</sup> Beman, Karen., Urow, Cheryl. (2013) Teaching for Biliteracy, Strengthening Bridges Between Languages. Philadelphia, Carlson Publishing. 5.

<sup>7</sup> Beman, Karen., Urow, Cheryl. (2013) Teaching for Biliteracy, Strengthening Bridges Between Languages. Philadelphia, Carlson Publishing. 3.

students surpass the academic achievement standards in two languages. Furthermore, the overwhelming body of research that supports the academic, social and cultural, success of students enrolled in Dual Language programs, reinforces the idea that Dual Language programs, overall, are the most effective form of education for English Language Learners<sup>8</sup> and non-ELL students<sup>9</sup> (see Thomas and Collier table on page 5).

Finally, the students enrolled in the Dual Language Program will receive the same curriculum and academic rigor as the students in general education, but in two languages.

Thomas and Collier Research Website: <http://www.thomasandcollier.com>



### Dual Language Programs across the U.S.

- More than 3,600 programs in the U.S.
- More than 2,900 of these programs are in Spanish

<sup>8</sup> Collier, V.P. & Thomas, W.P. (2004). The astounding effectiveness of dual language education for all. *NABE Journal of Practice*, 2(1), 1-20.

<sup>9</sup> Lindholm-Leary, K. & Hernandez, A. (2011). Achievement and Language Proficiency of Latino Students in Dual Language Programmes: Native English Speakers, Fluent English/Previous ELLs, and Current ELLs. *Journal of Multilingual and Multicultural Development*, 32(6), 531-545.

## **Dual Language Sites**

Cicero District 99 offers the Dual Language Program One-Way and Two-Way model. All elementary schools in Cicero District 99 offer the Dual Language Program. The Two-Way model is offered at Burnham, Cicero West, Columbus West, Drexel, Lincoln, and Sherlock.

- Burnham: five dual language classrooms
  - 2 Kindergarten
  - 2 first grades
  - 1 second grade
- Cicero West: 13 dual language classrooms
  - 1 preschool
  - 3 Kindergarten
  - 3 first grades
  - 3 second grades
  - 3 third grades
- Cicero East: eight dual language classrooms
  - 3 fourth grades
  - 2 fifth grades
  - 3 sixth grades
- Columbus West: ten dual language classrooms
  - 1 preschool
  - 2 kindergarten
  - 2 first grades
  - 2 second grades
  - 2 third grades
  - 1 fourth grade
- Columbus East: five dual language classrooms
  - 1 fourth grade
  - 2 fifth grade
  - 2 sixth grades
- Drexel: six dual language classrooms
  - 1 kindergarten
  - 1 first grade
  - 1 second grade
  - 1 third grade
  - 1 fourth grade
  - 1 fifth grade
- Goodwin: five dual language classrooms
  - 1 kindergarten
  - 1 first grade
  - 1 second grade
  - 1 third grade
  - 1 fourth grade

- Liberty: nine dual language classrooms
  - 2 kindergarten
  - 2 first grades
  - 3 second grades
  - 2 third grades
- Lincoln: eight dual language classrooms
  - 1 kindergarten
  - 1 first grade
  - 2 second grades
  - 2 third grades
  - 2 fourth grades
- Roosevelt: eight dual language classrooms
  - 1 third grade
  - 2 fourth grades
  - 3 fifth grades
  - 2 sixth grade
- Sherlock: twelve dual language classrooms
  - 2 kindergarten
  - 2 first grades
  - 2 second grades
  - 2 third grades
  - 2 fourth grades
  - 1 fifth grade
  - 1 sixth grade
- Warren Park: eight dual language classrooms
  - 1 preschool
  - 1 kindergarten
  - 1 first grade
  - 2 second grades
  - 1 third grade
  - 1 fourth grade
  - 1 fifth grade
- Wilson: nine dual language classrooms
  - 1 kindergarten
  - 1 first grade
  - 2 second grade
  - 2 third grade
  - 3 fourth grade

## Dual Language Program Description

School District Cicero 99 implements One-Way and Two-Way immersion programs. Students who are enrolled in a Dual Language One-Way immersion program are students whose first language is Spanish. Students who are enrolled in a Dual Language Two-Way immersion program are students whose dominant language is not English and students whose dominant language is English.

The aim of these programs is to promote “bilingualism, biliteracy and biculturalism” for all students. The programs allow students to maintain and develop their native language, and the acquisition of a second language.

All Dual Language classrooms will have a maximum of 24 seats available.

The breakdown of language speakers will be as follows:

- One-way Dual Language Program: 100% Spanish dominant ELLs
- Two-way Dual Language Program: 50-60% Spanish dominant ELLs and 40-50% Non-ELLs, including English-dominant students and Spanish speakers not qualifying for ESL services

## Language Allocation by Grade and Subject

School District Cicero 99 will follow a 50:50 language allocation model. For every grade level, half of the instruction will be in Spanish and half in English.

The following chart shows the language allocation by subject. Dual Language teachers make a ‘bridge’ for every content area. During the bridge, the students have the opportunity to connect the information from one language to another and use vocabulary and linguistic forms in both languages.

Dual Language Program: Language and Content Allocation Plan						
2023-2024 School Year						
K	1	2	3	4	5	6 Pilot
50%	50%	50%	50%	50%	50%	50%
SLA MATH	SLA MATH	SLA MATH	ELA MATH	ELA MATH	SLA MATH	SLA MATH SS
50%	50%	50%	50%	50%	50%	50%
ELA SS SCI/SEL/ HEALTH	ELA SS SCI/SEL/ HEALTH	ELA SS SCI/SEL/ HEALTH	SLA SS SCI/SEL/ HEALTH	SLA SS SCI/SEL/ HEALTH	ELA SS SCI/SEL/ HEALTH	ELA SCI/SEL/ HEALTH
English						
Spanish						



Beginning of 9th grade, students will have the opportunity to continue to strengthen their Biliteracy skills in District 201. Upon achieving the prerequisites for high school graduation successfully, students will be eligible to receive the Seal of Biliteracy granted by the State of Illinois.

### **Teacher and Administrator Commitment**

- ❑ Set high academic expectations, which will help all students in preparation for college success.
- ❑ Engage parents in the learning process to ensure success for each student.
- ❑ Instruct both Spanish-dominant children and English-dominant children in the district.

### **Parent/Guardian Commitment**

It is important to understand that since bilingual proficiency is a long-term commitment and space for families is limited, it requires the commitment by the parents/guardians. Parents/guardians of children selected for the Dual Language Program will be asked to sign a commitment to stay in the program.

### **Benefits<sup>10</sup>**

- ❑ **Intellectual:** Research shows that knowing more than one language increases a person's thinking abilities. Bilingual children have greater mental flexibility and use those skills to their advantage in figuring out math concepts as well as solving word problems.
- ❑ **Educational:** Students who learn English and continue to develop their native language do better in school, and learn English better, than students who learn English at the expense of their first language.
- ❑ **Social:** When the native language is maintained, important links to family and other community members are preserved and enhanced.
- ❑ **Economic:** The ability to speak, read and write two or more languages is a great advantage in the job market.
- ❑ **Health:** This research shows that bilingualism has a somewhat muted effect in adulthood but a larger role in older age, protecting against cognitive decline, a concept known as "cognitive reserve".
- ❑ **Opportunities:** When our students exit the program successfully, they will qualify to obtain the Biliteracy Seal granted by the state of Illinois to High School graduates who fulfill the requirements. This Biliteracy Seal will not only allow our students to gain a competitive edge in the job market, but will allow them to apply for scholarships and obtain college

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<sup>10</sup> Zelasko, Nancy, Antunez, Beth. 2000: *If Your Child Learns in Two Languages*. National Clearinghouse for Bilingual Education, The George Washington University Center for the Study of Languages and Education. Washington, DC p. 114.

credit, as well as competing for grants and scholarships to pay for college.

### **Program Admission**

All students who qualify to receive EL (English Learner) services will be admitted to the Dual Language Program, One-Way or Two-Way.

Parents of students who do not qualify to receive EL services or of students who are Spanish language learners interested in enrolling their children will need to fulfill the following requirements:

- Attend a Dual Language Parent Forum
- Complete the Dual Language Program Application
- Complete the school registration process

ALL parents/guardians will receive written notification regarding their child's acceptance status. Once students are admitted into a Dual Language Program, parents/guardians will be required to sign a commitment letter to keep their child in the program.

Upon acceptance into the Dual Language program, parents/guardians must commit to support their children through the duration of the program, by attending meetings and coaching seminars to support language and academic support and parental/guardian engagement.

### **Wait List**

Space is limited and we cannot guarantee that all applicants will be accommodated in a Two-Way Dual Language Program. Applicants will be placed on a waiting list and English Learners will be enrolled in a program that meets their language needs. Should space become available in the Dual Language program during the school year, waiting list students will be admitted according to the admittance criteria.

### **Initial Enrollment**

Upon enrollment into Kindergarten, students who have answered yes to one of the questions in the Home Language Survey will be given the WIDA\_MODEL assessment test. This assessment will help the school determine the English proficiency of the student. Students who qualify to receive EL services will be placed in a Dual Language classroom.

### **Student placement in the Two-way Immersion Program**

Students will be placed in a list divided in two categories: Spanish Speakers who are English language Learners and students who do not qualify for the English Learner's program. This list will ensure the linguistic equilibrium of the classrooms that incorporate the Two-way Immersion teaching model (See page

8 for definition of a Two-way immersion program). Those students who are eligible to receive services in Spanish as English Language Learners will be placed as Spanish speakers, and those students who do not qualify for English Language Services will be part of the list of English Speakers in the Two-way Immersion program.

### **Curriculum**

Dual Language teachers in all subject areas will adhere to the same academic learning standards as General Education teachers: Common Core Standards for Math and Language Arts, the WIDA ELD standards, the Next Generation Science Standards (NGSS) standards for Science, and the Illinois Learning Standards (ILS) for Social Studies.

### **Assessment**

Dual Language teachers will assess students using the NWEA's MAP test twice per year to assess Math and Reading progress, just like General Education and other Bilingual classrooms. The WIDA ACCESS test will also be given in Spring to assess student development in second language acquisition. Classroom teachers will administer a universal screener three times per year in reading and math.

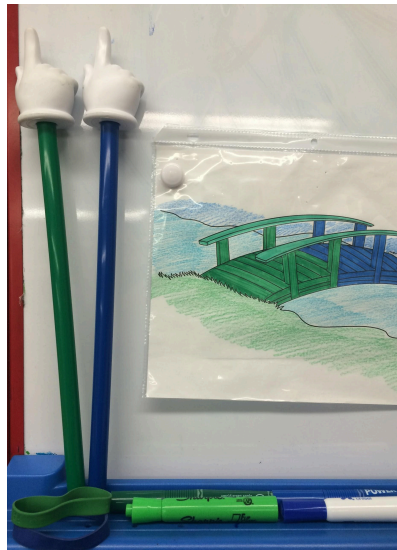
### **Snapshot into a Dual Language Classroom**

The Three Linguistic Spaces

1. Spanish - the classroom is set up with a section of the room dedicated to the Spanish language
2. English - the classroom is set up with a section of the room dedicated to the English language
3. The Bridge- is a section of the classroom where the two languages are analyzed and studied. Students analyze and study grammatical structures and the linguistic structures of both English and Spanish languages.

### **The Color's Purpose**

Languages are clearly identified by colors. Green is used for the Spanish language and blue is used for the English language. The use of concrete objects helps students and the teacher identify and maintain the use of academic language as a model for teaching students.



### **What can I do as a parent to get involved in my child's dual language classroom?**

As in other education programs, strong home-school connections are essential to the success of dual language programs. There are many things that programs and parents can do to help foster these connections.

- Volunteer in the classroom
- Share with students aspects of the home language and culture such as music, dance, literature, and foods
- Attend parent education workshops on dual language programs
- Participate in dual language family social gatherings
- Assist with ongoing recruitment for the program by sharing experiences with prospective parents and students
- Contribute to the section of the school newsletter that deals with dual language issues
- Serve as chaperons for program class trips
- Keep in touch with other dual language parents about program developments
- Support your children's language and literacy development in two languages, as well as their emerging cross-cultural appreciation. This can be done by exposing children to books and movies in both languages, attending cultural festivals, and providing opportunities for authentic language exchanges.

### **How can I help support my child in doing homework in the second language, particularly if I don't know that language?**

Parents can support students at home by making sure that they have the right environment and tools to get homework done (e.g., a quiet space and enough time, paper, dictionaries in both languages, writing utensils, and art supplies such as construction paper, paste, tape, and colored markers). Parents can also ask questions about the homework in the language spoken at home, thus giving the students opportunities to explain the assignment in the language spoken at home by the parents.

For more information, please visit our website:

[Multilingual Program and Department Overview](#)

## Cicero School District 99

