



Crystal Lake Elementary District 47

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Primary Bilingual Cross-Categorical Program

INTRODUCTION

The primary bilingual cross-categorical program is designed for Spanish speaking kindergarten through 2nd grade students who have an Individual Education Plan (IEP). Students exhibit significant special education needs across multiple areas and are not able to make progress in their home school even while intensive specialized instructional strategies/curriculums and small group instructional settings have been provided. Students may demonstrate significant deficits in skills that are considered developmentally appropriate, may exhibit significant deficits in speech and language skills impacting progression with academics, may be performing significantly below grade placement academically and/or may have significant needs in the area of executive functioning. Students in the program may require reduced transitions throughout the day. The goals for students in the primary bilingual cross-categorical program focus on the development of academic skills as well as executive functioning as appropriate. Placement in the primary bilingual cross-categorical program can be considered if the student does not require a more specialized program (ASPIRE, Adjusted Learning, OASIS).

PROGRAM OBJECTIVES

The overall goal of the District 47 primary bilingual cross-categorical program is to provide eligible students with the least restrictive program option available to accelerate their academic progress while providing instruction in their native language. Placement within this setting will allow bilingual special education staff time to work with students to be able to make appropriate educational placement decisions considering both special education and second language acquisition needs. Alternate and district curriculum taught in both languages as appropriate is used to meet the students' needs. The program has an academic focus in the areas of reading, writing, and math with instruction delivered within a small group setting. Science and Social Studies themes are woven into the Language Arts and Math instruction. Related services are provided as indicated on the students' IEPs. Students are mainstreamed for PE and encores, as appropriate, with paraprofessional support as needed. In addition, students are mainstreamed for academic areas of strength on an individual basis as determined by the IEP team.

PROGRAM STRUCTURE

The program is structured with smaller student to teacher ratios with a maximum number of 13 students with 1 teacher. Paraprofessional support is also provided as part of the program. The program provides a hands-on, multi-sensory approach utilizing curriculum and supplemental strategies and instruction to meet the individual academic and executive functioning needs of each student. Each student is provided the opportunity for integration into general education classes to the maximum extent possible as determined appropriate by the IEP team.

ENTRANCE GUIDELINES

Guidelines for use by the multidisciplinary team in determining the appropriateness of placement consideration within the primary bilingual cross-categorical program are as follows:

1. The team has determined that the student's specific identified needs would not be better met in a more specialized program that is more targeted in those areas.
2. The student demonstrates significant needs across multiple areas and is not able to make progress in their home school even with intensive specialized instructional strategies/curriculums and small group instructional settings provided over an extended amount of time.
3. The student's dominant language is Spanish.

TRANSITION GUIDELINES

Once a student reaches the maximum age/grade for this program, the IEP team will determine the appropriate placement based on the individual student's needs. Options to be considered include but are not limited to...

1. General Education Dual Language (DL) with special education and related services.
 - The goal of the Dual Language Program is full biliteracy. If the goal is appropriate for the student, then the DL placement will be considered.
 - If the goal of full biliteracy is not appropriate due to special education considerations, then other options should be considered.
 - If the student requires specialized instruction that is more appropriately delivered in a special education setting (ie: life skills, etc.) this setting may not be appropriate to meet the student's special education needs.
2. General Education (English) with special education and related services.
 - EL/Bilingual resource provided
3. Self-contained special education classroom

EXIT GUIDELINES

Exiting from the program would be based on an IEP team's decision. Returning to a general education placement with special education and related services will be considered when the student has accomplished the following criteria:

- Student has successfully integrated into the general education setting with learning resources and related service supports as needed.
- It has been determined that the student can make progress with building level special education supports and resources and this may include direct instruction services and all related services.

The decision for a change of placement would be made in the forum of an IEP meeting with all necessary participants present.