

**AMEND BOARD REPORT 98-1027-PO1**  
**AMEND BOARD REPORT 98-0225-PO1: THE NEW BILINGUAL EDUCATION POLICY AND THE**  
**CHICAGO PUBLIC SCHOOLS LANGUAGE AND CULTURAL EDUCATION PROPOSED INITIATIVES:**  
**A FRAMEWORK FOR SUCCESS**

**THE CHIEF EXECUTIVE EDUCATION OFFICER RECOMMENDS THE FOLLOWING ACTION:**

Amend Revise Board Report 98-1027-PO1 ~~98-0225-PO1~~: The New Bilingual Education Policy and the Chicago Public Schools Language and Cultural Education Proposed Initiatives: A Framework for Success, regarding Teacher Certification, Notice of Rights of Parents or Legal Guardians of Students in the Bilingual Program, and Testing.

**DESCRIPTION:**

Consistent with Federal and State mandates enacted to address the needs of limited English proficient students, this policy ensures such students access to an equal education through the Chicago Board of Education's School Reform Board of Trustees' ("Board") Transitional Bilingual Education Program ("Bilingual Program"). The policy reflects the Board's commitment to transitional bilingual education as an effective vehicle for providing students whose home language is other than English full access to equal education opportunity.

Bilingual education is a means of providing instruction or other educational assistance through the home language of the students while the student is acquiring English proficiency. With the exception of some dual language programs, bilingual education programs are transitional in nature and design. For the purpose of this policy, the use of the term "transitional bilingual education" is intended to include dual language programs and other models of bilingual education programs, including bilingual special education and bilingual early childhood education, developed by the Chicago Public Schools.

The document entitled "The Chicago Public Schools Language and Cultural Education - A Framework for Success" ("Framework for Success") herein adopted, shall guide the Board's new Bilingual Program initiatives. The principal goals of the "Framework for Success" are to ensure that limited English proficient students obtain the maximum benefit from educational instruction and achieve an early and effective transition into the regular classroom ~~school~~ curriculum.

**POLICY:**

The Illinois School Code, Article 14-C, requires that the limited English proficient student shall be enrolled and participate in the Bilingual Program for: (a) a period of three years; or (b) until such time as the student achieves a level of English language skills which enables the student to perform successfully in classes in which instruction is conducted only in English, whichever occurs first.

Students may not be transferred from the Bilingual Program to the general instruction program prior to the third year of enrollment unless: (a) the student has demonstrated a level of English language skills appropriate to his or her grade level on an Illinois State Board of Education prescribed examination in oral comprehension, speaking, reading, and writing and (b) the parent/guardian requests the transfer to the general program in writing.

If later evidence suggests that a transferred student is still hindered by inadequate English skills, the student may be re-enrolled in the Bilingual Program for the balance of the three year period which remained at the time the student was transferred.

The limited English proficient student may continue in the program for a period longer than three years if the program exit criteria have not been met, at the discretion of the principal and subject to approval by the students parent/legal guardian. In these instances, students will receive appropriate services, as needed.

## **RIGHTS OF STUDENTS**

Students whose home language is other than English are entitled to participate in all programs including, but not limited to, the following: transitional, developmental and maintenance/dual language bilingual education; special education; early childhood, gifted, and school-to-work education; and state and federal Title 1 program services, as well as extracurricular activities. These services shall be provided in the home language as appropriate while students are transitioning to English language proficiency. They are also entitled to space, equipment, and instructional materials and supplies, as well as access to all school funds, both local and categorical, at the same level of quantity and quality to ensure equity with students in the general program of instruction.

## **NEW BILINGUAL PROGRAM INITIATIVES**

As described in the "A Framework for Success," the focus of the Bilingual Program in the first and second years is on home language literacy with a steady increase of English As A Second Language, and in the third year, on the transition from the home language to English. Students who successfully complete their third year are to be mainstreamed with the educational support services cited in the "A Framework for Success" (Section 2). A fourth year of bilingual education will be provided to students who complete their third year but who, on the basis of the promotional criteria outlined in the "A Framework for Success" (Section 3), are found to require additional bilingual services.

## **STUDENTS WITH DISABILITIES**

Students with disabilities whose language is other than English are entitled to receive appropriate educational services. To this end, assessment and instructional practices will be linguistically and culturally appropriate for student assessment, promotion and graduation decisions. The school shall use objectives that have been determined at the student's individualized education conference; bilingual personnel will participate in individualized education conferences. The Individualized Education Programs (IEPs) developed and implemented should reflect the linguistic, cultural, and instructional needs of students; and, to the maximum extent appropriate, students will be placed in non-restrictive environments which provide for integration with nondisabled peers in bilingual classrooms.

## **EARLY CHILDHOOD PROGRAMS**

Children from non-English language backgrounds are eligible to participate in any early childhood program subject to specific program guidelines. An appropriate early childhood program for children from non-English language backgrounds includes and promotes instruction in the home language while the students are receiving English instruction. The curriculum and materials for children from a non-English language background should be the same as or comparable to those used for other children in early childhood programs.

## **INSTRUCTION ON THE HISTORY AND CULTURE OF CHILDREN IN THE BILINGUAL PROGRAM**

To promote the positive self-esteem of students, the Bilingual Program shall provide instruction on the students history and culture as well as on the history and culture of the United States.

## **TEACHER CERTIFICATION**

All new teachers hired in a Bilingual position on or after September 4, 2002 must have be "highly qualified" meaning these teachers must have either a Type 03, 09 or 04 Standard Illinois Teaching Certificate with a Bilingual approval and/or endorsement or a Type 29 Transitional Bilingual Certificate and have satisfied the Illinois Certification Requirements for being a "highly qualified" teacher applicable to Type 29 certificate holders. Current teachers only holding an Illinois State Board of Education Transitional Bilingual Certificate (Type 29) and teaching in a Bilingual position must demonstrate annual progress towards receiving their Standard Illinois Teaching Certificate. Specifically, teachers who currently hold a Type 29 certificate shall be considered "highly qualified" for purposes of the No Child Left Behind Act ("NCLB") if they have passed the basic skills test and the applicable content area test. After

October 2003, teachers holding a Type 29 certificate also will have to pass the Assessment of Professional Teaching, a test of "common-core knowledge" which will assess teachers on the Illinois Professional Teaching Standards (which include special education standards and pedagogy), language arts and technology standards in order to be considered "highly qualified." CPS teachers hired to teach in Bilingual positions before September 4, 2002 shall meet the requirement to become "highly qualified" by the end of the 2005-2006 school year.

CPS teachers holding Type 29 certificates who satisfy the requirements to become "high qualified" and who were hired after August 1, 1998 still have to complete an approved program to qualify for receipt of a Type 03, 09 or 04 Standard Illinois Teaching Certificate within five years from the date of their first being hired by the Board before receiving "Appointed and Assigned Teacher" status. All teachers hired after August 1, 1998, shall meet all requirements for the Standard Illinois Teaching Certificate within five (5) years before receiving "Appointed and Assigned Teacher" status. Schools Principals will assign responsibility for teaching subject area courses to teachers with the appropriate educational background and credentials and principals shall certify in writing to the Department of Human Resources that all Bilingual teachers are fully certified to teach in the languages in which they provide classroom instruction.

### **NOTICE OF RIGHTS OF PARENTS OR LEGAL GUARDIANS OF STUDENTS IN THE BILINGUAL PROGRAM**

The Board supports the right of parents to appropriate participation in and access to all services of the Chicago Public Schools. The Board is committed informing to the rights of parents or legal guardians of students in bilingual education, bilingual early childhood, and bilingual special education programs to be informed as to their rights. Specifically, parents or legal guardians of CPS students in Bilingual Programs shall be notified annually not later than 30 days after the beginning of the school year of the following:

- 1) the reasons their child(ren) was identified as limited English proficient and in need of placement in a language instruction educational program;
- 2) the child(ren)'s level of English proficiency, how the level was assessed and the status of the child(ren)'s academic achievement;
- 3) the methods of instruction used in the program in which their child is, or will be participating, and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals and the use of English and a native language instruction;
- 4) how the program in which their child(ren) is, or will be participating, will meet the educational strengths and needs of their child(ren);
- 5) how the program will specifically help their child(ren) learn English, and meet age-appropriate academic achievement standards for grade promotion and graduation;
- 6) the specific exit requirements for the program, including the expected rate of transition from the program into classrooms that are not tailored for limited English proficiency children;
- 7) the expected rate of graduation from high school for those students in the transitional bilingual program and the expected rate of graduation from high school of those students who do not enroll in the transitional bilingual program;
- 8) in the case of a child with a disability, how the program meets the objectives of the individualized education program of the child;
- 9) the parents' or legal guardians' right to have their child immediately removed from his or her program upon the parents' or legal guardians' request;
- 10) the options that parents or legal guardians have to decline to enroll their child in the program or to choose another program or method of instruction, if available;
- 11) assistance to parents or legal guardians in selecting among various programs and methods of instruction, if more than one program or method is offered by CPS; and
- 12) the right of parents or legal guardians to visit transitional bilingual education classes in which their child(ren) is enrolled and to come to the school for a conference to explain the nature of transitional bilingual education.

In the case of a student who is not identified as limited English language proficient prior to the beginning of the school year, the parents or legal guardians shall be notified of the rights listed above within two weeks of the student being placed in a bilingual education program.

Parents or legal guardians of CPS students in bilingual programs also shall be notified of any instructional program that fails to meet state-established objectives for LEP students obtaining proficiency in English.

### **BILINGUAL ADVISORY COMMITTEE**

The Illinois School Code establishes the Bilingual Advisory Committee as a standing committee of each local school council at schools which have bilingual educational programs. As such, the Bilingual Advisory Committee is responsible for advising the principal and the local school council regarding the planning, operation, and evaluation of Bilingual Program services.

### **REGION BILINGUAL ADVISORY COMMITTEE**

Each Region may establish a Region Bilingual Advisory Committee. Membership shall include representatives from all schools in each Region with bilingual education programs, with proportional representation of all language groups served in the Region. This proportional representation shall be reflected in its leadership structure. Procedures shall be established by the Office of Language and Cultural Education for the creation and operation of the Region Bilingual Advisory Committee.

### **CHICAGO MULTILINGUAL PARENTS COUNCIL**

The Illinois School Code establishes a parent advisory committee, which within the Chicago Public Schools District is known as "The Chicago Multilingual Parents Council" ("CMPC"). Its purpose is to advise the Office of Language and Cultural Education on matters pertaining to the development, implementation, and evaluation of the Bilingual Program. The membership of the CMPC shall be composed of delegates representing each region, with proportional representation of all language groups in the school district. This proportional representation shall be reflected in its leadership structure. Guidelines and operational procedures will be designed by the Office of Language and Cultural Education to ensure that the CMPC has adequate representation of language groups, parents, teachers, and community representatives.

### **TESTING**

The Office of Accountability, in consultation with the Office of Language and Cultural Education, will be responsible for the annual testing of all students in CPS Bilingual programs in order to assess the progress of these students in achieving English language proficiency. Through the use of appropriate assessment testing instruments, students enrolled in the Bilingual Program shall be included in the annual Citywide and State Testing Programs.

### **MONITORING OF PROGRAM COMPLIANCE**

The Office of Language and Cultural Education and other appropriate departments shall develop procedures for monitoring both compliance with and the effectiveness of the Bilingual Program. A Corrective Action Plan will be implemented to correct conditions contributing to program non-compliance.

### **EDUCATIONAL REVIEW/IMPACT:**

The establishment of this Policy and the adoption of the "Framework for Success" shall ensure that students enrolled in the Bilingual Program are granted access to equal education opportunities.

This Policy and the "Framework for Success" shall be distributed to school personnel providing bilingual education services, as well as all pertinent school organizations.

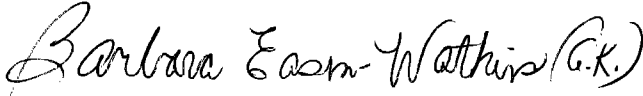
**FINANCIAL REVIEW/IMPACT:**

This policy has been reviewed by the Chief Fiscal ~~Financial~~ Officer and no additional costs shall be incurred by the Board through its implementation.

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Reviewed for Consideration:

Respectfully Submitted:

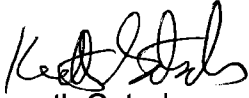


BARBARA EASON-WATKINS  
Chief Education Officer



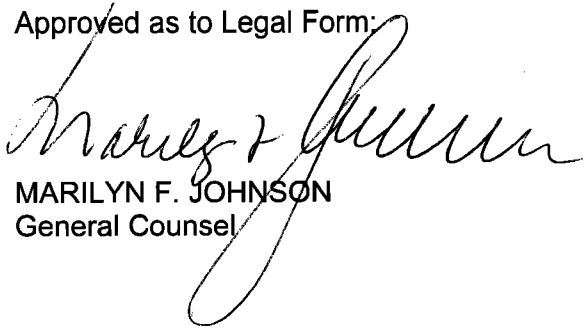
ARNE DUNCAN  
Chief Executive Officer

Noted:



Kenneth Gotsch  
Chief Fiscal Officer

Approved as to Legal Form:



MARILYN F. JOHNSON  
General Counsel