

October \_\_, 2011

## Notice to all Parents/Guardians of New Special Education English Language Learners (ELLs)

Dear Parent(s)/Guardian(s):

Based on your response to the *Home Language Survey* and your child's English language proficiency screener result: \_\_\_\_\_ (overall composite) \_\_\_\_\_ (literacy composite), your child has been placed in the Transitional Bilingual Education Program/Transitional Program of Instruction for 2011-2012 school year. Information about the Chicago Public Schools' Bilingual Education programs is provided on the attached *Program Description Table*.

You have several rights regarding your child's participation in a bilingual education program, such as:

- You may request that your child be placed in another available bilingual education program at the school. Such program transfer requests may be limited by the number of bilingual education teachers at the school and the number of students enrolled in the programs offered.
- If you are interested in accessing a particular bilingual education program not available at your current school, you have the option to transfer your child to the nearest CPS school that offers the particular program, subject to the school's admission requirements, if any, and availability of space. While you pursue a transfer request, or if you decide that your child will remain in the current school, your child will receive the most appropriate services possible based on his/her instructional needs.
- You may visit the bilingual education program classroom your child attends or request to meet with the classroom teacher to learn more about type of service your child receives. If you wish to schedule a visit, please contact the school office at least one day in advance.
- You may decline your child's participation in the bilingual education program.

An in-person conference with the principal or the ELL program designee should take place to discuss appropriate placement. A written request from the parent for removal must be submitted before your child is placed in the general program of instruction with English as the language of instruction.

Refusal of bilingual education services will result in having to meet all district-wide promotion and assessment requirements for general education (non-English Language Learner) students. All students identified as ELLs must participate in the State-prescribed annual proficiency assessment known as ACCESS for ELLs until English proficiency is met.

- If you decide to re-enroll your child in the bilingual education program, a request must be made in writing to the principal.

Special need students that are also identified as English Language Learners (ELLs) will be provided with both special education and bilingual education services, as required by the student's Individualized Education Plan. The Chicago Public Schools has established service delivery models for providing bilingual special education instruction. Your child's IEP team has determined that the service delivery model that best meets your child's IEP objectives is:

- |  |  |
|--|--|
| <input type="checkbox"/> Service Model 1 | <input type="checkbox"/> Service Model 4 |
| <input type="checkbox"/> Service Model 2 | <input type="checkbox"/> Service Model 5 |
| <input type="checkbox"/> Service Model 3 | <input type="checkbox"/> Service Model 6 |

For further information on your child's bilingual special education service model, please refer to the attached document titled *Special Education Service Models for ELLs*.

Students in the bilingual education programs are assessed annually for academic progress and promotion. Participation in the bilingual education program will help your child attain English proficiency by using English as a Second Language (ESL) instructional method while receiving content area instruction (mathematics, science, social studies). Where possible, instruction may also be provided in the native language. Proficiency in English is essential for your child to succeed in a classroom where English is the only language of instruction. Your child will be eligible for transition out of the Bilingual Education Program when he/she has met the State exit criteria on *ACCESS for ELLs*<sup>®</sup> exam, the state-prescribed annual English language proficiency assessment.

The current State exit criteria requires a student to have an overall composite proficiency score of 4.8 on *ACCESS for ELLs*<sup>®</sup> as well as a literacy (reading/writing) composite proficiency score of 4.2 to qualify to exit the program.

Your child’s proficiency screener score on the state prescribed screener, which appears in the first paragraph of this letter, corresponds to an English language proficiency level. See chart below for more information on what your child’s screener score means.

Score	English Language Proficiency Level	Description
1	Entering	Student knows and uses minimum social language and academic language in English with visual support.
2	Beginning	Student knows and uses some social and general academic language in English with visual support.
3	Developing	Student knows and uses social and some specific academic language in English with visual support.
4	Expanding	Student knows and uses social and specific academic language as well as some technical language in English.

We expect that, on average, 40% of CPS students participating in a bilingual education program will qualify to exit the program in three years; 20% in four years; and 20% in five years. The remaining 20% will continue in the bilingual education program. In addition, approximately 67% of the high school students who participate in the high school bilingual education program graduate, which is the city-wide graduation rate for all students.

If you are satisfied with your child’s bilingual education program placement, you need not do anything. If you would like to learn more about this program and the other programs offered at the school, please contact the Bilingual Lead Teacher or designee at \_\_\_\_\_.

Sincerely,

Principal

Bilingual Education Program Options Available At: \_\_\_\_\_

(Name of School)

Bilingual Education		
Program Name	Program Description	Offered in this School
<p>Transitional Bilingual Education (TBE)</p>	<p>Instruction in content areas uses student's native language. English is taught using English as Second language (ESL) methods. The amount of time used for instruction in the native language and English in the TBE Full or Part Time programs varies according to the student's English language proficiency and grades.</p> <p>The goal of this transitional bilingual education model is to develop academic skills in the student's native language and English while the student attains English proficiency in listening, speaking, reading, and writing throughout the content areas.</p> <p>Upon transition from the program, students are expected to attain the same content and performance standards in core subjects in English as native English speaking students.</p>	<p>NO <input type="checkbox"/></p> <p>YES <input type="checkbox"/></p> <p>If yes, list language (s)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Transitional Program of Instruction (TPI)</p>	<p>Instruction in content areas uses English and the student's native whenever possible when teachers, aides or volunteers who speak the student's native language are available. English is taught using ESL methods through a pull-out program or push-in program or in a self-contained setting. Students from different language groups may participate together in the same ESL class according to their age and English language level.</p> <p>The goal of this transitional bilingual model is to develop academic skills in English while the student attains English proficiency in listening, speaking, reading, and writing.</p> <p>Upon transition from the program students expected to attain the same content and performance standards in core subjects in English as native English speaking students.</p>	<p>NO <input type="checkbox"/></p> <p>YES <input type="checkbox"/></p>
<p>Dual Language: English and Spanish</p>	<p>English speaking students are paired with Spanish speaking students. Students are expected to develop age-appropriate fluency and literacy in both English and Spanish. Student English proficiency improves in listening, speaking, reading, writing across the content areas in both languages. English is taught using ESL methods. Dual language programs use the partner language for at least half of the instructional day in the elementary years. There are separate times for each language as the medium of instruction for core curriculum.</p> <p>Dual language programs foster bilingualism, biliteracy, enhanced awareness of linguistic and cultural diversity, and high levels of academic achievement through instruction in two languages.</p>	<p>NO <input type="checkbox"/></p> <p>YES <input type="checkbox"/></p>
<p>Bilingual Special Education</p>	<p>Instruction follows student's Individualized Education Program (IEP), for students requiring specialized services and transitional bilingual education.</p>	<p>NO <input type="checkbox"/></p> <p>YES <input type="checkbox"/></p>
<p><input type="checkbox"/> Other</p>		