

October \_\_, 2011

**Notice to all Parents/Guardians of New Pre-Kindergarten 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: \_\_\_\_\_, 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*.

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. Your child will also be administered the state prescribed screener upon enrollment into kindergarten.

Age	Score	Designation	Description: A child can...
3	A	Non-English Speaking (NES)	<ul style="list-style-type: none"> <li>do fewer than half the skills listed in level B</li> </ul>
	B	Limited English Speaking (LES)	<ul style="list-style-type: none"> <li>tell his or her name</li> <li>demonstrate knowledge of age and gender</li> <li>identify family members and basic body parts</li> <li>answers simple "yes/no" questions</li> <li>demonstrate understanding of basic spatial relationships</li> <li>understand number concepts of one, two, and three</li> </ul>
	C		<ul style="list-style-type: none"> <li>identify basic colors and foods</li> <li>name clothing and animals</li> <li>demonstrate understanding of basic spatial relationships</li> <li>form plural and singular nouns</li> <li>predict future action</li> <li>use the present progressive verb tense</li> <li>express personal preference</li> <li>give a logical response to a simple question</li> </ul>
	D	Fluent English Speaking (FES)	<ul style="list-style-type: none"> <li>describe feelings</li> <li>demonstrate knowledge of spatial relationships</li> <li>express himself or herself using the present, present progressive and past tenses</li> <li>use adjective comparatives: big/bigger</li> <li>express a logical thought</li> <li>describe a personal experience</li> </ul>
	E		<ul style="list-style-type: none"> <li>demonstrate use of descriptive adjectives of size</li> <li>follow a three-stage command in sequence</li> <li>predict future actions</li> <li>recall and retell the major facts of a simple story</li> <li>use possessive pronouns: his/her</li> <li>describe a personal experience in sentences</li> <li>demonstrate adjectives superlatives</li> <li>express cause and effect relationships</li> </ul>
4 & 5	A	Non-English Speaking (NES)	• See description level "A" above
	B		• See description level "B" above
	C	Limited English Speaking (LES)	• See description level "C" above
	D		• See description level "D" above
	E	Fluent English Speaking (FES)	• See description level "E" above

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
Transitional Bilingual Education (TBE)	<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>	NO <input type="checkbox"/> YES <input type="checkbox"/> If yes, list language (s) _____ _____ _____
Transitional Program of Instruction (TPI)	<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>	NO <input type="checkbox"/> YES <input type="checkbox"/>
Dual Language: English and Spanish	<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>	NO <input type="checkbox"/> YES <input type="checkbox"/>
Bilingual Special Education	<p>Instruction follows student's Individualized Education Program (IEP), for students requiring specialized services and transitional bilingual education.</p>	NO <input type="checkbox"/> YES <input type="checkbox"/>
<input type="checkbox"/> Other		