

School: *Area:* *ID:* *Name:* *Grade:* *Room:*

October __, 2008

Notice to all Parents/Guardians of Transitioning Students

Dear Parent(s)/Guardian(s):

Congratulations, your child has been transitioned to the general program of instruction where English is the language of instruction for the 2008-2009 school year. Your child achieved a score of _____ on the ACCESS for ELLs[®] exam and has completed at least three years in the Bilingual Education Program.

The *ACCESS for ELLs*[®] exam applies the following evaluation system to measure a student's English language proficiency level:

- **Entering** – Student knows and uses minimal social language and academic language with visual support [Overall Composite Score: 1 – 1.9].
- **Beginning** – Student knows and uses some social English and general academic language with visual support [Overall Composite Score: 2 – 2.9].
- **Developing** – Student knows and uses social English and some specific academic language with visual support [Overall Composite Score: 3 – 3.9].
- **Expanding** – Student knows and uses social English and some technical academic language [Overall Composite Score: 4 – 4.9].
- **Bridging** – Student knows and uses social and academic language working with modified grade level material [Overall Composite Score: 5 – 5.9].
- **Attained** – Student knows and uses social and academic language at grade level [Overall Composite Score: 6].

Your child's academic progress will be monitored for the next two years to assure a successful transition to the general program of instruction.

If you have questions regarding this transition or would like to learn more about the general program and other programs offered at the school, please contact the Bilingual Lead Teacher or designee at _____.

Sincerely,

Principal

School:

Area:

ID:

Name:

Grade:

Room:

Bilingual Education Program Options Available At: _____

(Name of School)

Bilingual Education			
Program Name	Program Description	Offered in this School	
Transitional Bilingual Education (TBE)	<ul style="list-style-type: none"> • Instruction in content areas uses student's native language. • English taught using English as a Second language (ESL) methods. • The amount of time used for instruction in the native language and English in these programs varies according to the student's program year. • Beginning with the second year of participation, some subjects in the core curriculum are introduced in English using sheltered English strategies. • The goal of this transitional bilingual model is to develop academic skills in English in three years (excluding preschool and kindergarten). • Student English proficiency improves in listening, speaking, reading, writing and comprehension. • Students expected to attain the same content and performance standards in core subjects as native English speaking students. 	NO <input type="checkbox"/>	YES <input type="checkbox"/>
		If yes, list language (s) _____ _____ _____	
Transitional Program of Instruction (TPI)	<ul style="list-style-type: none"> • Instruction in content areas uses sheltered English strategies. • English taught using ESL methods. • Students receive structured English instruction by a teacher with an ESL approval. • Students receive bilingual education services through a pullout program. • Students from different language groups may participate together in the same ESL class according to their age and English language level. • Whenever possible, the student's first language is used for clarification in the classroom when aides or volunteers who speak the student's language are available. • The goal of this transitional bilingual model is to develop academic skills in English in three years (excluding preschool and kindergarten). • Student English proficiency improves in listening, speaking, reading, writing and comprehension. • Students expected to attain the same content and performance standards in core subjects as native English speaking students. 	NO <input type="checkbox"/>	YES <input type="checkbox"/>
Dual Language: English and Spanish	<ul style="list-style-type: none"> • 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 and comprehension. • English taught using ESL methods. • There are separate times for each language as the medium of instruction for core curriculum. • The goal of this model is to develop academic skills in English in three years (excluding preschool and kindergarten). • Students expected to attain the same content and performance standards in core subjects as native English speaking students. 	NO <input type="checkbox"/>	YES <input type="checkbox"/>
Bilingual	<ul style="list-style-type: none"> • Instruction follows student's Individualized Education Program (IEP), for students requiring specialized services and transitional bilingual education. 	NO <input type="checkbox"/>	YES <input type="checkbox"/>
Special Education		NO <input type="checkbox"/>	YES <input type="checkbox"/>
Other		NO <input type="checkbox"/>	YES <input type="checkbox"/>
Page 2		Continuing ELLs	

School: *Area:* *ID:* *Name:* *Grade:* *Room:*

October __, 2008

Notice to all Parents/Guardians of Continuing ELLs

Dear Parent(s)/Guardian(s) _____:

Your child participated in the Transitional Bilingual Education Program/Transitional Program of Instruction during the last school year and will continue in the same bilingual education program this 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 program at your child's 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 be receive the most appropriate services possible based on their instructional needs.
- Additionally, you have the right to visit the bilingual education program classes your child attends and to meet with your child's classroom teacher(s) to talk about the kind of instruction he/she receives. If you would like to schedule a visit, please contact the school office at least one day in advance prior to your visit.
- You may decline your child's participation in the bilingual education program through a written request for immediate removal. If this is your choice, following in-person conferencing with the principal or his/her school-based ELL program designee, your child will be placed in the general program of instruction where English is the language of instruction. If you decide to re-enroll your child in the bilingual education program, your request must be made in writing to the principal.

Your child's placement for the current school year was based on **their performance on ACCESS for ELLs[®], the state-prescribed annual English language proficiency assessment.**

Your child's English proficiency level has been assessed at: _____

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 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. Students will be eligible for transition out of the Bilingual Education Program when their English proficiency level is assessed at 4.0 or higher on the ACCESS for ELLs[®] exam and **he/she has completed three years in the program.**

If your child's English proficiency level has been assessed at 4.0 or higher but he/she has not

School: *Area:* *ID:* *Name:* *Grade:* *Room:*

completed three years in the Bilingual Education Program, you will need to consent to this transition. If you do not consent, your child will remain in the Bilingual Education Program until they complete three years in the program. If you consent to the transition, your child’s academic progress will be monitored for the next two years to assure a successful transition to the general program of instruction.

The *ACCESS for ELLs*[®] exam applies the following evaluation system to measure a student’s English language proficiency level:

- **Entering** – Student knows and uses minimal social language and academic language with visual support [Overall Composite Score: 1 – 1.9].
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- **Bridging** – Student knows and uses social and academic language working with modified grade level material [Overall Composite Score: 5 – 5.9].
- **Attained** – Student knows and uses social and academic language at grade level [Overall Composite Score: 6].

We expect that, on average, 40% of CPS students participating in a bilingual education program will reach the overall composite proficiency level of 4.0 or higher 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, no action is required. 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

School: *Area:* *ID:* *Name:* *Grade:* *Room:*

October __, 2008

Notice to all Parents/Guardians of Continuing ELLs

Dear Parent(s)/Guardian(s) _____:

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- 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 be receive the most appropriate services possible based on their instructional needs.
- Additionally, you have the right to visit the bilingual education program classes your child attends and to meet with your child's classroom teacher(s) to talk about the kind of instruction he/she receives. If you would like to schedule a visit, please contact the school office at least one day in advance prior to your visit.
- You may decline your child's participation in the bilingual education program through a written request for immediate removal. If this is your choice, following in-person conferencing with the principal or his/her school-based ELL program designee, your child will be placed in the general program of instruction where English is the language of instruction. If you decide to re-enroll your child in the bilingual education program, your request must be made in writing to the principal.

Your child's placement for the current school year was based on **their performance on ACCESS for ELLs[®], the state-prescribed annual English language proficiency assessment.**

Your child's English proficiency level has been assessed at: _____

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 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. Students will be eligible for transition out of the Bilingual Education Program when their English proficiency level is assessed at 4.0 or higher on the ACCESS for ELLs[®] **exam and he/she has completed three years in the program.**

School: *Area:* *ID:* *Name:* *Grade:* *Room:*

If your child's English proficiency level has been assessed at 4.0 or higher but he/she has not completed three years in the Bilingual Education Program, you will need to consent to this transition. If you do not consent, your child will remain in the Bilingual Education Program until they complete three years in the program. If you consent to the transition, your child's academic progress will be monitored for the next two years to assure a successful transition to the general program of instruction.

The *ACCESS for ELLs*[®] exam applies the following evaluation system to measure a student's English language proficiency level:

- **Entering** – Student knows and uses minimal social language and academic language with visual support [Overall Composite Score: 1 – 1.9].
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- **Bridging** – Student knows and uses social and academic language working with modified grade level material [Overall Composite Score: 5 – 5.9].
- **Attained** – Student knows and uses social and academic language at grade level [Overall Composite Score: 6].

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 model that best meets your child's IEP objectives is:

- Service Model 1
- Service Model 2
- Service Model 3
- Service Model 4
- Service Model 5
- Service Model 6

School:

Area:

ID:

Name:

Grade:

Room:

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*.

We expect that, on average, 40% of CPS students participating in a bilingual education program will reach the overall composite proficiency level of 4.0 or higher 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, no action is required. 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

School:

Area:

ID:

Name:

Grade:

Room:

BILINGUAL EDUCATION

PROGRAM CHANGE REQUEST FORM

This form is to be used by **parents/guardians** of students who have been identified as **English Language Learners (ELLs)** for program choice and decline program services. A program change can be requested at any time during the school year. **However, please note that there are four procedural guidelines for such requests:**

- (1) Parents/guardians wishing to request immediate removal from a program, a program change, or to decline all programs must send a written request to the school in addition to signing this form.
- (2) Parents/guardians wishing to request a program change or to decline all programs must schedule a conference with the student's teacher by contacting the school office with, at minimum, a one-day advance notice. In cases where parent requests immediate removal, a conference should be scheduled following removal from program.
- (3) All program change requests are subject to approval by the school principal based on staffing and program availability and capacity (how many students can be enrolled in the specific programs available in the school).
- (4) No program change request will be processed during annual spring citywide testing. Change requests received after annual testing will be processed for the following school year.

A consequence of declining bilingual education program services is that the student will not be eligible for alternative assessments and promotion criteria made available to bilingual education program participants. In order to be designated as a bilingual education program participant and be eligible for alternative assessments and promotion criteria, the student must have participated in a bilingual education program for a minimum of two-thirds of his/her enrollment in the current school year. If you elect immediate removal, your child will be placed in a general instruction classroom.

Parents/Guardians: Please complete this section of the form and submit to the school office.

Student name		Grade		Room		ID					
Decline all available bilingual education programs (Place an X if this is your choice)				School		Unit					
Immediate removal prior to conference (Place an X if this is your choice)				Transfer to another bilingual education program (Enter name of program)							
() I have consulted () I did not consult with the student's teacher(s) who explained the nature, benefits and requirements of the program options. I fully understand the consequences of the change I am requesting. Please approve my request.						Signature of parent/guardian			Date		
						Signature of staff consulted			Date		

For school use only Please complete this section and submit a copy of the form to Resource Unit, OLCE 9th floor, GSR#125 or Fax # 773.553.1931, for online entry. Keep the original in student's folder.

Date received		Date bilingual/ESL teacher was notified		Date action taken	
Please indicate action taken (✓).	Student was placed in the bilingual education program requested by the parent.				
	Student was referred to another school with requested program.			School	
	Student was placed in the general program of instruction.				
	No program change was made after conferring with parent/guardian.				
Principal's signature			Date		

School:

Area:

ID:

Name:

Grade:

Room:

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

Dear Parent(s)/Guardian(s) of _____:

Based on your response to the *Home Language Survey* and your child's English language proficiency assessment result (W-APT) which is: _____, your child has been placed in the Transitional Bilingual Education Program/Transitional Program of Instruction for 2008 - 2009 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.
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- You may decline your child's participation in the bilingual education program through a written request for an immediate removal. If this is your choice, following in-person conferencing with the principal or his/her school-based ELL program designee, your child will be placed in the general program of instruction with English as the language of instruction.
- If you wish to re-enroll your child in the bilingual education program, the request must be made in writing to the principal.

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 completed three years in the program and their English proficiency level is assessed at 4.0 or higher on *ACCESS for ELLs*[®] exam, the state-prescribed annual English language proficiency assessment.

The *ACCESS for ELLs*[®] exam applies the following evaluation system to measure a student's English language proficiency level:

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School: *Area:* *ID:* *Name:* *Grade:* *Room:*

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We expect that, on average, 40% of CPS students participating in a bilingual education program will reach the overall composite proficiency level of 4.0 or higher 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

School: Area: ID: Name: Grade: Room:

October __, 2008

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

Dear Parent(s)/Guardian(s) of _____:

Based on your response to the *Home Language Survey* and your child's English language proficiency assessment result (W-APT) which is:_____, your child has been placed in the Transitional Bilingual Education Program/Transitional Program of Instruction for 2008 - 2009 school year. Information about the Chicago Public Schools' Bilingual Education programs is provided on the attached *Program Description Table*.

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- 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 be receive the most appropriate services possible based on their instructional needs.
- You may visit the bilingual education program classes your child attends and request to meet with his/her classroom teacher to learn more about the kind of instruction your child receives. If you wish to schedule a visit, please contact the school office at least one day in advance.
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- If you wish to re-enroll your child in the bilingual education program, the 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 model that best meets your child's IEP objectives is:

- Service Model 1
- Service Model 2
- Service Model 3
- Service Model 4
- Service Model 5
- Service Model 6

School: Area: ID: Name: Grade: Room:

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 completed three years in the program and their English proficiency level is assessed at 4.0 or higher on *ACCESS for ELLs*[®] exam, the state-prescribed annual English language proficiency assessment.

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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

Special Education Service Models for ELLs

The Individualized Education Program (IEP) of an ELL is expected to include specifications for providing bilingual and/or English as a Second Language (ESL) services most appropriate to the student. This specification includes the bilingual instruction/staffing model to be used for the student. Students with a bilingual instruction/staffing model will remain in the TBE/TPI or the bilingual special education program as long as the IEP Team continues to designate the student to be in any one of the instructional categories for ELLs.

Since the addition/deletion of the model designation is part of the IEP process, and since this process is implemented annually, or sooner if needed, student progress and any changes in bilingual services will be modified when found necessary. While student progress is monitored as part of special education, questions relevant to program accountability shall be addressed jointly under special education and bilingual education.

MODEL 1 - BILINGUAL SPECIAL EDUCATION

Instructional Setting

The bilingual special education teacher can provide services to students recommended for an instructional special education program (more than 50 percent of the school day) or a resource program (student is in general education program with special education services for less than 50 percent of the school day).

Language of Instruction

Instruction provided in the appropriate native language and in English as a second language, as specified in the student's Individualized Education Program (IEP), shall be adapted and tailored to meet the linguistic needs of the ELL.

MODEL 2 - TEAM TEACHING BETWEEN A BILINGUAL TEACHER AND AN ENGLISH MONOLINGUAL SPECIAL EDUCATION TEACHER

Instructional Setting

This team teaching model serves students recommended for an instructional special education program (more than 50 percent of the school day) or a resource program (general education program with special education services for less than 50 percent of the school day). The team teaching model often requires teachers to be in the same classroom when they provide instruction cooperatively. This model can be implemented in inclusion programs in which the English monolingual special education teacher goes to bilingual education classrooms to service ELLs who are special education students.

Crucial to the implementation of Model 2 is the consistent scheduling of joint planning time in which both teachers cooperate to evaluate and instruct a group of ELLs with diverse educational needs. Both the special education and the bilingual teachers must have access to the IEP that they will implement cooperatively. Teachers involved in this cooperative team teaching model, provide each other with ongoing technical assistance, consultation and support.

Language of Instruction

Instruction for ELLs is provided in the appropriate native language and in English as a Second Language.

MODEL 3 - ENGLISH AS A SECOND LANGUAGE (ESL) SPECIAL EDUCATION

Instructional Setting

The ESL special education teacher can provide services to students recommended for an instructional special education program (more than 50 percent of the school day) or a resource program (general education with special education services for less than 50 percent of the school day).

Language of Instruction

School: *Area:* *ID:* *Name:* *Grade:* *Room:*
Instruction is provided in English using English as a Second Language (ESL) strategies.

***MODEL 4 - TEAM TEACHING - GENERAL EDUCATION TEACHER
WITH AN ESL APPROVAL AND AN ENGLISH MONOLINGUAL SPECIAL
EDUCATION TEACHER***

Instructional Setting

This team teaching approach can be arranged to provide services to students recommended for an instructional special education program (more than 50 percent of the school day) or a resource program (general education class with special education services for less than 50 percent of the school day). This team teaching model often requires teachers to be in the same classroom when they provide instruction cooperatively.

MODEL 5 - BILINGUAL TEACHER ASSISTANT

Instructional Setting

The bilingual teacher assistant model requires a collaborative approach in which the special education teacher and the bilingual assistant consult and collaborate on an ongoing basis. The bilingual teacher assistant works under the supervision of the special education teacher. A bilingual teacher in the building shall also provide instructional recommendations to both the special education teacher and the bilingual teacher assistant regarding how to address the language needs of ELLs in the special education program

Language of Instruction

The monolingual English special education teacher provides instruction following recommendations on ESL techniques provided by a bilingual/ESL teacher. Assistance in the native language is provided by the bilingual teacher assistant. The native language is used to support and clarify concepts when students have difficulty understanding instruction provided in English.

***MODEL 6 - CONSULTATION BETWEEN AN ENGLISH MONOLINGUAL SPECIAL EDUCATION
TEACHER AND A BILINGUAL OR ESL TEACHER***

Instructional Setting

These two teachers should consult on an ongoing basis regarding the instructional needs of the ELL with disabilities in different subject areas. They meet to discuss how they can provide and coordinate services for the student considering his/her linguistic and disability needs. The bilingual teacher participates in IEP meetings by providing information about the student's current levels of language proficiency and contributing suggestions about appropriate teaching methods for ELLs.

Language of Instruction

The language used to provide special education services in this model is English. The special education teacher should use English as a second language (ESL) instructional techniques recommended by the bilingual/ESL teacher.