

AMEND BOARD REPORT 98-1027-PO1

CHICAGO PUBLIC SCHOOLS LANGUAGE AND CULTURAL EDUCATION PROPOSED INITIATIVES: A FRAMEWORK FOR SUCCESS

CHIEF EXECUTIVE/EDUCATION OFFICER RECOMMENDATION TO THE BOARD

Report 98-1027-PO1 98-1025-PO1: The New Bilingual Education Policy and the Chicago Language and Cultural Education Proposed Initiatives: A Framework for Teacher Certification, Notices of Rights of Parents or Legal Guardians of Students, In and Testing.

Amend Revised Board Chicago Public Schools Success regarding the Bilingual Program

DESCRIPTION:

press the needs of limited English proficient (LEP) students who do not have access to an equal education through the Chicago Board of Education's ("Board") Transitional Bilingual Education Program. 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 educational opportunity.

consistent with Federal and state mandates enacted to address the needs of students, this policy ensures such students' access to an equal education through the Chicago Board of Education's School Reform Board of Trustees ("Bilingual Program"). The policy reflects the Board's commitment to providing students whose home language is other than English full access to equal educational opportunity.

ation is a means of providing instruction or other educational assistance through the home language of students while the students acquire English proficiency. With the exception of some language programs, bilingual education programs are transitional in nature and design for the purpose of providing instruction or other educational assistance through the home language of students while the students acquire English proficiency.

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the Board's new Bilingual Program. The Board's new Bilingual Program is designed to ensure that all students benefit from educational instruction and achieve an early and effective

Success Framework for Success. The Board's new Bilingual Program is designed to ensure that all students benefit from educational instruction and achieve an early and effective

POLICY:

the Illinois School Code, Article 24, requires that limited English proficient students shall be allowed to 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 end of the third year of enrollment unless the student demonstrates 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.

(b) the parent/guardian requests the transfer to the general instruction program.

Students may not be transferred from the Bilingual Program to the general instruction program prior to the end of the third year of enrollment unless the student demonstrates 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.

ent student may continue in the program for a period longer than three years if the parent/guardian, in these instances, student will receive appropriate services as needed.

The limited English proficiency program exit criteria shall be established by the Board of Education. The limited English proficiency program exit criteria shall be established by the Board of Education.

RIGHTS OF STUDENTS

Students who are not native English speakers are entitled to participate in all programs and activities, but not limited to the following: transitional, developmental, and maintenance/dual language, bilingual

and Title I program services, as well as extracurricular activities. These services shall be provided in the language of proficiency. They are to be provided in the home language as appropriate while students are transitioning to English.

Professional Teaching Standards for the State of Florida
 The standards are organized into four domains: Domain 1: Professional Responsibilities, Domain 2: Instructional Practice, Domain 3: Leadership, and Domain 4: Communication. Each domain contains specific standards that define the expectations for Florida's teachers. The standards are designed to be common to all levels of education, from early childhood to secondary education. The standards are also designed to be aligned with the Florida Department of Education's (FDOE) standards for student learning. The standards are intended to provide a clear and consistent framework for the profession of teaching in Florida. The standards are also intended to provide a clear and consistent framework for the profession of teaching in Florida. The standards are also intended to provide a clear and consistent framework for the profession of teaching in Florida.

Effective 2005-2006 school year, the standards for teachers holding Type 29 certificates who satisfy the requirements to become individually and collectively qualified and certified as Florida Certified Educators (FCE) are as follows:

Florida Department of Education
 Standards for the Profession of Teaching
 Florida Department of Education
 Standards for the Profession of Teaching
 Florida Department of Education
 Standards for the Profession of Teaching

In the case of a student who is not identified as limited English language proficient prior to the beginning

of the parents or legal guardians, the receipt of the notification shall be a condition 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 state-established objectives for LEP students obtaining proficiency in English.

program that fails to meet

COMMITTEE

BILINGUAL ADVISORY C

Each school district shall establish the Bilingual Advisory Committee as a standing committee on each school district which have bilingual educational programs. As such, the Bilingual Advisory Committee shall be responsible for advising the principal and the local school council regarding the planning, development, and evaluation of Bilingual Program services.

The Illinois School Board shall establish a local school council. The local school council shall be responsible for the operation and evaluation of the Bilingual Program.

BILINGUAL ADVISORY COMMITTEE

REGIONAL BILINGUAL ADVISORY COMMITTEE

Each Regional Bilingual Advisory Committee Member shall include a representative of the language groups served in the Region. This proportional representation shall be established by the Office of Language Acquisition and

Each region may establish a Regional Bilingual Advisory Committee. The Regional Bilingual Advisory Committee shall be responsible for the representation of a language group in the region.

FINANCIAL REVIEW/IMPACT:

incurred by the Board through its implementation

Respectfully Submitted:

Reviewed for Consideration:

Re

[Signature]
ARNE DUNGAN

Chief Education Officer

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Chief Executive Officer

Noted:

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Approved as to Legal Form:

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