



# BILINGUAL EDUCATION HANDBOOK

**SY20-21**

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**City of Chicago**

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# 1. Introduction



## A. Purpose

There are more than 71,000 students in Chicago Public Schools (CPS) who are identified as English Learners (ELs).

The Bilingual Education Handbook was created by the Office of Language and Cultural Education (OLCE) for school administrators, English Learner Program Teachers (ELPTs), and other teachers of ELs use as a reference when creating and implementing Bilingual Education Programs in their schools. The goal of this document is to ensure Bilingual Education Services provided to ELs comply with federal, state, and CPS Bilingual Education requirements, in addition to providing ELs with rigorous and equitable instruction.

The handbook's chapters mirror the organization of the [Bilingual Education Policy](#), so that anyone looking for additional guidance related to the specific areas of the policy can easily locate it

### How to use this Handbook

This handbook can be used as a reference for schools when implementing Bilingual Education Services for ELs. The specific guidance in this handbook includes information on the path ELs take beginning from enrollment in a CPS school, intake, screening, placement, and transition into the General Program of Instruction, to ultimately prepare ELs for success in college and career.

- Handbook: general information about administrative procedures and services specific to ELs that are aligned to federal, state, and district mandates
- Links to Knowledge Center (KC) resources and additional resources, including: program and instructional guidance, forms, etc.

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Resources (please contact OLCE at (773) 553-1930 if any links in this Handbook are broken):

[School Code: 105 ILCS 5/Art. 14C](#)

[Administrative Code: 23 Ill. Adm. Code Part 228](#)

[OLCE page on the Knowledge Center](#)

## 2. Identification of English Learners

### A. Home Language Survey

Title 23 of the Illinois Administrative Code, Part 228, mandates schools administer a Home Language Survey (HLS) to every parent/legal guardian of students in Grades PreK-12 enrolling in CPS for the first time, to identify students who have a language background other than English.

The HLS asks two specific questions to determine if a student speaks a language other than English, or if the student has had exposure to another language that could impact the student's language proficiency development in English:

1. Is a language other than English spoken in the home, and if so, which language?
2. Does the student speak a language other than English, and if so, which language?

Any student, whose parent/guardian answers "Yes" to at least one HLS question, must be screened for his or her English language proficiency.

- The HLS is a federal document. The first HLS completed in Illinois is the **only** legal-binding one
- For students who come in from another district in Illinois and bring their HLS from that district with them, that HLS can be used to enter HLS info on Aspen.
  - Please note that for students who enrolled in CPS for the first time, if they had HLS responses of at least one Yes in a previous school district in Illinois, even if the response is N/N on the CPS HLS, the earlier HLS from another district supersedes the N/N responses and the info on Aspen will need to be updated to match ISBE's info
- Students who return to CPS after a service break (12 months or more), **do not** complete another HLS
  - Student may be required to be rescreened, when we don't have current information about their language proficiency
  - See [Policy Memo on the Home Language Survey](#) for more information
- For students whose families provide language information on GoCPS or the preschool application, schools are required to have families complete the physical HLS form and enter those answers into Aspen.
- The HLS is administered in English and in the student's home language
- District run schools must use the CPS HLS form; the CPS HLS form is also available for charter schools. If the family indicates that they speak a language not included on our district HLS form, the school must refer to or one of the [HLS samples from ISBE](#)
  - American Sign Language is not considered a "language other than English" for the purpose of the HLS (this only applies to American Sign Language, but not other sign language systems, which would be considered as another language)
  - If the family's home language is not available in any of the two sites then the recommendation should be that the ELPT find an interpreter of the parents' home language to explain the content of the HLS to the parents or legal guardians. CPS has a list of approved Interpretation vendors who provide services for many low incidence languages, if the school does not have staff who can communicate in that language.

## Aspen

- HLS responses must be entered into Aspen in the Details section, on the Student Demographics page (Federal Info tab), to continue the new student enrollment. Individuals with “Status Coordinator” and “Principal” roles can enter this information
- HLS responses become “read only” the day after they have been entered. To update errors to the date, HLS answers, or the language listed, the Student Reclassification Recommendation form ([SRR form](#) found on the KC OLCE page) must be submitted as soon as possible, so it can be reviewed, processed, and approved by OLCE. Please use the link on the KC page for submitting the completed SRR and additional documentation.
  - Please note that clerical errors made to the original HLS can **only** be updated **before** the student is screened for English Language proficiency
- All 5 variables have to be completed: HLS date, the answer to both questions and the language listed for both questions
- For ELs, the non-English language listed for either of the 2 questions is the home language that’s listed on Aspen.
- School clerks and other administrators of the HLS must receive training: annual training is provided by ITS and guidance is included in the [Registration and Enrollment resources](#)
- The completed HLS, with parent/guardian and school official signatures and dates must be filed in [every student Cumulative Folder](#), regardless of program assignment or EL status. If EL folders are not housed with Cumulative Folders, a copy of the original HLS must also be placed in the EL folder
  - If multiple copies of the HLS were completed, the original (1<sup>st</sup> HLS completed in CPS) HLS must be entered into Aspen. Attach all invalid HLS copies to the original HLS, noting they were erroneously completed and not entered into Aspen
  - For students transferring in from another school, in cases where the original HLS was not sent to the school when a student transferred and the receiving school cannot obtain a copy of the original HLS:
    - Keep a printout of the English Language Learners/Bilingual Program page (Aspen) that includes the HLS answers, language, and date in the EL folder. Keep a copy of the request for transfer of student records that was sent to the student’s previous school

### Special Circumstances

When health and safety considerations affect the ability to administer the HLS or the timeline of completing the HLS, OLCE will share temporary guidelines on the OLCE KC page with additional information for procedures to follow until a return to typical procedures is possible.

Resources: .....

[KC OLCE page](#)

[SRR form](#)

[ISBE EL Toolkit: Identifying all English Learner Students](#)

[Aspen English Learner Program Guide](#)

## B. English Language Proficiency Screener

If the parent/legal guardian answers "Yes" to at least one of the HLS questions, Title 23 of the Illinois Administrative Code, Part 228, requires the student be screened for English language proficiency using the grade appropriate state-prescribed screener.

Screening for English language proficiency **must** take place within 30 calendar days after the student's enrollment in the district. For preschool programs, screening must take place no later than 30 calendar days after the student begins participation in the program. For students who enroll after the 30<sup>th</sup> day, schools have 14 calendar days to complete the screening. Teachers and administrators **must** complete online administrator training to become certified to administer the grade appropriate state-prescribed screener. For more information about training and ordering EL screeners, please visit the [Student Assessment KC page](#).

For kindergarten, all students identified through the HLS, including students previously screened when enrolled in preschool, **must be screened** using the state-prescribed screening instrument for kindergarten.

Schools must ensure any accommodations identified on the Individualized Education Programs (IEP) of students with disabilities are also used when administering the grade- appropriate, state-prescribed English language proficiency screener.

- Schools must ensure a sufficient number of staff is trained and certified to administer the grade-appropriate, state-prescribed English language proficiency screener, to immediately place students in appropriate services
- [The Assessment page on the KC](#) includes information about and steps for getting certified and ordering screening materials
- Screeners can be administered by the following personnel:
  - Licensed instructional personnel - teachers, including bilingual teachers and ESL teachers, general education classroom teachers, special education teachers, who have completed EL Screeners certification and passed the online quizzes
  - Licensed non-instructional personnel - coordinators, program directors, school psychologists, speech and language therapists, assistant principals, principals, who have completed EL Screeners certification and passed the online quizzes
  - review [Screener Overview Slides](#) (for exceptions) on EL Screener KC page
- The ELPT must have the "Bilingual Coordinator" role in Aspen to enter:
  - Pre-IPT letter scores
  - RAW scores for the MODEL
    - proficiency levels will be calculated in the system, once all assessment information is entered
  - WIDA Screener proficiency level (PL), all 7 PLs
    - when testing on paper, these are calculated using WIDA Online Calculator
    - when testing online, these are obtained from WIDA AMS
  - Please note that students who are unable to complete any items in a domain are given the lowest possible score for that section for the purpose of calculating PLs
- If clerical errors are made when entering screener scores, schools must submit an SRR with appropriate documentation (see SRR) to OLCE. Schools are unable to correct clerical errors without OLCE's approval
- Students who don't meet the criteria for English Language Proficiency are considered ELs and entitled to the appropriate Bilingual Education Services
- ELPTs are advised to keep copies of screener and ACCESS certification records of school staff in a folder/binder for reference



SCREENER	Grade	DOMAINS ASSESSED				Cut-score for English Language Proficiency
		Listening	Speaking	Reading	Writing	
Pre-IPT Oral®	Preschool-Age 3	X	X			Score at Level C, D or E on a scale of level A-E
Pre-IPT Oral®	Preschool - Age 4	X	X			Score at Level D or E on a scale of level A-E
MODEL™	Kindergarten (1st Semester)	X	X			Oral language proficiency level 5.0
MODEL™	Kindergarten (2nd Semester)— First Grade (1st Semester)	X	X	X	X	Overall composite proficiency level 5.0, composite literacy (reading/writing) proficiency level 4.2
WIDA Screener	First Grade (2 <sup>nd</sup> Semester)— Twelfth Grade	X	X	X	X	Overall composite proficiency level 5.0

### Special Circumstances

When health and safety considerations affect the ability to administer the screener or the timeline of completing screening, OLCE will share temporary guidelines on the OLCE KC page with additional information for procedures to follow until a return to typical procedures is possible.

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Resources:

[KC Student Assessment page on EL Screeners](#)

[ISBE EL Toolkit: Chapters 1 and 10](#)

## C. Incoming Transfer Students

Students who have previously been screened and/or have participated in the annual English language proficiency assessment (ACCESS for ELLs™) in another district and have not yet met the ISBE English language proficiency criteria are automatically eligible for EL services.

- If a transfer student's score attained on the grade-appropriate, state-prescribed screener or annual assessment is available and was achieved within the previous school year, it can be used to place the student in Bilingual Education Services. A copy of the test results along with an SRR form must be submitted to OLCE for review and processing (the student is eligible for services if identified as an EL in ISBE's Student Information System (SIS))
- If a student was previously screened on the grade-appropriate state-prescribed screener or annual assessment and demonstrated English language proficiency, those scores can be used as documentation and the student would not be required to be screened again.
  - Please note that we would not be able to accept proficiency scores from language proficiency assessments other than the ones required in Illinois.
- If no recent scores are available, the student must be screened to determine the appropriate placement for Bilingual Education Services

### Foreign Credentials

- Students who have completed high school level courses in a foreign country, must have their transcripts evaluated by CPS in order to determine appropriate placement and determine which promotional criteria they have already satisfied prior to enrolling in CPS, including World language credit for academic work completed in another country.
  - Completing the required EL screening prior to course evaluation allows for a specific ESL course placement recommendation (for HS).
- Contact Beata Arceo at OLCE for more information.

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Resources:

[KC OLCE page](#)

[SRR form](#)

## D. Parent/Guardian Requests

The parent/guardian of any student within CPS who has not been identified as an English Learner has the right to request CPS consider the student for Bilingual Education Services.

- If this request is made, the school is not required to automatically provide Bilingual Education Services:
  - school first determines student eligibility for services using the grade-appropriate, state-prescribed screener and then place the student in the appropriate program based on screening results
  - school can allow students who are not ELs to be placed in self-contained bilingual classrooms, **only** if:
    - all eligible ELs are receiving appropriate services
    - there is enough space on the classroom roster (honoring the 90% rule)
    - the placement of a non-ELs in that classroom will not affect the way services are provided to eligible ELs in that self-contained bilingual classroom

## E. English Learner Student Records

There are specific documents that must be placed in EL student files and reported electronically in student information systems (IMPACT Aspen), annually. See the [English Learner Student Records document](#).

The [Board's policy on Student Record Retention](#) (706.1), considers EL Records as part of Temporary Records (i.e. part of the Cumulative Record). The only exceptions are ACCESS for ELLs™ assessment results taken during high school, as these are state standardized assessments and are part of the Permanent Record.

### [English Learner Student Records](#)

- All student Cumulative Files must include:
  - HLS (also place a copy of the original HLS in the EL Folder)
- EL Folders must include:
  - screener results, including a copy of the score sheet with the date of initial screening and scores;
  - copies of annual notification letters to parents/guardians, including:
    - CPS EL Parent Notice Letter (PE-PK)
    - CPS EL Parent Notification Letter (Grades K-12, PY0-PY3)
    - CPS EL Parent Notification Letter (Grades K-12, PY4+)
    - CPS EL Parent Notification Letter for support services for Refusals
    - CPS EL Parent Notice for Transitioning Students Prior to PY3
    - CPS EL Parent Notice for Transitioning Students PY3 or later
  - copies of the notification letters should be filed in English and in the parent/guardian home language
    - unless written documentation exists that parent/guardian prefers communication only in English
    - schools must produce evidence of notification letters issued in the parent/guardian preferred language when requested
  - [Part-time Placement Checklist and Rationale](#) for any EL eligible for part-time TBE services
    - include form and supporting documentation
  - copy of the annual ACCESS for ELLs 2.0 @ assessment score report

- ensure a copy of the Teacher/Parent score report was issued to parent/guardian
- copy of parental refusal letters (or requests for re-enrollment) and copy of corresponding SRR form submitted, reviewed, processed, and approved by OLCE
- report card translation waivers
  - if no evidence of parent/guardian-signed waiver to receive report card in only English exists, report card must be issued in English and the home language
- ISBE allows EL Folders be kept in a central location at a school (e.g., ELPT's office, or with Cumulative Folders in the main office), or individual classrooms
  - schools must have a clear understanding of where EL folders are kept, procedures for how the folders can be accessed by teachers, and clear procedures around what happens to them at the end of the school year
  - EL folders must be easily accessible to anyone reviewing them
- Schools must place EL Folders in the student Cumulative Folder at the end of each school year or when the student leaves the school prior to the end of the year
  - allows EL records to be included with other student Cumulative/Temporary Records
  - can easily transfer with students, be stored, and/or disposed of as one complete file

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Resources:

[KC OLCE page](#)

### 3. Bilingual Education Services Enrollment and Duration of Participation

#### A. Enrollment, Participation, and Transition

English Learners (ELs) are entitled to and must receive appropriate Bilingual Education Services until the state-designated exit criteria is met. ELs are required to be annually assessed for English language proficiency (ACCESS for ELLs 2.0 ®,) to monitor progress in listening, speaking, reading, and writing.

Students identified as ELs are not considered English language proficient in the state of Illinois until they obtain an overall composite proficiency level of 4.8 on the ACCESS for ELLs 2.0 ® Assessment.

- When a student is screened for English language proficiency and does not meet the minimum criteria set by ISBE, that student is identified as an EL and must be immediately placed into Bilingual Education Services
- Program Year (PY) refers to student year(s) of participation in Bilingual Education Services. ISBE counts program years as full academic years.
  - Preschool and kindergarten services for ELs are classified as PY0.
  - Students of any grade entering after the 20th day of school are also classified as PY0 during their first school year within CPS.
  - Students who are enrolled for fewer than 150 days during a specific academic year, will not have their PY advance the following year
- ELs must receive Bilingual Education Services until the state-designated exit criteria is met
  - Students meeting the state-designated exit criteria before receiving Bilingual Education Services for a minimum of three years, are entitled to continue receiving those services for the remainder of the three years (until PY3 is complete), unless a parent/guardian submits a request to transition them into the General Program of Instruction
    - PreK and K do not count toward the total years in the program

## B. Monitoring Transitioning Students

Transitioned students are identified as Transition Year 1 (T1), Transition Year 2 (T2), Transition Year 3 (T3), and Transition Year 4 (T4). Academic progress of transitioned students must be monitored for at least four years after the students met the proficiency criteria on ACCESS.

- Principals must ensure ELs who have met the state-designated exit criteria and have transitioned into the General Program of Instruction (Transitioned Students-T1-T4), are monitored for at least four years
  - [Sample monitoring form](#) for transitioned students found on the OLCE KC page
    - Schools can use a different format to document progress monitoring of transitioned students (i.e., Grade Level Meetings in high school) but:
      - monitoring must include at minimum, all components from the sample form
      - evidence of appropriate monitoring procedures of transitioned students and refusals must be easily accessible for review

Students who meet proficiency criteria prior to completing three years of EL services (completing PY3), remain in the program until they complete PY3, unless their parents decide to withdraw them.

- If state transitioned students are still receiving EL services (CPS active) during the 4-year monitoring period, they will not appear on the Transitioning Students report until they complete PY3. So their 4 year monitoring period will include monitoring as an Active EL for part of that period, and monitoring as transitioned ELs for part of that period

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Resources:

[KC OLCE page](#)

## 4. Parent/Guardian Notifications

### A. Parent/Guardian Notifications

Parents/Guardians of English Learners have the right to be informed of their child's placement for Bilingual Education Services and any subsequent changes in services.

- Parents/Guardians must receive notifications no later than 30 calendar days after the beginning of the school year (or within 14 calendar days of enrollment for students who enroll after the 30th calendar day from the first day of school).
- Notification Letters must be issued in both English and the parent/guardian preferred language

#### What is issued to Parents/Guardians of ELs:

	English Letter (ASPEN)	Translated Letter on KC	Instructional Design Description in Home Language (KC) *	Requires a Parent Response
<b>PE or PK Current ELs</b>	Parent Notification for PE-PK	✓	✓	
<b>Current ELs PY0-3</b>	Parent Notification for K-12 PY0-PY3	✓	✓	
<b>Current ELs PY4 and Higher</b>	Parent Notification for K-12 PY4 and Higher	✓	✓	✓
<b>ELs Whose Parents Refused Services</b>	Parent Notification Support Services for Refusals	✓		
<b>Students Who Met Exit Criteria Prior to 3 Years in Program</b>	Notice Transitioning Students Less than 3 Years	✓	✓	✓* If Parent/Guardian is informed of Bilingual Program Services and still wants to transition their child into the General Program of Instruction, a written, signed, and dated request must be submitted to OLCE.
<b>Students Who Met Exit Criteria after 3+ Years in Program</b>	Notice Transitioning Students PY3 and Higher	✓		

\*Instructional Design Description in English populates in Aspen for the relevant letters. Appropriate Instructional Design must be *checked off* manually.

Resources:

[KC OLCE page](#)

[ISBE Additional Languages Parent Notification Letters](#)

## 5. Bilingual Education Services Refusal or Withdrawal by Parent/Guardia

### A. Program Refusal

Parents/Guardians can refuse Bilingual Education Services for their child after the student is screened and determined eligible for services, but before the student has received any of those services.

### B. Program Withdrawal

Parents/Guardians have the right to immediately withdraw their child from Bilingual Education Services.

### C. Procedure for Program Refusal or Withdrawal

Parents/Guardians can refuse Bilingual Education Services for their child. Parents/Guardians who refuse services, must submit a handwritten, signed, and dated request to the school. The school must follow the process and submission requirements outlined in the [Student Reclassification Recommendation \(SRR\)](#) form. Then, the school must submit the SRR and supporting documentation to OLCE to be submitted, reviewed, processed, and approved by OLCE. The SRR must be submitted electronically: [SRR eSUBMISSION](#). NOTE: Ensure you are using the SY21 SRR, which includes a check list for parents to review and sign off.

Students whose parents/guardians refuse Bilingual Education Services must be progress monitored and receive instructional supports, as needed.

- Upon receipt of a handwritten, signed, and dated request from a parent/guardian considering a refusal, the principal or designee schedules a conference (in-person or phone call) to review the following:
  - reason for the request;
  - student's English language proficiency results, academic progress, and teacher input;
  - ISBE requirement that student must take the annual ACCESS for ELLs assessment until the student meets the state mandated English proficiency criteria; and,
  - components of services and EL accommodations available and provided to the student
- If the parent/guardian still refuses all services\* upon completion of the conference, the following must be submitted:
  - handwritten, signed, and dated refusal request from the parent/guardian to the school (attach a copy to the SRR also signed by the parent and keep original in student's EL Folder)
  - inform parent/guardian that any refusals submitted in preschool must be re-submitted when student enters Kindergarten
  - review and check off the items listed in the SRR, including all required signatures and date

\* Please note that if a parent only refuses some but not all components of services, a Code 13 refusal does not need to be processed since in that case, the student will still receive some components of EL services. File the handwritten, signed, and dated parent/guardian request for only some of the EL components in the student's EL Folder and complete a [Part-time Placement Checklist and Rationale](#), if appropriate.

Resources:

[KC OLCE page](#)



## D. Procedure for Re-enrollment in Bilingual Education Services

Parents/Guardians who have previously refused Bilingual Education Services for their child, have the right to rescind their request and ask that their child be re-enrolled, if that child has not yet demonstrated English language proficiency. The parent/guardian must submit a handwritten, signed, and dated request to the school, which the school must then submit to OLCE for review and processing

- Once the handwritten, signed, and dated request for re-enrollment is submitted by the parent/guardian, the school must submit the SRR form (Reenrollment for Previous Exit Code 13) along with the required supporting documentation to be reviewed, processed, and approved by OLCE
  - a copy of these documents must be filed in the student EL folder

## E. Monitoring Progress of Students of Refused or Withdrawn from Bilingual Education Services

Schools must monitor the academic progress of all students whose parent/guardian has refused or withdrawn them from Bilingual Education Services.

- NOTE: Schools are obligated to make academic content accessible for all students, including students whose parents/guardians have refused Bilingual Education Services.
- The principal must ensure that ELs whose parents/guardians have refused Bilingual Education Services are monitored:
- [A sample monitoring form](#) is available on the OLCE KC page.
  - schools using a different monitoring form or system, must ensure it includes all applicable components from the sample form

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Resources:

[KC OLCE page](#)

[ISBE EL Toolkit: Chapter 7 and 8](#)

## 6. Bilingual Education Services and Requirements

### A. General

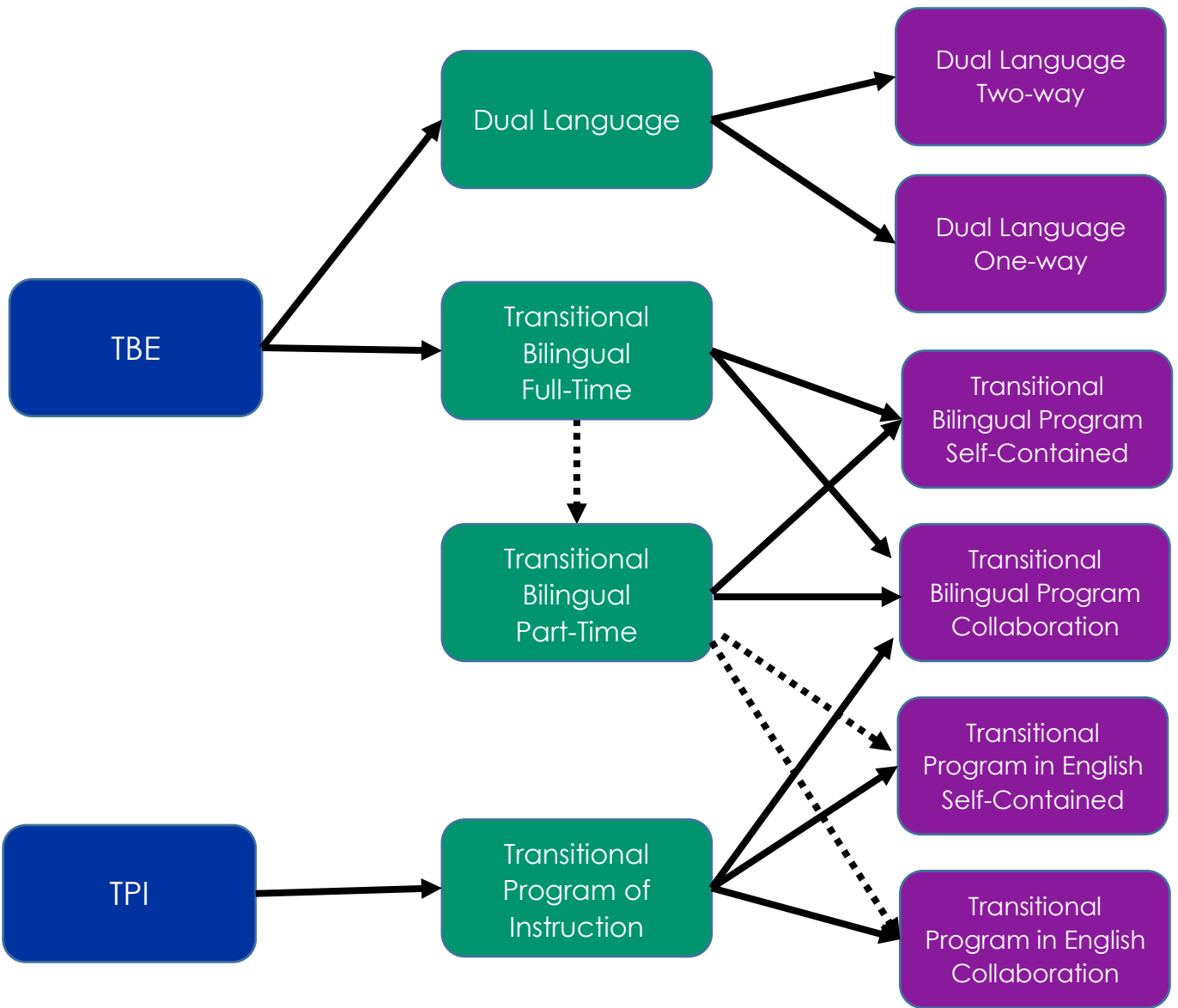
Bilingual Education Services		
Core Curriculum: Content Instruction for all Students	Equitable and Meaningful Access to Core Curriculum	English as a Second Language (ESL) Instruction aligned to the WIDA English Language Development standards (ELD for K-12, and E-ELD for preschool)
<p>Rigorous content instruction aligned to Illinois Learning Standards provided to <b>ALL</b> students</p>	<p>Depending on the Program Model (TBE or TPI), this may require:</p> <ul style="list-style-type: none"> <li>• Native language instruction in all content areas and heritage culture and language</li> <li>• Native language support, as needed to improve comprehension of and meaningful participation in core instruction in sheltered and English language instructional programs</li> <li>• Content-driven, standards-based, differentiated English language development instruction to ensure full access to the core curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Language of Language Arts</li> <li>• Language of Mathematics</li> <li>• Language of Science</li> <li>• Language of Social Studies</li> <li>• Social and Instructional Language</li> </ul>

- ISBE mandates specific services based on the number of ELs from the same language background within the same attendance center (school)
- There are specific Program Models in CPS that meet the ISBE mandate for these services
- ISBE has outlined six instructional designs for schools to select based on individual EL-specific need

**Required Services**  
Based on the number of enrolled ELs from the same language background

**Model**  
Model used to provide Required Services

**Instructional Design**  
The way the delivery of Program Model is designed to meet students' needs



—————> Can be used  
 - - - - -> Can ONLY be used in some circumstances

## Required Bilingual Education Services

Students who do not meet the minimum requirement for English language proficiency are considered ELs and the district is required to provide Bilingual Education Services for them. Depending on the number of ELs from each language background, schools may have a combination of TBE services (in various languages) and TPI services within the same building.

### Transitional Bilingual Education (TBE)

“When an attendance center has an enrollment<sup>1</sup> of 20 or more English learners of the same language classification<sup>2</sup>, the school district must establish a transitional bilingual education (TBE) program for each language classification represented by those students.”

#### Full-Time TBE Consists of

- Content Area Instruction:
  - native language and English instruction in all core subjects and those required by law, or by the district
  - instruction in language arts, in the student’s home language
  - instruction in the history and culture of the student or the parent/guardian
  - instruction of the history and culture of the United States
- ESL instruction is aligned to WIDA ELDs
  - ESL is taught as a separate course in high school, which satisfies ELA credit and ELA graduation requirements
    - ESL courses must be aligned to WIDA ELD, CCSS and any other ISBE standards

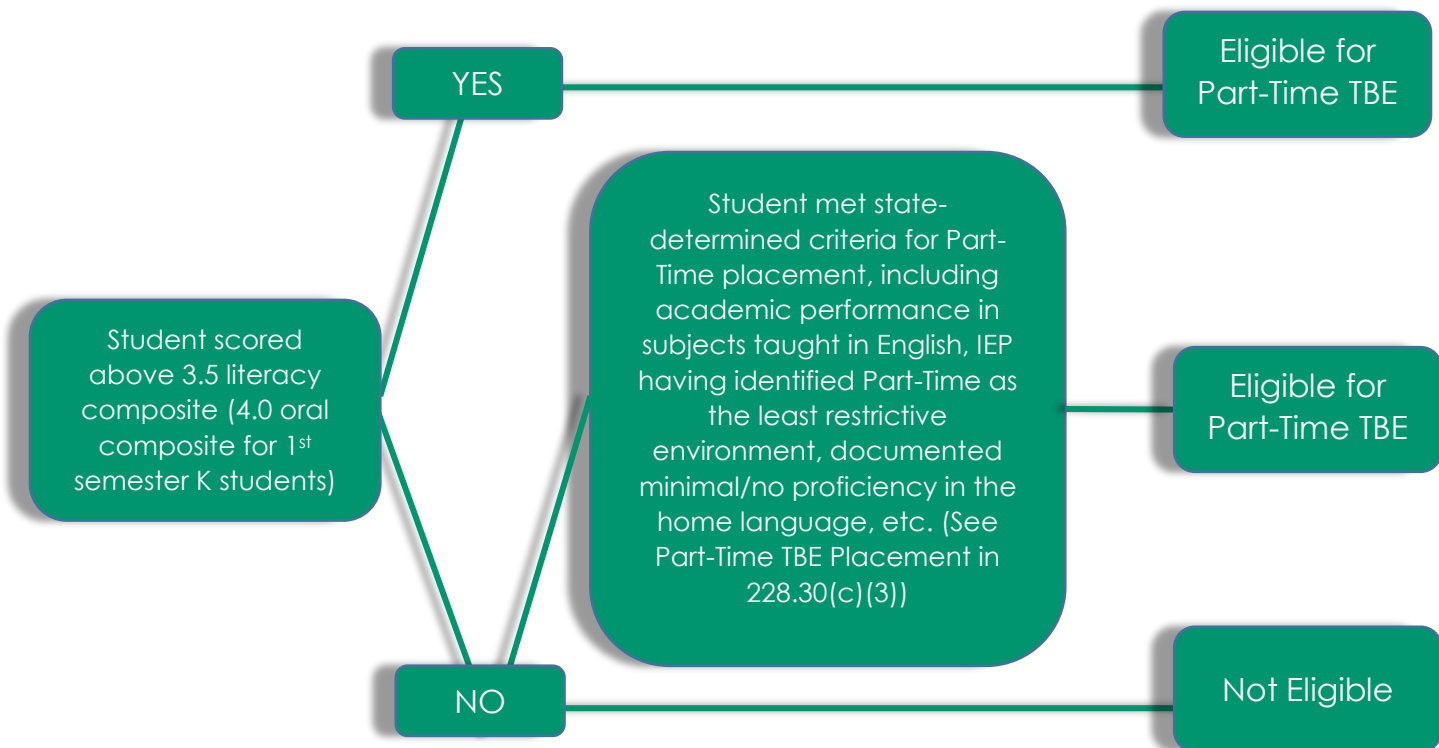
Dual Language Education can be used to meet Transitional Bilingual Education (TBE) requirements. Please see more information about Dual Language Programs in CPS on [OLCE's KC page](#).

#### Part-time TBE Placement

Schools mandated to provide a TBE Program are required to provide all components of a TBE Program (“full-time TBE”) to eligible students. For individual students who meet the ISBE criteria for part-time placement, full components of a TBE Program should be provided, unless a part-time placement decision is made, based on student need. If part-time criteria are used to determine that part-time placement better meets student need, [Part-time Placement Checklist and Rationale](#) and documentation/evidence are used to support the decision and must be documented in the student EL folder.

<sup>1</sup> For the purposes of determining state TBE or TPI requirement Pre-kindergarten enrollment and K-12 enrollment in the same attendance center is counted separately.

<sup>2</sup> Students whose parents/guardians refuse services are included in this count.



### Criteria for Part-time Placement:

[State defined Part-time placement criteria](#)

[Part-Time Placement Checklist and Rationale](#)

**In addition**, in lieu of refusing all Bilingual Education Services, parents/guardians of ELs can refuse specific components of a program. That decision must be documented and filed along with the Part Time TBE Placement Rationale form in the student's EL Folder.

### Please note that:

- Full-time and part-time components of the TBE Program may both be provided in a self-contained TBE classroom or through collaboration between appropriately endorsed teachers.
- Full-time and part-time TBE services may include the same amount of instructional **time** (minutes) but will consist of different required components of services for a TBE Program.

Part-time TBE (available only for eligible students) consists of some components of a full-time program based on EL need. At minimum, it must include:

- Content Area Instruction
  - Components of a full-time program that are selected for a specific EL based on individual instructional needs:
    - native language and English instruction in all core subjects and those required by law or by the district
    - instruction in language arts, in the student's home language
    - instruction in the history and culture of the students or of the parent/guardian and in the history and culture of the United States
  - ESL instruction is aligned to WIDA ELDs

- ESL is taught as a separate course in high school, which satisfies ELA credit and ELA graduation requirements
  - ESL courses must be aligned to WIDA ELD, CCSS and any other ISBE standards

### **Transitional Program of Instruction (TPI)**

When an attendance center that has an enrollment<sup>3</sup> of 19 or fewer English learners of any single language classification other than English, the school may provide a TBE Program or a Transitional Program of Instruction (TPI) for those students.

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#### **Transitional Program of Instruction (TPI) Model**

TPI consists of

- ESL instruction is aligned to WIDA ELDs
  - ESL is taught as a separate course in high school, which satisfies ELA credit and ELA graduation requirements
    - ESL courses must be aligned to WIDA ELD, CCSS and any other ISBE standards
- Content Area Instruction:
  - Components of a TBE Program that are selected for a specific EL based on individual instructional needs:
    - native language and English instruction in all core subjects and those required by law or by the district
    - instruction in language arts, in the student's home language
    - instruction in the history and culture of the students or of the parent/guardian and in the history and culture of the United States

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<sup>3</sup> For the purposes of determining state TBE or TPI requirement Pre-kindergarten enrollment and K-12 enrollment in the same attendance center is counted separately.

## B. Bilingual Education Programs at Individual Schools

Instructional Designs describe how program model components are delivered to students.

Please review the [Language Allocation charts for TBE and TPI models on the OLCE KC page.](#)

Instructional Design		Elementary School	Middle School/High School
Dual Language	Two-Way	Dual language <b>Two-Way</b> Programs serve both students initially identified as <b>English learners from the same language background (50-67%) and English proficient students (33-50%) in a self-contained classroom. Former ELs</b> stay in the program even after meeting the state-mandated English language proficiency criteria.	<i>Two-way DLE is only available in <b>middle school grades</b> where the school follows the two-way design Pre-K/K-8th grade.</i>
	One-Way	Dual language <b>One-Way</b> Programs serve students initially identified as <b>English learners from the same language background and heritage speakers</b> of the language in a <b>self-contained</b> classroom. <b>Former ELs</b> stay in the program even after meeting the state-mandated English language proficiency criteria.	Dual language <b>One-Way</b> Programs in middle school and high school serve both students initially identified as <b>English learners from the same language background and may include non-ELs who are at a proficient level in both languages (i.e. heritage speakers, former ELs, or former DLE students) in a self-contained classroom.</b> Former ELs stay in the program even after meeting the state-mandated English language proficiency criteria.

Instructional Design		Elementary School	Middle School/High School
TBE	Self-Contained	A classroom that <b>only includes ELs from the same language background</b> and taught by a <b>bilingual endorsed content teacher</b> who can provide all required components of services.	A schedule where all core content courses <b>only includes ELs from the same language background.</b>  Each <b>content course</b> is taught by a <b>bilingual endorsed content teacher</b> and <b>ESL</b> is provided by an <b>ESL endorsed teacher (+ELA endorsed in HS)</b> who together can provide all required components of services
	Collaboration	Either <ul style="list-style-type: none"> <li>a classroom that includes <b>non-ELs and ELs from the same language background</b> and taught by a <b>bilingual endorsed teacher</b> who can provide required components of services through <b>small group instruction and differentiated instruction</b> to ELs for part of the day; <b>or</b></li> <li>when ELs are placed in a monolingual classroom with a teacher who is only <b>ESL endorsed</b>, ELs receive some or all of the required components of instruction from a resource teacher (in the form of co-teaching, push-in, pull-out) with the <b>bilingual endorsement</b>. Intentional and meaningful collaboration between teachers serving ELs is required; <b>or</b></li> <li>when ELs are placed in a monolingual classroom with a teacher who is not bilingual or ESL endorsed, ELs receive all of the required components of instruction from a resource teacher (in the form of co-teaching, push-in, pull-out) with the <b>bilingual endorsement</b>. Intentional and meaningful collaboration between teachers serving ELs is required</li> </ul>	A schedule where ESL is provided by an ESL endorsed teacher (+ELA endorsed in HS), but where: <ol style="list-style-type: none"> <li>some or all of the core content courses include <b>non-ELs and ELs from the same language background</b> taught by a <b>bilingual endorsed content teacher(s)</b> who provide required components of services, through <b>small group instruction and differentiated instruction</b> to the ELs for part of the day</li> <li>some or all of the core content courses include non-ELs and ELs from various language backgrounds taught by an <b>ESL endorsed content teacher(s)</b> who provide some of the required components of services, while a <b>bilingual endorsed resource teacher</b> (co-teacher, push-in) provides the remaining required components. <i>Intentional and meaningful collaboration between teachers serving ELs is required</i></li> <li>some or all of the core content courses include non-ELs and ELs from various language backgrounds taught by non-EL endorsed content teachers who provide instructional supports, while a <b>bilingual endorsed resource teacher</b> (co-teacher, push-in) provides the remaining required components. <i>Intentional and meaningful collaboration between teachers serving ELs is required</i></li> </ol>

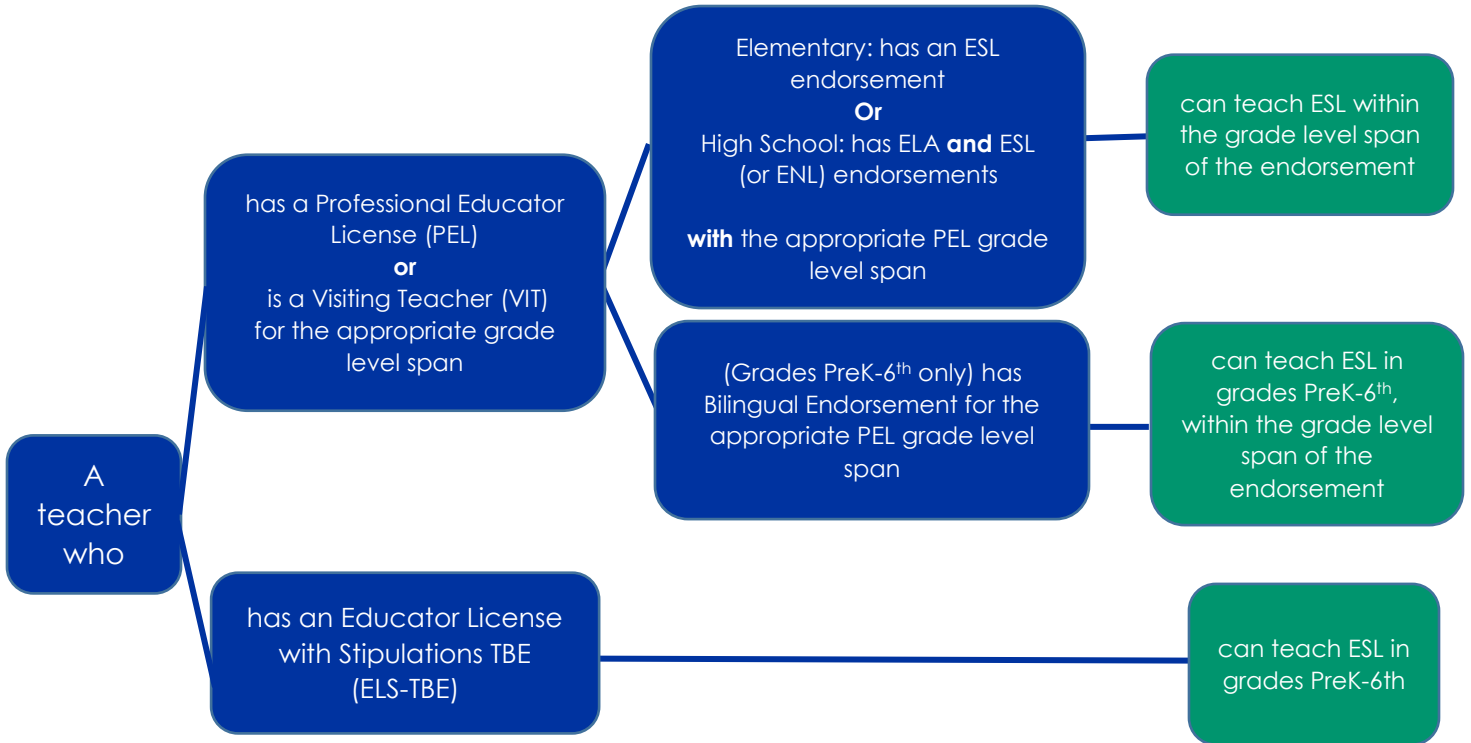
Instructional Design		Elementary School	Middle School/High School
TPI	Self-Contained	A classroom that <b>only includes ELs (from various language backgrounds)</b> and taught by an <b>ESL and/or bilingual endorsed teacher</b> who can provide all required components of services	A schedule where <b>all core content courses only includes ELs from various language backgrounds</b> .  <b>Each content course</b> is taught by an <b>ESL/bilingual endorsed and content endorsed teacher(s)</b> and <b>ESL</b> is provided by an <b>ESL endorsed teacher (+ELA endorsed in HS)</b> who together can provide all required components of services
	Collaboration	Either: <ul style="list-style-type: none"> <li>a classroom that includes <b>non-ELs and ELs from various language backgrounds</b> and taught by an <b>ESL or bilingual endorsed teacher</b> who can provide required components of services through <b>small group instruction and differentiated instruction</b> to the ELs for part of the day; <b>or</b></li> <li>when ELs placed in monolingual general education classes with a teacher who is not endorsed to provide required components of instruction receive all of the required components of instruction from a <b>resource teacher with an ESL or bilingual endorsement</b> (co-teacher, push-in, pull-out). Intentional and meaningful collaboration between teachers serving ELs is required</li> </ul>	A schedule where <b>ESL</b> is provided by an <b>ESL endorsed teacher (+ELA endorsed in HS)</b> , but where not all of the core content courses only include ELs and are taught by ESL/bilingual endorsed and content endorsed teachers: <ul style="list-style-type: none"> <li>some or all of the core content courses include non-ELs and ELs from the same/various language backgrounds and are taught by an <b>ESL/bilingual endorsed content teacher(s)</b> who provide required components of services through <b>small group instruction and differentiated instruction</b> to the ELs for part of the class</li> <li>some or all of the core content courses include non-ELs and ELs from various language backgrounds and are taught by non-EL endorsed content teachers who provide instructional supports, while an <b>ESL/bilingual endorsed resource teacher (co-teacher, push-in) provides EL instructional components</b>. Intentional and meaningful collaboration between teachers serving ELs is required</li> <li>some or all of the core content courses include non-ELs and ELs from various language backgrounds and are taught by non-EL endorsed content teachers who provide supports</li> </ul>



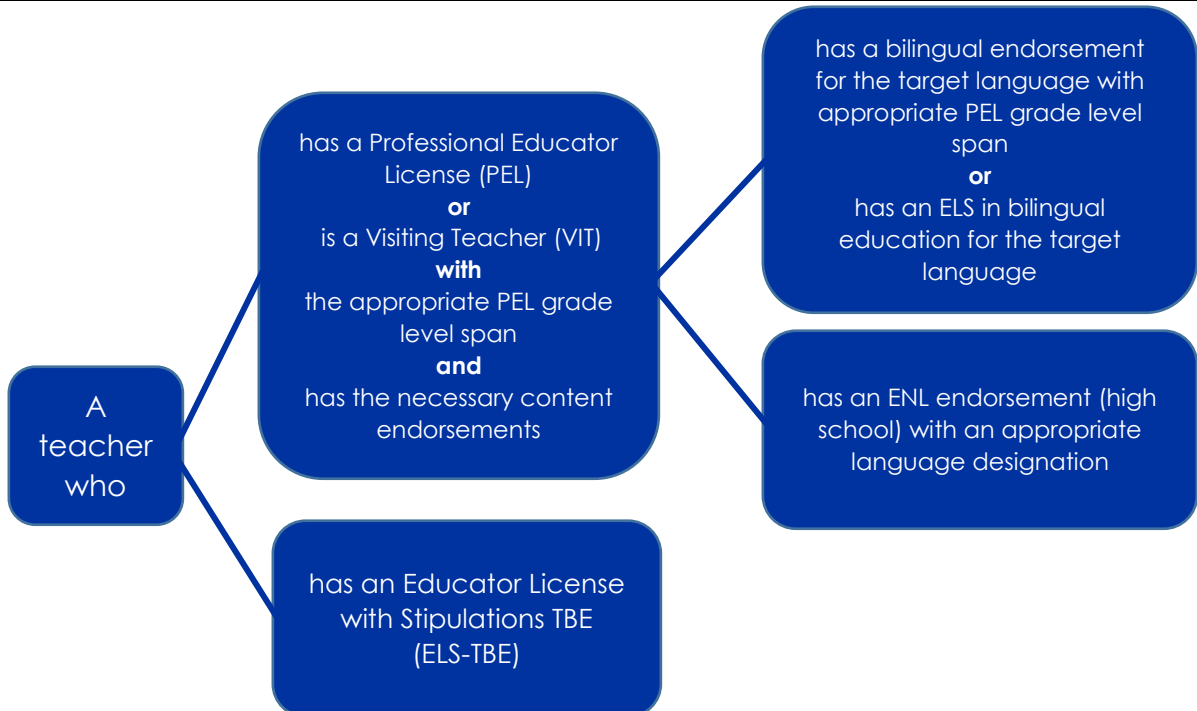
## C. Staffing and Qualifications

All teachers providing required components of instruction in Dual Language, TBE, and TPI programs are required to hold the appropriate Professional Educator License (PEL), as well as the appropriate endorsement (ESL or bilingual), as applicable.

### Who can teach ESL?



### Who can teach Native Language?



## D. Grading Protocol for English Learners

CPS “has high expectations for all students regardless of the language they speak or their cultural background. No English learner shall receive a failing grade due to limited English proficiency.”

### Promotion

- Please review the official district policy on promotion, that includes specific considerations for ELs:
  - [Elementary](#)
  - [High School](#)
- Elementary and High School Promotion documentation can be found on the [Getting to the Next Grade Page](#) (documents include EL-specific information)

### Grading

- Please review the district [Bilingual Education Policy \(603.1\)](#) which applies to all schools including charters. ELs cannot receive a failing grade due to limited English language proficiency.
  - Students must receive instruction in core subjects appropriate to EL program and English language proficiency (see page 18 and 20 of this document)
    - If self-contained TBE or TPI classrooms/courses are not offered, required instruction and supports must be provided through the TBE or TPI collaboration instructional designs
    - The collaborating classroom/course teacher and EL teacher must collaborate when assigning grades
  - Classroom assessments must be given in the language that aligns to the required language of instruction
  - Classroom assessments administered in English must allow for EL-specific accommodations to ensure assessment targets and content knowledge. [WIDA's Can Do Descriptors](#) are used to determine student language proficiencies and level of accommodations needed to demonstrate content knowledge

### Report Cards

- If no evidence exists of parents/guardians having signed a [Report Card Waiver](#) to receive the report card in only English, the expectation is that report cards are sent home in the parent/guardian preferred language
- If the home language is not one already translated, and the school is unable to provide a written translation, the school must to its best to ensure an interpreter is available at parent/teacher conferences to help parents/guardians understand their child's progress
  - Available report card translations for elementary schools (grades 1-8):
    - Arabic, Chinese, Polish, Spanish, Urdu, and Vietnamese
  - Available report card translations for high school:
    - Spanish and Polish

Report cards must indicate the student's progress in the program

- For district managed schools in CPS:
  - The CPS Kindergarten Report card includes a Language Development Program section, where teachers can indicate the type of program the student is enrolled in (TBE, TPI, or DLE) and include comments for parents related to the student's English language Development

- The CPS Elementary (1-8) Report card includes an English Language Proficiency Section. The EL Program section, including status, program year and Access scores from the previous school year, are populated automatically. Teachers choose appropriate can do descriptors (based on ACCESS and formative classroom assessments of their language proficiency) to inform parents what their children can do in the domains of listening, speaking, reading and writing
- The High school report card would typically include a letter grade for ESL courses (I, II, III) that the EL is enrolled in, to inform parents of their performance around language acquisition

### **Special Circumstances**

When health and safety considerations require a virtual or a hybrid instructional model of instruction, schools have to continue providing services and supports for ELs, just like they would be required during in person instruction. As the district continues providing virtual and hybrid model instructional considerations, EL instructional considerations are included. Please review the [Remote Learning Guidance: Instructional Approach for English Learners](#) for additional considerations and sample schedules.

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#### Resources:

[Aspen Grading User Guide](#) (page 7)

## E. Administrative Provisions from ISBE Rules

### Program Facilities

- TBE and TPI programs must be located in appropriate facilities within the school. Self-contained classrooms for ELs must be comparable to other classrooms and pull-out resource rooms where Bilingual Education Services are provided must be comparable to other resource rooms within the school

### Grade-Level Placement

- ELs must be placed in classes with students of approximately the same age or grade level
- If elementary school ELs of different age groups or grade levels are combined in the same class, the school must ensure that instruction is appropriate to each student (split classrooms cannot include more than two grade levels)

### Student-Teacher Ratio

- The student-teacher ratio for TBE and TPI self-contained classrooms (as of September 30<sup>th</sup> each year) must not exceed 90% of the average student-teacher ratio in general education classes for the same grade level in that school
- Decreases in the ratio for general education during the course of a school year due to students' mobility do not require corresponding adjustments within the bilingual program
- Additional students may be placed into bilingual classes during the school year, provided that no bilingual classroom has a student-teacher ratio that is greater than the average for general education classes in that grade and school, as a result of these placements

### Program Integration

- In courses where language is not essential to understand the subject matter (art, music, and physical education), ELs must participate fully with their English-speaking classmates

### Extracurricular Activities

- Schools must ensure ELs have opportunities to participate fully in school extracurricular activities within CPS, including sharing information about these activities with parents/guardians of ELs in a language they understand

### Equipment Purchases

- Any equipment purchased with TBE/TPI or Title III funding must be properly labeled and inventoried. Equipment used with Title III, EL-specific funding can only be used for the identified EL population within a school

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### Resources:

[ISBE EL Toolkit: Chapters 2, 3, 4, 5](#)

[ISBE's Licensure Matrix](#)

[Remote Learning Guidance: Instructional Approach for English Learners](#)

[ESL Framework: K-5](#)

[ESL Framework: HS](#)

[Spanish Literacy Framework and sample units](#)

[Language Allocations for TBE and TPI programs](#)

[HS Scheduling Guidance](#)

## 7. English Learners with Disabilities

### A. Individualized Education Plan (IEP) Evaluation

The principal or designee must ensure the language(s) used to evaluate a child when determining eligibility for an IEP must be consistent with the child's native language or other mode of communication. If the language use pattern involves two or more languages or modes of communication, the student must be evaluated by qualified specialists using each of the languages or modes of communication used by the student.

- Assessment must be linguistically and culturally appropriate
- Assessment must be administered in the student's native language/mode of communication and in the form most likely to yield accurate information on what the student can do academically, developmentally, and functionally
  - When a bilingual assessor is not available, other bilingual assistance (e.g., an interpreter) is used

### B. IEP and Related Services

The IEPs developed and implemented must reflect the linguistic, cultural, and instructional student needs, and students are placed in non-restrictive environments which provide for integration with nondisabled peers in bilingual classrooms. Bilingual- or ESL- endorsed personnel will participate in all IEP meeting(s) for English Learners, as the bilingual specialist.

- The IEP team must include a bilingual specialist (Bilingual-/ESL-endorsed teacher or administrator) who participates in decision making during the IEP development, annual review, year three re-evaluation, special re-evaluation or any other time there is a parent/legal guardian request
- The purpose of having a bilingual specialist as part of the IEP team is to provide input on student academic progress, as well as cultural/linguistic considerations. The bilingual specialist must be able to speak to and explain student results on language assessments, the implications of current student levels of English language proficiency, and native language proficiency in academic progress
- Individuals with Disabilities Education Improvement Act (IDEA) (20 USC 1400 et seq.), Article 14 of the School Code [105 ILCS 5/Art.14], and 23 IL Administrative Code 226.10, Subtitle A, afford ELs with IEPs to specific modifications and accommodations for their social, emotional, and instructional needs. The language and cultural sections of the IEP must specify the language of instruction and the necessary EL support needed to meet IEP Goals

### C. Dual Services

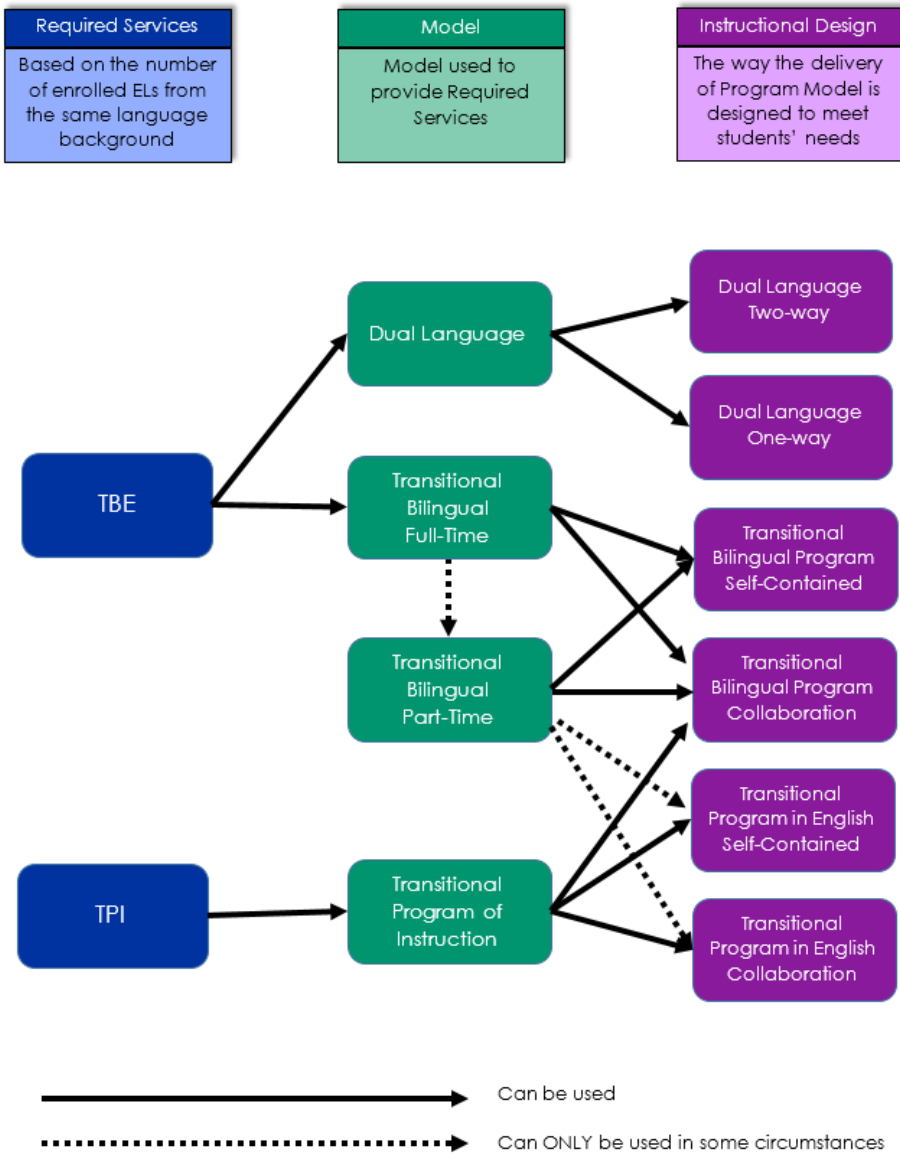
English learners who qualify for Special Education Services are entitled to receive both bilingual and Special education services. One service does not take the place of the other.

ELs with IEPs must be provided both language assistance and disability-related services. Their services must reflect a coordinated effort from Bilingual/ESL teachers and teachers with the LBS-1 endorsement.

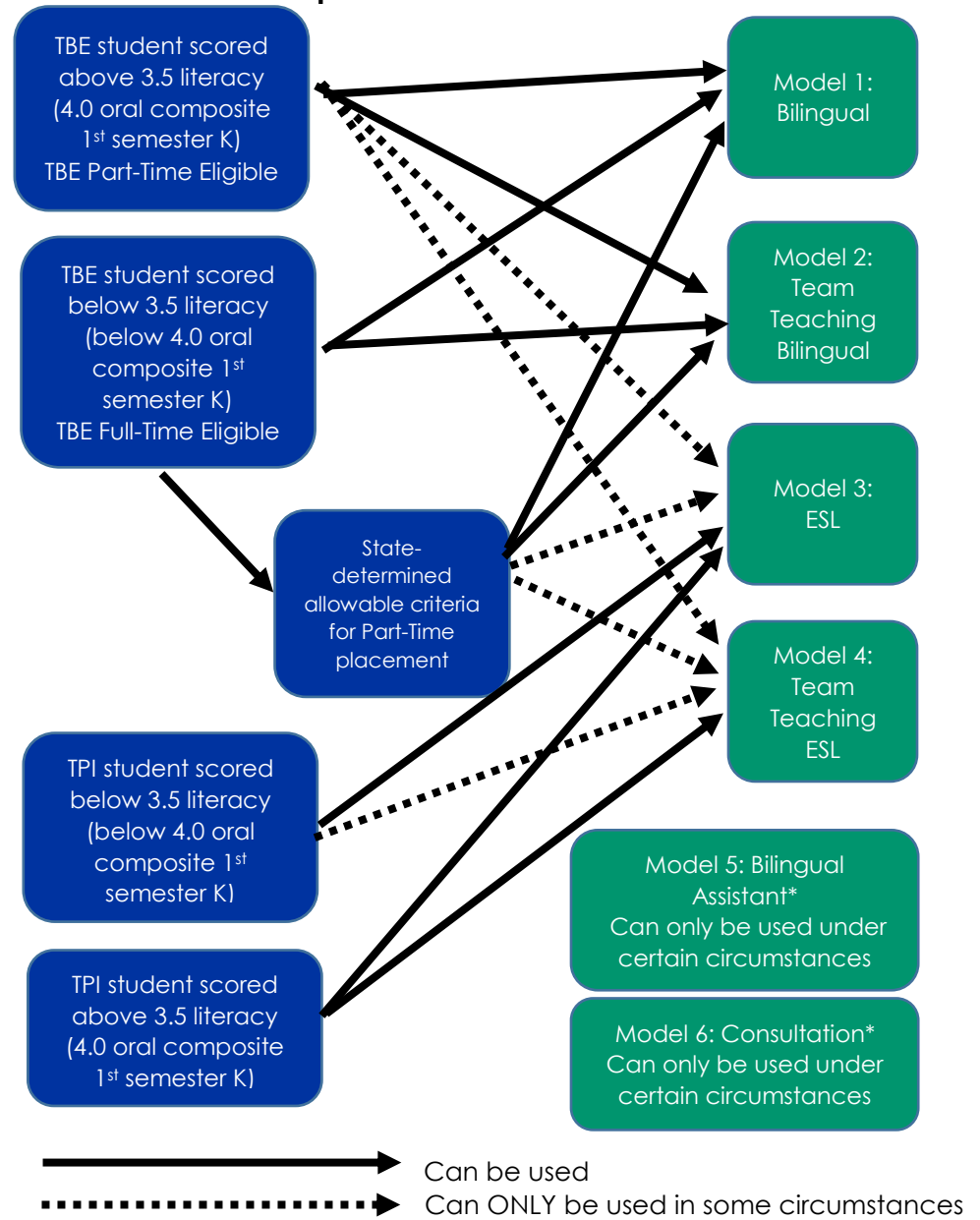
- These dual services should reflect:
  1. How bilingual education services are provided:
    - TBE or TPI services
    - Program Model
    - Instructional Design
  - and**
  2. How Special Education services are provided:
    - Bilingual Special Education Service Models

# Dual Services

## Bilingual Education Services:



## Special Education Services:



**Model 1: Bilingual Learning Behavior Specialist (Special Educator)**

*Special Education Instructional Setting:* The Bilingual Learning Behavior Specialist (special educator) 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 for Special Education Services:* Instruction provided in the appropriate native language and in ESL, as specified in the student's IEP, shall be adapted and tailored to meet the linguistic needs of the EL.

**Model 2: Team-teaching between bilingual teacher and an English Monolingual Learning Behavior specialist (Special Educator)**

*Special Education 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 requires teachers to be in the same classroom when they provide instruction cooperatively. This model can be implemented in inclusion programs in which the monolingual Learning Behavior Specialist goes to bilingual education classrooms to service ELs with IEPs. Effective implementation of Model 2 requires the intentional scheduling of both teachers to ensure consistent planning time to best evaluate and instruct ELs with diverse educational needs. Both professionals must have access to EL IEPs in order to jointly address and implement what is outlined in them. The team-teaching model allows for cooperative technical assistance, consultation, instructional planning, and instructional delivery supports.

*Language of Instruction for Special Education Services:* Instruction for ELs is provided in the appropriate native language and in ESL.

**Model 3: English as a second language Learning behavior specialist (special educator)**

*Special Education Instructional Setting:* The ESL Endorsed Learning Behavior Specialist 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 for Special Education Services:* Instruction is provided in English using ESL strategies.

**Model 4: Team-teaching between an ESL teacher and an English Monolingual LBS-Special Educator**

*Special Education 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 requires teachers to be in the same classroom when they provide instruction cooperatively. Effective implementation of Model 4 requires the intentional scheduling of both teachers to ensure consistent planning time to best evaluate and instruct ELs with diverse educational needs. Both professionals must have access to EL IEPs in order to jointly address and implement what is outlined in them. The team-teaching model allows for cooperative technical assistance, consultation, instructional planning, and instructional delivery supports.

*Language of Instruction for Special Education Services:* Instruction is provided in English using ESL strategies.

### **Model 5: Bilingual Teacher Assistant**

*\*OLCE strongly discourages this model given its limited language support. Teachers are also asked to document all the collaboration meetings and their purpose. These documents must be kept in the student's EL folder.*

*Special Education Instructional Setting:* The bilingual teacher assistant model requires a collaborative approach in which the Learning Behavior Specialist and the bilingual assistant consult and collaborate on an ongoing basis. The bilingual teacher assistant works under the supervision of the Learning Behavior Specialist. A bilingual teacher in the building shall also provide instructional recommendations regarding how to address the language needs of ELs in the Special Education Program to both the Learning Behavior Specialist and the bilingual teacher assistant.

*Language of Instruction for Special Education Services:* The monolingual Learning Behavior specialist provides instruction following recommendations on ESL techniques provided by a bilingual/ESL teacher. The bilingual teacher assistant aids in the native language. 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/ESL Teacher**

*\*This model should be used as a last resort, given its limited language support. Teachers are also asked to document all the consultation meetings and their purpose. These documents must be kept in the student's EL folder.*

*Special Education Instructional Setting:* These two teachers consult on an ongoing basis regarding the instructional needs of ELs with IEPs. They meet to discuss how they can provide and coordinate services for these students while considering their cultural/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 ELs.

*Language of Instruction for Special Education Services:* The language used to provide Special Education Services in this model is English. The Learning Behavior specialist should use EL instructional techniques recommended by the bilingual/ESL teacher.



## Bilingual SPED Models

Least Supportive → Most Supportive	Bilingual Special Education Service Delivery Model	Description of Supports Provided	Bilingual Program Type (Recommended)
	<b>Model 1</b>	Bilingual Special Education Teacher	TBE Full-Time TBE Part-Time
	<b>Model 2</b>	Team Teaching: Bilingual Teacher and Special Education Teacher	TBE Full-Time TBE Part-Time
	<b>Model 3</b>	ESL Special Education Teacher	TBE Part-Time TPI
	<b>Model 4</b>	Team Teaching: General Education Teacher with ESL approval and English speaking	TBE Part-Time TPI
	<b>Model 5</b>	Bilingual Teacher Assistant working under the supervision of the Special Education Teacher	Not a Direct Service
	<b>Model 6</b>	Consultation between Special Education Teacher and Bilingual or ESL Teacher	Not a Direct Service

Resources:

[OLCE KC Page on ELs with IEPs](#)

[ISBE EL Toolkit Chapter 6](#)

### A. Chicago Multilingual Parents Council (CMPC)

ISBE requires the district establish a parent advisory committee consisting of parents, legal guardians, transitional bilingual education teachers, counselors, and community leaders. This committee participates in the planning, operation, and evaluation of programs. The majority of committee members are parents or legal guardians of students enrolled in Bilingual Education Services.

This committee is required to meet at least four times a year, maintain on file the minutes of these meetings, review the district's annual grant application for EL funding and carry out its responsibilities, including: election of officers, and the establishment of internal rules, guidelines, and procedures.

In CPS the CMPC meets this ISBE requirement.

- The Chicago Multilingual Parent Council meetings are held at least quarterly. OLCE staff assists with planning the meeting logistics and preparing presenters to speak about topics selected by the parents/guardians
- The CMPC is organized to meet the following goals to:
  - make parents/guardians aware of and facilitate their participation in local committees pertaining to the needs of current and transitioned ELs, and events related to bilingual/ESL education
  - identify needs and determine priorities regarding EL education programs
  - facilitate communication among the multiethnic communities involved in EL educational programs
  - support and educate members of the local schools pertaining to any needs addressing the EL population
- The CMPC consists of 21 delegates:
  - Nine elected parents/guardians
    - 3 parents/guardians from the North/Northwest Collaborative (Networks 1, 2, 3, 4)
    - 3 parents/guardians from the Southwest Side Collaborative (Networks 8, 9, 10, 11)
    - 2 parents/guardians from the West Side Collaborative (Networks 5, 6, 7)
    - 1 parent/guardian from the South Side/Far South Side Collaborative (Networks 12, 13)
  - Three appointed At-Large parents/guardians of a child/children who are ELs and are enrolled in an EL program
  - Six appointed community members
    - 2 from the North/Northwest Collaborative
    - 2 from the Southwest Side Collaborative
    - 1 from the West Side Collaborative
    - 1 from the South/Far South Side Collaborative
  - Three appointed bilingual education personnel

## B. Bilingual Advisory Committee (BAC)

Each Local School Council (LSC) of a school that provides Transitional Bilingual Education is required to create a BAC or recognize an existing BAC as a standing committee of the LSC (105 ILCS 5/34-2.2(f)).

- Every school implementing a state-mandated TBE Program must form a BAC. It is also recommended that schools implementing a TPI program encourage parents/guardians to participate in BAC meetings since issues regarding the education of all English Learners (ELs) are discussed and decided at these meetings
- OLCE's goals for the BACs are to:
  - ensure the organization and training of BAC members at the local and citywide levels
  - provide technical assistance to the ELPT and existing BACs
  - empower each local BAC to ensure its participation in the education of their children
  - encourage parents/guardians to take leadership roles within the school community and other parent/guardian committees, such as Local School Councils
  - engage parents/guardians and families in the overall governance of bilingual education.
- For more information about how each BAC is organized, OLCE has created the [BAC Handbook](#), which is available in the following languages: Arabic, Chinese, English, Polish, Spanish, and Urdu

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Resources:

[OLCE Parent Advisory Councils Overview](#)

[OLCE KC Page: Family and Community Engagement](#)