

# Bilingual Advisory Committee Handbook 2017-2018



## **Office of Language and Cultural Education**

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## **Bilingual Advisory Committee Handbook**

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## Office of Language and Cultural Education

### OVERVIEW

#### **Bilingual Advisory Committee (BAC)**

Every school implementing a state-mandated Transitional Bilingual Education (TBE) Program is required to establish a Bilingual Advisory Committee (BAC) according to the Chicago School Reform Act. It is also recommended that schools implementing a Transitional Program of Instruction (TPI) encourage parents to participate in the BAC meetings since issues regarding the education of all English Learners (ELs) are discussed and decided at these meetings.

It is critical that all parents of ELs are informed of the challenges and opportunities of educating their children in TBE or TPI instructional contexts at their particular school. The goal of the BAC is to help parents of ELs develop leadership skills for effective participation in schools and to advocate for the academic, social, and cultural development of all ELs.

- **The BAC is recognized as a standing committee of the Local School Council (LSC). As a standing committee, the BAC reports to the LSC regarding bilingual education issues, updates, and concerns in the school.** The BAC is structured as follows: a president, a vice-president, a secretary, two representatives (one representative and one alternate representative), and a student enrolled in a program for ELs (high schools only). The president and a majority of the members of the BAC shall be parents of students in the program for ELs. **All officers of the BAC are elected no later than September 30<sup>th</sup> of each year. The Officer's Form and Schedule of meetings must be fully completed and sent to the Office of Language and Cultural Education by the first Friday in October.** Schools will receive Title III funds: \$500 set aside at the local level for BAC meetings and/or activities, which must be discussed and approved by the BAC and school Administrator (see back of BAC Member's Form), or click [here](#) for more information on allowable expenses.
- **In order to be in compliance with The Chicago School Reform Act, schools must demonstrate that a BAC is active by submitting the BAC Committee Members and Schedule of Meetings form along with the agenda and minutes of the election meeting no later than October 7, 2017. A file must be kept in the school with the following updated documents: BAC Members Form and Schedule of Meetings, Agendas, Minutes, Sign-in Sheets, and LSC Reports. BAC officers should be informed about funds for parents under the NCLB Act, as well as collaborating with other various local school parent committees.**

It is mandatory that a minimum of five BAC meetings be conducted during the school year, including the organizational election meeting (see protocol). A BAC is considered active if regular meetings are held. These meetings are in addition to the training sessions offered to the parents and members of the committees.

## **BAC Election Requirements**

An election **shall be held** in each school and presided over **by the school's Administration or EL Program Teacher**. Parents of ELs in TBE and/or TPI programs should elect members of the BAC.

In the case of high schools required to form a BAC, the high school EL Program Teacher will select one student to be a part of the BAC based on nominations received from ESL and/or bilingual teachers in the program for ELs. The principal will approve the final selection.

## **Responsibilities of BAC Members**

The officers are responsible for overseeing the proper functioning of their local BAC.

### *President*

- Presides over all school local BAC meetings
- Assists in the development of meeting agendas (see appendix)
- Attends all Academic Network BAC meetings
- Represents the school and BAC interest at the Academic Network level
- Votes and voices opinions at the Academic Network level
- Shares information with BAC members
- **Reports at LSC meetings – Ensures they are on the LSC agenda**

### *Vice-President*

- Assumes responsibilities of the President in her or his absence
- Assumes other responsibilities assigned by the BAC President

### *Secretary*

- Records minutes of local BAC meetings
- Prepares and distributes minutes (see appendix)
- At meetings, reads minutes of prior meetings
- Posts dates for all BAC meetings
- Maintains BAC files and records of attendance sheets and handouts from meetings which, are to be kept in the school office; when needed, ensure copies are sent to the Community Relation Representatives (CRRs)(see appendix) from meetings
- Certifies that there are enough members present for motions and voting

### *Representative*

- Assumes the responsibilities of the Secretary in his or her absence
- Assists with duties as requested by the Secretary

### *Alternate Representative*

- Assumes the same responsibilities as the Representative

The advisory committee for each high school shall also include at least one full-time student who participates in a program for ELs.

## **Rules and Regulations for BAC Officers (See 23 Illinois Administrative Code 228.3 Chapter 4 A & B)**

- Officers will be elected for a term of one year.
- Officers are to attend all training sessions: Bilingual Program Models, BAC Functions, and Parliamentary Procedures.
- Officers will be dismissed after three consecutive unexcused absences.
- In the event of an officer vacancy, the remaining officers and BAC members will appoint an officer to fill the vacancy.
- Officers shall not represent the BAC without prior authorization from the BAC.

### **Meeting Protocol**

- EL Program Teacher, or other school personnel, should facilitate the organization and preparation of Local BAC Meetings as well as attend.
- Five meetings per year are mandatory, including the organizational election meeting.
- Meetings will be conducted in the language of the majority of members, with provisions to the best of ability for the minority.
- There must be an agenda and sign-in sheet for each BAC meeting.
- Meetings must be held in accordance with Parliamentary Procedures and the Open Meetings Act (OMA).

### **Open Meetings Act**

- At the annual organizational meeting, the BAC must set a schedule of the times, dates, and location(s) of all regular meetings. This schedule must be publicized and posted in the school.
- A written notice (see appendix for sample), including the agenda for each BAC meeting, must be visible to the general public at least 48 hours in advance of the meeting.
- All meetings must be held at a time and place that is convenient and open to the public.
- If a change is made to the regular meeting schedule, the BAC must give at least 10 days' notice by posting it at the school and submitting an updated schedule to the OLCE CRR Unit.
- If the BAC cancels a meeting, it should notify the public by posting a notice at the school and submit a notice to the OLCE CRR Unit.
- Although public participation is not required at regular meetings, it is strongly encouraged. The BAC should adopt and publish reasonable rules regarding public participation.

## GENERAL INFORMATION

### Programs for English Learners

Programs serving ELs in Illinois school districts are governed by Article 14C of the Illinois School Code and the 23 Illinois Administrative Code 228.

Students in Chicago Public Schools are identified as ELs through a state- and federally-mandated process. Parents of all students newly enrolled in CPS complete a Home Language Survey (HLS). The school is required to screen all students with an answer of “yes” to one or both of the questions on the HLS. The purpose of the screener is to determine the student’s level of proficiency in English and eligibility for placement in a program for ELs. All ELs in kindergarten through grade 12 are assessed annually through the WIDA Assessment for Communication and Comprehension of English from State to State (ACCESS) test for English language proficiency in listening, speaking, reading, and writing.

All students enrolled in a program for ELs must receive instruction aligned to all applicable state standards, including the Common Core State Standards (CCSS), the Next Generation Science Standards (NGSS), the World-Class Instructional Design and Assessment (WIDA) English Language Development (ELD) Standards, and, for preschool, the Illinois Early Learning and Development Standards (IELDS) and the WIDA Early English Language Development (E-ELD) Standards. Programs providing instruction in Spanish must also be aligned with the state’s Spanish Language Arts (SLA) standards.

The **three** program models for ELs are Transitional Bilingual Education (TBE), Transitional Program of Instruction (TPI), and Dual Language Education (DLE). **TBE and TPI models are mandated by the state.** While there is no state mandate for districts to offer DLE programs, **the state recognizes DLE to meet or exceed the requirements of a TBE program for all ELs.** The main purpose of programs for ELs is to provide ELs the opportunity to acquire the language skills necessary to become proficient in English and to successfully function academically in the general program of instruction while simultaneously providing ELs with access to core content instruction.

- TBE Programs must be established in schools with an enrollment of 20 or more ELs of the same language background from kindergarten to 12<sup>th</sup> grade. (Preschool students are counted separately, and a school must establish a preschool TBE Program if its enrollment numbers include 20 or more preschool ELs of the same language background within the preschool program.) ELs receive instruction in the core academic subjects in their native language until they reach a level of English development that allows them to access content instruction in English with the appropriate supports. They also receive instruction in English as a Second Language (ESL), in addition to content instruction in English with scaffolds and support and instruction in the history and culture of the U.S. and of their family’s native country. As English proficiency increases for ELs in a TBE program, more of their day is spent learning in English. Students are expected to “transition” when they meet the

criteria as set by the ISBE and meet the minimal three-year CPS mandate.

DLE Programs serve both ELs and native-English speakers in the same program model, and continue to serve ELs even after they have demonstrated proficiency in English. These programs use two languages (generally English and a partner language) for instruction with the goal of teaching all students to reach high levels of academic achievement, bilingualism, biliteracy, and cross-cultural flexibility. There are different models of DLE, and the amount of instructional time in each language varies according to the model and the population served, but all DLE programs extend for at least five to seven years and are required to provide at least 50% of the instructional minutes each week in the partner (non-English) language. Though DLE Programs are not required by the state, the state recognizes DLE Programs to meet or exceed all of the requirements of a TBE Program.

- The TPI model is implemented in any school with an enrollment of 19 or fewer ELs of the same language background from kindergarten to 12<sup>th</sup> grade. (Preschool students are counted separately, and a school must establish a preschool TPI Program if its enrollment numbers include 19 or fewer preschool ELs of the same language background within the preschool program). The focus of the TPI Program is to provide ELs with English as a Second Language (ESL) instruction and additional resources and supports, such as tutoring and the use of the native language in the classroom when resources (teachers, aides, tutors, or other students who know the language) are available. ELs in TPI Programs are expected to “transition” to the general program of instruction after they meet the criteria as set by the ISBE and the minimal three-year CPS mandate.

### **Citywide Bilingual Community Relations Representatives (CRRs)**

Citywide Community Relations Representatives (CRRs) are assigned to work with schools that have state-mandated programs for ELs. They are responsible for overseeing and ensuring the organization and training of the BACs at the local level and providing technical assistance to EL Program Teachers and existing BACs. CRRs also organize Academic Network-level BAC and CMPC meetings and trainings. They offer a variety of opportunities for family members to be effectively engaged in their children’s education, and for community residents to participate in their schools at both a neighborhood and citywide level. Information on educational programs for ELs is made available to parents in multiple languages so that they can be fully informed of the services offered and their right to access them.

### **OLCE’s goals for BACs are to:**

- Ensure the organization and training of the BAC members at the local and citywide level
- Provide technical assistance to the EL Program Teacher and existing BACs
- Empower each local BAC to ensure their participation in the education of their children

- Encourage parents to take on leadership roles within the school community and other parent committees, such as the Local School Council
- Engage parents and families in the overall governance of bilingual education

**Outcomes:**

- Through parents' participation and partnership with principals, teachers, and students at the school and citywide level, together we can foster, support, and empower successful school communities
- Ensure parents are participating and empowered to make decisions for their children's education
- Collaboration among and within other parent committees
- Create and sustain family support programs

<p>Hilda Calderon-Peña (773) 553-6594 <a href="mailto:hcruzpena@cps.edu">hcruzpena@cps.edu</a></p>	<p>Maria M. Cuellar (773) 553-6538 <a href="mailto:mmgodinez@cps.edu">mmgodinez@cps.edu</a></p>
<p>Jessica Guerrero (773) 553-6595 <a href="mailto:jguerrero63@cps.edu">jguerrero63@cps.edu</a></p>	<p>Ruth I. Peña (773) 553-6597 <a href="mailto:ripena@cps.edu">ripena@cps.edu</a></p>

**CRR unit located at:**

**CPS Garfield Park Offices- 3<sup>rd</sup> Fl**  
**2651 W. Washington Blvd.**  
**Chicago, IL 60609**  
 Phone: (773) 553-6594  
 Fax: (773) 553-6565  
 GSR: 39

**Cooper Elementary School**  
**1645 W 18<sup>TH</sup> Place**  
**Chicago, IL 60608**  
 Phone: (773) 534-7737  
 Fax: (312) 226-6825  
 GSR: 38

**If you are not sure which CRR is assigned to your school, please contact the Lead Bilingual Citywide Community Relations Representative, Hilda Calderon-Peña, by phone at (773) 732-7662 or (773) 841-7182, or by email at [hcruzpena@cps.edu](mailto:hcruzpena@cps.edu).**



## OLCE Resource Centers

Our resource centers are the key to providing cultural opportunities for parents at a convenient location. Parents, educators, and community organizations gather and share resources and have access to professional development offerings. These offerings ensure that family members of all education levels are empowered to advocate for their children, schools, and communities.

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### Cooper Dual Language

1645 W 18th Place  
Chicago, IL 60608  
Contact: Hilda Calderon-Peña  
Lead Bilingual Citywide Community  
Relations Representative  
[hcruzpena@cps.edu](mailto:hcruzpena@cps.edu)  
773.534.7737 or 773.841.7182

### American Indian Education Program

Field Elementary  
7019 N Ashland  
Chicago, IL 60641  
Contact: Lisa Bernal  
Program Manager  
[lkbernal@cps.edu](mailto:lkbernal@cps.edu)  
773.534.2735

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### Refugee Student Center

Field Elementary  
7019 N Ashland  
Chicago, IL 60641  
Contact: Kongit Girma  
Bilingual Citywide Community Relations  
Representative  
[kmgirma@cps.edu](mailto:kmgirma@cps.edu)  
773.534.0240

### Confucius Institute of Chicago

Walter Payton  
1034 N Wells  
Chicago, IL 60610  
Contact: Jane Lu  
[jylu@cps.edu](mailto:jylu@cps.edu)  
773.534.0021

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**For a complete listing of ongoing workshops and seminars on topics varying from parenting to educational resource, contact us using information above.**

**APPENDIX A: Sample Notice flyer**

Chicago Public Schools  
Smith Elementary School



Must have school name

Purpose

Bilingual Advisory Committee Meeting  
**Thursday, September 14, 2017**  
**8:30 – 11:30 a.m.**

Must have date,  
time, and place

4735 South Winchester Avenue – School Cafeteria

Dear Parents/Legal Guardians:

You are cordially invited to attend the Bilingual Advisory Committee (BAC) meeting. The meeting will be held on Thursday, September 14, 2017 at **8:30 – 11:30 a.m.** In Room 104-106.

Elections for new committee members will be held after the bilingual program presentation from our school meeting. Your attendance is greatly appreciated.

We look forward to seeing you!

Sincerely,

Yvette Bazán  
English Learner Program Teacher

**APPENDIX A: Sample Agenda**

Chicago Public Schools  
Smith Elementary School



Must have school name

Purpose

Bilingual Advisory Committee Meeting  
**Thursday, September 14, 2017**  
8:30 – 11:30 a.m.

Must have date, time, and place

4735 South Winchester Avenue – School Cafeteria

A G E N D A

Welcome and Opening	School Administrator/EL Program Teacher
Call to Order	Jane Doe, President BAC
Approval of Minutes	John Doe, Secretary
President's Report	BAC President
Principal's Report	Bill Smith
<i>Presentation Topic</i>	<i>Roy Rogers, CAPS</i>
Old Business	
New Business	
Public Participation	
Adjournment	

Must have minutes approval and president report

**Appendix B: Sample Sign-in Sheet**

Chicago Public Schools  
Garcia Elementary School  
Bilingual Advisory Committee (BAC) Meeting

Must have school name, date and purpose

**► PARENT Sign-In Sheet: Thursday, September 14, 2017**

	Name (First, Last)	Home Address	Child's Name	TBE or TPI
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

## Appendix C: Sample BAC Minutes

Chicago Public Schools  
Smith Elementary School

Must have school  
name, date and  
purpose

**Minutes of the BAC Meeting**  
Thursday, September 14, 2017  
Auditorium  
8:30 – 11:30 a.m.

**BAC Officers Present:** List the names of the members who were at this meeting.

**Guests or Speakers Present:** Bill Smith, Roy Rogers

The minutes of the previous meeting were read. Mrs. Robledo pointed out that the secretary had recorded the date of the last meeting incorrectly. The minutes were corrected and approved.

**President's Report:** The president reported that regional bilingual meetings will be held once a month at different schools throughout the school year. A parent literacy workshop will be held Thursday, October 19, 2017.

**Principal's Report:** The principal reported that the playground will be completed in the spring. Students in the seventh grade will be going to Springfield when the elected representatives are in session.

A special committee was formed to set up a parent patrol group to promote student safety before and after school.

The meeting was adjourned at 11:30 a.m.

Maria Smith, Secretary

**CITY OF CHICAGO**

Rahm Emanuel  
Mayor

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