

Bilingual Advisory Committee Handbook 2020-21



Office of Language and Cultural Education

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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 30th 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 Friday in October.** Schools will receive Bilingual advisory Committee funds in the amount of \$1000 set aside at the local level for BAC meetings and/or activities, which must be discussed and approved by the BAC and school Administrator ([click here for more information on allowable expenses](#)).
- **In order to be in compliance with The Chicago School Reform Act, schools must demonstrate that their 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 5, 2020. 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 ([click here for checklist](#)). BAC officers should be informed about funds for parents under the ESSA Act, as well as collaborating with other various local school parent committees.**

It is mandatory that a minimum of five (5) 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 (**virtually**). These meetings are in addition to the training sessions offered to the parents and members of the committees.

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

BAC Election Requirements

An election **shall be held** by each school (**virtually**) 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 that final selection.

Responsibilities of BAC Members

The officers are responsible for overseeing the proper functioning of their BAC **locally and/or virtually**. (This may include communication via email, text and virtual meetings. Keep in mind all officers and ELPT must be included in any communication.)

President

- Presides over all local school BAC meeting
- Assists in the development of meeting agendas (see appendix)
- **Participate** at 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 and recorded in their monthly minutes.**

Vice-President

- Assumes responsibilities of the President when he/she is unable to participate
- Assumes other responsibilities assigned by BAC President

Secretary

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

Representative/Alternate Representative

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

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 **calendar** year.
- Officers are to **participate in** all training sessions: Bilingual Program Models, BAC Functions, and Parliamentary Procedures.
- Officers will be dismissed after three consecutive unexcused absences.
- In the event of a 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 **and should communicate and include all BAC members when discussing BAC functions/business.**

Meeting Protocol

- The EL Program Teacher, or other school personnel, **should be present** and facilitate the organization and preparation of local BAC meetings.
- Five meetings per year are mandatory, including the organizational meeting.
- Meetings will be held in the language of the majority of members, with provision to the best of ability for the minority.
- There must be an agenda and **attendance recorded** for each BAC meeting.
- **School administration must ensure** 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 and dates, and location(s) of all regular meetings. This schedule must be publicized and posted **for maximum participation of the school/parent community.**
- A written/**electronic** 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 **manner** 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/**publicizing to the school community** and submitting an updated schedule to the OLCE CRR Unit.
- If the BAC cancels a meeting, it should notify the public by posting/**publicizing** a notice **to the school community** and submitting 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.

[BAC Quick Reference Guide](#)

General Information

Programs for English Learners

Program 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 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 the eligibility for placement in a program for ELs. All ELs in kindergarten through 12 are assessed annually through the WIDA Assessment for Communication and Comprehension of English State to State (ACCESS) 2.0 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, the Illinois Social Science Standards, the World-Class Instructional Design and Assessment (WIDA), English Language Development (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 in CPS 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 are no state mandates 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 the 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 education 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 12th 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 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 own family's native country. As English proficiency increases for the ELs in a TBE program, more of their day is spent learning English. Students are expected to “transition” when they meet the criteria as set by the ISBE and meet the minimal three-year CPS mandate.

The TPI model is implemented in any school with an enrollment of 19 or fewer ELs of the same language background from kindergarten to 12th 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.

DLE Programs may serve only ELs or both ELs and native-English speakers in the same program model, and continue to serve ELs even after they have demonstrated proficiency in English. This 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.

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 training. 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 exiting BACs
- Empower each local BAC to ensure their participation in the education of their children
- Encourage parents to take on leadership roles with 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 parent's participation and partnership with principals, teachers, and students at the school and citywide level, **and given the challenges presented during the current situation of Covid-19**, together we can:

- Foster, support, and empower successful school communities
- Ensure parents are participating and empowered to make decisions for their children's education
- Collaborate among and within other parent committees
- Create and sustain family support programs

Hilda Calderón-Pena
Lead Bilingual Citywide Community Relations Representative and
Charters schools (OLCE)
(773) 553-6594 / 773-841-7182, hacruzpena@cps.edu

Citywide Bilingual Community Relations Representatives (CRRs)
[CRR SY21 Action Plan](#)

María M. Cuellar (773) 553-6596 mmgodinez@cps.edu North/Northwest 1, 3, 4 & 14	Nancy Fernández (773)553-6537 nfernandez15@cps.edu South/Far South 12, 13 & 17
Myrcka Del Rio (773) 553-6805 mgdelrio1@cps.edu Network 2	Ruth I. Peña (773) 553-6597 ripena@cps.edu West 5, 6, 7 & 15
Jessica Guerrero (773) 553-6595 jguerrero63@cps.edu Southwest 8, 9, 10, 11 & 16	Veronica Arellano (773) 553-6538 varellano7@cps.edu CRRs Unit Assistant

For complete lists of ongoing workshops and seminars on topics varying from parenting to educational resources [click here](#), for the BAC Workshop Requisition form [click here](#), or contact us for assistance using the information above.

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 to 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.

<p>Bilingual Educator and Parent Center Cooper Elementary School 1645 W 18th Place Chicago, IL 60608</p> <p>Contact: Hilda Calderon-Peña Lead Bilingual Citywide Community Relations Representative hacruzpena@cps.edu 773.534.7737 or 773.841.7182</p>	<p>American Indian Education Program Field Elementary 7019 N Ashland Chicago, IL 60641</p> <p>Contact: Lisa Bernal Program Manager lkbernal@cps.edu 773.553.6598</p>
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APPENDIX A: Sample Invitation Letter

Must include school name

Dear Parents/Legal Guardians:

Purpose of meeting

You are cordially invited to attend the Bilingual Advisory Committee (BAC) meeting. The meeting will be held on Tuesday, September 10, 2019 at **8:30 – 10:00 a.m.** Cafeteria

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!

Must include **date, time**
and place

Sincerely,

Yvette Bazán
English Learner Program Teacher

Debe tener el nombre de
la escuela

Estimados padres/tutores:

El propósito

Están cordialmente invitados a asistir a la reunión del Comité Asesor bilingüe (BAC). La reunión se celebrará en jueves, 13 de septiembre de 2018 en 8:30 – 11:30 en la Cafetería.

Elecciones de nuevos miembros del Comité se celebrará después de la presentación del programa bilingüe de la escuela. Su asistencia es muy apreciada.

¡Esperamos verle!

Sinceramente,

Debe tener **fecha,**
hora y lugar

Yvette Bazán aprendiz del inglés programa maestro

Debe traducirse en el
idioma de la mayoría

APPENDIX B: Sample Organizational Meeting (elections) Agenda



Welcome and Opening	School Administrator/EL Program Teacher
EL Program Presentation	EL Program Teacher (Name)
(General info on EL Programs, types of Assessments, instructional approaches, Bilingual staff and EL student population)	
BAC Roles and Responsibilities	EL Program Teacher (Name)
Meeting Protocols and Guidelines	EL Program Teacher (Name)
Elections	School Administrator/EL Program Teacher
BAC Funds Allocation	School Administrator
BAC Local Calendar	School Administrator/EL Program Teacher
Adjournment	



Must have EL Student Roster ON HAND

APPENDIX C: Sample Meeting Agenda for BAC in place

Must include school name

Chicago Public Schools
Smith Elementary School

Purpose of meeting

Bilingual Advisory Committee Meeting
Tuesday, October 15, 2019
8:30 a.m. - 11:30 a.m.

Must include **date, time**
and place

A G E N D A



Welcome and Opening

BAC President (Name)

Call to Order

BAC President (Name)

Roll Call/Attendance

BAC Secretary (Name)

Approval of Minutes

BAC Secretary and BAC officers
(present)

Principal's Report

Administrator/Staff

President's Report

BAC President

Presentation

Presenter or Organization's name

New Business

Old Business

Public Participation

Adjournment

Appendix D: Sample Sign-in Sheet

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

Must include school name,
date and purpose

► ► PARENT Sign-In Sheet: October 15, 2019

	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 E: Sample BAC Minutes

Chicago Public Schools
Smith Elementary School

BAC Meeting Minutes
October 15, 2019
Auditorium
8:30 – 11:30 a.m.



Must include school name,
date and purpose

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 18, 2018.

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

Appendix F: Sample BAC's Report to the LSC

Chicago Public Schools
Smith Elementary School

BAC Report
LSC Meeting
October 15, 2019
Auditorium
8:30 – 11:30 a.m.

On (date) at 8:30am the BAC held its first meeting of the school year in the auditorium. There were 34 parents present and the presentation was "The state-mandated Bilingual Programs and student placement" We noticed that there were many new parents in the audience that benefited from the presentation, because they did not know about the programs. The next local BAC meeting is scheduled for (date), in the library at 8:30 am and the topic will be ACCESS: EL Student assessment.

The BAC President, Vice President and Alternate Rep. represented the school at the BAC Academic Network Meeting held on (date) at Jane Doe School. The presentations were on ACCESS testing and The Seal of Biliteracy. The next Academic Network Meeting will be held on (date) at Mozart school. The BAC will ensure that the school is represented and information is collected to share with local parents at the following local meeting.

The BAC President and Representative, along with Ms. Jones, ELPT attended the CMPC meeting at Arturo Velazquez Institute on (date). At this meeting the Chief of OLCE gave a report of the planned budget for the school year and how that will impact schools and EL students. BAC were encouraged to speak with school administrators regarding the programs at their local school and the budget allocation that support them.

CITY OF CHICAGO

Lori Lighfoot
Mayor

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