

Chicago Public Schools Policy Manual

Title: ADOPT ENGLISH AS A SECOND LANGUAGE GOALS AND STANDARDS

Section: 603.2

Board Report: 98-0826-PO2

Date Adopted: August 26, 1998

Policy:

Approximately seventy thousand students in the Chicago Public Schools speak a language other than English when they enroll. In order to take full advantage of their academic opportunities, the students must acquire fluency and competence in the English language. The Chicago Public Schools "Language and Cultural Initiatives: A Framework for Success," is mandated by the Chicago School Reform Board of Trustees. These initiatives provide the scope and sequence for a three-year course of study for English language instruction included in the "English as a Second Language Goals and Standards."

English as a Second Language ("ESL") instruction is a component of bilingual education. Bilingual education has been an integral part of the instructional program of the Chicago Public Schools for more than 25 years.

In February 1998, in its ongoing commitment to the improvement and strengthening of the educational programs offered to students who are English Language Learners, the Chicago School Reform Board of Trustees approved the "Language and Cultural Education Initiatives: A Framework for Success." These initiatives have, as primary focus, the teaching of English as a Second Language to those students, from a background other than English, who enter the Chicago Public Schools without the fluency and literacy in English necessary to be successful in their school experience. Thus, the "English as a Second Language Goals and Standards" were developed with the following goals: (1) to standardize ESL instruction throughout the schools and (2) to set a continuum of skills which students are to master from one level to another.

The "English as a Second Language Goals and Standards" incorporates opportunities to develop critical thinking, problem solving, and decision-making skills in the new language and to implement them within the cultural setting of the United States. It delineates what the students should know and be able to do at different age, grade, and ability levels, keeping in mind that the language acquisition process is not only the learning of facts but also depends on developmental and maturational factors.

Amends/Rescinds:

Cross References:

Legal References: