

Portales Municipal School District



Bilingual Education Handbook

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Introduction

The Portales Municipal School District (PMSD) participates fully and cooperates with the requirements set forth under *Title VI of the Civil Rights Act of 1964* and its implementing regulations for Bilingual, Teaching English to Speakers of Other Languages (TESOL), and Multicultural Education.

PMSD receives federal funding for programming, and as such must provide alternative language services to national origin language minority students with Limited English Proficiency (LEP) who are unable to participate effectively in the instructional program due to their LEP.



Bilingual & ESL Program

Vision & Mission

VISION:

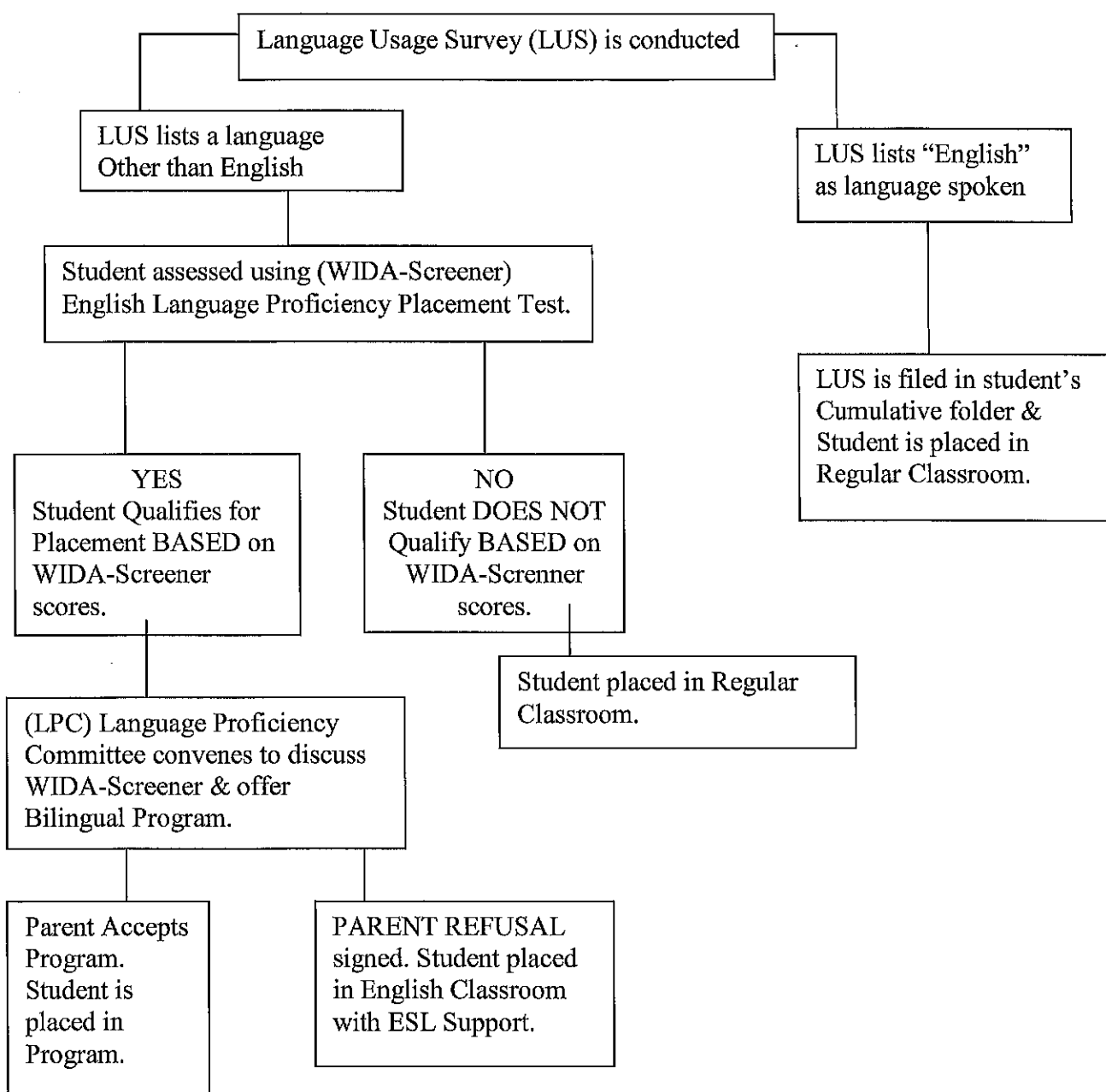
Students will be given the opportunity to become bilingual, bi-literate, and productive citizens.

MISSION:

Portales Municipal School District will provide quality bilingual programs for all students.

Identification, Assessment, and Placement of ELL Students

Initial Identification of English Language Learners



PURPOSE

Any student with a Primary Home Language Other Than English (PHLOTE) will be assessed with the WIDA ACCESS Placement Test (WIDA Screener). The purpose of the WIDA ACCESS Placement Test is to determine the student's English language proficiency.

The results of the assessment, along with other factors such as Spanish language proficiency and prior educational history, will be used to determine the recommendation made to parents in regards to their child's placement in the bilingual program or regular education classroom with ESL instruction.

STUDENT REFERRAL

When a student is enrolled in the Portales Schools, the parent is required to complete the Language Usage Survey (LUS) portion of the enrollment form. Their response will determine whether or not the student is given the WIDA-ACCESS Placement Test.

If the parent/guardian selects a language other than English on the Language Usage Survey (LUS) portion of the form, the school secretary will fax/email a copy of the LUS to the Bilingual Secretary. A date and time will then be established to assess the student.

A student may also be referred for testing by the classroom teacher. If a teacher notices that the student is struggling and if the student is using or responding to a language other than English, the teacher may refer the student for proficiency testing. The teacher must fill out the Teacher language Observation Form and submit the completed form to the Federal Programs Office. Once it is received, a date and time will then be established to assess the student.

STUDENT PLACEMENT

Should the student score "Not Proficient" on the assessment, he/she is eligible for placement in the bilingual program at that school site. All students who qualify for bilingual services and whose parents choose not to enroll them in the program should be placed in the classes that utilize TESOL strategies and techniques in the delivery of the instruction. The proper form of the parent requesting/refusing services for their child is a Parent Withdrawal Request Form. The parent will state reason for not wanting to participate and the principal will list the placement information on the form. Upon completion, will be submitted via fax/email to the Federal Programs Office. The original is filed in the student's Language Proficiency Committee (LPC) file.

HOME VISITS

Once a student is identified as an ELL student and it is in the best interest of the student to participate in the Dual Language Program (Elementary)/ Bilingual Program (Secondary), then a home visit may be made. The purpose of the home visit is to provide a recommendation to the parents and if appropriate, the student, as to the appropriate placement of the student. The options include but are not limited to: placement in the dual language/bilingual program and/or placement in their home school. Educational factors taken into consideration include English language proficiency, Spanish language proficiency, and prior educational history.

Program Models

A program model is the method (and services) the district will use to ensure that all students placed in Bilingual Education/Title III programs receive proper instruction. The model serves as the foundation for determination of the number of hours a student is placed in.

Goal

Instructional approaches and the basic curriculum content are based on the district's Core Educational Concepts and the New Mexico Content Standards and Benchmarks.

Dual Language

For effectiveness, Dual Language Immersion is the model that is most highly recommended by researchers and practitioners, including Thomas and Collier. This model is designed to develop bilingualism and bi-literacy in English and "home" language on the part of both English-speaking and non-English speaking students.

Major goals of dual language instruction are for students to:

- Develop a high level of proficiency in understanding, speaking, reading, and writing in English and Spanish.
- Develop positive attitudes toward those who speak the other language and toward their culture.
- Prepare students to perform at or above grade level in both languages.
- Promote self-esteem and leadership skills.
- Have more career opportunities in a global economy.

Dual Language programs differ from traditional foreign language programs in the instructional focus:

- Traditional programs focus on learning the language as a subject.
- Dual language programs focus on learning content through the language.

What is meant by 50-50?

Language proficiency and literacy development in both languages is emphasized across the curriculum. Our schools use this model, in which the amount of instructional time is equal in the two languages at all grade levels. The minimum amount of time that must be provided for the home (non-English) language in this model is three course periods per day or half of the curriculum that is, Language Arts is in the home language and two additional courses are in the home language.

The Portales Municipal School District's program for Dual and ESL students:

- Dual language instruction is offered K-6.
- An additive bilingual environment that has full support of school administrators, teachers, and parents.
- Students enter the program in Kindergarten.
- Certified Bilingual and/or TESOL endorsed teachers will deliver the appropriate curriculum.
- Students learn content information (Math, Science, Social Studies, and Language Arts) in both languages.
- Students leave sixth grade bilingual, biliterate, and bicultural.
- All students learn to read and write in Spanish.

Transitional

This program is designed to provide instruction to students who are from a non-English language background and who are not yet proficient in English. Although the initial program provides instruction in the home language, there is a sliding scale of time and content, eventually phasing language-minority students into subject matter taught totally in English.

Although Transitional (“early-exit”) programs provide some initial instruction in the student’s first language, eventually the home language is phased out. This model is a subtractive one, in which English proficiency is the goal. Early-exit models often do not allow students the time needed to become academically fluent, in either the home language or in English. Thomas and Collier found the Transitional Model to be least effective (2002).

Heritage

This model is designed to provide instruction in the home language to students whose family or tribal heritage is that language. When they enter the program, students may be fluent in their home language or they may have lost it with generational changes. The goal is to halt home language loss and ultimately recover (or newly develop) native proficiency in the language (Wiley, 1996). Speaking, reading and writing skills (where applicable), must form a defined component of the program.

Many aspects of the home culture of heritage language students must also be included. An immersion method is a recommended approach for developing fluency. Instruction is most effective when it is community-based, with a long-term commitment starting in the home and reaching through childcare, pre-school, school and the university (Wang, 1996).

If heritage language students are English Language Learners, this language program model must also include English as a Second Language instruction, so as to produce fully bilingual graduates.

ASSESSMENTS

Any student with a Primary Home Language Other Than English (PHLOTE) will be assessed with the WIDA-ACCESS Placement Test (WIDA Screener).

WIDA Screener (PLACEMENT)

The purpose of the WIDA-Screener Placement Test is to determine the student's English language proficiency. The results of the assessment, along with the other factors such as Spanish language proficiency and prior educational history, will be used to determine the recommendation made to parents in regards to their child's placement in the bilingual program or regular education classroom with ESL instruction.

WIDA-ACCESS


All identified ELL students will be assessed annually with the WIDA_ACCESS (English language Proficiency Test). The student will no longer be considered an ELL student when the student acquires **a composite score of 5.0** on the ACCESS for ELLs assessment in order for students to be reclassified as (FEP) Fluent English Proficient.

AVANT (Spanish Version)


All students in the State Bilingual Multicultural Education program must be assessed annually for proficiency in the Home/Heritage language of the program until proficiency is attained.

FORMS AND OTHER RESOURCES

- (LUS) Language Usage Survey
- Teacher Observation Form
- Parent Permission Letter (Dual Language/Secondary)
- Parent Withdrawal Request Form
- General Overview of Screening Procedures
- (LPC) Language Proficiency Committee Instructions

FOR DISTRICT USE ONLY	District:	School:		
 <div> <p>NEW MEXICO PUBLIC EDUCATION DEPARTMENT</p> <p>LANGUAGE USAGE SURVEY</p> <p>~for parent or guardian to complete~</p> </div>				
<p>The purpose of this survey is to ensure that your child receives the highest quality education and services to which he or she is entitled. The information you provide will be used only to assist the school in making program decisions. You will complete this form only once in your child's educational career.</p>				
Student's Name:	Date of Birth:	Grade Level:		
Answer each question by marking either the YES or NO box.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%; padding: 5px;">YES</th> <th style="width: 50%; padding: 5px;">NO</th> </tr> </table>	YES	NO
YES	NO			
1. Does the student use a language(s) other than English with his/her family and friends?				
2. Do you use a language(s) other than English with the student?				
3. Does the student understand when someone communicates with him/her in a language other than English?				
4. Does the student read in a language(s) other than English?				
5. Does the student write in a language(s) other than English?				
6. Does the student interpret for you or anyone else in a language(s) other than English?				
7. If you answered YES on one or more of questions 1-6, what language(s) other than English does the student use most frequently at home? Choose up to three.				
<input type="checkbox"/> American Sign Language (ASL) <input type="checkbox"/> Arabic <input type="checkbox"/> Cantonese <input type="checkbox"/> Diné <input type="checkbox"/> French <input type="checkbox"/> Greek <input type="checkbox"/> Hmong <input type="checkbox"/> Jicarilla Apache <input type="checkbox"/> Italian	<input type="checkbox"/> Keres <input type="checkbox"/> Khmer <input type="checkbox"/> Korean <input type="checkbox"/> Mescalero Apache <input type="checkbox"/> Mandarin <input type="checkbox"/> Portuguese <input type="checkbox"/> Russian <input type="checkbox"/> Somali <input type="checkbox"/> Spanish	<input type="checkbox"/> Tiwa <input type="checkbox"/> Tewa <input type="checkbox"/> Towa <input type="checkbox"/> Vietnamese <input type="checkbox"/> Zuni <input type="checkbox"/> Other _____		
OTHER QUESTIONS				
8. Is the student transferring from another state, district, or school? If yes, please provide location and name of school:				
9. Has the student received schooling/education in a language(s) other than English? If YES, which language(s)?				
10. In what language do you prefer to receive communication from the school?				
11. In what language would you prefer to communicate with school staff?				
12. Is there anything else we should know about how to best serve your child?				
Signature of Parent or Guardian:		Date:		
Translator:	Language:	Date:		

Sólo para uso del distrito:	District:	School:
 ENCUESTA DEL USO DEL IDIOMA DEPARTAMENTO DE EDUCACIÓN PÚBLICA DE NUEVO MÉXICO ~ padres o tutores deben llenar~		
El propósito de esta encuesta es asegurar que su hijo/hija reciba una educación de la más alta calidad y los servicios que tiene el derecho de recibir. La información que usted proporcione será utilizada solamente para ayudar a la escuela a tomar decisiones programáticas. Responderá a este formulario solamente una vez en la trayectoria de educación de su hijo/hija.		
Nombre del estudiante:	Fecha de nacimiento:	Nivel/Grado:
Responda a cada pregunta marcando la casilla bajo SÍ o NO		
1. ¿Usa el/a estudiante otro idioma(s) además del inglés con su familia o sus amigos?		
2. ¿Usa usted otro idioma(s) además del inglés con el estudiante?		
3. ¿Comprende el estudiante cuando alguien se comunica con él o ella en un idioma además del inglés?		
4. ¿Lee el/a estudiante en otro idioma(s) además del inglés?		
5. ¿Escribe el estudiante en otro idioma(s) además del inglés?		
6. ¿Le interpreta o traduce el estudiante a usted o a alguna otra persona en otro idioma(s) además del inglés?		
7. ¿Si respondió SÍ a una o más de las preguntas 1-6, ¿cuál(es) idiomas además del inglés usa el estudiante con más frecuencia en casa? Escoja hasta tres:		
<input type="checkbox"/> Árabe <input type="checkbox"/> cantonés <input type="checkbox"/> diné <input type="checkbox"/> español <input type="checkbox"/> francés <input type="checkbox"/> griego <input type="checkbox"/> hmong <input type="checkbox"/> italiano <input type="checkbox"/> jemer	<input type="checkbox"/> jicarilla apache <input type="checkbox"/> keres <input type="checkbox"/> coreano <input type="checkbox"/> lengua de señas americana (ASL) <input type="checkbox"/> mandarín <input type="checkbox"/> mescalero apache <input type="checkbox"/> portugués <input type="checkbox"/> ruso <input type="checkbox"/> somali	<input type="checkbox"/> tewa <input type="checkbox"/> tiwa <input type="checkbox"/> towa <input type="checkbox"/> vietnamés <input type="checkbox"/> zuni <input type="checkbox"/> Otros _____
OTRAS PREGUNTAS		
8. ¿Se traslada el estudiante de otro estado, distrito o escuela? Si este es su caso, favor de proveer la ubicación y el nombre de la escuela:		
9. ¿Ha recibido el estudiante instrucción escolar en otro(s) idioma(s) además del inglés? ¿Si la respuesta es sí, cuál idioma(s)?		
10. ¿En cuál idioma prefiere recibir información de la escuela?		
11. ¿En cuál idioma prefiere comunicarse con los empleados de la escuela?		
12. ¿Hay algo más que deberíamos saber para servir mejor a su hija/hijo?		
Firma del padre o tutor:		Fecha:
Traductor/intérprete:	Idioma:	Fecha:

FOR DISTRICT USE ONLY		District:		School:	
		New Mexico Public Education Department Language Usage Survey Navajo Translation ~for parent or guardian to complete~			
(Student Name) Ółta'í Bízhi' :			(Date of Birth) Bi'dizhchí góne' :		
(Grade Level) Ółta'í Yółta'í góne' :					
(Answer each question by marking either the yes or no box.) Na'idíkid yínłta'. Bínanídíkidígíí bik'ehgo <u>Aoo'</u> biyaa ałná'łit'ish doodai' <u>Nidaga'</u> biyaa ałná'łit'ish.				(Yes) Aoo'	(No) Dooda
1.) Ółta'í bilagáana bizaad t'eiya choyool'í doodai' nááná ła' dine'é bizaad daats'í bik'ei dóó bik'is ałch'í' yee yádaalt'í?					
2.) Ółta'í bilagáana bizaad dóó nááná ła' dine'é bizaad chool'í?					
3.) Ółta'íish nááná ła' dine'é bizaad bee bich'í' yánłti'go yik'í' diitłih?					
4.) Ółta'íish bilagáana bizaad dóó nááná ła' dine'é bizaad yółta' yééhósin?					
5.) Ółta'íish bilagáana bizaad dóó nááná ła' dine'é bizaad yee 'ak'e'elchí yééhósin?					
6.) Ółta'íish bilagáana bizaad dóó nááná ła' dine'é bizaad yee ná áta' halne'?					
7.) Na'idíkid T'áá ła'í dóó hastáahj'í Aoo' ałná'iizohgo, díí na'idíkid ła' ółta'í hooghandi háidígíí nááná ła' dine'é bizaad kwe'é daasdzohígíí áłahj'í' yee yáłti'. Taa'go blígahdi ałná'iizoh.					
<input type="checkbox"/> American Sign Language (ASL) <input type="checkbox"/> Arabic <input type="checkbox"/> Cantonese <input type="checkbox"/> French <input type="checkbox"/> Greek <input type="checkbox"/> Hmong <input type="checkbox"/> Jicarilla Apache <input type="checkbox"/> Italian		<input type="checkbox"/> Keres <input type="checkbox"/> Khmer <input type="checkbox"/> Korean <input type="checkbox"/> Mescalero Apache <input type="checkbox"/> Mandarin <input type="checkbox"/> Portuguese <input type="checkbox"/> Russian <input type="checkbox"/> Somali		<input type="checkbox"/> Spanish <input type="checkbox"/> Tiwa <input type="checkbox"/> Tewa <input type="checkbox"/> Towa <input type="checkbox"/> Vietnamese <input type="checkbox"/> Zuni <input type="checkbox"/> Other _____	
8.) Ółta'íish nááná ła' kéyah hahoodzohdée' da'ólta'dée' atah níyá? Háádée' atah níyá? Ółta' bízhi'					
9.) Ółta'íish ółta'di bilagáana bizaad dóó nááná ła' dine'é bizaad yee fhool'áá'? Akódzaago, éí haadóone'é bizaad yee 'fhool'aah nít'ée'?					

10. Ólta'déé' dahane'ígíí lá Dinék'ehjí doodai' bilagáana k'ehji bee hane' nich'í' álníigo nínízin?	
11. Ólta'di nidaalnishígíí Dinék'ehjí doodai' bilagáana k'ehjí bił hayił dahólne'go nínízin?	
12.) Haash yit'éego ałdó' ólta'í yá'át'éehgo bíká'a'doowoł ólta'di?	
(Signature of Parent or Guardian) Amá, Azhé'é, Aniséhé bízhi':	
(Date) Yoolkááł:	
(Translator) Ata' halne'ígíí bízhi':	(Date) Yoolkááł:
(Language) Saad bee ata' hóone'ígíí:	

TEACHER LANGUAGE OBSERVATION FORM

This form should be submitted to the school principal for any student you feel may be having difficulty due to a home language background other than English.

Student's Name _____

Teacher's Name _____

Grade _____ School _____

Date _____

Check all that apply:

- _____ 1. I have observed this student speaking a language other than English in the classroom, cafeteria, halls, or playground, or in other school situations.
- _____ 2. The student has indicated that the language spoken in his or her home is non-English.
- _____ 3. Conversation with a parent in a teacher/parent conference or other occasion indicates that a language other than English is probably spoken in the home.
- _____ 4. The student has experienced difficulty in understanding oral communication in the classroom or has difficulty expressing herself or himself using English.

Comments:

Date/Fecha: _____

Parent Signature/ Firma de Padre/Guardián/ Maestro

Observations: _____

Principal Signature

Date: _____



Portales Municipal Schools

501 South Abilene
Portales, NM 88130
Ph: 575-356-7000

Dual Language Program

Dear Parents,

It gives us great pleasure to inform you that your daughter/son _____ is eligible to participate in the Portales Municipal School District Dual Language Program beginning the school year 2022-2023.

The Dual Language Program is a wonderful opportunity for students to improve, and/or learn a second language and experience the culture(s) of their peers. Both Spanish and English are used as the language of instruction in this program which has proven successful in promoting academic and language development.

Participation in the Dual Language Program is voluntary and is limited to those families requesting the program. Spanish speaking children and English speaking children are placed in the same classroom to develop bilingualism and biliteracy skills in both Spanish and English. Students will be expected to achieve proficiency in all academic subjects, meeting or exceeding PMSD guidelines.

Your child was assessed using the (WIDA-APT) New Mexico English Language Proficiency Assessment and/or the (LAS) Language Assessment Scales (Spanish version).

It is necessary that you sign this form and indicate your approval or disapproval of your child participating in the Bilingual Program. If you have any questions, contact the Bilingual Director, Mr. Rick Segovia, at (575)359-3705. Thank you.

☐ Yes, I give my child permission to participate.

☐ No, I do not give my child permission to participate.

Teacher's Signature

Parent Signature

Date

Date



Portales Municipal Schools

501 South Abilene
Portales, NM 88130
Ph: 575-356-7000

Programa Dual de Lenguaje

Estimados Padres;

Nos da un gran placer informarles que su hijo(a) _____ es elegible para participar en El Programa Dual de Lenguaje de las Escuelas Municipales de Portales empezando el año escolar de 2022-2023.

El Programa Dual de Lenguaje es una gran oportunidad de mejorar o aprender un nuevo idioma, y también conocer una nueva cultura. Tanto el español como el inglés serán utilizados como los idiomas de instrucción en el programa. El programa ha comprobado ser exitoso en el desarrollo académico y el desarrollo de lenguaje.

La participación en El Programa Dual de Lenguaje es voluntaria y limitada para las familias pidiendo el programa. Niños que hablan español y niños que hablan inglés estarán en la misma clase para desarrollar la capacidad de leer y hablar en las dos idiomas. Se exigirá que los alumnos obtengan habilidad en todas las materias académicas, satisfaciendo o sobrepasando los requisitos establecidos por el distrito.

Su hijo(a) fue evaluado(a) usando (WIDA-APT) New Mexico Evaluación de Proficiencia de Lenguaje de Inglés y/o de (LAS) Evaluación de Lenguaje en Español.

Es necesario que firme esta carta si Ud. da permiso para que su hijo(a) participe en el programa Bilingüe. Si tiene preguntas, por favor llame al Sr. Rick Segovia, at (575) 359-3705. Gracias.

☐ Sí doy permiso de que mi hijo(a) participe.

☐ No doy permiso de que mi hijo(a) participe.

Firma del maestro(a)

Firma del padre

Fecha

Fecha



Portales Municipal Schools

501 South Abilene
Portales, NM 88130
Ph: 575-356-7000

Secondary Bilingual Program

Dear Parents,

It gives us great pleasure to inform you that your daughter/son _____ is eligible to participate in the Portales Municipal School District Bilingual Program beginning the school year 2022-2023.

The Bilingual Program is a wonderful opportunity for students to improve, and/or learn a second language and experience the culture(s) of their peers. Both Spanish and English are used as the language of instruction in this program which has proven successful in promoting academic and language development.

Participation in the Bilingual Program is voluntary and is limited to those families whom qualify for the program. Spanish speaking children and English speaking children are placed in the same classroom to develop bilingualism and biliteracy skills in both Spanish and English. Students will be expected to achieve proficiency in all academic subjects, meeting or exceeding PMSD guidelines.

Your child was assessed using the (WIDA-APT) WIDA-Assessment Placement Test, which is the New Mexico English Language Proficiency Assessment and/or the (LAS) Language Assessment Scales (Spanish version).

It is necessary that you sign this form and indicate your approval or disapproval of your child participating in the Bilingual Program. If you have any questions, contact the Bilingual Director, Mr. Rick Segovia, at (575)359-3705. Thank you.

☐ Yes, I give my child permission to participate.

☐ No, I do not give my child permission to participate.

Teacher's Signature

Date

Parent Signature

Date



Portales Municipal Schools

501 South Abilene
Portales, NM 88130
Ph: 575-356-7000

Programa Bilingüe Secundaria

Estimados Padres;

Nos da un gran placer informarles que su hijo(a) _____ es elegible para participar en El Programa Bilingüe de las Escuelas Municipales de Portales empezando el año escolar de 2022-2023.

El Programa Bilingüe es una gran oportunidad de mejorar o aprender un nuevo idioma, y también conocer una nueva cultura. Tanto el español como el inglés serán utilizados como los idiomas de instrucción en el programa. El programa ha comprobado ser exitoso en el desarrollo académico y el desarrollo de lenguaje.

La participación en El Programa Bilingüe está limitada para las familias quien cualifican por el programa. Niños que hablan español y niños que hablan inglés estarán en la misma clase para desarrollar la capacidad de leer y hablar en las dos idiomas. Se exigirá que los alumnos obtengan habilidad en todas las materias académicas, satisfaciendo o sobrepasando los requisitos establecidos por el distrito.

Su hijo(a) fue evaluado(a) usando (WIDA-APT) WIDA- Assessment Placement Test cual es New Mexico Evaluación de Proficiencia de Lenguaje de Inglés y/o de (LAS) Evaluación de Lenguaje en Español.

Es necesario que firme esta carta si Ud. da permiso para que su hijo(a) participe en el programa Bilingüe. Si tiene preguntas, por favor llame al Sr. Rick Segovia, at (575) 359-3705. Gracias.

☐ Sí doy permiso de que mi hijo(a) participe.

☐ No doy permiso de que mi hijo(a) participe.

Firma del maestro(a)

Firma del padre

Fecha

Fecha

PORTALES MUNICIPAL SCHOOL DISTRICT
Parent Withdrawal Request Form

Dear Parents:

My child _____, was identified to participate in the :
_____ Bilingual Education/Dual Language Program or _____ (ESL) English as a Second
Language Program. I was informed of benefits my child would receive from participating in the
program.

However, I do not wish to have my child participate in the program, and would like to request a
change of program for my child effective _____.

Please state reason: _____

Student is placed in _____ (teacher) classroom.

Parent/Guardian Signature

Date

Current Teacher Signature

Date

Principal Signature

School

Date

Federal Programs Director

Date

♦♦ ♦♦

PORTALES MUNICIPAL SCHOOL DISTRICT
Forma de Petición de Padre Para Retiro

Estimados Padres:

Mi hijo(a) _____, fue identificado para participar en el: _____ programa Bilingüe
_____ Inglés como Segundo Idioma. Me informaron como beneficiara esta programa a
mi hijo(a).

Sin embargo, no quiero que mi hijo(a) participe en el programa y pido que cambien su programa,
efectivo _____.

Razón: _____

Estudiante está puesto en la clase de _____ (nombre de maestro).

Firma de Padre/Guardián

Fecha

Firma de Maestro

Fecha

Firma de Director(a) del Escuela

Escuela

Fecha

Firma de Director del Programa Federal

Fecha

General Overview of Screening Procedures for English Language Learners (ELLs)

1. Enrollment (Language Usage Survey) or (Teacher Observation Form).
Parent response on the Home Language Survey or a Teacher Observation form determines whether the student will be assessed with the English Language Proficiency Assessment.
2. Assessment of English Proficiency
The student will be assessed with the WIDA-ACCESS Placement Test (W-APT).
3. Program Placement.
 - a. If the student scores as “Not Proficient”, he/she is eligible for placement in the Bilingual Program at the appropriate site, which offers bilingual services.
 - b. If the student qualifies for services and it is determined that placement in a bilingual program is in the best interest of the student, then a home visit will be made. The parent will be presented all the information, and with the staff recommendation, the parent will decide whether or not to place the child in the bilingual program.
 - c. All students who qualify for bilingual services and whose parents choose not to enroll them in the program will remain at their home school. They should be placed in classes that utilize ESL strategies and techniques in the delivery of the curriculum. The responsibility for the delivery of these services will be that of the home school.

Portales Municipal Schools
Bilingual/ESL Office
Instructions for Conducting a Language Proficiency Committee (LPC) Meeting

Note: Required members of the LPC committee are the Principal or his/her designee; the Bilingual or ESL teacher; the parent or the building parent representative.

Optional members of the committee may be Special Student Services representative(s) and/or Bilingual Department representative(s).

- I. LPC meeting opens with introductions.
- II. Choose one of the LPC members to do the writing using the LPC form entitled: *Portales Municipal Schools District / Bilingual/ESL Department – Form – for Language Proficiency Committee Use.*
- III. LPC member writes in the Student's Name, ID #, Birth Date, School, Grade Level, Date enrolled in the U.S. or Date disenrolled in the U.S. (whichever is applicable). Labels for LPC folder will be provided with demographic information upon availability.
- IV. Primary Language is determined by looking at the Home Language Survey (HLS) and the initial request date is the date the HLS was originally signed.
- V. Principal or teacher briefly explains the Language Proficiency Test used (LAS (Spanish), WIDA-APT and WIDA-ACCESS) what was assessed. As this is being explained, the "recorder" writes the scores in the appropriate section of the LPC form. Labels for LPC folder will be provided with test result information upon availability.
- VI. Language Proficiency Category: Utilizing available scores and classroom observation determines if the student is proficient or non-proficient. Mark "ELL" for English Language Learner and check the appropriate level.
- VII. List any Waivers for the State Based Assessment for ELLs, if applicable.
- VIII. If the student is not ELL, as per his/her score, then place a check mark next to "Non-ELL."

- IX. After the level of determination has been made, you will officially offer or deny the services, if the student does not qualify. You now present the letter to the parent (if present) and have the parent sign permission during this portion of the meeting.
- X. If the parent is not present, you will place an official letter in the mail with a note or send with the student asking for prompt return.
- XI. All elementary school children who qualify will be recommended for Bilingual. All secondary students who qualify for services will be recommended for English as a Second Language (ESL).
- XII. The Permission date or Denial date is the date of the LPC meeting.
- XIII. All members must date and sign the LPC card.

“All students will be provided a Quality Education.”

