

# 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:

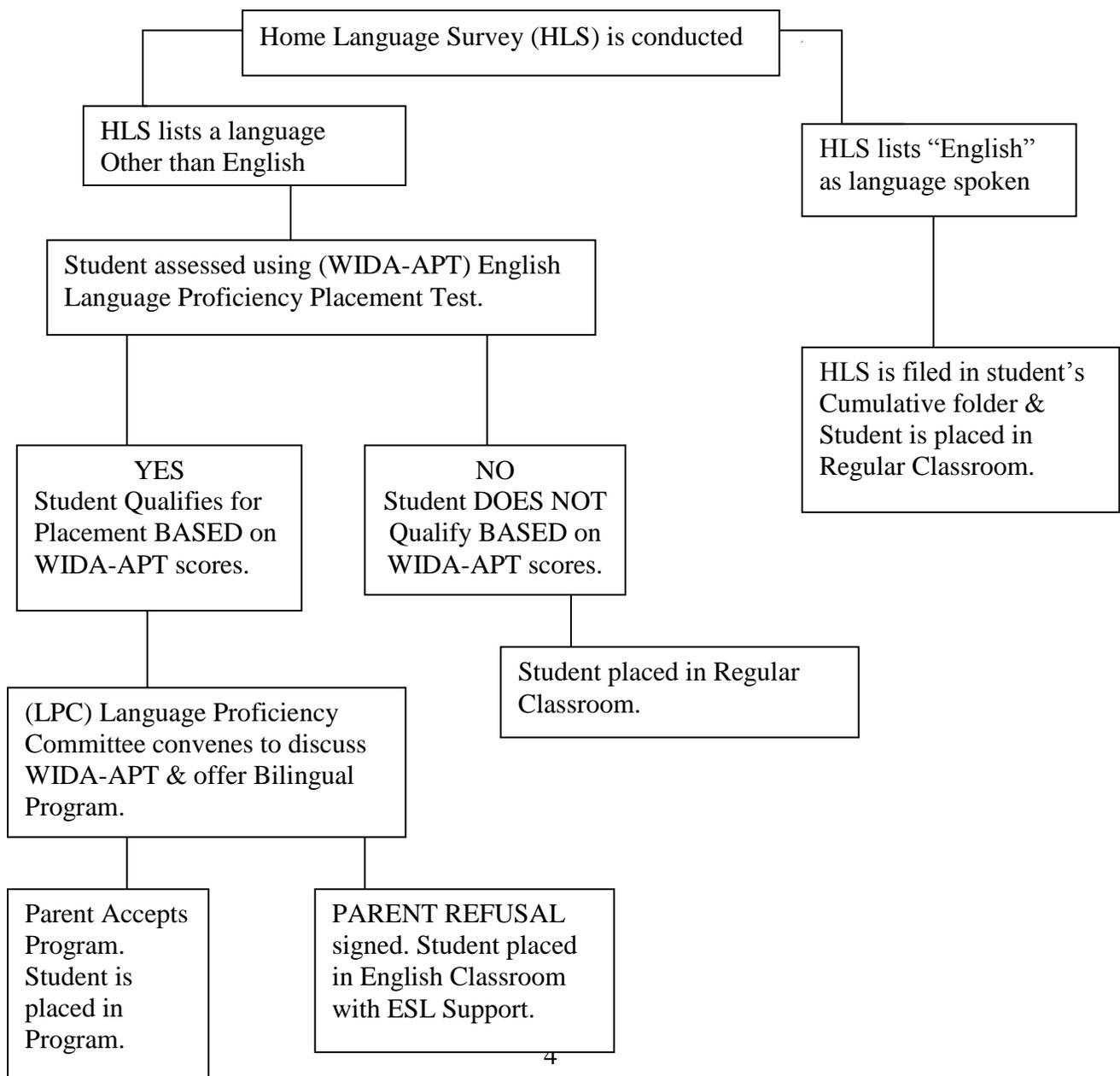
Students will be given the opportunity to become bilingual, bi-literate, and productive citizens.

#### 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 (W-APT). 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 Home Language Survey (HLS) 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 Home Language Survey (HLS) portion of the form, the school secretary will fax/email a copy of the HLS 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.

## **EXIT CRITERIA**

All identified ELL students will be assessed annually with the 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.

The student's academic performance must then be monitored for two years after achieving a score of "Bridging" on the ACCESS. It is the school's responsibility to monitor ELL students that Exit the program.

# 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 (W-APT).

### WIDA-APT (PLACEMENT)

The purpose of the WIDA-ACCESS 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.

### (LAS) Language Assessment Scales (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

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

**PORTALES MUNICIPAL SCHOOL DISTRICT  
HOME LANGUAGE SURVEY**

DATE: \_\_\_\_\_

Student Name \_\_\_\_\_  
Nombre de Estudiante Last First Middle

Date of Birth: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_  
Fecha de Nacimiento Grado Escuela

---

Our school needs to know the language(s) spoken and heard at home by each child. This information is needed in order for us to provide the best instruction possible for all students. Please answer the following questions. Thank you for your help.

1. Which language(s) has your child learned to speak? \_\_\_\_\_
2. What language(s) is spoken in the home? \_\_\_\_\_
3. What language(s) are commonly used in speaking with your child? \_\_\_\_\_

\_\_\_\_\_  
Signature of Parent/Guardian Date

---

Nuestra escuela necesita saber cual idioma se habla o se escucha en la casa de cada estudiante. Esta información es necesaria para que podamos ofrecer la mejor instrucción posible a todos los estudiantes. Responde por favor a las siguientes preguntas de este cuestionario. Gracias por su ayuda.

1. ¿Cuál(es) idioma(s) aprendió su hijo(a) hablar primero? \_\_\_\_\_
2. ¿Cuál(es) idioma(s) se habla en su hogar? \_\_\_\_\_
3. ¿Cuál(es) idioma(s) utiliza usted con mayor frecuencia cuando habla con su hijo(a)? \_\_\_\_\_

\_\_\_\_\_  
Firma del Padre/del Guardián Fecha

Original to student cumulative folder.  
Copy to Bilingual Office, if a language other than English is noted.

Created: 4/2014

**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: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_  
Principal Signature



# 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 2015-2016.

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. Henry Montaña, 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 2015-2016.

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. Henry Montaña, 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 2015-2016.

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. Henry Montaña, 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 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 2015-2016.

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. Henry Montaña, 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  
\_\_\_\_\_ Ingles 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 (Home Language 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.”*

