

# Regulation IHBE-R

## Las Cruces Public Schools

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Responsible Office:

Associate Superintendent for Instruction

### BILINGUAL INSTRUCTION

#### I. PURPOSE

To provide requirements and procedures for LCPS Policy IHBE-R, and to support the State of New Mexico's long-standing policy in furthering bilingual multicultural education.

#### II. DEFINITIONS

As used in the Bilingual Multicultural Education Act [22-23-1, NMSA 1978]

1. *Bilingual Multicultural Education Program* means a program using two languages, including English and the home or heritage language, as a medium of instruction in the teaching and learning process.
2. *Culturally and Linguistically Different* means students who are of a different cultural background than mainstream United States culture and whose home or heritage language, inherited from the student's family, tribe or country of origin, is a language other than English.
3. *English Language Learner* means a student whose first or heritage language is not English and who is unable to read, write, speak or understand English at a level comparable to grade-level English proficient peers and native English speakers.
4. *Heritage Language* means a language other than English that is inherited from a family, tribe, community or country of origin.
5. *Home Language* means a language other than English that is the primary or heritage language spoken at home or in the community.
6. *Standardized Curriculum* means a district curriculum that is aligned with the state academic content standards, benchmarks and performance standards [6.32.2.7 NMAC – Rp, 6.32.2.7 NMAC, 11-30-05].

#### III. GOALS

The bilingual multicultural education program goals are for all students, including English language learners, to:

- A. Become bilingual and biliterate in English and a second language, Spanish. [6.32.2.9 NMAC – N, 11-30-05]
- B. Meet academic content standards and benchmarks in all subject areas. [6.32.2.9 NMAC – N, 11-30-05]

#### IV. PROGRAM ELEMENT – INSTRUCTION

- A. Public schools providing an approved bilingual multicultural education program shall include:
  1. Instruction to attain language proficiency and literacy skills in two languages, one of which is English.

2. Sheltered content instruction
  3. Standardized curriculum that is aligned with the state academic content standards, benchmarks and performance standards; and
  4. Instruction in the history and cultures of New Mexico. [6.32.2.12 NMAC-N, 11-30-05]
- B. The following content areas shall be included in all programs:
1. Language arts in the home or heritage language; for funding purposes, time allotted for instruction in the home language must be equivalent to the time provided for English language arts and must be consecutive in nature (that is, not fragmented throughout the day);
  2. Modifications of instruction in the English language arts that address the developmental, linguistic and academic needs of students, and
  3. Depending on the program model:
    - a. content area instruction in two languages that utilizes the student's language, history and/or culture; and or
    - b. fine arts instruction in two languages that utilizes the student's language, history, culture, and the arts traditions of his/her community.
- C. All programs shall implement one or more of the following bilingual education models in the school program:
1. Dual-language immersion: designed to develop:
    - a. high academic achievement in two languages;
    - b. additive bilingual and biliterate proficiency; and
    - c. cross-cultural skills development.
  2. Enrichment: designed to further develop the home language of fully English proficient students and to teach the cultures of the state.
  3. Maintenance; designed to develop and maintain proficiency and literacy in the primary or home language while developing a student's literacy and oral skills in English.
  4. Transitional: designed to transfer students from home language instruction with gradual transition to an all-English curriculum. [6.32.2.12 NMAC – Rp, 6.32.2.10 NMAC, 11-30-05]

## **V. INSTRUCTIONAL PROGRAMS**

Two bilingual education models are used in Las Cruces Public Schools.

### **A. DUAL LANGUAGE PROGRAM, TWO-WAY AND ONE-WAY**

1. A Two-Way Dual Language Program consists of Spanish-speaking and English-speaking students combined in the same educational environment to provide communicative and academic language development through an interactive and cross-cultural setting. Program participation begins in kindergarten and continues through the furthest grade possible, on a voluntary basis. The Two-Way Dual Language Program is designed to develop bilingualism and

biliteracy in all students through instruction of curriculum areas in Spanish and English. The goal is bilingualism and biliteracy for all students as well as academic success.

2. A One-Way Dual Language Program consists of students who all belong to one language group. Program participation begins in kindergarten and continues through the furthest grade possible, on a voluntary basis. The One-Way Dual Language Program is designed to develop bilingualism and biliteracy in all students through instruction of curriculum areas in Spanish and English. The goal is bilingualism and biliteracy for all students as well as academic success.
3. For secondary schools, both One-Way and Two-Way programs can be implemented. Two out of the four core subject areas must be offered in Spanish with the remaining instructional day provided in English. The goal is bilingualism and biliteracy for all students as well as academic success.

#### B. 2-HOUR BILINGUAL PROGRAM (MAINTENANCE)

1. The 2-Hour Bilingual Program for students in grades K-5, consists of a minimum of 45-60 minutes daily of Spanish Language Arts that leads to literacy in the first language. The second component required daily for 45-60 minutes, is English as a Second Language (ESL) or a sheltered English instruction class, depending on the student's fluency in English. If a child has the indicated score on Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS) of a 5.0 or above.
2. At the middle and high school levels, grades 6-12, students who are native speakers of Spanish are provided, at a minimum, a 45-60 minute period of Spanish Language Arts for Native Speakers, on a daily basis, that leads to literacy in the first language; and a period of 45-60 minutes of ESL. Students with the cut scores on the ACCESS of a 5.0 or above are offered an ELD class to improve reading and writing skills.

### VI. STUDENT IDENTIFICATION

- A. Home Language Survey (HLS): Every student that is new to Las Cruces Public Schools must have a home language survey (LCPS Bilingual Form 144). The parent of the child fills out the survey. On the HLS, the parent is asked three questions:
  1. Which language did your child learn to speak?
  2. What language(s) is spoken in the home?
  3. What language(s) does your child speak?

After review of information, Home Language Surveys shall be filed in the student's cumulative folder and a copy sent to the Bilingual Education office.

- B. Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS): If the parent answers a language other than English (i.e., Spanish, Vietnamese, German, etc.) on the Home Language Survey, those students must be tested on the WIDA-ACCESS Placement Test (W-APT) and the Spanish speaking students must then be tested on the Idea

Proficiency Test. The IPT measures language proficiency in Spanish. The W-APT measures English language proficiency.

1. Students in Kinder are administered the listening and speaking tests of WAPT. Students in grades 1-12 are administered listening, speaking, writing, and reading sections of WAPT.
  2. If the results of W-APT indicate that the child is a non-proficient English speaker, he/she qualifies for bilingual education service.
  3. Students who participate in a bilingual education program are administered the IPT.
- C. Parent Notification: If a child qualifies for bilingual education services, his/her parents must be notified. The parent must sign a program participation notice.
1. At any time during the student's participation in the bilingual education program, the parent may choose to withdraw the student.
  2. If the parent chooses to withdraw the student, the parent must sign a program withdrawal form (Form 146, Parent Withdrawal Request).
- D. Language Assessment Team: Each school must establish a language assessment team (LAT). The LAT is comprised of the Bilingual/ESL Lead Teacher(s); designated bilingual education/ESL teachers; general education teacher(s); other necessary personnel, such as a school counselor, SLP, OT, etc., as dictated by the case under discussion; a parent of an English Language Learner (the parent of the child being discussed); and a school administrator.

The responsibilities of the LAT are:

1. To determine the oral language proficiency of a student and recommend appropriate instructional placement by reviewing language proficiency assessment (ACCESS) and other student academic data.
2. To conference with parents in cases of parent withdrawals.
3. To collaborate with the Student Assistance Team (SAT) in cross-referral process.
4. To participate in IEP committees for ELL students (one member).

## **VII. PROGRAM EXIT CRITERIA FOR 2-HOUR MAINTANENCE PROGRAM**

Students in the 2-Hour Maintenance Program may be exited from the program when it is determined that the student is Fluent English Proficient (FEP). The Language Assessment Team must consider the following information for exiting students from a 2-Hour Maintenance Program:

- A. Proficiency in English, as measured by the ACCESS.
- B. Successful past and current academic performance.
- C. Any other pertinent academic data.
- D. Language Assessment Team (LAT) and teacher recommendation.

Important considerations for exiting students:

1. Students must be performing at or above grade level.

2. Special education students must be considered on an individual basis with the consensus of the IEP Committee.
3. The academic performance of all exited students must be followed by the LAT for a period of two years using the exit form in the student's cumulative folder.

#### **VIII. PROGRAM ELEMENT – PROFESSIONAL DEVELOPMENT**

- A. The New Mexico Public Education Department (NMPED) requires that school districts provide professional development to teachers, teacher assistants, principals, bilingual directors or coordinators, associate superintendents, superintendents and other instructional personnel and financial officers in the areas of:
  1. Research-based bilingual multicultural and/or language revitalization programs and implications for instruction.
  2. Best practices of English as a second language (ESL); English language development (ELD) and bilingual/multicultural and/or language revitalization programs, and principles of language acquisition.
- B. Bilingual/multicultural education or language revitalization programs shall be part of the district's professional development plans as required in Subsection E of Section 22-23-5 NMSA 1978. Bilingual educators, including teachers, instructional support personnel, principals, and program administrators will participate in professional development. Principals and program administrators shall participate in training that addresses program supervision [6.32.2.13 NMAC – Rp. 6.32.2.12 NMAC, 11-30-05].

#### **IX. PROGRAM ELEMENT – ASSESSMENT**

- A. Trained personnel shall administer state-approved language proficiency assessments in English and the home language annually until proficiency in each language is achieved.
- B. Public school districts shall comply with federal assessment requirements, including Titles I and III of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) as amended and Office for Civil Rights requirements.
- C. Students enrolled in this program shall participate in the New Mexico standards-based assessment (NMSBA) program.
- D. In those grades that students do not participate in the New Mexico standards-based assessment programs, the public school district shall develop and implement an assessment and evaluation program [6.32.2.14 NMAC – Rp. 6.32.2.11 NMAC, 11-30-05].

#### **X. EVALUATION**

To evaluate bilingual multicultural education program effectiveness and use of funds, each school district shall maintain academic achievement and language proficiency data and update the data annually.

- A. School districts shall submit to NMPED an annual progress report.
- B. Reports shall be submitted by September 30 of the following year.

- C. The report shall include:
1. Verification that the program has identified and served students most in need (with priority given to K-3) based on language proficiency (English and home language) and academic achievement.
  2. A current analysis of assessment results by school and by model(s).
  3. Data demonstrating that participating students have met the state targets for annual measurable achievement objectives (AMAOs).
  4. An expenditure report from the general ledger on use of funds for the program.

**XI. PROGRAM RENEWAL**

The school district annual report will be the indicator to determine the effectiveness of the program, and need for program renewal and/or modification. The following cycle will apply for evaluation of program effectiveness:

- A. After the first year (SY2005-06), districts will report baseline data.
- B. After the second year, districts shall submit a progress report, by school, indicating how schools met annual measurable achievement objectives from year one to year two; if data shows improvement, the public school district may continue the program as previously outlined in the initial or modified application.
- C. After two consecutive years of the school's failing to make progress toward meeting AMAOs, the department shall:
1. Notify the public school district that the school has not demonstrated reasonable progress;
  2. Assist the school in the development of an improvement plan; and
  3. Provide technical assistance to the school and district.
- D. After four consecutive years of the school's failure to make progress toward meeting AMAOs, the department shall:
1. Require the school to modify the curriculum, program, and method of instruction, or
  2. The program shall be redesigned, modified, or discontinued by the department [6.32.2.16 NMAC – Rp. 6.32.2.15 NMAC, 11-30-05].



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Associate Superintendent for Instruction

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March 27, 2013  
Date Approved