Canutillo Independent School District

MANUAL

Services for Emergent Bilingual Students

Canutillo Independent School District
Manual for Services for English Language Learners

Acknowledgements

The Department of Academic Language Services would like to acknowledge the important contributions of the principals, assistant principals, teachers, and other staff who have given valuable input to develop a high-quality Dual Language Program for our students.

Board of Trustees

Sergio Martinez, President
Lilia Maldonado, Vice President
Cindy Zuñiga, Secretary
Breanne Barnes, Trustee
Lucy Borrego, Trustee
Armando Rodriguez, Trustee
Carolina Ortega, Trustee

Administration

Dr. Josue Borrego
Superintendent

Dr. Oscar Rico
Deputy Superintendent

Dr. Jesica Arellano
Executive Director
Curriculum & Instruction

Dr. Debra Kerney
Associate Superintendent

Staff

Esmeralda Aguilera, Bilingual Coordinator
Sonia Bernal, Bilingual Specialist

LPAC Aides

Kim Pereyra
Araceli Arredondo
Paula Clague
Wendy Sotelo
Jorge Valenzuela

Table of Contents

District Mission & Vision 4

Department of Academic Language Services Mission & Vision 4

Legal Rationale 4
- Federal Definition of an Immigrant Student 5
- Federal Definition of a Limited English Proficient Student 5
- Title I and Title III 6
- State Law

Legal Foundation for Bilingual & ESL Programs 7

Language Proficiency Assessment Committee 7

E-STAR 9

Curriculum 9

English Language Proficiency Standards 9

Dual Language Program 10
- One Way and Two Way 11

Expectations of CISD and the Department of Academic Language Services 10
- Administrator Expectations 12
- Teacher Expectations 12
- Parent Expectations 13
- Student Expectations 13

Summer School for Pre-K & K for Limited English Proficient Students 13

ESL Program for 6th through 12th Grade 14

Content Based Language Instruction 15

Canutillo Independent School District

District Mission
Canutillo ISD supports and embraces diversity in a multicultural society. Our school community thrives in a safe, engaging, inclusive learning environment. We provide equitable opportunities to ensure our future-ready students are inspired to explore, learn, grow and excel.

District Vision
Canutillo ISD is a premier school district. We lead today to positively impact tomorrow.

Multilingual Department

MD Mission
The Multilingual Department is committed to providing high quality education for all students participating in the CISD bilingual program by using data, research, and best practices.

MD Vision
Provide Academic Excellence opportunities for all second language learners and students participating in the CISD Bilingual Program so that they can excel in academic achievement and become bi-literate and bi-cultural graduates with an appreciation for other cultures and languages.

Legal Rational
There is a substantial body of federal laws that establish the rights of Emergent Bilingual (EB) students and that define the legal responsibilities of school districts serving these students. These laws include the following:

- **1868 Constitution of the United States, Fourteenth Amendment**
  …No State shall deny to any person within its jurisdiction the equal protection of the laws.

- **Title VI of the Civil Rights Act of 1964**
  No person in the United States shall, on the grounds of race, color, or national origin be denied the benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance.

  Two U.S. Supreme Court rulings, one interpreting the Fourteenth Amendment and one interpreting the Civil Rights Act of 1964, have exercised considerable influence over the educational rights of language minority students. These cases may be summarized as follows:

- **1974 Lau v. Nichols**

  The U.S. Supreme Court ruled that a school district's failure to provide appropriate linguistic accommodations denied equal educational opportunities based on their ethnicity. The U. S. Supreme Court expanded the rights of students with limited English proficiency nationwide, indicating they should be treated with equality because a person's language is so closely intertwined with their national origin that language-based discrimination is effectively a proxy for national origin discrimination. Providing English language instruction to ELs students denied them meaningful opportunity to participate in the district's educational program in violation of Title VI of the Civil Rights Act of 1964; the court further noted that equality of opportunity is not provided by giving the EB students the same facilities, textbooks, teachers, and curriculum that non-EB students receive.

- **1982 Plyer v. Doe**

  The U.S. Supreme Court ruled that the Fourteenth Amendment to the U.S. Constitution prohibits states from denying a free public education to undocumented immigrant children regardless of their immigrant status. The court declared that schools' systems are not agents for enforcing immigration law and determined that the burden undocumented aliens may place on an educational system is not an accepted argument for excluding or denying educational service to any student. The Equal Protection Clause of the Fourteenth Amendment *applies* to aliens who, after their illegal entry into this country, are indeed physically "within the jurisdiction' of a state".

Federal Definition of an Immigrant Student

The term "immigrant children and youth", which is defined in section 3301(6) of Title III, refers to individuals who: (A) are age 3 through 21; (B) were not born in any State; and (C) have not been attending one or more schools in any one or more states for more than 3 full academic years.

Texas is required to use the federal definition under Title III to determine immigrant student counts for funding and for coding in PEIMS.
**Children born to military personnel (U.S. citizens) outside the "States" are not immigrants (PEIMS Handbook 2011).

Federal Definition of a Limited English Proficient Student

An EB student who:

(A) is age 3 through 21,

(B) is enrolled or preparing to enroll in an elementary or secondary school,

(C)(i) was not born in the United States or whose native language is a language other than English,

(ii)(l) is Native American or Alaska Native, or a native resident of the outlying areas,
(lll) comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency, or

(iii) is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant.

(D) Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:

(i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3),

(ii) the ability to successfully achieve in classrooms where the language of instruction is English, or

(iii) the opportunity to participate fully in society.

http://www.publiceducation.org/portals/nclb/lep/definition.ap

Title I and Title III: Programs for Emergent Bilingual

Title I outlines the state standards, assessments, annual yearly progress and other accountability requirements for EB students.

Title III provides funding to state and local education agencies, who are obligated to increase the English proficiency and core academic content knowledge of EL students. Under this title, local school districts decide on the method of instruction to be used to teach English to EB students but requires that instructional programs be scientifically proven to be effective.

State education agencies, school districts and schools must:

- Ensure that EB students, including immigrant children and youth, develop English proficiency based on state standards, and meet the same rigorous academic content and master standards that all children are expected to meet.
- Provide parental notification explaining why their child needs placement in a specialized language instructional program.
- Administer reading assessments using state approved tests written in English to any student who has attended school in the U.S. for 3 or more consecutive years, unless it is determined by the school district, on a case-by-case basis, that native-language tests will yield more accurate results.
- Test at least 95% of students identified as EB in reading/language arts, math and science, required of all public-school students in the state. The assessment should be designed to provide information on the proficiency of EB students to master English.
- Assess the language and format most likely to elicit the above information and which would allow the state and local school district to make testing accommodations such as developing an assessment in a student's native language, providing translation help and/or conducting an oral test.
- Report the test scores of EB students as one of the subgroups to be disaggregated, and as part of the state, district, and school test scores.
- Involve all EB parents in the decision-making process of Title III programs and activities at both the state and local levels.

Title III funds are to be used to provide language instructional programs defined as courses in which EL students are placed for the purpose of attaining English proficiency, while

simultaneously meeting challenging academic content and academic achievement standards. In the absence of Title III funding, funding will be allotted from the district's general fund. These programs may make use of both English and the child's native language to enable the child to develop and attain English proficiency, but school districts are required to use approaches and methodologies based on scientific research. Each school or district using Title III funds must implement an effective outreach program to parents of EB children. They must inform parents about being active participants in assisting their children in learning English, achieving at high academic levels in core subjects and to meet state standards.

State Law

Legal Foundation for Bilingual and ESL Programs: Commissioner's Rules
The law requires that each school district or charter school that has an enrollment of 20 or more EB students of the same language classification in the same grade level district-wide shall offer a bilingual education program for students in grades Pre-K through 5. All EB students for whom the district is not required to offer a bilingual education program shall be provided an ESL program, regardless of the students' grade levels and home language, and regardless of the number of students. The Commissioner's Rules concerning State Plan for Educating EB students state that all school districts that are required to provide a bilingual education/ESL program establish and operate an LPAC Committee. (19 TAC 89, Subchapter BB).

Language Proficiency Assessment Committee (LPAC)
The LPAC plays a pivotal role in the education of EB students. It serves as the foundation for the LPAC process as it becomes an advocate for the EB student. The LPAC becomes the voice that initiates, articulates, deliberates and determines the best instructional program for the student. It functions as a link between the home and the in school making appropriate decisions regarding identification, assessment, placement, monitoring of instructional practices and/or interventions, conducting annual reviews, parental notifications and participation in special programs that impact the students' academic success (TEA Framework for LPAC Process Manual).

Home Language Survey
Every student in the state of Texas is required to complete a Home Language Survey when they register for the first time in any school district in the State of Texas. If the survey indicates a language other than English, with the exception of sign language, the student is then assessed with the DRC Pre-LAS for PreK and with the DRC to determine English language proficiency and the best academic placement of the student. It is important for the district/ school to comply with the responsibilities established in 19 TAC, Chapter 89 concerning the State Plan for Educating EB students.

The LPAC Committee includes but is not limited to the following:

- One or more professional administrators
- One or more certified bilingual/ ESL teachers
- A parent of an EB student (not employed by the school/district)

Training of LPAC members is required in TAC Chapter 89.1220€(f). A district shall establish and operate a sufficient number of LPAC committee meetings to enable them to discharge their

duties within four calendar weeks of the enrollment of EB students. All LPAC members to include parents shall abide by all policies and regulations of the school district and governing confidentiality of information regarding individual students.

- The district shall be responsible for the orientation and training of all members, including parents.

RECLASSIFICATION OF EMERGENT BILINGUAL STATUS

At the end of the school year, a district may reclassify an EB student if student is able to earn a **composite rating of Advanced High** on **TELPAS** across **all four domains**: listening, speaking, reading, and writing and obtain **Approaches, Meets, or Masters in the English STAAR Reading.** Additionally, A **subjective teacher evaluation** must affirm, based on the standardized rubric, that the student can succeed in an all-English classroom without language support.

For high school students in **9th and 10th grade, students must pass the STAAR English I and II EOC (Reading) with Approaches, Meets, or Masters**. For students in **11th and 12th grade, students must pass the Iowa Norm Referenced Test, Form F (Reading and Written Expression) with a 40% or above.**

- Students for whom the LPAC recommends the use of Oral Administration or Content and Language Supports as designed supports for English reading or English EOC assessments, **MAY** be considered for reclassification at the end of the school year.
- EB students with significant cognitive disabilities who are receiving special education services may qualify to be reclassified using the following: Individualized Reclassification Process for a Student with a Significant Cognitive Disability.
- For an EB student who is deaf/hard of hearing (DHH) and exempt from participating in the listening and/or speaking domains of TELPAS due to the inability to perform these components of the exam, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification.
- For an EB student/EL who is blind/visually impaired (VI), braille versions of the TELPAS Reading test will be available and can be provided to an eligible student based on a decision of the ARD committee in conjunction with the LPAC. If the student is not eligible for a braille version of TELPAS Reading and is exempt from participating in the reading domain of TELPAS due to the inability to perform this component of the exam based on the student's disability, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification.
- The LPAC shall monitor the academic progress of each student who has met reclassification criteria during the first two years after reclassification.

The LPAC shall continue to monitor the academic progress of each student who met the reclassification criteria in accordance with TEC 29.056(g) for the first two years after reclassification to include parent denials. In PEIMS LEP/EL indicator code F (first year) and S (second year). Students in monitoring years 3 and 4 are to coordinate with PEIMS to ensure students are coded appropriately and not for accountability purposes. Afterwards, students will be

coded with a 5 to facilitate data collection and track long term success of students formerly classified as EB in the Texas public schools.

E-STAR

E-STAR is an on-line database system designed to ensure compliance with the LPAC process, reduce paperwork and provide checks, balances, and guidance for the completion of required documentation. E-STAR also assists in monitoring EB progress and student achievement. LPAC Aides must enter required bilingual data in E-STAR to be able to have all required information available for the LPAC meetings.

Curriculum

Canutillo ISD provides educators with a curriculum aligned to the state standards, Texas Knowledge and Skills (TEKS) and federal/state English Language Proficiency Standards (ELPS) for grades Pre-K through 12th grade. The curriculum promotes the development of bilingual, biliterate and multicultural competencies for all students. Rigorous lessons are designed with differentiation strategies and appropriate pacing to ensure success for all learners.

English Language Proficiency Standards (ELPS)

The ELPS outline instructions that school districts must provide to EB students in order for them to receive the opportunity to learn English and to succeed academically. The ELPS are to be implemented as an integral part of the required curriculum in each of the core subjects and enrichment areas. The ELPS were adopted in 2024 and can be found in the Texas Administrative Code Chapter 120.

Dual Language Program

The Dual Language Program is currently offered at the six elementary campuses (Kinder through fifth grade).

The Dual Language Program is an "additive enrichment" model because it fosters language development, content knowledge and academic skills in the second language while increasing the mastery of the academic concepts in the first language. It is based on research and best practices for language acquisition while promoting high academic achievement. This program supports learning of EB students and specifically meets the **affective, linguistic and cognitive** needs of linguistically diverse students. The Dual Language Program seeks to create bilingual, biliterate and bicultural students by developing their academic proficiency in an EB student's first language if it is Spanish and in English as their second language. Students who are English speakers are also offered the opportunity to excel in the Dual Language Program by developing their academic and language proficiency in English and Spanish as their second language.

Canutillo ISD follows the 50/50 Dual Language Model in which students receive 50% of their instruction in English and 50% of their instruction in Spanish. English learners and monolingual English students are offered the opportunity to participate in the Dual Language Program as the program supports the acquisition of both English and Spanish and promotes high academic standards.

***Eligibility Criteria for both Spanish and English speakers**

As students register with the Canutillo ISD, they complete the Home Language Survey (HLS) as required by the state. The HLS contains three questions related to the language(s) the child might speak: 1. "Which languages are used at home" 2. "Which languages are used by the child at home"? and 3 "If the child had a previous home setting, which languages were used? If there was no previous home setting, answer Not Applicable (N/A)"? The responses to these questions are used to establish the student's language classification to determine whether the school district is required to provide bilingual education or English as a second language program. If the HLS indicates that a language other than English is used, the student is tested in accordance with §89.1225.

Canutillo ISD tests students with the state approved assessment, the DRC Pre-LAS for Pre-Kinder- Kinder and the DRC LAS for students in 1st to 12th grade. The Pre-LAS and LAS assessments are implemented by paraprofessionals that are proficient in English and Spanish and are fully certified in the implementation of the Pre-LAS and LAS.

- The Pre-LAS measures the listening and speaking skills in both English and Spanish.
- The LAS measures the listening, speaking, reading and writing of children in English and Spanish.
- The Pre-LAS and LAS assessments indicate five levels of English and Spanish proficiency skills for each of the domains (listening, speaking, reading and writing). Level I (Beginning), Level II (Early Intermediate), Level III (Intermediate), Level IV (Proficient) and Level V (Above Proficient).
- If a child scores Beginner, Early Intermediate, or Intermediate, on any of the domains, the child qualifies for bilingual services.
- If a child scores Advanced or Advanced High on **all tested domains** in English, the child does not qualify for bilingual services.

If it is determined that the students qualify to receive bilingual services, parents are notified within the first 10 days and provided with information related to the bilingual services that the district provides to students. All the information provided to parents is in English and in Spanish or their native tongue.

The information regarding the benefits of the Bilingual Education Services that CISD offers students is provided to parents when they receive notification of their child's classification. Information is also provided during the PreK Orientations, during the Parent Forums and when parents bring their children for language assessment during summer.

The student's file, results of assessments, previous academic achievement and history is then reviewed by the LPAC Committee. If the LPAC Committee recommends that the student be provided with bilingual services, parents are notified. If parents approve, students will be placed in the Dual Language Program at the elementary level. At the secondary levels, students will receive English as a Second Language services by the English / Language Arts teachers as required by the state.

The academic achievement is carefully monitored at the end of each grading period by the LPAC committee at each campus to ensure the success of all students participating in the Dual Language Program.

One-Way and Two-Way Dual Language Canutillo ISD offers the **One-Way** Dual Language Program **where all the children in a class speak one language (Spanish).** Students in the One-Way Dual Language Program continue to receive 50% of their instruction in English and 50% of their instruction in Spanish.

When parents of monolingual English students request their children's participation in the Dual Language Program, the classroom is composed of **students who speak two languages, English and Spanish**, thus, they have a **Two-Way** Dual Language Program. Students in the Two-Way Dual Language Program also receive 50% of instruction in English and 50% of instruction in Spanish.

Expectations of CISD and the Multilingual Department

The Dual Language Program is an integral part of the school program in which the student's home language and English are used for instruction. Therefore, the district and the Multilingual Department is committed to:

- Support consistency of the Dual Language Program at all campuses,
- Supporting teachers and campuses by providing professional development opportunities,
- Ensure bilingual services are accessible to all students to include students disabilities,
- Ensure access to resources and educational materials in both languages,
- Collaborate with professional organizations and local universities to ensure high quality instructional staff,
- Provide opportunities for administrators and teachers to network with professionals from other Dual Language Programs,
- Promote a responsive infrastructure to foster positive, active and ongoing relations with families and community,
- Promote increased parental involvement,
- Advocate for the program by disseminating information to all stakeholders and ensuring that families and community members are knowledgeable of the program,
- Use LPAC procedures to:
    - Ensure the appropriate placement of EB students with certified bilingual /ESL teachers based on the program participation approved by parents,
    - Use timelines to monitor the implementation of the program at each campus,
    - Monitor student academic progress after each grading period,
    - Use TELPAS and other data sources to ensure EB students' linguistic growth as required for compliance and state law.

Campus Administrator Expectations

- Communicate, implement and monitor Dual Language Programs with all stakeholders,
- Ensure consistency and fidelity to the DLP,
- Recruit and retain highly qualified certified Bilingual Education/ ESL teachers to support the implementation of the DLP,
- Provide leadership for the program by being knowledgeable of the DLP non-negotiables and state law,
- Ensure all teachers and staff are knowledgeable on the DL programs' expectations,
- Abide to LPAC procedures to:
    - Ensure the appropriate placement of EB students with certified Bilingual /ESL teachers based on the program chosen by parents,
    - Use timelines to monitor the implementation of the program at each campus,
    - Monitor students' progress,
    - Use TELPAS and other data sources to ensure EB students make academic progress and linguistic growth, both of which are required for compliance and state law.

Teacher Expectations

Teachers are required to implement with fidelity the Dual Language Program and support the teaching of content instruction in Math, Science, Social Studies and Language Arts in two languages. Thus, the teacher expectations are:

- Support the DLP by being a knowledgeable advocate of the program,
- Support the development of the native language and the second language at rigorous levels,
- Provide direct and explicit language instruction of academic first (L1) and second (L2) language from day one of enrollment,
- Sustain the separation of languages according to the program design (no code switching),
- Administer assessments that measure a student's language development and acquisition of L1 and L2,
- Implement the state required curriculum,
- Ensure the ELPS are aligned to the TEKS and student tasks,
- Implement quality instructional strategies to ensure ELs achieve growth of at least one language proficiency level per school year,
- Use Content Based Instructional strategies to facilitate comprehension and promote second language development,
- Provide and document linguistic accommodations for EB students and other participating students,
- Engage in continuous and on-going professional development,
- Incorporate technology in the daily instruction,
- Provide tiered data-driven interventions aligned and supported by ongoing progress monitoring to meet students' language and academic needs (RtI),
- Ensure there is cultural and linguistic equity in the classroom.

Parent Expectations

Parents of students receiving bilingual services are expected to understand the Dual Language and ESL services provided to their children. Parent forums, Parent Orientations and Parent Teacher conferences are a high priority for parents to attend to obtain information regarding their child's language and academic progress.

For students at the elementary level participating in the Dual Language Program, parents are asked to sign a consent form and agree to allow their children to participate in the program for the entire elementary grades to ensure student academic success in both languages.

Student Expectations

All students participating in the Dual Language Program at the elementary levels will receive 50% of their instruction in both English and Spanish. Students should be fully bilingual, biliterate and bicultural upon finalization of their elementary education.

Summer School for PK-Kinder for Emergent Bilingual Students

According to 19 Texas Administrative Code (TAC) Section 89.1250, *Required Summer School Programs*, which requires districts to provide summer school programs for Emergent Bilingual students who will be eligible for admission to **kindergarten and first grade** at the beginning of the next academic school year.

EB students shall have the opportunity to receive special instruction designed to prepare them to be successful in kindergarten and first grade. Instruction shall focus on language development and essential knowledge and skills appropriate to the level of the student.

The program shall address the affective, linguistic and cognitive needs of the EB students in accordance with Chapter 89.12(c) and 89.1210 (e) of this title. The program shall operate the equivalent of 120 hours of instruction and shall maintain records of eligibility, attendance, and progress of students.

Language Other Than English Credit

In accordance with TEC §28.0051 and TAC §74.12 (b) (5) (F), a student may satisfy one credit of the two LOTE credits required for graduation by successfully completing a dual language immersion program, a student must satisfy the following three requirements.

- The student must have participated in a dual language immersion program for at least five consecutive school years.
- The student must achieve high levels of academic competence as demonstrated by performance of meets or masters grade level on the State of Texas Assessments of Academic Readiness (STAAR®)in English or Spanish, as applicable, in at least one grade level.
- The student must achieve proficiency in both English and a language other than English as demonstrated by scores or proficiency or higher in the reading and speaking domains on language proficiency or achievement tests in both languages.

5th grade students will be tested in the spring of each year to determine language other than English proficiency.

ESL Program for 6th through 12th Grade

Canutillo ISD and the Department of Academic Language Services support an ESL program that focuses on standards-based content and second language acquisition. ESL classrooms will implement the required state adopted curriculum to ensure rigorous, relevant instruction that utilizes best practices and promotes critical thinking. The program is research-based and follows TEA Chapter 89.

At the middle and high school levels, ESL instruction is all day in-class support through the use of TEA approved content-based language instruction.

Content- Based Language Instruction (CBLI)
CBLI is an integrated approach to language instruction in which language is developed within the context of content delivery that is culturally and linguistically sustainable. Content Based Instruction is a similar term used to describe instruction that makes content comprehensible while supporting language development. However, CBI emphasizes the targeted and intentional methods used to meet the affective, linguistic, and cognitive needs of emergent bilingual (EB) students through the medium of content in the students' primary language and/or English.

Important Definitions:

Emergent bilingual (EB) student is a term that has replaced English learner (EL) in TX as well as the formerly used term of limited English proficient (LEP) and describes a student who is in the process of acquiring English and has another language as the student's primary or home language.

Culturally and linguistically sustaining practices is an intentional approach to instruction and school environmental systems that focuses on students' assets and makes learning meaningful through targeted connections to students' cultures, languages, and life experiences.

Additive bilingualism is an approach to second language teaching in which the second language is seen as an addition to the learner's first language rather than as a replacement for it.

**Manual was shared with teachers and administrators of all CISD Campuses. Input and suggestions provided has been embedded into the document.