

# **“Proposition 227: Where Do We Go From Here?”**

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**July 23, 1998**

**DRAFT**

## **PROCESS**

**Step One:** Enroll all children in an English language classroom.

**Step Two:** Based on the Home language Survey, students with only English on the first three questions should be moved into an English language mainstream classroom. Parents may request a waiver to be placed in Bilingual Education/Native Language Instruction classroom. [Article 2. 311. (a)]

**Step Three:** Based on language proficiency tests and normed, standardized test data in English, students who meet FEP criteria (using district means) should be moved into an English language mainstream classroom. Parents may request a waiver to be placed in Bilingual Education/Native Language Instruction classroom. [Article 2. 311. (a)]

**Step Four:** Based on language proficiency tests and parent information, students who do not speak a language other than English should be moved into an English language mainstream classroom. Parents may request a waiver to be placed in Bilingual Education/Native Language Instruction classroom. [Article 2. 311. (a)]

**Step Five:** Identify English learners [formerly known as limited English proficiency or LEP students] based on language proficiency tests, normed, standardized test data and other available information using district means.

- a. For parents who wish English instruction. Move these English learners into a Sheltered English immersion classroom for one year (sheltered English immersion instruction may be repeated until student has acquired proficiency in English and does not have academic deficits). Parents may request their child be placed in an English language mainstream classroom at any time [District must still provide additional services to English learners in English language mainstream classrooms]. If student is 10 years of age or older, parents may request a waiver to be placed in Bilingual Education/Native Language Instruction classroom. [Article 2. 311. (b)]

- b. For parents who wish Bilingual Education/Native Language Instruction. Student must remain in English language classroom for 30 calendar days. Parents may request a waiver for placement in Bilingual Education/Native Language Instruction classes under the following conditions
1. Informed belief of the school principal and educational staff.
  2. Written description of the child's special needs (physical, emotional, psychological or educational).
  3. Written description of the proposed course of educational study.
  4. Subject to approval of superintendent.
  5. Guidelines provided by local and state school boards.
  6. Parents have the right to refuse or agree to a waiver.

## **PROGRAM DESCRIPTIONS**

### **English language classroom**

“... a classroom in which the language of instruction used by the teaching personnel is overwhelmingly the English language, and in which such teaching personnel possess a good knowledge of the English language.” [Article 2. 305 (b)]

#### **Implications**

Most, if not all, students will be English learners. Use of bilingual aides and/or occasional translations to assist with student comprehension will be allowed but closely monitored. Placement will be temporary until the student assessments are complete and the student is placed in one of three programs.

1. English language mainstream classroom.
2. Sheltered English immersion classroom.
3. Bilingual Education/Native Language Instruction classroom

### **English language mainstream classroom**

“... a classroom in which the pupils either are native English language speakers or already have acquired reasonable fluency in English.” [Article 2. 306, (c)]

#### **Implications**

Students will be English Only or Fluent English Proficient students. English learners will be placed in this classroom when they have reached a reasonable fluency in English. Parents of English learners may request placement in this classroom regardless of the English fluency of their child. District must still provide additional services to English learners in this type of classroom.

### **Sheltered English immersion classroom**

“... an English language acquisition process for young children in which nearly all classroom instruction is in English, but with the curriculum and presentation designed for children who are learning the language.” [Article 2. 306. (d)]

#### **Implications**

Most students will be at the beginning stages of learning English [pre production and early production]. A few students may be fluent English speakers with limited English reading skills. Most, if not all, students will have serious academic deficits in English. For many English learners, this may become their classroom placement for several years. Teachers for this classroom will need to be extremely proficient in second language acquisition strategies and techniques as well as specially designed academic instruction in English. Use of bilingual aides and/or occasional translations to assist with student comprehension will be allowed but closely monitored. Parents of English learners may request placement into an English language mainstream classroom regardless of the English fluency of their child.

**Bilingual education/native language instruction classroom**

“ ... a language acquisition process for pupils in which much or all instruction, textbooks, and teaching materials are in the child’s native language.” [Article 2. 306. (e)]

Implications

Parents of students of any age who are proficient in English may request a waiver for this type of classroom. [Article 3. 311. (a)]

Parents of English learners who are 10 years or older may request a waiver for this type of classroom. Article 3. 311 (b)]

Parents of English learners who are younger than 10 years of age must first be placed in an “English language classroom” for 30 days and complete the “special needs” process before a waiver will be granted for placement into this type of classroom. [Article 3. 311. (c)]

Students who are eventually placed in bilingual classrooms will be a select group of students with strong parent support for bilingual education. School staff will need to develop a written, detailed description of the bilingual program for the waiver process. School staff will need to specifically identify the special needs of students enrolled in bilingual education. Most English learners will have academic deficits in English to qualify for a waiver. Bilingual educational staff will need to meet regularly to monitor and document the progress of the students enrolled in bilingual programs.

Since the bilingual education/native language instruction has been defined as “a language acquisition process”, bilingual programs will need to strongly address the issue of academic deficits created by undue emphasis on language acquisition. Since the special needs process requires 30 calendar day placement in an English language classroom, bilingual educators will need to address the issues of cultural shock and identity crisis.