

Regulation

BILINGUAL AND ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAMS

The Passaic Public Schools provide English Language Learners (ELLs) with grade level content subject instruction which parallels the district curricula through the use of native language and English instruction in order to effectively transition the students into a regular English speaking classroom environment. Students are selected for participation by performing below the minimum level of proficiency on the English Language Proficiency (ELP) test adopted by the district. The goal of all such programs shall be achievement of the state standards for mathematics and English language arts, as well as the WIDA English language development standards.

Bilingual/ESL Program Implementation

The district shall provide a program:

- A. A minimum of two periods of ESL instruction based on student language proficiency in accordance with N.J.A.C. 6A:15-1.4(c);
- B. Whenever there are twenty or more ELLs in any one language classification, a program of bilingual education shall be provided. Where the age, range, grade span, or geographical distribution of ELLs makes it impractical to provide a full time bilingual education program, a full-time waiver for the alternative program has been requested and approval has been granted by the Department of Education (N.J.S.A. 18A:35-18);
- C. With equitable instructional opportunities to participate in all non-academic courses necessary to meet the state and district requirements for high school graduation, including comprehensive health and physical education, the visual and performing arts, and career awareness programs. The instructional opportunities shall be designed to assist ELLs to fully comprehend all subject matter and demonstrate their mastery of content matter (N.J.A.C. 6A:15-1.4e);
- D. That offers sufficient courses and other relevant supplemental instructional opportunities in grades nine through 12 to enable ELLs to meet the state standards for mathematics and English language arts. When sufficient numbers of students are not available to form a bilingual class in a subject area, plans shall be developed in consultation with and approved by the Department of Education to meet the needs of the students (N.J.A.C. 6A:15-1.4f).

Additional programs and services shall be designed to meet the special needs of eligible ELLs and include, but not be limited to, remedial instruction; special education; cooperative education programs; computer training; and gifted and talented education services (N.J.A.C. 6A:15-1.4g).

BILINGUAL AND ENGLISH AS A SECOND LANGUAGE PROGRAMS (regulation continued)

The bilingual and ESL programs shall include instruction, by appropriately highly qualified certified teaching staff members, in all the subjects required by law and offered to English speaking students. Students enrolled in ESL and bilingual programs shall be offered all the support services, materials and activities available to other students in the district.

Overview of English Language Development Guidelines: Census Registration

Every student when registering must be seen by an ESL certified teacher during the registration process. Only students who indicate a language other than English on the Home Language Survey Form will be tested using a language proficiency assessment. The ESL teacher(s) will determine whether the student is eligible for English Language Development services. They will recommend placement of eligible students in appropriate classes according to established WIDA English language proficiency levels as per state guidelines on all four areas: aural comprehension, speaking, reading, and writing test results. A letter of participation will be sent to all parents whose children are receiving bilingual services from our Division of Bilingual/ESL Education.

A census card will be completed for every student, bilingual and monolingual and data will be recorded electronically for reporting purposes. This will be the responsibility of the ESL district teacher or a designee.

Student Placement for Bilingual and ESL Programs

New entrants will be assessed using the state approved English language proficiency test to determine their English Language proficiency as described in Levels of English Language Learner Proficiency below.

All students identified as ELLs will be annually assessed on the basis of multiple indicators which shall at a minimum, include classroom performance, the student's reading, writing, listening and speaking level in English, the judgment of the teaching staff member and members responsible for the education of the student, and performance on achievement tests in English. At the conclusion of each school year, a student's proficiency level will be assigned for the following academic year and used to determine appropriate program placement, as described below in Bilingual/ESL Program Description.

Levels of English Language Learner Proficiency

A. Level 1 (Entering) Grades K-12

Students with no or minimal English are introduced to basic interpersonal communicative skills including listening, socialization, and basic literacy skills. Special literacy requirements are considered for each grade level. These students will also be introduced to English academic language while acquiring English oral language development.

B. Level 2 (Emerging/Beginning) Grades K-12

Students possess a limited level of English communicative fluency and have the basic

BILINGUAL AND ENGLISH AS A SECOND LANGUAGE PROGRAMS (regulation continued)

English reading/writing skills. They will begin to improve socialization, listening, and speaking skills. They can use selected simple structures correctly but still systematically produce basic errors. Students begin to use general academic vocabulary and familiar everyday expressions. Errors in writing are present that often hinder communication. Students will be introduced to cognitive academic language through content instruction in English using English language development strategies.

C. Level 3 (Developing/Intermediate) Grades K-12

This level is a bridge between basic interpersonal communicative skills and the continuous development of cognitive academic language proficiency in English. Students will use their native language literacy knowledge to develop more complex abilities and higher-level skills in English. Students at this level speak in simple sentences, which are comprehensible and appropriate, but which are frequently marked by grammatical errors. Proficiency in reading may vary considerably. Students are most successful constructing meaning from texts for which they have background knowledge upon which to build.

D. Level 4 (Expanding/Advanced) Grades K-12

Students at this level are near native English competency. Occasional structural and lexical errors still occur. They may still have difficulty with idiomatic expressions and words with multiple meanings. They may still have difficulty with complex structures and abstract academic concepts, but are able to communicate in English in new or unfamiliar settings. Students at this level write for personal and academic purposes. Students are ready to exit to mainstream English classes at the end of this advanced level.

Bilingual and ESL Program Description

The district has adopted a multi-level ESL and bilingual program, structured around the identified levels of the students. Based on the number of students in a school, the grade level, the students' native language, and the language proficiency levels of the students, the program will be structured in one of the following ways:

- A. Full-Time Bilingual Program: This model provides instruction in all courses or subjects that a child is required by law or rule to receive, given in the native language of the students enrolled, with a focus on the development of English language proficiency as identified in state regulations. ELLs must be provided at least one period of ESL instruction, every day;
- B. Part-Time Bilingual Program: A program alternative in which students are assigned to regular English classes, but are scheduled daily for their developmental reading and mathematics instruction with a certified bilingual teacher. ELLs must be provided at least one period of ESL instruction;
- C. Sheltered English Instruction (for students whose primary language is other than English or Spanish, where no native language instruction is available): This model provides instruction primarily in English. Sheltered English classes are taught by regular classroom teachers who have received training on strategies to make subject area content comprehensible for ELL students; and

BILINGUAL AND ENGLISH AS A SECOND LANGUAGE PROGRAMS (regulation continued)

D. High-Intensity ESL Program with English Language Development: Students in a high-intensity program receive two or more periods a day of ESL instruction, one period is the standard ESL class and the other period a tutorial or ESL reading class.

Bilingual and ESL Program Exit

Students enrolled in the Bilingual/ESL program shall be reviewed for readiness to function successfully in an English general education program. The process to determine the readiness or inability of the individual student to function successfully in the regular English program shall be initiated by the student's level of English proficiency as measured by the State's established cut-off score on an English language proficiency test, and the readiness of the student shall be further assessed on the basis on multiple indicators which shall at a minimum, include classroom performance, the student's reading, writing, listening and speaking level in English, the judgment of the teaching staff member and members responsible for the education of the student (Bilingual/ESL teachers), and performance on achievement tests in English. These multiple indicators will be analyzed by our Division of Bilingual/ESL Education and a determination for exiting the student will be made.

An exited student may reenter the Bilingual/ESL program if the teacher, ESL teacher, and the Bilingual/ESL staff determine that the student's failure to progress is caused by an inability to communicate, understand, or comprehend in English and the student scores below the cutoff score on a language proficiency test other than that used to assess the student's readiness for exit. Unless waiver is granted by the County superintendent, the reentry test will be administered only after one full semester in the English-only program and within two (2) years after the student's exit from the Bilingual/ESL program.

When the exit review process is completed, the student's parents or legal guardians shall be informed in writing by mail of the placement determination. A parent or legal guardian, or teaching staff member who disagrees with the proposed placement may appeal the decision in writing to the superintendent, who will provide a written explanation for the decision in writing to the board, which will respond in writing within twenty (20) school days. A complainant not satisfied with the board's explanation may appeal to the Commissioner of Education.

Parent Involvement

The Director of Bilingual/ESL Education will convene a parent advisory committee on bilingual education, of which the majority membership shall be parents of ELL students. The committee shall meet no less than two (2) times a year to review program objectives and dissemination of information to and from the district board and communities served by the Bilingual/ESL programs.

First Reading:	September 26, 2016
Second Reading:	November 3, 2016
Adopted:	November 3, 2016