

TRENTON SCHOOL DISTRICT

“Children come first; los niños son primero.”

Bilingual/ESL Education Handbook



The Trenton School District
Department of Bilingual/ESL Education
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INTRODUCTION

As New Jersey’s capital county, Mercer County is a center for commerce and culture in the Garden State. Located midway between New York City and Trenton in New Jersey’s center, Mercer County’s 12 municipalities are home to more than 366,000 people in 226 square miles in the heart of region with 10% of the US population all within a 75-mile radius.

Trenton is a multiethnic city with a rich cultural and linguistic heritage. Trenton, New Jersey is a city rich in colonial history, including the site of George Washington’s first military victory in 1776. Trenton’s role in spurring late 19th and early 20th century economic development for the city and region led to its iconic moniker: *"Trenton Makes, The World Takes."* The capital city has a population of 85,000, and is centrally located between Trenton and New York City, easily accessible by the Northeast Corridor’s rail and highway systems.



Trenton’s geographic wards, bordered on the south by the scenic Delaware River, are characterized by rich and diverse housing stock that includes single family, semi-detached, and row homes. Where once high rise projects dotted the land-scape, attractive single family townhomes grace neighborhoods.

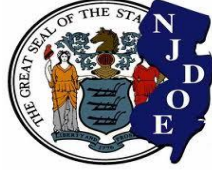
City planners envision a vital and sustainable community filled with people who celebrate their diversity and heritage. Central to this community is the health and well-being of the city’s children. The development of human capital for the city and region will be realized when all students are college and career ready and able to participate fully in a global economy. Community stakeholders who have joined the district in this mission and vision include parents, education unions, higher education partners, community-based organizations, the business community, health-care organizations, civic organizations, education research organizations, foundations and municipal government.



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TRENTON SCHOOL DISTRICT MISSION

All students will graduate with a vision for their futures, motivated to learn continually and prepared to succeed in their choice of college or career.



NEW JERSEY DEPARTMENT OF EDUCATION

General Provisions, Responsibility & Functions

The Bilingual Education Act (N.J.S.A. 18A:35-15 and P.L. 1974, c.197) was enacted to ensure that students of Limited English Proficiency (LEP) are provided instruction in their native language in order to develop academic skills while acquiring English language skills. The responsibility of the office is to provide assistance to local districts in designing and implementing educational programs that will meet the needs of Limited English Proficient students and to assure compliance with state and federal regulations. Such assistance is provided by formal and informal technical assistance, regional workshops, conferences and publications.

The Department of Education shall administer the provisions for bilingual education; provide technical assistance to each district board of education in the implementation of their bilingual, English as a Second Language (ESL), and English language services programs; and coordinate and monitor in conjunction with the county offices of education the local, State and Federal programs designed to meet the educational needs of Limited English Proficient students.

Certification Requirements

All teachers in language instructional programs must hold the certification and endorsements required by the New Jersey Department of Education (NJ DOE): ESL, Bilingual, and content area certifications.

Bilingual teachers teaching in a bilingual program of instruction must demonstrate academic language proficiency both in English and in the target language used for instruction in their classroom.

Professional Development

All Local Education Agencies (LEA) with English Language Learners (ELLs) enrolled must offer staff development related to ESL for all LEA personnel as part of the Professional Development Act 48 Plan.

Federal Assistance

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ELL and Immigrant students and teachers are afforded additional support through federal resources under the Elementary and Secondary Education Act (ESEA) and No Child Left Behind (NCLB) Title III, Part A and Immigrant programs. The Trenton School district complies with all federal and state guidelines regarding the use of these funds to support ELL and Immigrant students.



Title III of the No Child Left Behind Act of 2001 (NCLB)

- Title III funding may be used by LEAs to enhance existing ESL/Bilingual programs.
- NCLB makes it clear that Title III funding is to be used to supplement, not supplant, existing programs.
- Title III funded enhancements may include, but are not limited to
 - after-school programs
 - summer programs
 - tutorial programs, or
 - additional supports funded by Title III
- Parents may opt out of Title III services that support a LEA 's ESL/Bilingual program per the NCLB Act, 20 U.S.C. § 7012.
- Written parent notification for student placement in Title III programs/services is required along with written guidance pertaining to parental rights, including the right to have the child immediately removed from or decline enrollment in such a program. 20 U.S.C. § 7012 (a)(8)(A)(i) and (ii).

BILINGUAL / ESL PROGRAMS BILINGUAL/ESL PROGRAM OVERVIEW

Mission Statement

The primary goal of Trenton Public School's Bilingual /English as a Second Language (ESL) program is to increase the proficiency levels of second language students in the skill areas of listening, speaking, reading, and writing, so that they may acquire the academic language necessary to function successfully in American classrooms. Through the Bilingual/ESL programs, the teachers also encourage the students' awareness of American customs and culture while respecting and embracing their native cultures. The principal, the guidance counselor, the parent liaison and other staff members, act as a liaison between school and home, as well as provide assistance with assisting English Language Learners (ELLs) adjust to the American school system.

The Bilingual/ESL program is created to meet the needs of students regardless of the English language proficiency level they demonstrate upon entering the Trenton school system. Title III, of the No Child Left Behind Act (NCLB), requires that *“children who are limited English proficient attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State*

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academic content and student academic achievement standards as all children are expected to meet.” Students come to classrooms with different interests, varying intelligences, and learning styles. Instructional activities and assessments should reflect these needs. Basing instruction on meaningful communicative tasks motivates students to learn a second language. The teacher’s role is to facilitate genuine interaction among students through classroom activities that are embedded in authentic real-life contexts. Culture is an integral part of learning a new language. Effective and meaningful communication is the ability to use language in culturally sensitive ways. Teaching the everyday culture of native speakers of the language not only makes the language come alive, but also fosters respect and appreciation of cultural diversity. Students begin to take pride in becoming bicultural as they learn how to interact within the American culture, without denying their own cultural roots.

The English as a Second Language curriculum is based on the New Jersey Core Curriculum Content Standards for English Language Proficiency. The State Standards are derived from the standards developed by the World-Class Instructional Design and Assessment (WIDA) Consortium. New Jersey standards focus on the use of English to achieve academically in all content areas. The State Standards also reflect the State Standards for Language Arts Literacy but from the perspective of second language acquisition. Students enrolled in the ESL Program will be tested annually with the ACCESS (Assessing Comprehension and Communication in English State-to-State) for ELLs language proficiency assessment to determine their levels of English language proficiency.

Philosophy Statement

The philosophy of the Trenton Public School’s Bilingual/ESL Program is founded upon the need to ensure that all English language learners have access to high quality instruction. In addition to the language proficiency needed for interpersonal, intercultural and instructional purposes, English language learners need to develop academic language or CALP (Cognitive Academic Language Proficiency) in order to succeed in American society. This focus on academic language is supported by research on effective language instruction as well as the provisions of No Child Left Behind Act of 2001.

Language acquisition is a long-term process, involving a progression through developmental stages of increasing language proficiency. English language learners move through these stages at individual rates of acquisition. Language learners vary in their productive and receptive skills. Receptive language skills (listening and reading) generally develop prior to and often to a higher level than the productive language skills (speaking and writing). Therefore, English language learners may not be at an equal level of English language proficiency across the four language domains (reading, writing, speaking and listening). The differential language acquisition levels of these students in the language domains must be taken into consideration for instructional planning, assessment and student placement.

Achieving the academic standards for ELL’s is possible if there is shared responsibility and collaboration based on common understanding and mutual goals among all teachers who serve English language learners. Throughout this process, BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency) must be kept in mind for each ELL. Therefore, based on the current research, social language (BICS) always precedes the acquisition of academic language or CALP.

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Program Definitions and Objectives

The Bilingual Program is offered in the Trenton Public Schools because research has proven that native language literacy promotes second language acquisition. Native language literacy facilitates second language development. The academic achievement of English language learners is significantly improved when students are able to use their native language to learn in school. Therefore, retaining native language and culture serves as a foundation for English language acquisition and academic development. While students make the transition from their native language literacy to English literacy, the emphasis of second language instruction is on developing academic skills that meet New Jersey Core Curriculum Content Standards, as well as state, and national requirements for ELLs.

The district board of education shall establish bilingual education programs whenever there are 20 or more limited English proficient students in any one language classification enrolled in the district, pursuant to N.J.S.A. 18A:35-18.

Bilingual Education Programs

- are designed to prepare LEP students to acquire sufficient English skills and content knowledge to meet the Common Core Standards. All LEP students participating in bilingual programs must also receive ESL instruction;
- include an ESL program curriculum that addresses the Common Core Standards, the WIDA English Language Proficiency Standards and the use of two languages. The ESL education curriculum shall be adopted by the district board of education; and
- include the full range of required courses and activities offered on the same basis and under the same rules that apply to all students within the school district.

English as a Second Language (ESL) Program

- *Limited-English Proficiency (LEP)* students have particular educational needs of acquiring language proficiency that will provide them with equal educational opportunities. The offering of "*English as a Second Language (ESL) Program*" will allow students the English language fluency necessary for access to an equitable education.
- An ESL program is a daily developmental second language program of up to two periods of instruction based on student language proficiency which teaches comprehension, speaking, reading and writing in English using second language teaching techniques, and incorporates the cultural aspects of the students' experiences in their ESL instruction. A period is the time allocated in the school schedule for instruction in core subjects.
- "*English language fluency*" is the ability to effectively communicate and to participate in most formal and informal conversations on practical, social and school topics; to read material for information; and to complete forms and write essays and reports on familiar topics.

Dual Language Program

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This program is intended for both general education and for Spanish speaking English Language Learners. The goal of the program is to develop bi-literacy and bilingual skills in the English and Spanish language. Currently, this is a full-time program of instruction in designated elementary schools which provides structured English language instruction as well as instruction in a second language (Spanish) in all content areas.

Newcomer's Program

The Newcomer Passage to Learning provides middle school and high school age students new to the United States and to the English language an accelerated course of study that builds academic and social English in a nurturing school environment.

ESL PROGRAM MODELS

Overview

ESL is federally mandated English instructional program for those students whose first language is a language other than English, and whose proficiency in English indicates a need for ESL services. Classes in English as a Second Language (ESL) and Bilingual Education are established to assist English Language Learners (ELLs) acquire English as a second language while gaining content knowledge to meet graduation requirements in the content areas. Students with this designation have scored below the minimum cutoff established by the state of New Jersey on a state approved English language proficiency assessment instrument. Annual standardized tests approved by the State of New Jersey monitor student progress, and help to determine how they advance through the program.

ESL K-5 (Push-In or Pull-Out)

Students in this program are part of a mainstream classroom throughout the day, and receive additional instruction from an ESL specialist either in a small group setting outside or within their classroom. Instruction in this program is in English only. Instruction focuses on the academic concepts and language needed to succeed academically in the general education classrooms.

In the *Pull-Out (K-5) model* the ESL students spend one or two periods with the ESL teacher in order to receive focused instruction in language, vocabulary, communication and writing. ELLs participate the rest of the day in the general education classroom.

The *Push-In (K -8) model* ESL students receive instruction in the general education or bilingual classroom alongside their peers as the ESL teacher and the classroom teacher collaborate. The ESL teacher provides clarification to ELLs as needed and utilizes effective instructional strategies to support ELLs understanding of content.

Co-Teaching (K -5): An ESL teacher and a content area teacher jointly deliver instruction, focusing on academic language and literacy development to a diverse group of students (including ELLs and Special Education students) in a single physical space.

ESL 6-12 (Departmentalized)

Both the middle and high schools offer a departmentalized ESL program where students receive English Language Arts credit for their ESL course. In Grades 6-8, there are 3 levels of the ESL program ranging from ESL Level I (Entering) to ESL Level III (Bridging). In grades 9 - 12 there are four levels of the ESL program ranging from Port of Entry - Passage to Learning (entering) to ESL IV (bridging). During these ESL instructional blocks the ESL teacher provides ESL instruction that infuses the ELA Common Core Standards into the ESL instructional program. This instruction is counted towards the student's English Language Arts credit towards graduation.

Sheltered Instruction Grades (6 – 12)

Sheltered Instruction is an instructional approach that engages ELLs in developing grade-level content-area knowledge, academic skills, and increased English proficiency. Instruction is provided in English by a teacher trained in SIOP, a research-based instructional model that addresses ELL needs and provides culturally sensitivity instruction. In sheltered English classes, teachers use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input in the content area to students. Learning activities that connect new content to students' prior knowledge, that require collaboration among students, and that spiral through curriculum material, offer ELLs the grade-level content instruction of their English-speaking peers, while adapting lesson delivery to suit their English proficiency level.

ESL Sheltered courses are populated with only ELLs. The ideal sheltered program has Level 1 students sheltered in a course sequence and Level 2 and 3 students sheltered in a separate course sequence. ELL ability, ACCESS composite level, student profile, and ESL teacher recommendation must drive the student placement in sheltered courses. Teachers for sheltered classes must be vetted and selected by the principal and Bilingual and ESL supervisors. The goal of sheltered instruction is to maintain the academic rigor of the content area curriculum while providing the necessary support and accommodations to allow students to access and progress through the curriculum.

Sheltered instruction blends traditional instructional techniques with specially designed instructional and vocabulary strategies to meet the linguistic and educational needs of ELL students. In the Trenton School District, the Bilingual/ESL Department endorses the use of the Sheltered Instruction Observation Protocol (SIOP) in all ESL friendly and sheltered classes. SIOP Intervention Teachers are available to offer professional development opportunities as well as in-class support to elementary, middle schools and high school teachers.

Sheltered Instruction classrooms are fully populated with identified English Language Learners (ELL). ESL Friendly Classrooms are comprised of English Language Learners and non-English Language Learners. Sheltered instruction and ESL Friendly classrooms serve the needs of Beginning, Emerging, Developing and Bridging Language Learners (ACCESS Composite Levels 1-5).

High-Intensity ESL

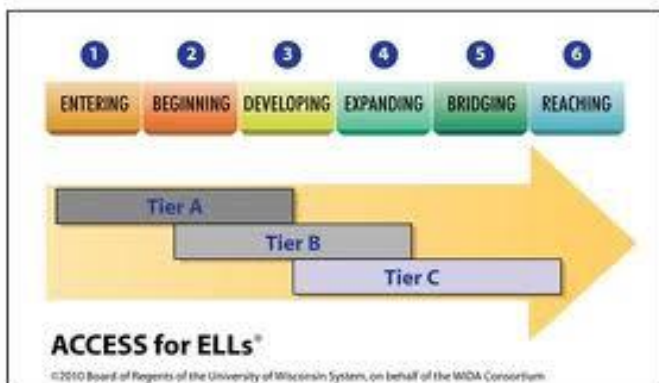
A daily program in which students receive two (or more) class periods per day of ESL instruction. One period is the standard ESL class, and the other period is a tutorial, content area class or ESL reading class.

ESL Friendly Classrooms

An ESL Friendly classroom constitutes a classroom with ELL and non-ELL students. Teachers for ESL Friendly classes must be vetted and selected by the principal and Bilingual and ESL supervisors.

ESL friendly classroom teacher incorporates instructional approaches that engage ELLs in developing grade-level content-area knowledge, academic skills, and increased English proficiency. In ESL friendly classes, teachers use clear, direct, simple English and a wide range of scaffolding strategies to provide meaningful input in the content area to students. ESL friendly teachers utilize learning activities that connect new content to students' prior knowledge, that require collaboration among students, and that spiral through curriculum material. ESL Friendly teachers offer ELLs the grade-level content instruction of their English-speaking peers, while adapting lesson delivery, homework, and assessment to suit their English proficiency level. ESL friendly teachers utilize SIOP planning and strategies in lesson delivery.

Planned Instruction for English Language Acquisition (ESL) Classes K -5



- Direct English language instruction may not take place during other content classes which are required.
- Planned Instruction in the ESL Program must include daily instruction supporting the program model chosen by the LEA.
- Language Instruction must be commensurate with the student's proficiency level (i.e. students at levels 1-3 require a greater amount of language instruction than students at levels 4 and 5). This

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includes both direct language instruction and adaptations to instruction/assessment in all content areas.

- Exact hours of direct language instruction by proficiency level must be determined based on student need and program/instructional delivery model.
- Guidelines to consider when planning direct instruction of ELLs:
 - Entering (level 1) | Emerging (level 2) students: 2 hours
 - Developing (level 3): 1-2 hours
 - Expanding (level 4): 1 hour
 - Bridging (level 5): up to 1 hour or support dictated by student need (Appendix A)
- English Language Proficiency Levels are defined by the Assessing Comprehension and Communication in English State-to-State Test (ACCESS) or WIDA-ACCESS Placement Test (W-APT).
- ESL must be delivered via the ESL Board of Education approved curriculum aligned with WIDA's Reading, Writing, Speaking, and Listening Standards and English Language Arts Common Core Standards.
- In order to acquire English, ELLs must receive instruction the same as they would receive instruction for other curricular areas. In other words, Bilingual/ESL classes must be part of the daily schedule and thoughtfully planned from the administrative level so that students do not miss instruction from other content classes to receive instruction for English language acquisition.
- As the proficiency of a student advances into the upper levels (i.e. Level 4 - Expanding and Level 5 - Bridging), a student may require only minimal instructional time, which may be in the form of ongoing support as needed. However, this support must be planned, structured time within the school day.

Planned ESL Instruction in Academic Content Area Classes

- The language instructional program must also provide ELLs with meaningful, comprehensible access to instruction in all content areas required by the NJ Common Core Standards.
- The WIDA standards PreK-12 are an overlay to the academic standards and must be incorporated in planned Instruction for ELLs by all teachers.

Scheduling for ESL Teachers

ESL teachers can only service ELLs. ESL teachers may teach an ESL Sheltered Course if they have the needed content area certification. These certifications include 6-12 Science, 6-12 Social Studies, 6-12 Math or specific specialist area (computer science, music, art, and/or physical education).

ESL FAQ's

What is ESL?

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English as a Second Language is a specific curriculum that is sequenced in order of increasing linguistic complexity. The purpose of ESL is to provide targeted activities and practice with developmentally appropriate language forms and functions that will allow students to acquire the English language. Students practice language in all four domains (reading, writing, speaking and listening).

Is Parent permission needed before screening for a Bilingual/ESL language assistance program?

Parent permission is not required for the Bilingual/ESL screening process.

When should ESL occur?

ESL is a mandatory curricular area for all English learners via federal and state law. ESL must be a part of the daily program for every English language learner.

Why do we need ESL?

English language learners need a specific developmental curriculum designed to develop their basic and academic language proficiency in English. Students who are not yet proficient in English need a specialized environment that meets their particular needs by allowing them to practice necessary skills to acquire the English language. ESL provides English language learners with such an environment.

How is ESL taught?

In order to provide appropriate English language instruction, the English language learner's current ESL level must be taken into account. All English language learners must receive daily ESL instruction targeted to their proficiency levels. The content of an ESL class is the English language. Students acquire the language by participating in meaningful academic activities and projects at a developmentally appropriate level.

Research shows that a second language is acquired in much the same way as the first. To facilitate the acquisition of English, ESL should be taught where the use of the language is authentic and the atmosphere is one of low anxiety. English instruction that is relevant to the student and is presented in a student-friendly environment promotes the acquisition of English. Tapping prior knowledge helps students connect the new language to familiar topics and helps create a low-stress environment, which encourages learners to take risks and experiment with language.

What about grammar?

Grammar is *a part of* all four domains in ESL, reading, speaking, writing and listening comprehension. Grammar in isolation is *not* recognized as a viable means of teaching the English language and does not promote language acquisition. In order for students to apply the grammatical rules of English they must receive grammar instruction embedded through the language domains.

How should ELLs be graded?

ELLs should be graded according to the *WIDA CAN-DO Descriptors* (Appendix B).

What are *Can-Do Descriptors*?

WIDA Can-Do Descriptors explain expectations for student performance at each proficiency level and give examples of what ELLs can do at each proficiency level to demonstrate comprehension in listening and reading as well as production in speaking and writing.

How are the language proficiency levels of ELLs determined?

ELLs take an initial placement test (W-APT) when they first enroll in *The School District of Trenton* to determine their language proficiency level. ELLs then take a language proficiency test (ACCESS) every year to monitor language development and progress.

Some ELLs speak and sound like native English-speakers. Why are they in ESL?

The language proficiency test (ACCESS) assesses language skills across four domains: reading, writing, listening, and speaking. Some ELLs have strong speaking skills, while other language skills (reading, writing, and listening) are still developing. ESL support will allow these students to further develop their language skills until enough proficiency is obtained to attain academic success.

Should ELLs be allowed to use their first language in sheltered content classes?

Yes. ELLs should use their first language to *support* and *enhance* their understanding of content. This includes the use of dictionaries, electronic translators, and bilingual peers.

What strategies should teachers use to make content comprehensible to ELLs at varying proficiency levels?

- Explicit instruction of vocabulary.
- Use of visuals—pictures, graphic organizers, timelines, charts, etc.
- Use of sentence scaffolds—sentence frames, sentence starters, model sentences, etc.
- Student engagement in conversations—think-pair-share, follow-up questions, cooperative groups and pairs.

The Center for Applied Linguistics (CAL) outlines and describes more research-based strategies:

<http://www.cal.org/siop/>

BILINGUAL PROGRAM MODELS

Overview

All bilingual program models use the students' home language, in addition to English, for instruction. These programs are most easily implemented in districts with a large number of students from the same language background. Students in bilingual programs are grouped according to their first language, and teachers must be proficient in both English and the students' home language.

Bilingual Education (K-5)

This program is for those students who speak Spanish as their first language and whose proficiency in English indicates that they are still learning English as a second language. Students and teachers in this program use Spanish and English to develop the content concepts as well as the academic language needed to engage the content. Although instruction is in both languages, the goal of this program is that students will become proficient in English and transition from a bilingual environment to a mainstream general education classroom. Students in a Bilingual Program continue to receive daily ESL instruction. This program is typically recommended for students who are at beginning levels of English proficiency. Students who participate in the Bilingual/ESL Program in Grades K-5 are assigned to **Bilingual/ESL Centers** in the district (Appendix C).

Bilingual Education (6-12)

Bilingual students in this grade span are enrolled in bilingual classes in the following content areas: science, mathematics and social studies. Teachers, who are fluent in both English and the students' native language (Spanish), deliver the courses in English and supplement instruction in the native language as needed (according to the students' language proficiency levels) or as part of differentiated instruction. These classes are recommended for students who are at beginning levels of English proficiency (Proficiency Level 1 -3).

Transitional Bilingual Education (TBE)

The goals of the Trenton Public School's Bilingual/ESL Program are to cultivate and deepen understanding of the student's native language and culture and develop English language proficiency. These will enable the students to academically find success in the mainstream classroom. In order to accomplish these goals, the Trenton Public Schools has implemented the *Transitional Bilingual Education Model (TBE)*. In the TBE model, the student's first language is used as a vehicle to develop literacy skills and acquire academic knowledge. The shift from instruction in the first language to English should be gradual and will decrease as English instruction is increased and the student demonstrates high levels of proficiency in listening, speaking, reading and writing on the ACCESS test.

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Language of Instruction Allocations for Students

The following tables serve as a guideline to build consistency in the language of instruction and to structure the time allocation bilingual and ESL teachers should provide in the native language and in English. Following these guidelines for whole group instruction or mini lesson will ensure that the instructional needs of the English Language Learners in the district are met.

Key Standards to adhere to:

- Avoid continuous simultaneous translation throughout the entire lesson. Use Preview/Review strategy instead.
- Translations are recommended during small group differentiated instruction according to the ELP levels.
- Ratio of native language use versus English during bilingual classroom instruction may vary according to the level of English proficiency of a particular group of students. General guidelines are as follows:

| Kindergarten Whole Group/Mini Lesson Instruction Guidance | | |
|------------------------------------------------------------------|------------------------|----------------|
| Subject | Native Language | English |
| Literacy | 100% | 0% |
| ESL | 0% | 100% |
| Math, Science, Social Studies | 80% | 20% |
| Specials | 0% | 100% |
| | | |

| Elementary Grades 1-5 Whole Group/Mini Lesson Instruction Guidance | | | | | | | | |
|---------------------------------------------------------------------------|---------------------------|----------------|---------------------------|----------------|-----------------------------|----------------|----------------------------|----------------|
| Subject | Entering 1.0 – 1.9 | | Emerging 2.0 – 2.9 | | Developing 3.0 – 3.9 | | Expanding 4.0 – 4.9 | |
| | Native Language | English | Native Language | English | Native Language | English | Native Language | English |
| Literacy | 100% | 0% | 70% | 30% | 50% | 50% | 25% | 75% |
| ESL | 0% | 100% | 0% | 100% | 0% | 100% | 0% | 100% |
| Math, Science, Social Studies | 80% | 20% | 60% | 40% | 40% | 60% | 25% | 75% |
| Specials | | 100% | | 100% | | 100% | | 100% |
| | | | | | | | | |

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| Grades 6-12 Whole Group/Mini Lesson Instruction Guidance | | | | | | | | |
|-----------------------------------------------------------------|---------------------------|----------------|---------------------------|----------------|-----------------------------|----------------|----------------------------|----------------|
| | Entering 1.0 – 1.9 | | Emerging 2.0 – 2.9 | | Developing 3.0 – 3.9 | | Expanding 4.0 – 4.9 | |
| Subject | Native Language | English | Native Language | English | Native Language | English | Native Language | English |
| ESL/Literacy | 0% | 100% | 0% | 100% | 0% | 100% | 0% | 100% |
| Math, Science, Social Studies | 80% | 20% | 60% | 40% | 40% | 60% | 15% | 85% |
| Specials | | 100% | | 100% | | 100% | | 100% |

Bilingual Education FAQ's

What is Bilingual Education and how long do students stay in the program?

Bilingual Education is a program used to help Limited English Proficient (LEP) children keep up with all their required academic competencies, such as math, history and science, while they are learning English through ESL (English as a Second Language) classes. Many LEP students learn to speak conversational English within the first 2 years, but research consistently shows that it takes 4 to 7 years before most students are able to use English to learn academic subjects and perform on a par with native English-speaking peers. A recent national research (Collier & Thomas 1996) shows that late-exit quality bilingual programs actually create the best results, with students in 2-way bilingual programs (bilingual students and native-English speakers learning in 2 languages in the same classroom) out-performing their mainstream peers. Despite what the research is showing, most Bilingual Education programs transition their students into the mainstream within the first 3 years.

What was the early history of Bilingual Education in this country?

Bilingual Education has been used to teach immigrants at various times throughout our history, especially during the first wave of European immigration during the 19th century. In the public schools of many states between 1839 and 1880 - including Ohio, Louisiana, and New Mexico - German, French, and Spanish were used for instruction. Between 1880 and 1917, German-English bilingual schools, in which both languages were used for instruction, operated in Ohio, Minnesota, and Maryland.

What is the legal basis for Bilingual Education?

The legal basis for Bilingual Education is Title VI of the Civil Rights Act of 1964 which prohibits discrimination based on race, color, and national origin. Under this principle, the Supreme Court ruled in the 1974 case of Lau vs. Nichols that school districts must have affirmative programs to ensure that

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limited English proficient students have equal access to the standard curriculum. The mode of instruction must be both "comprehensible" and "meaningful".

Our grandparents did not have Bilingual Education, why do we need it now?

In the past, without Bilingual Education, most immigrants did not even finish high school. Immigrants at that time could survive working in low-skilled manufacturing jobs without a high school diploma and without much English-speaking skills. However, the job market has changed today- 3 out of every 4 jobs require some post-secondary training. Quality Bilingual Education programs would help students to finish high school and go on to post-secondary educational training.

Since students need to know English in order to be successful in American schools, why teach in other languages?

Bilingual program students continue learning academic subjects like math and science in the language in which they are able to learn most effectively, while learning English. There is always an ESL component to each bilingual program. Uninterrupted development of children's cognitive, academic and linguistic skills is critical in the academic success of limited English proficient students. Moreover, research has proven that the ELL's native language is an asset these students bring with them (their knowledge, native languages and cultures) rather than discouraging the development of those valuable resources.

Is Bilingual Education cost effective?

Bilingual programs have been proven to be cost effective for the following reasons: 1) LEP students who chose Bilingual Education programs are less likely to be placed into expensive special education programs as those who chose to stay in the sink or swim English-only programs. 2) With the additional support, Bilingual Education students are less likely to drop out of high school than their language minority peers in English-only programs. 3) Bilingual Education helps to nurture and support the continual development of valuable bilingual/bicultural skills that are needed in our global economy.

Does Bilingual Education encourage the segregation of children?

Bilingual Education does not contribute to the segregation of bilingual children from the rest of the school. Students spend time at different parts of the day with mainstream students during gym, art, physical education classes in addition to non-instructional times within the school day. In a Transitional Bilingual Education Program, LEP students often begin to take some general educational classes once their English language proficiency level reaches a point where they can comprehend English instruction.

DUAL LANGUAGE PROGRAM MODEL

Overview

In dual language education programs, students are taught literacy and academic content in English and a partner language. The goals of dual language are for students to develop high levels of language proficiency and literacy in both program languages, to demonstrate high levels of academic achievement, and to develop an appreciation for and an understanding of diverse cultures.

<http://www.cal.org/twi/> The two-way dual language program offers native Spanish speaking students (LEP's) and native English speaking students the exciting opportunity to become bilingual and bi-literate in English and in Spanish.

In this program, students will develop oral and cognitive academic language proficiency in English and in Spanish while mastering grade level knowledge and skills in the content areas. The program is based on a 50/50 model, in which 50% of the instruction is delivered in English and the other 50% is delivered in Spanish. This program is designed to teach children a second language in a natural way, through content instruction and everyday conversation. Students will remain in the program from Kindergarten to the Fifth Grade.

Mission

The mission of the Dual Language (DL) Program is to prepare students to become bilingual and bi-literate in order to maximize their current and future academic potential in a multicultural diverse global society.

Implementation Plan

The Bilingual/ESL Department implemented a Two-Way and a One-Way Immersion Dual Language Bilingual Program at Grant and Wilson Elementary Schools in the 2013-14 academic school year. This program was also implemented at Stokes Pre-School Academy. These schools serve as program models for the district. For the academic year 2014-15 the Dual Language Program will continue at Grant and Wilson Elementary Schools as well as Stokes Pre-School Academy.

Two-Way Immersion Program Goals

The program integrates native English speakers with native Spanish speakers and provides instruction through both languages to both groups of students.

1. *Academic/Linguistic*- Students in the dual language program will develop high levels of oral and written proficiency and meet or exceed all academic standards in both languages. They will maintain academic achievement at or above grade level.

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2. *Cultural*- Students in the dual language program will demonstrate positive cross-cultural attitudes and behaviors as well as high levels of self-confidence.

3. Promote cross-cultural tolerance, appreciation, and understanding toward other cultures.

Two-Way Immersion Program Parameters

1. Classroom composed of Native English Speaking Students and Spanish (ELLs) Native Speaking Students
2. Two teachers (bilingual & monolingual) will provide literacy and content area subjects in both languages with ESL support
3. 50% : 50% target language instruction in content areas
4. Content areas alternate languages weekly
5. Absolute separation of target languages – NO TRANSLATIONS

Two -Way Immersion Dual Language Program Implementation Projections

Each subsequent year an additional grade will be added to the program. Below is the projected timeline of implementation:

| <i>School Year</i> | <i>Grade Levels</i> |
|--------------------|---------------------------------------------------------------|
| 2013-2014 | Kindergarten |
| 2014-2015 | Kindergarten, 1st Grade |
| 2015-2016 | Kindergarten, 1st Grade, 2nd Grade. |
| 2016-2017 | Kindergarten, 1st Grade, 2nd Grade, 3rd Grade |
| 2017-2018 | Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade. |
| 2018-2019 | Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Gr. 5thGr. |

One-Way Immersion Program Overview

The one-way dual language program offers native Spanish speaking students the exciting opportunity to continue learning in their native language while acquiring English. This will include listening, speaking, reading, writing, and content area skills in both languages.

In this program, students will develop oral and cognitive academic language proficiency in English and in Spanish while mastering grade level knowledge and skills in the content areas. The program is based on a 50/50 model, in which 50% of the instruction is delivered in English and the other 50% is delivered in Spanish.

This program is designed to teach children English and Spanish in a natural way, through content instruction and everyday conversation. Students will remain in the program from Kindergarten to the

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Fifth Grade. In the One-Way Immersion Dual Language Program Implementation, each subsequent year an additional grade will be added to the program.

One-Way Immersion Program Goals

1. *Academic/Linguistic*- Students in the dual language program will develop high levels of oral and written proficiency and meet or exceed all academic standards in both languages. They will maintain academic achievement at or above grade level.
2. *Cultural*- Students in the dual language program will demonstrate positive cross-cultural attitudes and behaviors as well as high levels of self-confidence.
3. Promote cross-cultural tolerance, appreciation, and understanding toward other cultures.

One-Way Immersion Program Parameters

1. Classroom composed of Bilingual Students (ELLs) Spanish only
2. Instruction provided by a bilingual teacher with ESL support
3. 50% : 50% target language instruction in content areas
4. Content areas alternate languages weekly
5. Absolute separation of target languages – NO TRANSLATIONS

Sample Dual Language Daily Schedule

Weekly instruction is provided in English and Spanish on a rotation schedule, alternating language instruction. Subject content areas will be taught one week in Spanish and one week in English.

Opening Activities Morning Meeting (15 minutes)

Period 1 LA - 90 minutes

Period 2 Math - 80 minutes

Period 3 Lunch - 35 minutes

Period 4 Special - 40 minutes

Period 5 Science - 40 minutes

Period 6 Social Studies – 40 minutes

End of Day Closing Activities (15 minutes)

One-Way Immersion Dual Language Program Implementation Projections

School Year Grade Levels

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| | |
|-----------|-------------------------------------------------------------------------------|
| 2013-2014 | Kindergarten, 1st Grade |
| 2014-2015 | Kindergarten, 1st Grade, 2nd Grade |
| 2015-2016 | Kindergarten, 1st Grade, 2nd Grade, 3rd Grade |
| 2016-2017 | Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade |
| 2017-2018 | Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Gr., 5th Grade Assessments |

Assessments

Kindergarten

1. WAPT (September all students, March Monolinguals only)
2. Spanish Test to be determined (Sept. & March)
3. DRA2 & EDL 2 (Jan. & May)
4. ACCESS (March/April – ELLs only)
5. NJDOE Model Curriculum Benchmarks

All other Grades

1. W-APT (students new to One-Way Program)
2. DRA2 & EDL2 (September, January, May)
3. ACCESS (ELLs only)
4. NJDOE Model Curriculum Benchmarks and/or Journeys/Senderos Benchmarks

Grading

Two-Way Program

1. Literacy – Separate grades for Spanish Language Arts and English Language Arts (both teachers will grade all the students in literacy)
2. Content Areas – One grade per content/Teacher collaboration

One-Way Program

1. Literacy – Separate grades for Spanish Language Arts and English Language Arts
2. Content Areas – One grade per content

Program Monitoring

1. Biweekly walkthroughs
2. Implementation of Curriculum
3. Data Analysis
4. Model Schools Monthly Planning and Analysis of Program
5. End of year Reflection/Planning

Program Support

1. Summer Professional Development
2. Extensive job-embedded on-going professional development
3. Monthly SIOP Professional Development and in-class support
4. Monthly meetings between Model Schools
5. Consultant to provide assistance with administering assessments and data disaggregation

Dual Language Program FAQ's

What are the goals and benefits of a Dual Language Program?

Dual Language students will develop strong skills and proficiency in two languages. They will become bilingual, bi-literate, and bicultural, and achieve academically at or above grade level in both languages. They will also acquire higher-order thinking skills and better problem-solving abilities, and learn to appreciate and respect other languages and cultures as well as develop intercultural relationships in the school and community.

Native English speakers will have the gift of developing Spanish as a second language at an early age while continuing to grow in English. Native Spanish speakers will be able to develop English as a second language while enriching their native language, Spanish. All children will learn appropriate academic skills while developing their bilingual/bi-literacy proficiency.

Native English speakers and English-dominant students achieve at the same or higher levels in English compared to their English-only speaking peers in English-only classrooms. They develop very positive attitudes about students of other language and cultural backgrounds and positive attitudes about their heritage language and cultural background.

Native Spanish speakers will achieve at the same or higher levels in English than their peers enrolled in other programs. For more information, visit the Center for Advanced Research on Language Acquisition at www.carla.umn.edu or the Center for Applied Linguistics at www.cal.org/twi.

What are the differences between Transitional Bilingual Education (TBE) and the Dual Language Program?

Dual Language Bilingual programs have the demographics to have English-dominant students and English Language Learners in an integrated bilingual classroom. There should be an approximate balance of students of each language background. The program is composed of Spanish-speaking English Language Learners and native English and/or English-dominant students. The program will begin at the Kindergarten (K) level and grow one grade each year. The goal of the Dual Bilingual Program is for students to become bilingual/bi-literate. It is an additive program. It promotes native-language literacy skills and balanced bilingualism.

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The Transitional Bilingual Program is for English Language Learners only. The program begins literacy in the student's native language (Spanish) and gradually increases English instruction while diminishing instruction in the native language. This is a subtractive program. The goal is to achieve English literacy only.

Will the Dual Language program model replace the Transitional Bilingual Education program model?

No, the Dual Language Bilingual Program will be the model for use in selected Kindergarten programs. The Transitional Bilingual Education Program will still be in place in the bilingual centers.

How will the ESL program serve Spanish-speaking students in the Dual Language Program?

Bilingual students will receive ESL services during their regular reading time.

Are native English speakers and English-dominant students able to take part in the Dual Language Bilingual program?

Yes, a minimum of 1/3 of interested and committed native English speakers or English-dominant students per classroom are needed in order to meet the required balance of peer language models for the program to be effective.

What if I change my mind and no longer want my child in the program?

Since bilingual proficiency is a long-term commitment and available space for families is limited, we ask that you make the commitment to see the program at least through a full first year. When a child leaves the program, that space is immediately made available for the first child on the waiting list. Consequently, there is no guarantee of re-admittance.

Will my child progress through the general education curriculum at a slower rate than children in traditional classes because he/she is learning it in Spanish too?

The curriculum implemented in the dual language classrooms is the School District's adopted curriculum and is taught through supportive, differentiated, and interactive teaching strategies that ensure that children learn the academic content while developing their first and second languages.

Will my child fall behind in basic skills like reading, writing and math because of the second language?

No, national studies have shown that children in Dual Language programs, as a group, perform the same or better than their monolingual English speaking peers in achievement tests in math, reading and writing.

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Can my child with special needs be in a Dual Language program?

Special Education students can be admitted into the Dual Language program provided there is no conflict with the child's Individual Education Plan (IEP).

Can English Language Learners get enough English instruction in a Dual Language program to succeed in the second language?

Yes, research indicates that in order for that to happen, English time must be carefully defined and implemented and that high quality curriculum and instruction are essential. In addition, research shows that when programs are fully implemented according to the program design, English learners in dual language programs score as well as or better than their peers in other programs in English tests. (Lindholm-Leary, 2001, Dual Language Education, Bilingual/ESL Matters LTD)

How can I help support my child in doing homework in the second language, particularly if I don't know that language? What kind of homework support can the program provide?

Parents can support students at home by making sure that they have the right environment and tools to get homework done (e.g., a quiet space and enough time, paper, dictionaries in both languages, writing utensils, and art supplies such as construction paper, paste, tape, and colored makers). Parents can also ask questions about the homework in the language spoken at home, thus giving the students opportunities to explain the assignment in their first language. Parents can also read bilingual books with their child, write and watch movies in the second language.

What are some resources for parents of students who are in the Dual Language Program?

Center for Applied Linguistics www.cal.org/twi provide resources to parents, including books and videos from organizations and from other Dual Language /TWI programs. Dual Language Education of New Mexico (DLeNM) <http://www.dlenm.org> provides resources and supports to parents and community on the section: Advocacy, Family and Community.

Where do parents apply?

Parents will apply at the selected school or at the Trenton Board of Education (Bilingual/ESL Dept.)

Who can I contact for additional information?

For additional information, please contact Regla Monkan, Supervisor of Bilingual Education at 609-656-4900 Ext. 5788 or email – rmonkan@trenton.k12.nj.us or Janet Nicodemus, Supervisor of English as a Second Language at 609-656-4900 Ext. 5788 or e-mail – jnicodemus@trenton.k12.nj.us

NEWCOMER PROGRAM MODEL-PASSAGE TO LEARNING

Overview

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The mission of the Newcomer Program is to educate and acculturate limited English proficient students with limited formal schooling to the U.S. by focusing on fundamental academic vocabulary, communication skills, and basic literacy development. The Newcomer program offers an instructional program where students are provided with academic and social opportunities to enhance their potential for success when they transition into the regular high school ESL program.

The Port of Entry – Passage to Learning class, is a newcomer class especially set up to address the needs of students with limited literacy in their native language and /or limited or interrupted formal education in their native countries. English Language Arts content standards are integrated into the English language instructional block. In this grade span, English Language Arts literacy graduation requirements are satisfied through the ESL classes.

ESL teachers consult regularly with content area teachers who work with ELLs. In order for this to occur effectively, ESL teachers should attend grade level meetings or Professional Learning Community meeting (PLC's). Instruction is delivered through the following models:

Program Goals

To provide our Newcomer students the opportunity to:

- Develop fundamental literacy and academic skills
- Develop basic social and communication skills
- Impact the high failure and dropout rate and to enable the newcomer ELLs to meet grade promotion and graduation standards
- Reduce the number of referrals for placement in Special Education
- Help new ELLs to develop/maintain a positive self-image
- Integrate students into the social climate of the school as well as the U.S. school culture

Eligibility Criteria and Referral

A Newcomer is a student who:

- Is 14 - 20 years of age
- Is a recent immigrant to the United States (less than one year in the United States)
- Indicates a language other than English on the Home Language Survey (HLS)
- Scores ≤ 2 on the W-APT (English language proficiency test)
- Has a history of a high mobility rate
- May exhibit evidence of Limited Formal Schooling (LFS) or interrupted formal schooling
 - at least two or more grade levels behind peers their own age
 - pre- or semi-literacy
 - a lack of awareness of school organization and culture

Students with Interrupted Formal Education (SIFE) are recent arrivals to the United States who have little or no formal schooling and are at least two or more grade levels behind peers their own age. They exhibit pre- or semi-literacy and may lack awareness of school organization and culture and need special

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supports which will be provided by the Newcomer – Passage to Learning Program. SIFE students receive support according to their academic needs.

Referral to a Newcomer Passage to Learning program is initiated by the High School Bilingual Counselor or ESL teacher during the student's enrollment process. The student must have been assessed with the W-APT and meet all other multiple measure criteria in order to qualify for placement in the Newcomer Program as outlined in the Bilingual/ESL Program Eligibility Criteria section of this handbook.

Sites for the Newcomer Program – Passage to Learning

- Daylight / Twilight High School
- Trenton Central High School – Chambers Campus

BILINGUAL/ESL PROGRAM REGISTRATION PROTOCOL

Making Registration a Welcoming Process

The initial stage of an English Language Learner's educational process is the registration of the student at the school building office. First impressions made during this contact affect the students and their orientation into the school and community, and sets the tone for the entire relationship between the parent, the student, and the school. School personnel who are responsible for the first contact must make the registration process a welcoming experience. A negative experience may keep parents at a distance for the student's entire school career, while a positive one can be the building block for strong parent/school cooperation, and student success. Carefully planned orientation procedures for both children and parents are critical.

Office personnel can assist in the admission process by:

- Providing a friendly and caring office environment
- Maintaining patience and sensitivity when assisting immigrant families
- Contacting bilingual staff members for translation support when necessary
- Working alongside with school and district office secretaries to utilize the district's over the phone translating service

The requirements for registration of a student in a New Jersey public school are an immunization record, birth certificate and a proof of residency. The proof of residency can be determined by submitting documents (electric bill, etc.) that indicate permanent address. At a later time, the school may require a copy of a rental receipt or other viable evidence of parent/caretaker residency. It is not appropriate to deny students access to school or to tell them to stay home for any period of time while verifying the information they present. The school may ask parents for additional information that is helpful in meeting the students' educational needs.

When registering new students, please be mindful of the following points:

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- The School District is responsible for translating documents presented by families; it is unlawful to ask families to have documents translated.
- Subjecting students and family to scrutiny that is not part of the normal enrollment process is discriminatory and may place the school district at risk of legal action.
- It is unlawful to request Social Security cards, passports, immigration documents or citizenship status.
- The Family Education Rights and Privacy Act (FERPA) prohibits schools from providing any outside agency, including Immigration and Naturalization Services (INS), with any information from a student's school file that would expose the student's undocumented status without first getting permission from the student's parents or guardian; the only exception is if an agency obtains a court order/subpoena.
- All school personnel should be aware that they have no legal obligation to enforce US immigration laws.
- The student's name should not be changed in any way; the only exception is countries where the surname is used first (for example, do not omit second surnames).

Registration Guidelines

Bilingual/ESL students are registered following the same guideline as the general education population. However, below are steps to identify which students should be enrolled in a bilingual classroom, or in a general education classroom.

1. The District Home Language Survey must be completed by every parent/guardian who enrolls their child into any school within the school district (not just schools with an ESL or Bilingual Program).
2. If on the Home Language Survey, the parents indicate mostly Spanish is spoken in the home, this student should be placed in a Bilingual classroom pending testing by an ESL teacher. A copy of this child's home language survey should be placed in a "To Be Screened for Bilingual/ESL Program" folder for the ESL teacher. The ESL teacher or ESL Supervisor (if your building does not have an ESL teacher) should be alerted immediately to begin the screening process.
3. All students who come from non-English and non-Spanish speaking countries need to be enrolled in a general education class. A copy of this child's home language survey should be placed in a "To Be Screened for Bilingual/ESL Program" folder for the ESL teacher. The ESL teacher or ESL Supervisor (if your building does not have an ESL teacher) should be alerted immediately in order to begin the screening process.
4. If a student is transferring from another district and the transfer card indicates the student is in a Bilingual or ESL program, enroll the student in the same program type. A copy of the Home Language Survey should be placed in a "To Be Screened for Bilingual/ESL Program" folder and notify the ESL teacher. The ESL teacher or ESL Supervisor (if your building does not have an ESL teacher) should be alerted immediately to begin in order to begin the screening process. The ESL teacher will also obtain the ACCESS information (if available or applicable) from the child's former school district to assist with the screening process. Use district **Test Scores**

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Request Form (Appendix D). In the instance where ACCESS scores are not available, the W-APT language screening must be administered by the ESL teacher as a baseline to determine student's appropriate placement within 10 days of the student enrollment date.

5. Parents/Guardians of students identified as needing a language assistance program will be informed via mail of the results of the test, program eligibility, and the school where the language assistance program will be offered to the student. Student program eligibility information will also be shared with the receiving Bilingual Center or ESL Only School.
6. Bilingual/ESL Program screenings will occur throughout the school year, however, during the summer months these screenings will only occur during the last three weeks of August. During the summer, school secretaries will provide parents with a date to return with their child to have them screened by an ESL teacher in August to determine appropriate student placement. Guidance in regards to student placement will be provided to the parent.
7. Please contact Janet Nicodemus, ESL Supervisor, if there is a question regarding the enrollment of a student who may be eligible for ESL/Bilingual services; jnicodemus@trenton.k12.nj.us.

BILINGUAL/ESL PROGRAM ELIGIBILITY CRITERIA

Identification of LEP Students

Under Section: 3A: 15-1.3, The State of New Jersey requires that school districts administer an approved English language proficiency placement assessment to all students identified by the Home Language Survey and teacher judgment as having a non-English language background. The Trenton Public School district screening process consists of the following multiple measures:

- Review of Home Language Survey information indicating a need for further screening.
- Administration of the W-APT which is the district's official language proficiency placement assessment.
- Upon the administration of the **W-APT Screening Results Form** (Appendix E) must be completed by the ESL teacher who administered the W-APT and a copy must be placed in the Student's Profile Folder. If the student is found eligible for Bilingual or ESL services a copy of the Screening Results Form must also be placed in the student's ELL Profile.
- If the student's records indicate he/she has been previously enrolled in a Bilingual or ESL program, the ESL teacher must request the ACCESS test scores from the previous district by completing the **Test Scores Request Form** (Appendix D).
- A review of additional multiple measure criteria to determine a student's eligibility for the Bilingual/ESL program, can include but is not limited to:
 1. Level of reading in English;
 2. Previous academic performance;

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3. Home Language Survey indicates a language other than English is spoken at home
 4. Achievement on standardized test in English (if available);
 5. Teacher judgment referral
- Parents of students who have been screened and found to be eligible must be sent the **Bilingual/ESL Program Student Eligibility Letter** (Appendix F) by the screening ESL teacher. A copy of this letter should be placed in the Student's Profile Folder.
 - Parents of students who have been screened and not found eligible must be sent the **Student Not Eligible for Language Assistance Program Parent Letter** by the screening ESL teacher (Appendix G). A copy of this letter should be placed in the Student's Profile Folder.

* Parent letters are available in English, Spanish, French and Haitian – Creole. These letters must be sent home in the family's native home language.

- Once students are enrolled in the program, the department maintains a **Census** indicating all students in the program (Appendix H).

Prior to the 2012-13 school year, the Trenton Public Schools assessed the students with the Language Assessment Scales (LAS and Pre-LAS). The department has transitioned into the WIDA-ACCESS Placement Test (W-APT). All incoming students beginning with the 2013-14 will be assessed with the W-APT to determine language proficiency and entrance into the program.

W-APT Screening Process

The WIDA-ACCESS Placement Test (W-APT)[™] is an adaptive test that can gauge students' proficiency up to and beyond level 5 of the WIDA ELP Standards. Like ACCESS for ELLs[®], there are five grade level clusters (Kindergarten, 1-2, 3-5, 6-8, and 9-12). Unlike the ACCESS for ELLs[®], all scoring of the W-APT is completed on site by the test administrator. All sections of the test are scored as the test is administered. After completion of the Speaking, Listening, Reading and Writing, the Test Administrator will use the instructions on the scoring sheet to calculate the student's overall Proficiency Level.

Grades 1-12


The use of multiple criteria for identifying and exiting students from language assistance programs services should always be considered in addition to the W-APT results. For students in grades 1 through 12, a W-APT proficiency level of **4.5 and below** is the standard for determining the need for language assistance services. Students who score below this standard **and have at least one other indicator**, are students identified as limited English proficiency (N.J.A.C.6A:15-1.3(c)).

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Kindergarten

The Kindergarten W-APT is organized into parts (A through E). Each part is progressively more difficult. If the student successfully completes a part (e.g., A) they move on to the next part (B). The score sheet indicates the criteria for successful completion and indicates how far the student progresses in the adaptive administration. For example, to successfully complete part D of the Listening and Speaking exam, a student must answer at least 3 questions correctly in Part A, 3 questions correctly in Part B, 3 questions correctly in Part C, and 4 questions correctly in Part D.

For example, eligibility for language assistance program services for a student tested in September is contingent on students NOT successfully completing Parts A, B, and C of the Listening and Speaking Tests. If a student is tested in February, the student will take the Listening and Speaking, Reading and Writing tests. If the student does not successfully complete the appropriate parts in one of the three tests, the student may be eligible for language assistance.

| | Eligibility for Language Assistance Kindergarten | | Not Eligible for Language Assistance |
|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| Test Section | Administered Before January 1 of the School Year | Administered After January 1 of the School Year | Administered at the End of Kindergarten |
| Listening and Speaking  | Does not successfully complete parts A, B, C, and D | Does not successfully complete parts A, B, C, and D OR | Successfully completes parts A, B, C, and D AND answer at least 3 questions correctly in Part E AND |

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| | | | |
|-----------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------|------------------------------------------------------------|
| Reading  | | Does not successfully complete parts A, B, and C, OR | Successfully completes parts A, B, C, and D, AND |
| Writing  | | Does not successfully complete parts A, B, and C | Successfully completes parts A, B, C, and D |

Kindergarten W-APT Raw Score and Multiple Measure Eligibility Criteria

The student is not eligible for a language assistance program in our district if a combined Listening & Speaking Raw Score is 29 or higher (Exceptional).

The student is eligible for a language assistance program in our district if a combined Listening and Speaking Raw score is 28 and lower, (High, Mid, and Low) **and**, one of the following indicators are also met, (thus, meeting multiple measures of identification):

- Home Language Survey indicates a language other than English is spoken at home
- Previous academic performance in preschool indicates a language assistance program placement may be necessary (in collaboration with your principal, reach out to the Preschool Intervention and Referral Teacher from the Office of Early Childhood for this information);
- Teacher judgment/observations

ELL Student Placement

Students must be placed in the appropriate Bilingual/ESL program based on their W-APT or ACCESS Test level, and teacher assessment of academic performance, regardless of Bilingual/ ESL program a student may have been enrolled in the past, see **Trenton Public Schools Bilingual/ESL Program Description** section. In grades 6 – 12, students who need a second year to achieve the proficiency necessary to be placed in a higher English Language Development (ELD), may repeat any ESL class.

ELL Placement with Foreign Transcripts

ELLs, at any level, with credits from foreign transcripts, must be placed in content area classes with consideration based on the following:

1. Linguistic Ability Level
2. Prior Education
3. Credit Profile, including credits awarded from foreign transcripts
4. Input from the ESL teacher

Confidentiality

Maintaining the confidentiality of both the student, and the student's family, is a priority for all staff members within the Bilingual/ESL Department. Staff member will not release confidential student records to outside agencies without the written consent of the parent, or without receiving a formal request on official letterhead from another school district. Student records must be carefully maintained, and kept in a secure location at all times.

ELLs WITH DISABILITIES

Overview

ELLs are eligible to receive Special Education services if found to be eligible for such services upon a Special Education screening process. The Intervention and Referral Services (I&RS) team must consider the need for ESL instruction as they address the needs of the student related to the provision of Free Appropriate Public Education (FAPE). In determining the student's needs, I&RS teams must consider both special education services and ESL instruction simultaneously, as appropriate. All procedures for the screening, evaluation, IEP, and the provision of services and/or instruction must be in compliance with the Individuals with Disabilities Education Act (IDEA) and NJ Regulations.

It is highly recommended that the Individual Educational Plan (IEP) review for an ELL with disabilities include an ESL professional familiar with the student's language needs as well as the nature of his/her disability or, at a minimum, that the IEP team receive input from an ESL professional when appropriate. If a student is identified as an ELL, then the IEP team will indicate so, on the IEP. Any special considerations identified must be addressed in the IEP. Communication with Bilingual/ESL department regarding student placement and the need for Bilingual/ESL services must be on-going in order to ensure the student is placed in the appropriate Bilingual/ESL center or receives the appropriate Bilingual/ESL services.

Rules Governing Assessment Accommodations

The IEP team, with appropriate representation, may make decisions regarding assessment accommodations for ELLs with disabilities as they would for any student with a disability. The

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following rules govern assessment accommodations for ELLs:

- Accommodations must not invalidate the results of the assessment.
- Accommodations may be used for the entire assessment or only for part/parts of the assessment.
- Determinations of any accommodations used must be:
 - Based on a student's disability,
 - Made by the student's IEP team,
 - Properly documented In the student's IEP, and
 - Properly coded on the assessment.

For WIDA ACCESS for ELLs® accommodations guidelines, refer to the Information contained on the following website: <http://wida.wceruw.org/assessment/ACCESS/accommodations.aspx>

Program Exit

In accordance with federal guidance outlined in the document, *Questions and Answers Regarding Inclusion of Limited English Proficient Students with Disabilities in English Language Proficiency Assessments and Title III Annual Measurable Achievement Objectives*, U.S. Department of Education, March 2006, the LEP designation cannot be removed from a student unless that student has met all of the required state exit criteria. In addition to this, ELLs cannot be exited from the Bilingual/ESL program without consulting with the student's special education case manager

GRADING GUIDELINES

Overview

All students who participate in the District's ELL programs have a level of English Language Proficiency (ELP) in listening, speaking, reading and writing. All teachers are expected to provide adaptations and modifications in both instruction and assessment based on the student's English language proficiency levels. All students must be given a grade aligned with the student's proficiency levels in listening, speaking, reading and writing using the **WIDA Can-Do Descriptors** by content and grade cluster (Appendix B).

The following are the levels of English language proficiency:

Entering (Level 1)

This student does not understand enough oral and written language to perform in English.

Emerging (Level 2)

This student is able to produce a few isolated words and may be able to understand visual universal symbols and graphics associated with text in English. Listening and speaking skills are very limited.

Developing (Level 3)

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This student uses single words or simple phrases to communicate basic concepts in English.
This student is able to read and write simple phrases.

Expanding (Level 4)

This student is becoming comfortable with routine social and academic language functions.
This student usually understands English texts quite accurately when constructions are simple and topics are familiar. This student is able to express ideas in writing with some errors in writing conventions.

Bridging (Level 5)

This student is able to speak English with fluency and use some figurative language and idiomatic expressions. This student can read a variety of grade-appropriate English texts with considerable comprehension and speed. This student shows an understanding of sentence structure and grade-appropriate composition skills.

Important Grading Information

- English language learners must receive a grade in all subjects.
- No Grade (NG) should only be given to Level 1 students on the first report card within 45 days from the time the student enrolled in a U.S. school; a portfolio of student work completed since the child arrived must be shared with parents at the report card conference and throughout the year.
- It is essential that all teachers who have ELLs in their classes fully understand the **WIDA CAN DO Descriptors** (Appendix B); for each of the English language proficiency levels so they are able to differentiate their instruction and assessments to facilitate content and language acquisition. ESL teachers are responsible for sharing this information (as it relates to each child's English language proficiency level) with all teachers of ELLs. ESL teachers and classroom teachers should collaborate to evaluate each ELL's performance according to his/her language proficiency level. Instruction and assessment need to be aligned to the English language proficiency of the students using the WIDA Can-Do Descriptors, a differentiated lesson plan detailing how the needs of students at different levels are met, modified assessments, and a variety of assessments are all means of ensuring that ELLs language needs are met using **SIOP Strategies- Making Content Comprehensible for ELLs** (Appendix I).
- English Language Learners at all levels of proficiency can progress in content area classrooms when given the opportunity to use performance-based assessments (portfolios, projects, team work, presentations, demonstrations, etc.); Content area teachers should implement performance-based assessments in order to provide ELLs with the opportunity to demonstrate their knowledge through various modes that lessen the language demands.
- ELLs in levels 3-5 must be graded according to their performance in mastering content area standards with accommodations in both instruction and assessment and not on their limited English proficiency.

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- The ESL teacher, in collaboration with the classroom teacher, will provide comments on the academic performance of English Language Learners; these comments will address the progress of the student in the process of acquiring English language proficiency in listening, speaking, reading and writing.
- Classroom teachers and ESL teachers must collaborate to provide **appropriately modified** instruction, assessments, and grades that reflect the student's progress in English language acquisition and content knowledge.
- Classroom/content-area teachers must fully understand the Can Do descriptors for the five English language proficiency levels in listening, speaking, reading and writing.
- All ELLs (K-5) will receive a reading level determined by the Diagnostic Reading Assessment (DRA).
- All ELLs (6-12) will receive a reading level determined by the SRI.
- ELLs in grades 9 -12 will be enrolled into ESL courses according to their English Proficiency Level.
- English Language Learners are entitled to testing accommodations as (per the NJ DOE guidelines) to ensure that an assessment measures the student's knowledge and skills rather than his/her English proficiency.
- For ELLs at all levels of English Language Proficiency participating in general education content classes, collaboration between the ESL and content area teachers is crucial to provide an accurate and equitable grade that reflects what the student knows about the content and is able to do within the context of the student's **English Language Proficiency Level** (Appendix J).
- English Language Learners must not be given a failing mark based on their English Language proficiency. Before any failing mark is given to an ELL student, the teacher must consult with the ELL's ESL teacher for additional guidance regarding the child's language proficiency level and appropriate instructional modifications. Parents must be notified and documentation of adaptations must be provided when any failing mark is given.

** English language learners cannot be given a failing grade based on their limited English proficiency, and may not be retained, if the lack of progress is based on the student's limited English proficiency.

** If an ESL teacher or a content teacher assigns a 'D' or an 'F' to an ESL student in any subject area, the ESL teacher must submit the student's name along with documentation to support the assigned grade to the ESL teacher for further consultation. The documentation must include evidence of accommodations, modifications, interventions, and I&RS.

ELL PROFILE

General Guidelines

As part of our ESL Monitoring System, ESL teachers must maintain an **ELL Profile Checklist** for

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every student presently classified as an ELL and those who have exited the program within the last 2 years (Appendix K).

- The ELL PROFILE is part of the student's cumulative record and a copy of the documentation must always be kept by the current ESL teacher inside of every student's ELL Profile.
- It is expected that the teacher who provides ESL instruction is responsible for maintaining the updated folder.
- Records, including the Screening Results Form, initial Parent Notification Letter, ACCESS for ELL results, a copy of **Bilingual/ESL Exit Recommendation Form** (Appendix L) and **Student Exit Notification to Parents** (Appendix M), **Annual Progress Review Form** (Appendix N) and the **Year 1 and Year 2 Post-Exit Monitoring Forms** (Appendix O) must be included in the folder.
- If a student transfers to or from a school within the district, the ELL Profile must be transferred to an ESL teacher in the new school.
- When a student leaves the District, storage of the ELL Profile will follow the same procedure as storage for the student's pupil record.

LANGUAGE POLICY-PATHWAY TO ACADEMIC PROFICIENCY

Trenton Public School District's Language Policy: A Pathway to Academic Proficiency

The accountability requirements for NCLB Title III are the AMAOs. These state-designed targets measure students' development and attainment of English proficiency while meeting challenging State academic content and student academic achievement standards required by section 1111(b)(1). Title III USC 6842 (a) (1). While research conducted in the 1980s and 1990s supports that it can take five to seven years to acquire academic proficiency in English (Cummins, 1984), others maintain that English learners often need seven to ten years (Collier, 1995). More recent research (Short, 2005) has shown that when educational programs provide intensive and rigorous instruction that focuses on the acquisition of academic literacy in English across all content areas, the time required to achieve academic proficiency can often be accelerated. Strong programs that are implemented with fidelity and rigor will yield powerful results.

It is essential that all educators utilize data for instructional planning and decision-making. Educators must provide effective and appropriate formative assessments for ELLs. Teachers should provide assessments across the domains of **listening, speaking, reading, and writing** per marking period. In addition, ELLs are mandated to participate in all District-wide assessments, including grade-specific NJ ASK/HSPA and ACCESS for ELLs.

Program Duration and Student Support

During the data-driven decision making process, if it is determined that an ELL is not making progress; appropriate interventions should be selected and implemented in a timely manner. Through ongoing collection and analysis of multiple measurements, teachers will be able to provide appropriate

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instruction and support to ELLs in their upward progress on the *Pathway to Academic Proficiency*.

In order to achieve the goal of transitioning students into the general education program, educators and administrators must be familiar with the various ELL data sources available. Therefore, the decision to place, move from level to level, exit, and/or provide appropriate interventions is based on the student's linguistic and academic needs. This transitional pathway begins the first day of enrollment in the ELL Education Program.

The Trenton Public Schools requires that English Language Learners (ELLs) be enrolled and participate in the ELL Education Program until the student achieves a level of English language proficiency as defined by State-mandated exit criteria.

Determination of Non-Progressing Students

If after five years in the program you find students are not progressing as determined by relevant data, additional follow up must occur. A non-progressing ELL is defined as:

- Demonstrating minimal (as measured by multiple assessments) language acquisition at the Entering and/or Beginning levels of proficiency within the first full academic year in the ELL Education Program.
- Stalling at the Developing or Expanding levels of proficiency (growth $<.6$ between the two composite scores) for more than two ACCESS for ELLs-assessed years.

Continuing in the ELL Education Program beyond five (5) years, if exit criteria has not been met.

Support for Non-Progressing Students

In these instances, students will receive appropriate services which may include, but are not limited to:

- Differentiated/intensified instruction and modified assessment (Appendix P and Q).
- Specific guidance from SIOP Intervention Teacher to address areas of deficit.
- Computer programs that support language acquisition and academic literacy.
- Enrollment in the ESL Enrichment After School Program (ASP).
- I&RS referral by ESL teacher and/or classroom teacher.

Please note that there are many differences between ELLs and struggling readers. Differences are across many learning domains including, but not limited to, position on the path to literacy, motivation, oral language proficiency, and background knowledge. If interventions are to be successful, they must be matched correctly to the area of need. Support and intervention measures should be consistent and on-going from the day the student enters the program.

An ELL who has stalled at the Entering and/or Beginning level of English language proficiency may in fact be a struggling reader in his/her native language. Thus, this student faces literacy as well as language challenges. An ELL who has stalled at the Developing and/or Expanding level of English

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language proficiency may be a struggling reader. In this case, the academic challenges may not be language-related, but rather may be literacy-based. In both cases, appropriate interventions aligned to the targeted areas of need must be provided in order for the student to achieve success. Schools are required to provide additional instructional support for ELLs.

FEDERAL MONITORING/COMPLIANCE/ASSESSMENTS

Annual Measurable Objective (AMO)

The No Child Left Behind Act of 2001 requires that all states establish annual achievement targets for their schools in reading and mathematics, and measure each public school's achievement against these targets. Each year, the state will calculate schools' Annual Measurable Objective (AMO) to determine if students are meeting the annual achievement targets in reading and mathematics, participation, and other targets (attendance or graduation rate). In addition, we have target performance indicators for ELLs on the school annual reports.

The Limited English Proficient (LEP), or ELL student group, is one of 10 student groups included in the calculation of AYP. Schools are accountable for the performance of all the student groups, including the LEP student group. Schools must therefore provide the instruction and support necessary to ensure that ELLs meet AYP targets. The following are several items to consider regarding AMO as it relates to ELLs:

- Each student group, including the LEP student group, must meet the annual AMO targets for achievement in reading and mathematics, test participation (95% for all schools), attendance rate of 90% or improvement from previous year (elementary and middle schools), and graduation rate of 80% or improvement from previous year (high schools) as shown in the table below.
- Student groups are counted if there are 40 or more students of that student group in the school.
- A minimum of 95% of all students, and in the student groups enrolled at the start of testing, must be assessed.
- Achievement and participation in one state assessment, the NJASK, is used for AMO calculation in reading and mathematics.
- Percent of scores that meet or exceed state achievement and participation targets for reading and mathematics are calculated for grades 3, 4, 5, 6, 7, 8, and 11.
- The goal is for all students to score at Proficient or Advanced in both reading and math.

Annual Measurable Achievement Objectives (AMAOs)

The purpose of Annual Measurable Achievement Objectives (AMAOs) is to measure students' development and attainment of English language proficiency as driven by New Jersey's English Language Proficiency Standards, while striving to meet challenging state driven content and student academic achievement standards required by Title III 20 USC 6842 (a) (1).

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AMAOs are performance targets that include:

- Annual increases in the number or percentage of children making progress toward learning English
- Annual increases in the number or percentage of children attaining English proficiency by the end of each school year
- Making adequate yearly progress for English Language Learners

Schools begin to meet AMAOs by:

- Ensuring every identified ELL take the annual state ELP assessment (*Exited students DO NOT take the assessment; however, they still must be monitored for AMO purposes for two years*)
- Ensuring that all the identified ELLs participate in the ACCESS test and are coded appropriately in Power School
- Reviewing annual standardized assessment data for student progress and performance received by the school
- Knowing the performance targets

If the State Education Agency (SEA) determines, based on AMAOs, that an eligible entity has failed to make progress towards meeting the established objectives for two consecutive years, the SEA shall require the entity to develop an improvement plan that will ensure that the entity meets such objectives.

Parent notification of school failure to meet AMAOs:

- A separate parent notification is needed when a school fails to meet AMAOs in any fiscal year
- Parents must be notified no later than 30 days after the failure occurs
- The notice must be provided in an understandable format and, to the extent possible, in a language the parent can understand [*Title III 20 USC 7012 (b) (c)*]

Annual Assessments and District-Wide Assessments

The academic performance, including proficiency in English, of each English language learner enrolled in the ELL Education Program will be assessed using multiple assessments.

Annual Assessments

The state-mandated annual assessments administered to ELLs are the NJ ASK, HSPA and ACCESS for ELLs.

District-wide Assessments

ELLs are required to participate in all District-wide assessments. Participation in standardized assessments should follow the same guidelines as the NJ ASK and HSPA.

ACCESS for ELLs

Overview

The WIDA Consortium assessment is entitled *Assessing Communication and Comprehension in English State to State for English Language Learners (ACCESS for ELLs)*. Therefore, the New Jersey Department of Education uses ACCESS for ELLs as the statewide assessment instrument for the required annual assessment of English language proficiency. ACCESS for ELLs is a standards-based, criterion-referenced English language proficiency test designed to measure ELLs' social and academic proficiency in English. It assesses social and academic English as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains of listening, speaking, reading, and writing. Students taking this assessment must be assigned a Testing Tier in advance which is based upon each student's language proficiency level, see ACCESS Tier Selection Criteria form in the Resources section of this handbook.

This test is a secured test and all instructional staff must practice strict adherence to the ACCESS for ELLs Procedures / Security measures. All ACCESS test administrators must sign the school's ACCESS for ELLs Procedures / Security Plan, see plan template in the Resources section of this handbook. Results from this assessment will generate the Annual Measurable Achievement Objectives (AMAOs) to show, not only English language proficiency, but also academic language proficiency.

Information about the ACCESS test can be found at <http://www.wida.us/assessment/access/index.aspx>.

ACCESS for ELLs is a large-scale test that first and foremost addresses the English language development standards that form the core of the WIDA Consortium's approach to instructing and testing English Language Learners. These standards incorporate a set of model performance indicators (PIs) that describe the expectations educators have of ELL students at four different grade level clusters and in five different content areas. The grade level clusters include Pre K-K, 1-2, 3-5, 6-8, and 9-12. There are five content area standards. The first is social and instructional language (SI), which incorporates proficiencies needed to deal with the general language of the classroom and the school. The others are English Language Arts (ELA), Math (MA), Science (SC), and Social Studies (SS). For each grade level, the standards specify one or more performance indicators for each content area within each of the four language domains: Listening, Speaking, Reading, and Writing.

The ELLs' proficiency level is presented as a whole number followed by a decimal. The whole number reflects students' English language proficiency level (1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging, 6-Reaching) in accordance with the WIDA English language proficiency standards. The decimal indicates where the student is positioned within a proficiency level and the students' position on the path to the next proficiency level. For example, an ELL at language proficiency Level 3.5 has moved half the distance through Level 3-Developing.

Accommodations

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Accommodations are provided to an ELL to ensure that an assessment measures his/her knowledge and skills rather than his/her limited English proficiency. State-mandated classroom testing accommodations for ELLs must be utilized (Appendix Q). New accommodations unfamiliar to students should not be introduced to students for the first time when they are taking any type of assessment, including a state standardized test.

* LEP students who are currently enrolled in a language assistance program can be tested with one or more accommodations. These accommodations can include:

1. Additional time up to 150 percent of the administration times indicated;
2. Translation of the test directions only into the student's native language; and
3. Use of a bilingual translation dictionary.

BILINGUAL/ESL EXIT CRITERIA

General Guidelines

ELLs are assessed annually to determine eligibility to exit from services. If the ESL teacher assures that a student meets the exit criteria, as listed on the **Bilingual/ESL Program Exit Recommendation Form** (Appendix L), they are required to complete the exit recommendation form and submit the form to the Bilingual and ESL Supervisors. Students are formally exited by the consent of the ESL/Bilingual supervisors.

A review of language proficiency assessment results, report card grades, and district and state assessments will be conducted upon the receipt of the Bilingual/ESL Program Exit Recommendation Form submitted by the ESL teacher. ELLs must meet multiple measure criteria set by the Bilingual and ESL Supervisors. Please note: No child will be exited from the program without the approval of the Bilingual and ESL Supervisors.

Kindergarten, first and second grade students are rarely exited, regardless of their score/grades. The rationale is that this student population can use one or more years of language development. If their language skills are really developed, they will score high on ACCESS in the second grade, fulfill other

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criteria, and be exited. Often, the students who are prematurely exited struggle later as they progress through grades, and the content becomes more difficult.

When the Bilingual/ESL supervisor has approved the exit recommendation, a **Student Exit Notification Letter** (Appendix M) will be sent to parents/guardians by the department to notify them that their child has met the exit criteria for the program and no longer qualifies for services in an ELL Education Program.

Requirements for High School Graduation for all ELLs

A. English Language Learners who are at the Pre-Emergent, Emergent or Basic level of English proficiency shall not be retained unless the parents and the school agree that retention would be in the best interest of the child.

B. English Language Learners are expected to make ongoing progress in ESL and content areas. Consideration shall be given to prior educational and life experiences and age of child upon entering our school system. An ELL student who seems to be stalled at any ESL level, beyond what would normally be expected given individual circumstances shall be referred to the Intervention and Referral Services Team (I&RS).

C. In addition to all other requirements for Graduation, grade 12 English Language Learners must score at the Intermediate level or above on a language proficiency assessment administered in early spring of grade 11 or 12. *Intermediate Level is 2.0 or better on ACCESS.*

D. Schools will make an effort to allow ESL students to participate in special programs and extra-curricular activities.

E. All high school English Language Learners are strongly encouraged to participate in the ESL Enrichment After School Program.

ELL Student High School Transcript Analysis-Guidelines for Awarding Credit

Immigrant and refugee students arrive in Trenton with a variety of experiences and credits. Students may enter Trenton under a range of conditions that make it impossible to verify prior education. Such conditions may include students who were educated in refugee camps, victims of war or natural disasters, etc. Additionally, educational systems in other countries are sometimes vastly different from the United States. To be fair to English Language Learners (ELLs), we need to provide a standardized process to determine earned credits for those who come from other countries.

Credit for World Language

Students who qualify for ESL will be given credit for two years of world language in the following instances:

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- a) If they have six years of prior documented education in a language other than English. Documentation includes official report cards from schools or language programs which specify instruction in a language other than English; or
- b) Students without formal documentation can be given an assessment in their native language (if the assessment is available in their home language) which will assess reading and writing ability. If they pass this assessment, two world language credits will be awarded.

Students who do not qualify for ESL can take a world language assessment and if passed, the world language requirement will be waived. The assessment will be administered to eighth graders in June who are interested in having the world language requirement waived. It is recommended that in schools where there are significant numbers of students who have literacy in their first language that first language heritage classes be offered for these students.

Retention/Promotion Policy

An ELL student may not be retained in a grade based solely on his/her lack of English language proficiency. If an ELL is retained in a grade, the teachers must be able to demonstrate that all appropriate modifications were made to instruction and assessment in order to allow ELLs meaningful access to the general curriculum as well as to promote second language learning. See Appendix B to view appropriate ELL expectations outlined in the CAN DO Descriptors. The CAN DO Descriptors describe the appropriate and necessary instructional accommodations which are aligned in accordance to the English language proficiency levels of ELLs.

TWO-YEAR POST MONITORING OF FORMER ELLS PROCESS

General Guidelines

As per Title III mandate, all exited students must be monitored for two years.

Upon exiting the ELL Education Program, students must be monitored for two academic years before formally exiting the program. Monitoring the academic progress of ELLs should be a collaborative effort between the classroom teacher and the ESL teacher. The classroom teacher and the ESL teacher should establish frequent and ongoing communication to ensure that the student receives appropriate supports aligned with his/her instructional needs. The former ESL teacher or the Bilingual Guidance Counselor (for students at the high school level) for the two years following the student's exit from the program should complete **Year 1 and Year 2 Post-Exit Monitoring Forms** (Appendix O). After every marking period, the Post-Exit Monitoring Form needs to be completed and a copy of the sheet should be included in the Student Profile for each exited student. A review of the following items can provide evidence of a student's academic progress.

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If during the two-year monitoring period evidence suggests that an exited student is still hindered by his/her English language proficiency, additional supports must be provided in order for these students to be successful in mainstream classrooms. See Program Duration and Student Support section of this handbook for information regarding additional supports (p. 41).

A review of the following items can provide evidence of a student's academic progress:

- Samples of assignment
- Periodic review of grades
- Progress and report card grades
- Benchmark progress
- Standardized test scores
- Informal and formative assessments
- Required state assessments
- Teacher observation
- ESL teachers may offer support to monitored students as they would for any other ELL student needing additional assistance with classroom work, instruction, or assessment.

Monitoring is NOT an extension of the language instructional program and students that have exited the program cannot be counted as ELLs.

BILINGUAL AND ESL STAFF GUIDELINES AND ACCOUNTABILITY

Highly Qualified Teacher

The No Child Left Behind Act of 2001 requires that all teachers providing instruction in core academic subjects must be “highly qualified” in the area(s) of teaching assignment(s). To be considered “highly qualified” for teaching ELLs in a bilingual or ESL program, teachers must:

- hold a valid New Jersey standard teaching certification for the grade level assigned;
- have a bilingual or ESL approval/endorsement as required by the program;
- and, meet one of the following options:
 - pass the content area test for each school of teaching responsibility
 - hold a major or coursework equivalent to a major in each area of teaching responsibility
 - hold graduate or advanced certification in each area of teaching responsibility

Teacher Role and Responsibilities

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Classroom Teachers of ESL Sheltered and ESL Friendly Classrooms will:

- Work to acquire the skills necessary for differentiated instruction to meet the needs of ELLs.
- Demonstrate willingness and capacity to learn about and incorporate the prior knowledge of ELLs into instruction.
- Understand second language acquisition and address the linguistic needs of ELLs.
- Deliver comprehensible yet rigorous input.
- Use spiraling and scaffolding techniques as well as instructional strategies whereby every piece of information learned and every skill acquired provides the next-level substructure for building higher-order knowledge.
- Create visually enhanced learning environments to support ELLs in the classroom.
- Learn about students' culture and community and how these contexts affect students' ways of learning.
- Collaborate and work collegially with ESL teachers, SIOP Intervention Teachers and Literacy and Math Leaders to deliver effective co-teaching when possible.
- Utilize data to support instruction for ELL students in their classrooms.
- Integrate subject matter content and English language development into lesson plans and instructional activities.
- Work to ensure that ELLs, learn the subject matter content described in the core curriculum for the content area.
- Differentiate instruction and assessment for ELLs in the classroom.
- Analyze the language demands of the content and addressing those language demands through instruction.
- Promote the development of academic language proficiency and enhance the comprehensibility of the subject matter content being taught.
- Work in collaboration with the ESL teacher and all other school and district staff members to ensure that the social and academic linguistic needs of students in the classroom are met.
- Pursue ongoing professional development in supporting English language learners.
- Monitor data of ELLs to ensure that ELL students are successful in the content area classroom.

Teacher Selection for Sheltered and ESL Friendly Classrooms

Teachers for ESL Sheltered and ESL Friendly classrooms must meet the following criteria:

1. Work to acquire the skills necessary for sheltered English instruction including but not limited to professional development focused on Sheltered Instruction Observation Protocol (SIOP).
2. Demonstrate willingness and capacity to learn about and incorporate the prior knowledge of ELLs into instruction.
3. Understand second language acquisition and address the linguistic needs of ELLs.
4. Deliver comprehensible yet rigorous input.
5. Understand and demonstrate spiraling and scaffolding techniques whereby every piece of information learned and every skill acquired provides the next-level substructure for building

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higher-order knowledge.

6. Be willing to learn about students' culture and community and how these contexts affect students' ways of learning.

ESL Teacher Responsibilities

- Identification and Placement of ELLs.
- Comply with the New Jersey Department of Education policies and procedures for appropriate identification and placement of ELLS.
- Administer the (W-APT) within ten days of student enrollment in the program.
- Review the placement testing results and assign students to an age-appropriate class.
- Indicate and verify the status of all ELLs in Power School upon enrollment. Maintain ELL profile and monitor exited students for 2 years.
- Explicitly teach academic language proficiency (oral language practice, vocabulary, and grammar) in context so that ELLs are on a pathway to exit the ELL education program within five years.
- Teach English language communication skills within the four domains: listening, speaking, reading and writing.
- Plan and deliver appropriate instructional practices.
- Provide interactive instruction with rigor and fidelity.
- Adhere to the ESL Curriculum which is found on the District Web Page under the Curriculum Tab and PreK-12 when planning instructional lessons.
- Utilize English Language Proficiency Standards as supporting resources to create language objectives to support regular education goals and objectives.
- Ensure that classroom teachers are using appropriate instructional practices aligned with the needs of the ELL students and their individual proficiency levels.
- Provide continuous formative and summative student assessments that guide instructional goals.
- Ensure the administration of the W-APT and ACCESS for ELLs assessment within the appropriate time frames.
- Provide a testing schedule that minimizes loss of instructional time to teachers and principal at least 2 weeks prior to the administration of the ACCESS for ELLs testing window.
- Ensure that classroom teachers are using appropriate testing accommodations for ELLs on NJASK, HSPA, benchmarks, and other assessments as allowed within state and federal guidelines.
- Use the **Middle School Leveling Form** (Appendix X) and the **High School Leveling Form** (Appendix Y) to ensure appropriate student class placement when transitioning from elementary school to middle and from middle school level to high school.

Lead ESL Teachers

- Update the status of all ELLs, as needed, throughout the school year (tag or untag-Limited English Proficient (LEP), No LEP, Bilingual or ESL Only) on the customs LEP screen of

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Power School.

- Update the school's student CENSUS information on an on-going basis.
- Serve as Lead on the coordination of the school's administration of the ACCESS.
- Share Bilingual/ESL Department communications with Bilingual/ESL teachers and school administrators.

Lead Teacher Advisory Responsibilities

- Report to and advise principal on program implementation (compliance and instruction).
- Act as a resource on issues pertaining to bilingual education for general program teachers, bilingual education staff, and all other stakeholders.
- Assist the school principal as directed in all areas related to the bilingual education programs, e.g. program coordination, translation services, compliance review, curriculum, etc.
- Act as an advocate for ELLs.
- Lead ESL teachers are responsible for ensuring the accurate completion of the CENSUS as well as take the lead for the coordination of the ACCESS test.

ESL Teacher Coverage for Purposes Other than ESL Instruction

It is critical that the school's ELL Education Program is not disrupted due to coverage imposed upon the ESL staff outside of the regular rotation cycle. Any decrease in the instructional time for ELLs will have a negative impact on their academic growth and impede their ability to reach academic proficiency within the mandated timeframe. Furthermore, ESL teachers have been requested to complete a **Cancellation of ESL Class Record** which is to be submitted to the ESL supervisor at the end of each marking period (Appendix R).

Instruction

- Prioritize scheduling according to students' needs. Levels 1 & 2 students require more time.
- Provide pull-out instruction during the literacy block.

Suggestions for Pull-Out and Push-In services are as follows:

Pull-out: Work with small groups of students with similar language needs. Introduce new vocabulary related to content areas as prescribed in the ESL Curriculum Guide. Use SIOP strategies to support language acquisition in all 4 domains of speaking, listening, reading and writing. Explicitly teach Tier 1 and 2 vocabulary words. Align instruction to the core curriculum.

Push-in: Work in collaboration with classroom teachers to identify and explicitly teach the core curriculum. Provide students with authentic opportunities to practice and use language. Support the content teacher in differentiating content, instruction and assessment. Support the content teacher in utilizing SIOP strategies in their instruction. Ensure that the content classroom is

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culturally responsive to the ELLs in the room.

Exit Procedures

Complete the **Bilingual/ESL Program Exit Recommendation Form** (Appendix L) in its entirety and submit it, along with supporting documentation, to Supervisor of ESL by established deadline at the end of the month of May.

Professional Responsibilities

- Participate in Bilingual/ESL Department meetings for ELLs during the school year and for ELLs in the post exit monitoring process as scheduled and requested.
- Participate in on-going professional development to enhance your instructional skills.
- Check email communications daily.
- Maintain accurate data regarding student progress, assessments and evaluations, and parental communication.

Special Education

- Participate in IEP meetings for ELLs in order to include language goals on student's Individual Educational Plan (IEP).
- Provide service and instruction as indicated on student's IEP.

Collaboration

-Collaborate with grade, content, and especial education teachers, Literacy and Math Leaders, School Based Instructional Specialists, department heads and/or Supervisors to modify and adjust instruction using research-based best practices to meet the needs of ELLs.

-Plan vocabulary lessons in collaboration with grade and content teachers during grade level and/or department meetings.

-Plan and work collaboratively with grade-level teachers on multidisciplinary projects.

-Work with the Bilingual Guidance Counselor to help make the high school admission process a smooth transition for students.

-Provide informed data and research-based instructional strategies to support the Trenton School District Major Areas of Focus.

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- Communicate with classroom teachers in order to monitor progress of exited ELLs within the last 2 years in the general education program.
- Participate in In-District and Out-of-District Professional Development opportunities.
- Attend district led ESL teacher meetings and professional development opportunities to maintain and improve professional competence.
- Provide tips, strategies, and other relevant information to all school staff in order to ensure success for ELL's communication.
- Maintain ongoing communication with parents/caregivers regarding students' progress.
- Ensure that **Bilingual/ESL Program Student Eligibility Letters** for Parents are sent to parents of newly admitted ELLs (Appendix F).
- Provide school principal, staff and Supervisors with up-to-date service schedule.
- Ensure that classroom/content teachers are aware of their ELL students' ELD levels and the accompanying Can-Do descriptors.
- Communicate ELL progress to classroom teachers.
- Ensure that ELLs are being instructed and assessed according to their Can-Do descriptors in their content classes.
- Share CAN Do descriptor information with all teachers of ELLs.

Bilingual Teacher Responsibilities

The Bilingual Teacher provides specialized services and support to students for the purpose(s) of developing the students' ability to effectively perform courses of study in the English language. The Bilingual Teacher is responsible for documenting teaching and student progress, activities, outcomes, providing methods to support and/or reinforce classroom goals in the home, providing a safe and optimal learning environment, developing appropriate lesson plans, utilizing instructional techniques, evaluating students' level of English fluency and providing timely feedback to students, parents and administration regarding student progress, expectations, and goals.

Essential Duties

- Designs specific learning plans for each assigned student in the bilingual and ensures that the educational program is consistent with the total educational philosophy of the district, NJ Common Core Standards and state and federal law.
- Administers tests and language assessments for the purpose of evaluating students' language ability.

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- a. Assesses students' progress, expectations, goals, etc. in the bilingual program for the purpose of providing feedback to students, parents and administration.
- b. Develops and delivers lesson plans utilizing appropriate instructional techniques that enable limited English proficient students to overcome barriers that impede equal participation by these students in the district's instructional programs.
- c. Designs specific learning plans for each assigned student with the anticipated goal of having the student exit the bilingual program within three (3) years from the date of acceptance into the program.
- d. All actions must be in concert with the mission statement, beliefs, objectives and parameters found in the Trenton School District Policy and Procedures.

SIOP Intervention Teachers Responsibilities

- Provide leadership in staff development within the Sheltered Instruction Observation Protocol (SIOP) framework throughout district schools pertaining ELLs and general education students.
- Promote and support research-based pedagogical practices and cultural competency among program and school staff.
- Ensure that all staff in the school is knowledgeable in using the Can-Do descriptors and Grading Guidelines for ELLs.
- Serve as a teacher model for ESL program staff.
- Provide administrators, teachers, and other staff members the instructional support needed to ensure that all ELL show improvement in all content areas.
- Collaboratively develop and analyze formative assessments to help make instructional decisions and plan standards-based lessons to meet student needs.

The responsibilities listed above are illustrative and not all inclusive.

BILINGUAL/ESL ADMINISTRATION AT A GLANCE

Office Responsible for Allocating Resources

Department of Bilingual/ESL Education, Central Services, 108 N. Clinton Avenue, Room 301, 609- 656-4900 extension 5788 and 5768.

The successful implementation of ESL and Bilingual Education Programs requires a collaborative effort among ESL/Bilingual program teachers, general program and special education teachers, school administrators and district leadership team members. School administrators and the bilingual lead teacher at each school have the primary responsibility of overall coordination, instructional programming, and reporting at the school level.

Ongoing Supervisory and Administrative Responsibilities

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- Provide a clear vision of the mission and philosophy statement of the district's and the ESL/Bilingual Departments in all meetings with staff members, administrators, and NJDOE representatives.
- Provide staff development to all teachers who provide instruction to ELLs.
- Oversee ongoing professional development training, meetings and/or sessions related to any of the district's ESL/Bilingual programs.
- Ensure that all ELLs are receiving appropriate bilingual instruction, including ELLs with IEPs.
- Monitor ELLs' progress and proficiency using district's system management data.
- Monitor Transition Year 1 and 2 students (T1s and T2s) who have now entered the general program of instruction.
- Consult with the supervisors and case managers to ensure the appropriate ELL services are being provided to Special Education ELLs according to the specifications of their Individual Educational Plan (IEP).
- Routinely verify that information on the district management system and department census is current (ELL profile, students to be screened, students to take ACCESS, etc.).
- Comply with state mandated reporting, testing schedules, and/or duties as delineated in the NJDOE Bilingual Education guidelines.
- Attend all administrative training and meetings in order to provide accurate updates on district and bilingual education initiatives.
- Attend district leadership meetings to provide guidance and assistance as it relates to ESL and Bilingual Education guidelines.

Departmental Timeline

JUL- AUG

- Review the ELL rosters and ACCESS preliminary report to guarantee ELLs are scheduled to receive the appropriate instruction according to their language and academic needs.
- Take inventory of native language and ESL instructional curricular materials and supplies.
- Ensure that the all screener materials are available to begin identifying potential ELLs at the beginning of the school year.
- Review school's organization chart to ensure that the appropriately certified teachers are assigned to provide services to ELLs.

SEP/AUG or ENROLLMENT

- Ensure that the Home Language Survey (HLS) is being administered to parent/ legal guardian of **all** new students entering the district for the first time and reenrolling students who have not attended the Trenton School District for one year or more. ESL teachers are to place HLS in student's ELL Profile cumulative folder and ensure that information is properly entered in the data management system.
- Coordinate the assessment of new, non-English language background students with the screener within 10 days of enrollment. Record screener data on school census.
- Assign ELLs into appropriate classes.
- Inform parents of their child's participation in a ESL/Bilingual Program using the Parent Notification Letter **no later than 30 days from the beginning of the school year or 14 days after enrollment during the school year.**

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OCT/NOV

- Attend bilingual lead teacher meeting and communicate program updates with administrators and staff.
- Identify teachers who need to become ACCESS certified and ensure that they register and complete the online training.
- Ensure that ELL profiles have been completed.
- Monitor completion of school census for the first quarter.

DEC

- Attend bilingual lead teacher meeting and communicate program updates with administrators and staff.
- Ensure that census data for all ELLs is updated to generate an accurate “Students to Take ACCESS” report.
- Support teachers in creating an ACCESS testing schedule and ensure that all test administrators are ACCESS certified. Provide teacher certification training as necessary.

JAN/ FEB

- Inventory all ACCESS testing materials.
- Coordinate administration of the annual state English Language Proficiency assessment ACCESS to all ELLs, including Special Education students.
- Ensure that ACCESS is administered with proper accommodations and modifications for ELLs with IEPs.
- Verify that ELL Profile for each ELL is current and updated in preparation for spring end-of-year report.
- Generate projected ESL/Bilingual student enrollment for schools.
- Develop the ESL/Bilingual budget for the following school year and submit appropriately for Trenton Board of Education approval.

MAR/APR

- Ensure that ACCESS is administered within security guidelines for all ELLs.
- Ensure that ACCESS is administered with proper accommodations/modifications for ELLs, including those with IEPs.
- Order additional prescribed screener materials from Metritech as needed.
- Procure that ACCESS test is packaged appropriately and delivered within scheduled guidelines.

MAY

- Attend bilingual lead teacher meetings and communicate program updates with administrators and staff.
- Verify that the information in the preliminary and final versions of teachers from the After School Program Report is accurate with respect to ELLs.
- Initiate and maintain on-going recruitment of highly qualified teachers as needed for the following school year.

JUN

- Notify parent of summer learning opportunities for ELLs if applicable and as needed.
- Facilitate end-of-year meeting with Lead ESL teachers to finalize school census for the present

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academic school year.

- Oversee any staff summer professional development and notify ESL/Bilingual staff appropriately.

The responsibilities listed above are illustrative and not all inclusive.

Student Placement and Allocation of Services

The Office of ESL/Bilingual Education Program will oversee and support ESL Teachers and Bilingual Teachers that instruct students who are learning English. Students take a test of English proficiency annually which places them into one of five categories, corresponding to service need, as shown below. As students' progress in English proficiency, they exit the program, but must be monitored for two years by ELL resources.

Levels 1 Entering and Levels 2 Emerging receive approximately 3 periods per day of support

Levels 3 Developing receive approximately 2 periods per day of support

Levels 4 Expanding and Level 5 Reaching receive approximately one period per day

ESL Teacher and Student Ratio Allocation Formula

ESL teacher allocation formula starts with calculating what could be called “need-weighted” enrollment using the number of students in each proficiency category.

$$\begin{aligned} &100\% \times (\# \text{ of entering} + \text{beginning students}) \\ &+50\% \times (\# \text{ of developing students}) \\ &+25\% \times (\# \text{ of expanding} + \text{bridging} + \text{reaching} + \text{other}) \\ &\text{Total} = \text{need-weighted enrollment} \end{aligned}$$

The result is then divided by the student teacher ratio of 40:1 to calculate the number of teachers.

There are a number of reasons that actual teacher allocations may differ from this calculated teacher allocation, as follows:

- K-8 grade span: schools with ELL students who are spread across more grades & proficiency levels have allocations rounded up to the next full position.
- Co-Teaching: schools successfully employing a co-teaching model using ESL teachers have allocations rounded up to the next full position.
- High School: because of the complexities of scheduling at high schools, allocations are rounded up to the next full position.
- Partial positions: calculations resulting in a 0.7, 0.8, or 0.9 position have allocations rounded up to the next full position. Calculations resulting in a 0.1 position at schools where there is already at least 1.0 position are rounded down to the next full position.
- Special Education students: teacher allocations are rounded up where warranted by the IEPs of ELLs.
- Minimum number of ELLs: Schools with two or fewer ELL students receive no teacher positions. In such cases, Bilingual/ESL Supervisors will work with the

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students' families and schools to identify alternatives, such as an ESL program at another school that is appropriate for the students, itinerant services, or up to 10 hours per week of tutoring.

- Other circumstances: rounding up or additional positions may be warranted by a language assistance program serving heritage language speakers, a Transitional Bilingual Program, or a Newcomer – Passage to Learning program.

The ESL allotment is used as determined by the Bilingual and ESL Supervisors, to further ensure that the service needs of ELLs are being met throughout the district.

Monitoring of Teachers of ELLs

It is imperative that all teachers who service English Language Learners be monitored to ensure the success of their students. Both ESL teachers, and classroom and content area teachers must be monitored by an administrator to make certain that the core curriculum is made comprehensible for students. In addition to daily classroom observations, ESL teachers are also given formal evaluations using the district approved evaluation system of **Charlotte Danielson Framework** (Appendix Z). It is recommended that an ESL teacher should be an active member of the school leadership team.

Bilingual / ESL Program Evaluation Process

The evaluation of the Trenton Public School's ELL Education Program will have a dual focus: (1) quality and quantity of student work and (2) quality and compliance of the school's ELL education program.

Quality of Student Work

- Defining the expectations for the students
- Analyzing students' performance data
- Identifying priorities for improving student learning

Quantity of Student Work

- Ensuring that ELLs have the same quality of work as their non-ELL peers while receiving appropriate modifications and accommodations

Focusing on the quality and quantity of student work calls for a clear definition of the essential knowledge and skills that an English language learner needs to know and be able to do in order to develop English language proficiency and meet challenging state academic standards.

Quality and Compliance of the School's ELL Education Program

- Analyzing instructional and organizational implementation
- Collecting data and evidence of program effectiveness
- Identifying priorities for improving the quality of the ELL Education Program
- Monitoring overall compliance with Federal, State, and District policies

Focusing on the quality and compliance of the school's ELL Education Program promotes the ongoing

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improvement of ELLs' academic achievement and development of cultural proficiency for all school stakeholders. Research on indicators of schools of quality points out that successful schools are not only committed to clearly defining high expectations for student learning, but are also deeply committed to focusing their energies (e.g., curriculum development, instructional strategies, professional development, community/parental involvement) in support of all students to become lifelong learners and productive members of society.

FAMILY AND COMMUNITY ENGAGEMENT

Parent Notification of Program Eligibility

NCLB requires that schools must notify parents/caregivers of their child's enrollment in an ELL Education Program. This notice must take place no later than 30 days after the beginning of the school year or 14 days after the student enrollment in the middle of the school year (Appendix F). The notice must be in English and in the home language of the student and convey, in simple non-technical language, all of the information required by state and federal statutes.

The following is a list of the information that must be included:

- Identification and assessment process
- Child's placement
- Program options and methods of instruction
- Information regarding any change in the child's ELL Education Program status
- Parental rights and options

Parent Notification of Student ACCESS Scores

Parents should be made aware of the process by which ELL student progress is monitored on an annual basis.

This will be done by sending the Parent Notification of Student **ACCESS Scores Report Parent Letter** (Appendix S) which will be accompanied by their child's ACCESS test results and the **ACCESS Parent/Guardian Report** (Appendix T) which provides information about their child's English Language Proficiency Level.

* These letters are available in English, Spanish, French, and Haitian – Creole.

Translation and Interpretation Services

A significant number of our students are English Language Learners and, in addition to the usual pressures associated with schooling, face the challenge of learning a new language and adapting to a new culture. To serve the needs of the students and families whose primary language is other than English, the Trenton Public Schools has developed a system of additional supports, which include:

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- English language and bilingual instruction
- Referrals to community resources offering Adult English Language instruction
- The translation services offered by bilingual parent liaisons and other available school staff who speaks the parent's language
- Telephonic interpretation service available to all schools and administrative offices
- Translation of important parent communications
- Access to information in languages other than English

In addition to these services, schools should also designate school-based positions as bilingual. Having staff that can speak directly to parents and students will enhance the experiences for both.

Parent Advisory Committee

Our goal is to establish a District Bilingual Parent Advisory Committee. The committee is comprised of parents of children in the Bilingual/ESL Program as well as school staff. The purpose of this committee is to provide parents the opportunity to be active participants in the planning, operation, and evaluation of the TBE program. All parents of students in the TBE program will be invited to become members of the Bilingual Parent Advisory Committee.

Communication with Parents

- Communication with parents must be in the parent's preferred language and mode of communication. Civil Rights Act of 1964, Title VI.
- It is the LEA's responsibility to provide translation (written) and/or interpretation (oral) services.
- In order to do this, LEAs must determine the preferred mode of communication of the parent and develop a plan for translation and interpreter services.
- NJ DOE provides translated documents necessary for communication with parents and students regarding general education and NCLB requirements.
- Individualized LEA documents must be provided by the LEA and must be part of the regular budget planning of the LEA for core language instructional programs.

Parental Bilingual / ESL Program Waiver Request Protocol

In New Jersey, parents/guardians have the right to decline Bilingual or ESL instruction.

Although the district must provide the student with a program that addresses his/her linguistic, cultural, and academic needs, the parent does have the right to decline Bilingual and/or ESL Program services. Parents refusing Bilingual/ESL services must complete the **Bilingual/ESL Program Parental Waiver Request Form** (Appendix Y) and submit it to the Bilingual/ESL Supervisor.

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Any parent/guardian requesting to decline Bilingual and/or ESL services must be referred to the office of the Bilingual or ESL Supervisor to make an appointment to discuss the possibility of taking the student out of the bilingual program at which point the waiver request consultation will be conducted and the appropriate documentation will be signed.

If the parent or guardian does not have transportation the Bilingual or ESL supervisor will accommodate the parents by conducting the waiver request consultation at the home school. School secretaries, Bilingual teachers, and ESL teachers are asked to contact the Bilingual and/or ESL Supervisors in advance if they are aware of any parents wanting to decline services in order to assist with making an appointment for the consultation. This will further ensure that the Bilingual and/or the ESL Supervisors are prepared to meet with the parents in advance of their arrival at the Central Administration building located at 108 N. Clinton Ave., Trenton, NJ 08609.

GLOSSARY OF TERMS

ACCESS- Assessing Comprehension and Communication in English State-to-State

AMAO- Annual Measurable Achievement Objectives

ASP- After School Program

AYP- Adequate Yearly Progress

BICS- Basic Interpersonal Communication Skills

CAL- Center for Applied Linguistics

CALP-Cognitive Academic Language Proficiency

CARLA- Center for Advanced Research on language Acquisition

DL- Dual Language

DRA- Diagnostic Reading Assessment

EDL- Evaluación del Desarrollo de la Lectura

ELA- English Language Arts

ELD- English Language Development

ELLS-English Language Learners

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ELP- English Language Proficiency

ESEA- Elementary and Secondary Education Act

ESL-English as a Second Language

FAPE- Fee Appropriate Public Education

FERPA- Family Education Rights and Privacy Act

HLS- Home Language Survey

I & RS- Intervention and Referral Services

IDEA- Individuals with Disabilities Education Act

IEP- Individual Education Plan

INS- Immigration and Naturalization Services

K- Kindergarten

LAS- Language Assessment Scales

LEA- Local Education Agencies

LEP- Limited English Proficiency

LFS- Limited Formal Schooling

MA- Math

NCLB- No Child Left Behind Act of 2001

NG- No Grade

NJ ASK- New Jersey Assessment of Skills and Knowledge Standardized Test

NJDOE- New Jersey Department of Education

PI- Performance Indicator

PLC- Professional Learning Community

SC- Science

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SEA- State Education Agency

SI- Social Instructional

SIFE- Students with Interrupted Formal Education

SIOP- Sheltered Instruction Observation Protocol

SRI- Scholastic Reading Inventory

SS- Social Studies

T1s- Transition Year 1 Students

T2s- Transition Year 2 Students

TBE- Transitional Bilingual Education

TWI- Two-Way Instruction

W-APT- WIDA-ACCESS Placement Test

WIDA- World-Class Instructional Design and Assessment

RESOURCES

Academic Language / Vocabulary by Grade Level

<http://www.u-46.org/curriculum/dyncat.cfm?catid=1023>

Center for Applied Linguistics

<http://www.cal.org/>

Center for Advanced Research on Language Acquisition

www.carla

District Policies

<http://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?>

Dual Language Education of New Mexico (DLeNM): *La Cosecha*

<http://www.dlenm.org/lacosecha2014/>

Graphic Organizers for ELLs

<http://www.colorincolorado.org/article/13354/>

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National Association for Bilingual Education

<http://www.nabe.org/>

NEW JERSEY Department of Education

<http://www.state.nj.us/education/>

Two-Way Immersion Program

<http://www.cal.org/twi/>

The SIOP Institute

<http://www.siopinstitute.net/about.html>

WIDA

<http://wida.us/>

RESOURCES ON THE CIVIL RIGHTS REQUIREMENTS OF ELL PROGRAMS

Web addresses current as of 1/15/2012

U.S. Dept. of Education, Office for Civil Rights Web page on The Provision of an Equal Education Opportunity to Limited-English Proficient Students in accordance with Title VI of the Civil Rights Act of 1964, retrieved from <http://www2.ed.gov/about/offices/list/ocr/eeolep/index.html>

U.S. Dept. of Education, Office for Civil Rights Web page on Developing Programs for English Language Learners: Resource Materials for Planning and Self-assessments (requirements established by the Lau remedies), retrieved from <http://www2.ed.gov/about/offices/list/ocr/ELL/index.html>

U.S. Dept. of Education, Office for Civil Rights Web page on English Language Learner Resources: including OCR policies, case decisions, and other print resources, retrieved from <http://www2.ed.gov/about/offices/list/ocr/ELLresources.html>

U.S. Dept. of Education, Office for Civil Rights Developing Programs for English Language Learners: Glossary, retrieved from <http://www2.ed.gov/about/offices/list/ocr/ELL/glossary.html#lau>

U.S. Dept. of Education, Office for Civil Rights Web page on Developing Programs for English Language Learners: Resource Materials for Planning and Self-assessments (requirements established by the Lau remedies); also includes a description of Title VI Compliance Procedures, retrieved from <http://www2.ed.gov/about/offices/list/ocr/ELL/december3.html>

U.S. Dept. of Education, Office for Civil Rights, “Policy Update on Schools’ Obligations toward National Origin Minority Students with Limited-English Proficiency”; provides policy updates on the 1964 Civil Rights Act and additional guidance on applying the 1970 and 1985 memoranda, retrieved from

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<http://www2.ed.gov/about/offices/list/ocr/docs/lau1991.html>

RESOURCES ON THE EQUAL ACCESS REQUIREMENTS FROM THE U.S. DEPARTMENT OF JUSTICE

Web addresses current as of 1/15/2012

U.S. Department of Justice, “Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons,” retrieved from <http://www.justice.gov/crt/cor/lep/dojrecipguid.php>

Federal Register: January 16, 2001 (Volume 66, Number 10), Pages 3833-3848]

U.S. Department of Justice, Final LEP Guidance, “Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons,” retrieved from <http://www.justice.gov/crt/cor/lep/DOJFinLEPFRJun182002.php>

U.S. Department of Justice, “Title VI Legal Manual,” retrieved from http://www.justice.gov/crt/grants_statutes/legalman.php

No Child Left Behind (2001), Title III, and Annual Measurable Achievement Objectives

Title III of the *Elementary and Secondary Education Act* (ESEA), as reauthorized in 2001 (*No Child Left Behind*), provides for language instruction for Limited English Proficient (LEP) and immigrant students. Federal monies are provided to states (and, in turn, local education agencies or LEAs) for the education of these students.

States and districts that accept this federal financial assistance must identify, report, and annually assess their LEP students, also called English Language Learners (ELLs) and English Learners, *and* demonstrate that ELL students 1) make progress in attaining English language proficiency, 2) attain English language proficiency, and 3) are proficient in state academic achievement standards in math, reading or language arts, and science.

These three accountability measures are referred to as the Annual Measurable Achievement Objectives (AMAOs) (Title III, Section 3122) and are calculated and reported by states and districts to the federal government and to parents and families at the local level (Section 3302b). The AMAO requirements under Title III also have accountability sanctions for states and districts.

TRENTON SCHOOL DISTRICT

RESOURCES ON *NO CHILD LEFT BEHIND (2001)*, TITLE III, & AMAOS OVERVIEW AND REQUIREMENTS

Web addresses current as of 11/16/2010

National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (NCELA), funded by the Office of English Language Acquisition (OELA) of the U.S. Department of Education (USDE). “No Child Left Behind Act of 2001 (P.L. 107-110), Title III” *United States Statutes at Large* (January 8, 2002), retrieved from <http://www.ncela.gwu.edu/files/uploads/5/NCLBTitleIII.pdf>

National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (NCELA). U.S. Department of Education’s Guidance on Title III Administration, including guidance on “Supplement, not Supplant,” retrieved from <http://www.ncela.gwu.edu/title3>

National Clearinghouse for English Language Acquisition and Instruction Educational Programs (NCELA) home page, retrieved from <http://www.ncela.gwu.edu>

Office of English Language Acquisition of the U.S. Department of Education home page, retrieved from <http://www2.ed.gov/about/offices/list/oela/index.html>

APPENDIX