

LANGUAGE ALLOCATION GUIDELINES
FOR BILINGUAL CLASSES IN GRADES K TO 2

Introduction

To become college and career-readiness, as set by the Common Core State Standards, it is imperative that all students have access to rigorous, effective, and coherent instructional programs. With a consistent language allocation policy in both English and the student's native language, schools will be able to meet such high expectations to assist English Learners (ELs).

To help ELs with cognitive development and academic skills development, our district has implemented a bilingual program in both Spanish and Haitian Creole, our two largest populations of ELs. Bilingual programs address the language acquisition needs of students in their native languages as they transition into a fully emerged English language program. The use of students' native language accelerates literacy skills in both languages and validates students' prior knowledge, while bolstering self-esteem. The bilingual program is especially effective for students who come to our district with limited or no English language skills.

The Bilingual Program

- A full time program designed to develop comprehension, speaking, reading and writing of the native and English
- Designed to prepare ELs to acquire sufficient English skills and content knowledge to meet the Common Core and the WIDA Standards
- Uses the native language for comprehension, when teaching English and content area
- Bilingual teachers use second language acquisition strategies during instruction
- Using materials in students' first and second languages during instruction

Language Guidelines

The amount of instruction in each language, within the bilingual education program, is proportionate with the students' level of proficiency in each language and their academic achievement. However, the use of the English language will increase while the amount of native language decreases as the year progresses.

	Cycle I	Cycle II	Cycle III	Cycle IV
English	10% – 25%	25% -50%	50% - 75%	75% - 90%
Native Langue	75% - 90%	50% - 75%	25% -50%	10% – 25%

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Eligibility

To be eligible for the Bilingual program in Haitian Creole or Spanish, students are first assessed (based on the student's Home Language Survey and the "WIDA Model" placement test) to determine eligibility for EL services. After being identified, and if at a school that offers a bilingual program, the student is to be placed in the bilingual program based on scores received on the WIDA-ACCESS exam. Placement is granted from the lowest to highest score on the ACCESS exam, until the class is full. Students that are not in the bilingual program will be placed in designated ESL classrooms.

Waiver of Services

If the student qualifies for placement in a Bilingual program, the parents will be notified in writing. At that time, parents/guardians have the right to decline these services for their child. If parents do not want the services, they will need to sign a parent Waiver Form for bilingual services.

Schools Offering Bilingual Programs - Grades K-2

School	Program
Florence School	Bilingual Spanish Program
Chancellor School	Bilingual Haitian-Creole Program

References

6A:15-1.4 Bilingual programs for limited English proficient students
N.J.S.A. 18A:35-18.
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