

BILINGUAL, ESL & WORLD LANGUAGE DEPARTMENT



Policy and Procedure Handbook For English Language Learners (ELLs) and Bilingual Education Programs

Web Page Link

<https://irvington.k12.nj.us/curriculum/bilingual-esl-world-language/>

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Irvington, NJ 07111

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The Irvington Public Schools envision a community of learners dedicated to academic excellence through a combination of critical thinking and life skills, which define the education of the whole child, wherein the major focus of the school system is to improve academic achievement for all students.

DISTRICT GOALS 2022-2023

Mission Statement:

The mission of the Irvington Public Schools is to inspire and instruct all students to think critically, creatively, and responsibly, to embrace diversity, and to pursue their dreams with purpose.

District Goals:

- Utilizing a fulfillment survey the District will evaluate stakeholders' perspectives of its communications practices, develop a set of actions and interventions to positively impact these perceptions and measure change in perception at the end of the school year.
- Utilizing a fulfillment survey the District will evaluate stakeholders' perception of the District relative to key aspects of operations including but not limited to, educational programming, diversity, and equity access, compose actions and interventions to positively impact that perception and benchmark the change in perception throughout the school year.
- The district will utilize forms of data to gauge the extent to which disparities and/or gaps in access to programs and services, as well as achievement exists between various student subgroups. Afterwards, create administrator and teacher goals which are informed by this data.
- The District will address student and staff health, mindfulness, and wellness by evaluating school cultures and climate, develop a set of actions and interventions to positively influence that perception including making applicable adjustments and modifications in curriculum and programming, and measure transformation in perception throughout the year.
- To utilize grant writing services for the prospecting, writing, and attainment of grant as an additional revenue stream.

Core Beliefs:

- Each student is entitled to a quality education that the entire community of invested stakeholders value, support, and enlarge by collaborating with one another.

- Teacher quality is vital to engaging students in relevant, authentic tasks and improving student achievement.
- Each student possesses the ability to achieve his or her potential in any learning environment when the adults provide the most appropriate support for success.
- The educational environment must be safe, respectful, and guided by skilled administrators who focus on advancing teacher effectiveness and student achievement.
- Parents and guardians are essential partners in providing students with a high-quality education.

INTRODUCTION

Irvington Public Schools Bilingual/ESL Program

The intent of the Irvington Public School District is to ensure that students receive a well-developed program that includes the integral components of language arts (e.g., listening, writing, grammar, spelling, composition) as well as the language of the content areas (e.g. mathematics, science and social studies). In effect, the district is committed to provide a thorough and efficient program that gives the opportunity to ELL students to integrate into the monolingual classroom. Opportunities must be provided for the ELL students to practice using the language in a range of contexts likely to be encountered in the United States.

We, as educators encourage the students to express their own meaning as early as possible after productive skills have been introduced in the course of instruction. We assist our children in developing basic skills as well as afford them the opportunity to enhance their creativity in the written and spoken arts. Our Bilingual/ESL program is designed with this in mind.

Our program promotes active communicative interaction among students which is so crucial in our society. We offer creative language practice, (as to exclusively manipulative or convergent practice) authentic language is used in instruction whenever possible. Opportunities are provided for students to practice carrying out a range of functions (tasks universals) likely to be necessary in dealing with others in American culture. There is a concern for the development of linguistic accuracy from the beginning of instruction in the proficiency-oriented approach.

It is our obligation, as educators, to respond to the affective needs of students as well as to their cognitive needs. Students in our program feel motivated to learn and they are given opportunities to express their own meaning in a non-threatening environment. Cultural understanding is promoted in various ways so that students are prepared to live more harmoniously in our community. We therefore hope to instill in our ELL students a positive, realistic understanding of their individual worth, abilities and potentials. This will be done as they progress through the grades to become useful, productive and broadminded individuals in our society.

BILINGUAL and ESL PROGRAM TYPES IN THE IRVINGTON PUBLIC SCHOOLS DISTRICT

The purpose of the pre-kindergarten to grade twelve (12) programs is to ensure that all English Learners (EL) students are provided with an appropriate public education to meet their academic, social, and cultural needs. Students who speak a second language at home are assessed by a WIDA certified English as a Second Language (ESL) teacher when they first enter our school district. Students are administered the WIDA MODEL - English Language Proficiency Test to determine if English language services are required. The results of this assessment, plus one other indicator, determine if the student should be enrolled in an English language program.

The Bilingual Program (Spanish and Haitian Creole) - is a full-time program of instruction, which a child is entitled to receive based on Federal and State law, given in the native language of the EL student and also in English.

Current Programs

- Pre- K Bilingual Native Language Support – Augusta Pre-School / Providers
- Transitional Bilingual Education in Kindergarten to Second Grades – Florence Avenue (Spanish)– Berkeley Terrace (Spanish)– Mount Vernon (Spanish & Haitian Creole) –Chancellor Ave. (Haitian Creole)
- Spanish and Haitian Creole Bilingual Support for Content Classes- Union Avenue Middle School and University Middle School
- Irvington High School Bilingual Co-Teaching Model for Grades 9 and 10 for Math, Science, Social Studies Classes – Program Offered to Spanish and Haitian Creole students with low English proficiency levels.

The English as a Second Language Program - a daily developmental second language program of one or two periods of instruction per day to achieve English language proficiency as the alternate program to a bilingual program. All district schools offer ESL programs.

The Sheltered Instruction (SI) Model – a research-based and validated model of sheltered instruction that has been successfully used across the U.S. for over 20 years. All district staff have received professional development on the SIOP Model, which helps teachers plan and deliver lessons that allow ELs to acquire academic knowledge as they develop English language proficiency.

EL Enrichment After School Program - a program that provides homework help as well as intensive reading, writing and speaking activities to support daily content instruction.

Mango Program - an adaptive language-learning resource that builds the 6 critical skills necessary for true language learning: vocabulary, grammar, pronunciation, culture, comprehension, and retention.

ELIGIBILITY CRITERIA SCREENING PROCESS

STEP I: HOME LANGUAGE SURVEY (HLS)

As part of the standard Irvington School district enrollment process, the parent/guardian must complete a Home Language Survey (HLS) form for each child in the school office at the time of entry. If a parent responds that a language other than English is spoken at the home, the school must administer the English Proficiency Testing for that student. The score on the test will determine the students' eligibility for placement into either the General Program, Bilingual and/or ESL appropriate services will then be provided to the student by the school.

A Home Language Survey (see *appendix for different language forms*) must be completed for **ALL** entering students **NEW** to the Irvington Public Schools.

Reference:

N.J.A.C. 6A:15, BILINGUAL EDUCATION

6A:15-1.3 Identification of eligible limited English proficient (LEP) students

STEPS II - VII:

These steps are to be carried out by the school's designated Bilingual/ESL Teacher or other certified teachers.

- II. Administer an English Proficiency Testing
- III. Parental Notification & Consent
- IV. Program Placement
- V. Provision of Services-WIDA Proficiency Level
- VI. Assessments
- VII. Mainstreaming

STEP II: ENGLISH PROFICIENCY TESTING

The Irvington Public Schools uses the WIDA Screener for entering students in grades K-12 to determine their eligibility for Bilingual/ESL Services.

Reference:

[N.J.A.C. 6A:15, BILINGUAL EDUCATION](#)

[6A:15-1.3 Identification of eligible limited English proficient \(LEP\) students](#)

STEP III: PARENTAL NOTIFICATION & CONSENT

Parents/Guardian must be informed in writing of their child's eligibility for daily ESL and Bilingual instruction. Parents have the right to be fully informed in their language of (1) the process/outcomes of eligibility screening and of (2) the purpose and scope of services within ten days of the initial identification assessment.

A parent or guardian may remove a student who is enrolled in a bilingual education program pursuant to provisions in P.L. 1995 c. 327

[Notification of Services Letter](#)

Reference:

<http://www.state.nj.us/education/bilingual/policy/consent.htm>

Reference:

[N.J.A.C. 6A:15, BILINGUAL EDUCATION](#)

[6A:15-1.10 Bilingual, ESL, and English language services program enrollment, assessment, exit, and reentry](#)

STEP IV: PROGRAM PLACEMENT

Parental consent confirms the status of an eligible student as an ENGLISH LANGUAGE LEARNER (ELL). All ELLs must receive daily ESL. Bilingual instruction for Spanish and Haitian Creole students will be provided based on availability open to other students in other schools.

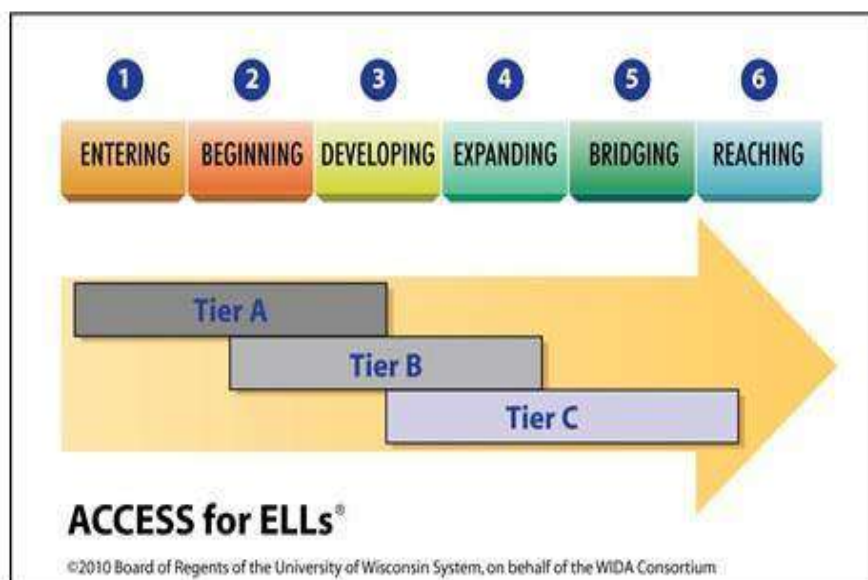
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[6A:15-1.10 Bilingual, ESL, and English language services program enrollment, assessment, exit, and reentry](#)

STEP V: PROVISION OF SERVICE

WIDA Proficiency Levels



Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
ACCESS for ELLs®: TIER A					
		ACCESS for ELLs®: TIER B			
				ACCESS for ELLs®: TIER C	
<p>TIER A is most appropriate for English language learners who:</p> <ul style="list-style-type: none">• have arrived in the U.S. or entered school in the U.S. within this academic school year without previous instruction in English, OR• currently receive literacy instruction ONLY in their native language, OR• have recently tested at the lowest level of English language proficiency					
<p>TIER B is most appropriate for English language learners who:</p> <ul style="list-style-type: none">• have language proficiency and some, but not extensive, academic language proficiency in English, OR• have acquired some literacy in English, though have not yet reached grade level literacy					
<p>TIER C is most appropriate for English language learners who:</p> <ul style="list-style-type: none">• are approaching grade level in literacy and academic language proficiency in the core content areas, OR• will likely meet the state's exit criteria for support services by the end of the academic year					

See APPENDIX for WIDA English Language Proficiency Levels Chart

STEP VI: ASSESSMENTS

ELL students will be evaluated by the Bilingual and ESL teachers on an annual basis for their linguistic and academic readiness to be mainstreamed into the general program. Test data (ACCESS and NJ standardized tests) , which is one indicator of mastery of “Academic English”, is to be considered as well as sustained class performance (*portfolios and work samples, grades, teacher-made tests, district evaluation tasks*).

Reference:

N.J.A.C. 6A:15, BILINGUAL EDUCATION

6A:15-1.10 Bilingual, ESL, and English language services program enrollment, assessment, exit, and reentry

- (a) All LEP students from kindergarten through grade 12 shall be enrolled in the bilingual, ESL or English language services education program established by the school district board of education as prescribed in N.J.A.C. 6A:15-1.4(b) through (e) and 1.5(a), and P.L. 1995, c. 59 and c. 327.
- (b) Students enrolled in the bilingual, ESL, or English language services program shall be assessed annually using a Department-approved English language proficiency test to determine their progress in achieving English language proficiency goals and readiness for exiting the program.
- (c) LEP students enrolled in the bilingual, ESL, or English language services program shall be placed in a monolingual English program when they have demonstrated readiness to function successfully in an English-only program. The process to determine the readiness or inability of the individual student to function successfully in the English-only program shall be initiated by the student’s level of English proficiency as measured by a Department-established standard on an English language proficiency test, and the readiness of the student shall be further assessed on the basis of multiple indicators that shall include, at a minimum: ***classroom performance; the student’s reading level in English; the judgment of the teaching staff member or members responsible for the educational program of the student; and performance on achievement tests in English.***
- (d) A parent or guardian may remove a student who is enrolled in a bilingual education program pursuant to provisions in P.L. 1995 c. 327.

STEP VII: MAINSTREAMING /EXITING of PROGRAM

ELL students will be evaluated by the Bilingual and ESL teachers on an annual basis for their linguistic and academic readiness to be mainstreamed into the general program. Test data (*ACCESS & NJSLA*), which is one indicator of mastery of “Academic English”, is to be considered as well as sustained class performance (*portfolios, work samples and grades*).

The NJDOE has multiple criteria for exiting Bilingual and ESL students.

Reference:

[N.J.A.C. 6A:15, BILINGUAL EDUCATION](#)

[6A:15-1.10 Bilingual, ESL, and English language services program enrollment, assessment, exit, and reentry](#)

(e) Newly exited students who are not progressing in the mainstream English program may be considered for reentry to bilingual and ESL programs as follows:

1. After a minimum of one-half an academic year and within two years of exit, the mainstream English classroom teacher may recommend retesting with the approval of the principal.
2. A waiver of the minimum time limitation may be approved by the executive county superintendent upon request of the chief school administrator if the student is experiencing extreme difficulty in adjusting to the mainstream program.
3. The recommendation for retesting shall be based on the teacher’s judgment that the student is experiencing difficulties due to problems in using English as evidenced by the student’s inability to: communicate effectively with peers and adults; understand directions given by the teacher; and/or comprehend basic verbal and written materials.
4. The student shall be tested using a different form of the test or a different language proficiency test than the one used to exit the student.
5. If the student scores below the State-established standard on the language proficiency test, the student shall be re-enrolled into the bilingual or ESL program.

(f) When the review process for exiting a student from a bilingual, ESL, or English language services program has been completed, the district board of education shall notify by mail the student’s parent(s) or legal guardian of the placement determination. If the parent(s), guardian, or teaching staff member disagrees with the placement, he or she may appeal the placement to the Commissioner, pursuant to N.J.S.A. 18A:6-9 and N.J.A.C. 6A:3, after exhausting the school district’s appeal process.

BILINGUAL PROGRAM DESCRIPTION

BILINGUAL INSTRUCTION: HELPING IMMIGRANT STUDENTS UNDERSTAND AND MASTER THE COMMON CORE CONTENT SKILLS

Bilingual Instruction is the most effective method to deliver comprehensible and uniform core content instruction to English Language Learners using both English and the Home Language in order to ensure immediate and sustained understanding from the student's very first day in our schools.

This developmental program is required by NJ Education Law and Administrative Code and must be provided by teachers who are certified as fluent in both languages and hold **two** NJDOE Instructional Licenses: one in a content area and one in second language acquisition instructional methodologies, curriculum adaptations (*such as the Sheltered Instruction method*) and acculturation.

These critical adaptations take place concurrently with a systematic transition in language of instruction to more English corresponding to the fluency of a student as he/she advances along a five-level ESEA English proficiency continuum. In so doing, teachers work to establish a foundation of literacy and learning in the first language which takes advantage of existing knowledge and abilities while most efficiently accelerating the efficient transfer of skills into English.

In all of this, bilingualism is an affirmative educational goal, not just a device for mainstreaming English Language Learners. Since the district acknowledges that fluency in two or more languages, multicultural knowledge, and tolerance and respect are critical life skills for economic success and responsible citizenship in our diverse society and global economy.

A BRIEF DESCRIPTION OF IRVINGTON'S BILINGUAL PROGRAM PLACEMENT OPTIONS

Only ELs in Level I and II will be provided the option of transferring to a Bilingual Program. If space permits other Levels will be included. The Bilingual Program will consist of ELA, ESL, NLA and content in both languages of Spanish and Haitian Creole.

Bilingual Haitian Creole Program

Chancellor Ave. School: Grades K-2
Mt. Vernon Avenue School: Grades K, 2
Union Avenue Middle School and University Middle School:
Bilingual support
Irvington High School: Bilingual Teaching & Bilingual Support

Bilingual SPANISH Program

Berkeley Terrace: Grades K-2
Florence Avenue School: Grades K-2
Mt. Vernon Avenue School: Grade K
Union Avenue and University Middle: Grades 6-8 Bilingual Support
Irvington High School: Grades 9-10 Bilingual Teaching & Bilingual Support

ESL PROGRAM PLACEMENT OPTIONS

A BRIEF DESCRIPTION OF IRVINGTON'S ESL INSTRUCTIONAL SETTINGS:

ESL is the daily developmental PreK-12 English Language Arts/Literacy program that must be provided to every student identified through a uniform NJ Department of Education language screening process as being an ELL (English Language Learner).

ESL teachers provide a systematic and balanced program of language learning targeting both communication skills, grammatical structure, cross-cultural understanding and, most importantly, the gradual development of higher-level "Academic English" that a student must master to be able to succeed in the transition to core content learning in the general program.

A distinct ESL curriculum aligned to National TESOL/WIDA Standards is to be taught and all domains—listening, speaking, reading and writing—are to be developed through specialized second language learning methodology and interactive and animated small group instruction. As required, all ELL students are tested annually to measure the effectiveness of the ESL program in supporting their individual growth along a five-level continuum of proficiency through the administration of the ACCESS English Proficiency Test.

Group ESL Students In Two (2) Classes Per Grade (K-5)

One Class = Level 1 & 2

Second Class = Levels 3, 4, 5

Two (2) ESL Teachers In Each Elementary School With More Than 100 ELL Students

One ESL Teacher For Grades K-2

One ESL Teacher For Grades 3-5

Three (3) ESL Teachers In Each Middle School – ELL Scheduled by Proficiency Levels (I/Low II) (High II/III) (IV/V)

Establish ESL Cohorts for Grades 6 to 12

Group ESL Levels I and II (Low Level III) in Content Classes by Grade

Development of Native Language Cohorts for Content Classes

Select Qualified Content Teachers for Each Grade

First Choice: Bilingual Content Teachers

Second Choice: Dually Certified Content Teachers with ESL

Third Choice: Mainstream Teacher Who Wants to Work with ELLs

Note: All ESL students should be provided the opportunity to join the ESL After School Enrichment Program, or any other program in the school that provides academic support.

IDENTIFICATION OF ELLs with SPECIAL & DIVERSE NEEDS

NJAC 6A:14-3.5(b) Determination of eligibility

(b) In making a determination of eligibility for special education and related services, a student shall not be determined eligible if the *determinant factor* is:

- due to a lack of instruction in reading, including the essential components of reading instruction, or math
- due to limited English proficiency. (*emphasis added*)

If the severe discrepancy or low functioning is due to one of the above factors, the student is NOT eligible for special education.

Reference:

<http://www.state.nj.us/education/bilingual/resources/ELLSpecialNeed.htm>

LEGAL OBLIGATIONS

In December 2006, the United Nations adopted its *Convention on the Rights of Persons with Disabilities*, which recognized among other things the right of students with disabilities to access inclusive, quality, and free primary and secondary education. While this convention is a relatively recent development, many countries have had long standing laws guaranteeing these rights.

In the United States, the law is clear on this issue. Numerous laws and legal precedents outline the rights of English language learners in education, such as Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act (EEOA). The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) entitles all individuals with disabilities to a free and appropriate public education. IDEA includes provisions on how linguistically and culturally diverse students should be assessed for possible special education placement. In the United States, English language learners with disabilities are entitled to specialized services under both laws, so that schools are required to provide both language services (*e.g., ESL programs, native language support*) and special education services.

INSTRUCTIONAL CERTIFICATION/S & ROLE BILINGUAL TEACHERS

Bilingual Teachers are responsible for providing an alternative delivery system of the same developmental core content instruction in math, literacy, social studies, science, etc. as the general program classroom teacher. This instruction is **NOT** remedial. Teachers are obligated to manage and differentiate their own language usage and the curriculum materials being used to match the variety of proficiency levels in both English and in the home language that will be encountered among their student groups in order to ensure immediate and sustained comprehension.

Depending on the size and distribution of student populations, some bilingual teachers function as self-contained classroom teachers while others provide the required daily language support in core content areas through effective and dynamic small group instruction in pull-out settings. In some cases with those students at the last stages of transition, bilingual support may be in a “push-in”, in-class model. Besides providing instruction in two languages, teachers serve as a vital link to encourage and equip immigrant parents to partner in the education of their children.

The first step to obtaining the required credentials to work as a Bilingual teacher is to meet or exceed the cut-offs on the National Oral/Writing Proficiency Examination in both English and the target language.

A Bilingual certified teacher holds 2 certifications: Bilingual and Instructional. The teacher can teach **only** in the area of the instructional certification.

With the K-5 certification, a teacher cannot teach above grade 5. The teachers need an instructional certification in middle school content-there are 4 of these (Language arts, math, science, and social studies). S/he must hold the middle school certificate in the content s/he will teach.

Bilingual teachers must complete the academic and professional training and pass PRAXIS exams in order to earn the **two NJ Department of Education licenses** that are required: (1) a **permanent content certificate** --which can be Elementary PreK-3, K-5, K-8 or a Secondary Content Certificate (i.e. Biology, Math, Social Studies) **and** (2) a **“Bilingual Endorsement”** Certificate which corresponds to extensive course work in methodology in developmental areas such as applied and socio-linguistics, patterns of language learning-assimilation, “Sheltered Instruction” approaches to adapt curriculum and teaching to the characteristics of the learner in order to ensure the immediate and sustained comprehension of content by English Language Learners.

Reference:

NJDOE Website: <https://www.nj.gov/education/license/teacher/>

ESL (ENGLISH AS A SECOND LANGUAGE) CERTIFICATION AND HIGHLY QUALIFIED TEACHER (HQT) INITIATIVE

English as a Second Language teachers (ESL) provide daily, systematic, developmental language instruction to enable identified English Language Learners (ELLs) to acquire English.

Besides the requirement to meet or exceed the cut-offs on the National Oral/Writing Proficiency Examination in English, teachers become language specialists by completing a professional course of study of up to 24 graduate credits in a NJDOE-approved university ESL program. This course work will include both general, applied and comparative linguistics, transformational grammar, cross-cultural studies, and a number of courses in second language teaching methodology. ESL instruction is leveled to meet the characteristics and needs of students across the developmental range encountered from grade range from Pre-Kindergarten through 12.

ESL Instruction is matched to the level of the learner; beginning at the first introductory stages of basic, interpersonal/conversational communication through the advanced levels of cognitive-academic language which serves to develop proficiency in the most complex structures and usages, idioms, and specialized vocabulary which characterizes the language students are expected to master in math, social studies and the sciences. ESL teachers also serve as a critical support for students in transition, assisting them in making the adjustment to the new school environment and to American society and culture.

Contact the NJ Department of Education: Bilingual Education website

<https://www.nj.gov/education/license/teacher/>

for further information regarding Certification and approved University programs

<http://www.nj.gov/education/bilingual/resources/college.htm>

***and the website for the American Counsel for the Teaching of Foreign Languages
{ACTFL}***

<https://www.languagetesting.com/certifications-tests/test-information>

for application information for the required Oral and Written Proficiency Tests.

**GRADIGN POLICY
ENGLISH AS A SECOND LANGUAGE (ESL)
STUDENT GRADING RECOMMENDATIONS GRADES K-12**

Considerations for ESL Grading Recommendations

- The goal of these recommendations is to increase the linguistic and academic abilities of students, set students up for success, and give them a positive feeling of achievement if they are working hard in class.
- ELL student proficiency levels range from 1-6, beginning at the non-verbal and word level, And incrementally progressing towards grade level proficiency. See the “Can Do Descriptors” for more information.
- These recommendations are for English language learners who are in classrooms where English is the predominant language.
- When determining at which level to place a student, consider level of proficiency, grade level expectations, native language skills, class placement, program structure, and other contributing factors.
- Each student is different. What may work with one student may not work with another student. That is why there is overlap in the proficiency level bands below.
- Content area teachers should work in consultation with ESL teachers to evaluate student performance.
- Research suggests that grade retention because of language proficiency and academic background can have negative effects on students (Eastern Stream Center on Resources and Training, 1994, p.26). Keep this in mind when grading English language learners.
- See “Overall Score” on the WIDA ACCESS for ELLs score report for a student’s proficiency level (WIDA, 2012).

Students at WIDA proficiency levels 1.0 (entering) – 3.5 (developing)*	Students at WIDA proficiency levels 2.0 (developing) – 5.5 (bridging)*	Students at WIDA proficiency levels 3.5 (developing) – 6.0 (reaching)*
<p>A student is given a passing grade (P) if he or she performs the following tasks:</p> <ul style="list-style-type: none"> ● is prepared for class with needed materials ● tries all the work assigned to him or her ● uses reference materials (math dictionary, picture dictionary, vocabulary sheets, word walls, and/or bilingual dictionary) ● attempts as much of an assignment as he or she can ● completes portions of modified work ● is attentive during instruction/ group work ● copies notes when necessary ● communicates needs and feelings verbally or nonverbally <p>A student is given a failing grade (F) if he or she generally does not perform the above</p>	<p>A student is given standard grades for modified work. Examples of modified work include, but are not limited to the following:</p> <ul style="list-style-type: none"> ● Assessments read aloud, extended time, language modifications, word banks, reducing problems or steps because of linguistic complexity, drawing pictures, completing graphic organizers, etc. (modifications should be a collaboration between the ESL and subject-area teacher). ● See grade level appropriate “Can Do Descriptors” to determine what you should and should not expect from students as a result of their proficiency. ● Individual grades can be added for class participation, note taking, and use of references to better reflect classroom effort in a student’s final grade 	<p>A student is given standard grades for work that is mostly comparable to his or her peers.</p> <ul style="list-style-type: none"> ● Homework/class work assignments may be modified but only the following test modifications can be made: ● A student should be given 1 ½ time to complete their tests. ● Bilingual dictionaries are given.
Note, “Pass/Fail grade due to language proficiency,” on report card.	Note, “Working with ESL test modifications,” on report card.	Note, “Test modifications limited to 1 ½ time and bilingual dictionary,” on report card

WIDA-English Language Proficiency Levels

The definitions of the five limited-English language proficiency levels, as well as Level 6, one of two fully-English language proficiency levels, are from PI 13.08(3)(1)-(6), Wisconsin Administrative Rule. Level 7, the other fully-English language proficiency level, is used for purposes of state reporting/state testing.

Level 1—Beginning/Preproduction [WIDA level = Entering]:

A pupil shall be classified level 1 if the pupil does not understand or speak English with the exception of a few isolated words or expressions.

Level 2—Beginning/Production [WIDA level = Beginning]:

A pupil shall be classified level 2 if all of the following criteria are met:

- (a) The pupil understands and speaks conversational and academic English with hesitancy and difficulty.
- (b) The pupil understands parts of lessons and simple directions.
- (c) The pupil is at a pre-emergent or emergent level of reading and writing in English, significantly below grade level.

Level 3—Intermediate [WIDA level = Developing]:

A pupil shall be classified level 3 if all of the following criteria are met:

- (a) The pupil understands and speaks conversational and academic English with decreasing hesitancy and difficulty.
- (b) The pupil is post-emergent, developing reading comprehension and writing skills in English.
- (c) The pupil's English literacy skills allow the student to demonstrate academic knowledge in content areas with assistance.

Level 4—Advanced Intermediate [WIDA level = Expanding]:

A pupil shall be classified level 4 if all of the following criteria are met:

- (a) The pupil understands and speaks conversational English without apparent difficulty, but understands and speaks academic English with some hesitancy.
- (b) The pupil continues to acquire reading and writing skills in content areas needed to achieve grade level expectations with assistance.

Level 5—Advanced [WIDA level = Bridging]:

A pupil shall be classified level 5 if all of the following criteria are met:

- (a) The pupil understands and speaks conversational and academic English well.
- (b) The pupil is near proficient in reading, writing, and content area skills needed to meet grade level expectations.
- (c) The pupil requires occasional support.

Level 6—Formerly Limited-English Proficient/Now Fully-English Proficient:

A pupil shall be classified level 6 if all of the following criteria are met:

- (a) The pupil was formerly limited-English proficient and is now fully English proficient.
- (b) The pupil reads, writes, speaks and comprehends English within academic classroom settings.

NEWCOMERS AND SIFEs (Students with Interrupted Formal Education) ELL

Newcomer students are recent immigrants who have little or no English proficiency and who may have had limited formal education in their native countries. These students have needs that traditional English as a second language (ESL) and bilingual programs are usually not designed to address. Newcomer programs have been established to bridge the gap between newcomers' needs and regular language support programs. The objective of these programs is to develop students' English language skills, help them acculturate to U.S. schools, and make them aware of educational expectations and opportunities. Newcomer programs are a fairly recent phenomenon and are growing across the United States.

Reference: <http://www.state.nj.us/education/bilingual/resources/newcomer.htm>

Enrollment of Immigrant Students and/or Undocumented Students

The federal and state laws prohibit denying the enrollment of students in the public schools on the basis of immigration status. In *Plyer v. Doe*, 457 US 202 (1982), the United States Supreme Court held that undocumented children living in the United States could not be excluded from public elementary and secondary schools based upon their immigration status. Accordingly, school districts are prohibited from requiring students to disclose or document their immigration status, making inquiries of students or parents that may expose their undocumented status or engaging in any practices that “chill” or hinder the right of access to public schools.

New Jersey Administrative Code (*N.J.A.C. 6A:22-3.3*) also prohibits the barring of any student from public elementary and secondary schools on the basis of immigration/visa status, except for students on F-1 visas. Districts should continue to enroll all students who are between the ages of 5 and 20 who are domiciled in the district or who are otherwise entitled to attend pursuant to N.J.S.A. 18A:38.1, and the implementing regulations, N.J.A.C. 6A22-3.2, et. seq.

Reference: <http://www.nj.gov/education/bilingual/policy/immenrol.htm>

EARLY CHILDHOOD EDUCATION OF ELL

When young children enter preschool, they are still learning all about language. The strategies and approaches that are used to foster language development have critical implications for lifelong literacy, academic achievement and school success. Language-rich classrooms that immerse children in oral language experiences and developmentally appropriate practices provide the optimal environment for fostering language development (Copple & Bredekamp, 2009).

Many young children entering preschool classrooms come from homes in which English is not the first language. These children, referred to as English language learners (ELL), will be acquiring English as a second language. The linguistic and social needs of English language learners present challenges to monolingual teachers. Special consideration must be given to English language learners to help them feel welcomed, valued and accepted; and to provide the ideal foundation for their language and literacy development. Research in early childhood education and second language development emphasizes developmentally appropriate practices that are specific to three and four year olds, and addresses the unique needs of second language learners (August, Carlo, Dressler, Snow, 2005).

Reference:

<http://www.state.nj.us/education/bilingual/resources/websites/ecr.htm>

TITLE III LEGISLATION & TITLE III ACCOUNTABILITY REQUIREMENTS

Under Title III, Part A, Section 3122(a) of the Elementary and Secondary Education Act (ESEA), the New Jersey Department of Education (NJDOE) is required to develop three [Annual Measurable Achievement Objectives \(AMAOs\)](#) which represent the annual achievement targets for English language learners. Title III-funded districts are accountable for English language learners' development and attainment of English proficiency while meeting State academic content and achievement targets.

AMAO 1 relates to making annual increases in the number or percentage of children making progress in learning English. Progress is defined as a specific increase in the scale score points on the ACCESS for ELLs test. **AMAO 2** relates to annual increases in the number or percentage of children attaining English proficiency by the end of each school year. **AMAO 3** relates to meeting annual yearly progress (AYP) by the limited English proficient (LEP) subgroup at the district level.

Based on research from the [National Evaluation of Title III Implementation Supplemental Report](#), NJDOE is proposing a model wherein ELP growth expectations for English learners increase by equal intervals each year so all English learners meet proficiency within five years of entering an LEA. As supported by the report, the number of years for students to achieve proficiency varies based on the student's starting level of proficiency. English learners starting at ELP Level 1 in the initial year are expected to move to Level 2 in the second year, Level 3 in the third year and Level 4 in the fourth year; whereas students starting at ELP Level 4 at the outset are expected to become English language proficient in the second year.

Reference:

<https://www.nj.gov/education/ESSA/plan/plan.pdf>

BEST INSTRUCTIONAL PRACTICES

Who are ELLs¹? Is a question asked too many times. English Language Learners, or ELLs, are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses. Educators use a number of terms when referring to English Language Learners, including *Limited English Proficient (LEP) students*, *English Learners (ELs)* and *English as a Second Language (ESL) students*. The term *English Language Learner (ELL)* is often used interchangeably with *Limited English Proficient students*.

Identifying ELLs

Generally speaking, English Language Learners do not have the English language ability needed to participate fully in American society or achieve their full academic potential in schools and learning environments in which instruction is delivered largely or entirely in English. In most cases, students are identified as “English Language Learners” after they complete a formal assessment of their English literacy, during which they are tested in reading, writing, speaking, and listening comprehension. If the assessment results indicate that the students will struggle in regular academic courses, they may be enrolled in either dual-language courses (*bilingual education*) or English as a Second Language (*ESL*) programs.

Areas of Language Use

There are several areas of importance that students must gain competence in when learning English as a second language. There are two major areas of language use are known as:

¹ U.S. State Department (March 2010). “Who Are ELL Students?”

- Basic Interpersonal Communication Skills (BICS) or the language of social interaction. It is the language of the playground, of talking with one's friends, of shopping and will usually be acquired in informal settings, e.g. in the playground, school corridors, or with friends.
- Cognitive Academic Language Proficiency (CALP) or the language required for success in academic disciplines. It needs specific and direct teaching. Academic competence is necessary for students to achieve at higher levels of cognition and in order for students to think critically, a large degree of subject-specific background knowledge is necessary.

Implications for Mainstream Teachers

We should not assume those non-native speakers who have attained a high degree of fluency and accuracy in everyday spoken English have the corresponding academic language proficiency. This may help us to avoid labeling children who exhibit this disparity as having special educational needs when all they need is more time. The non-native speakers in your classes, who have exited from the ESL program, are still, in most cases, in the process of catching up with their native-speaking peers.

Modifications and Accommodations²

- SCAFFOLD: Reduce reading burden
- Use an academic language objective
- Use lots of visuals and demonstrations
- Allow wait time!
- Use hands-on activities
- Reduce the # of objectives: Go for depth instead of breadth
- Teach English skills in all content areas (for ex., teach how to use the index of the math book)
- Allow bilingual dictionaries (if literate in first language)

² Echevarria, J., Vogt M., & Short, J. D. (2008). Making content comprehensible for English learners: The SIOP model. Pearson Education, Inc.

- Be mindful of using idioms, jargon, slang
- Establish consistent classroom routines
- Ask yes/no questions (*Beginner Level*)
- Use cooperative learning
- PRINT key words and label pictures
- Simplify your vocabulary; repeat, rephrase, and use gesture with speech
- Reduce the # of spelling/vocabulary words
- Build background & teach American culture
- Check for understanding
- Use simplified books; audiobooks, digital print material with immersive reader, etc. Use video to accompany audio or printed text.
- Let ELLs copy your or someone's notes
- Use graphic organizers
- Model directions or processes
- Give directions in the student's native language to help newcomers

ASSESSMENT³

English Language Learners do not have to be assessed in the same way or with the same testing materials as mainstream students. Students with limited English proficiency need to be graded on whether or not they are making a sincere attempt to understand the content material at their current level of English language ability.

Considerations when designing Formative Assessments

- Reducing response materials for content area testing
- Provide a version of the test with simplified language
- Choose key and/or main ideas for assessment
- Simplify directions
- Read test questions aloud

³ Echevarria, J., Vogt M., & Short, J. D. (2008). Making content comprehensible for English learners: The SIOP model. Pearson Education, Inc.

- Supply word banks for tests
- Allow extended time to complete the tests
- Use peer interpreters
- Allow the student to respond orally rather than in written form
- Use portfolios to authentically assess student progress.

General Instructional Practices for English Language Learners In Mainstream Classrooms⁴

Before the Lesson

- Determine the English language level of your ELLs. Be realistic about what you expect ELLs to do.
- Be familiar with the WIDA Can Do Descriptors
- Plan ahead. Think about how you will make the content comprehensible to your ELLs.
- Build background information. Show a video or read a book aloud about your topic first.
- Create pre-reading and post-reading questions or prompts: a generic probe about students' experiences that might be similar to those of the main character/s.
- Develop content area vocabulary. What visuals will you need?
- Prepare teaching aids such as maps, charts, pictures, and flashcards before the lesson is taught.
- Determine what language support structures you can use to help students access the content (sentence starters, graphic organizers, videos, etc.)

During the Lesson

- Simplify vocabulary and sentence structure. Pre-teach vocabulary in context.
- Give ELLs questions you will ask in advance so that they can prepare.
- Teach students to categorize their information using graphic organizers.
- Review and repeat important concepts and vocabulary.

⁴ Auguste, D. (2014). Key Shifts in Instruction: Helping ELLs meet the CCSS in Language Arts. NJTESOL Short. D. (2014). Connecting academic language with content for ELL success. NJTESOL

- Provide concrete “real” examples and experiences.
- Use speech appropriate for students' level of proficiency: Modify your language and examine your "teacher talk," to enunciate clearly and avoid jargon, slang, run on sentences, lengthy monologues or side comments.
- Help ELLs become acquainted with their textbooks (table of contents, glossary, index, etc.)
- Model your thinking processes for students using “think-alouds”.

After the Lesson

- Have ELLs watch videos or listen to audio content about current lessons using the closed caption feature.
- Have students work in small groups or pairs so that language and concepts are reinforced.
- Adjust homework assignment to your ELLs’ English language proficiency.
- Modify assessment so that your ELLs have an opportunity to show what they have learned

Additional Assessment Strategies

- Allow student to point to or illustrate answer (*Beginner Level*)
- Read test orally
- Give extended time
- Grade group projects
- Use pictures to assess vocabulary (*Beginner Level*)

It is important to note that when working with ELLs, language proficiency and academic mastery is not predicated on the students’ age or grade level. For instance: a first year 11th grader may be on the same language proficiency level as a 7th grader who has newly arrived to the country. Older ELL students are not more advanced in their knowledge of English. Many of these students are arriving to the U.S. without prior English language instruction or exposure.

INSTRUCTIONAL NEEDS OF STUDENTS WITH LIMITED OR INTERRUPTED FORMAL EDUCATION (SLIFE & SIFE)⁵

In some extreme cases, adolescent-age students may have had little or no formal schooling and they may suffer from medical or psychological conditions related to their experiences (the term *students with interrupted formal education*, or SIFE, is often used in reference to this subpopulation of English Language Learners).

Senior Research Scientist and Professor, Margarita Calderón of John Hopkins University, suggests that SIFEs usually have experienced one of the following patterns in their schooling:

- They are newcomers with two or more years of education interrupted in their native country
- They have attended school in the U. S., returned to their native country for a period of time, then returned to the U.S again
- They have attended kindergarten in English (L2), 1st and 2nd grade in their first language (L1), then jumped into L2 in 3rd
- They have attended U.S. schools since kindergarten but have language and literacy gaps due to ineffective instruction
- They have attended school in one location for a few months, then moved to another location for a few months, and perhaps had some weeks in between these changes when they do not attend school. (Calderón, 2008.)

Important Considerations for Teachers of SIFEs

- Students may not be able to read or write in their native language, and may also lack an understanding of the basic concepts, content knowledge, and critical thinking skills that their peers will have mastered.
- Difficulties in vocabulary development and syntax, impoverished or immature writing and difficulty keeping up and participating in class may all be symptoms of an earlier lack of competence in a first language.

⁵ Calderon, M. (2008). Improving the Academic Vocabulary and Content Comprehension of ELLs and Struggling Readers in the Intermediate Grades Through High School

- Children with such complex linguistic histories, who have not established adequate competence in a primary language, may continue to have difficulty with developing fully a second (or third, or fourth) language, despite sustained exposure to the target language.
- Such children often resemble language learning disabled children and it can be difficult to assess whether it is poor exposure to language or a neuropsychological difficulty that is preventing adequate language development.

Key Observations for Teachers of SIFEs⁶

- Prior language development and competence in it also seem to be key in determining how well a student acquires English as a second language. It is generally accepted that adequate linguistic and cognitive development in a home language contributes positively to second language learning
- Not all students come with the necessary competence already established in one language that will allow an easy bridge into second language learning.

Teaching Students with Interrupted Formal Education

- Activate prior knowledge.
- Provide a print rich environment. *Cover walls with lots of visuals that correspond to text (maps, charts, signs, phrases, the alphabet in print and script, the Pledge of Allegiance, etc.). Seek out appropriate lower-grade texts or texts that are written for a lower reading level, high interest, low ability books, native language materials, and bilingual glossaries.*
- Engage students in hands-on learning so students are physically involved.
- Keep the amount of new vocabulary in control.
- When assessing understanding, be open-minded. Provide multiple opportunities to demonstrate understanding. Emphasize formative assessment versus evaluative assessment and individualize what you ask students to do.
- Use teaching strategies that weave together language and content instruction, such as the SIOP model (*Sheltered Instruction Observation Protocol*). Start with the

⁶ Calderon, M. (2008). Improving the Academic Vocabulary and Content Comprehension of ELLs and Struggling Readers in the Intermediate Grades Through High School

concrete then build to the abstract. Try to relate materials to students' prior knowledge and experience. What they don't have you can try to create for them through visuals or by using technology.

- Keep your expectations realistic at the beginning of the year. Raise your expectations up as students reach them and keep them high enough that students will stretch to reach for them, but not too high that they give up.

Strategies and Support Systems for SIFEs⁷

In general, SIFEs are likely to need additional support and instruction in basic skills.

Build supportive environments that respond to the immediate social, cultural, and linguistic needs of immigrant adolescents with limited schooling by ensuring the following:

- a. A teaching staff highly trained in cross-cultural communication, the cultural and historical backgrounds of the students, and instructional methods that are designed to accelerate the academic achievement of SIFEs.
- b. Student and parent access to support services (ideally in the family's native language) provided by counselors, tutors, mentors, and parent coordinators.
- c. A buddy system with peers or classmates who can show students around and help them adjust to the daily schedule

⁷ Calderon, M. (2008). Improving the Academic Vocabulary and Content Comprehension of ELLs and Struggling Readers in the Intermediate Grades Through High School

INSTRUCTIONAL MODELS

While there are a wide variety of instructional models to support the language acquisition of English Language Learners, it has been recognized throughout the United States three dominant instructional models:

- Dual Language Education, formerly called bilingual education, refers to academic programs that are taught in two languages. While schools and teachers may use a wide variety of dual-language strategies, each with its own specific instructional goals, the programs are typically designed to develop English fluency, content knowledge, and academic language simultaneously.
- English as a Second Language refers to the teaching of English to students with different native or home languages using specially designed programs and techniques. English as a Second Language is an English-only instructional model, and most programs attempt to develop English skills and academic knowledge simultaneously. It is also known as English for Speakers of Other Languages (ESOL), English as an Additional Language (EAL), and English as a Foreign Language (EFL)
- Sheltered Instruction refers to programs in which English Learners are “sheltered” together to learn English and academic content simultaneously, either within a regular school or in a separate academy or building. Teachers are specially trained in sheltered instructional techniques that may require a distinct licensure, and there are many different sheltered models and instructional variations.
- Sheltered Instruction Observation Protocol (SIOP) is a methodology of program structure used to describe instructional practices that help teachers make content more accessible and comprehensible for ELLs.

CO-TEACHING MODELS

Introduction

Co-teaching is an instructional strategy that emphasizes collaboration and communication, between two educational professionals, working together to service a classroom with a diverse student population.

Our district uses co-teaching to provide English as a Second Language (ESL) and bilingual support instructional service to support the educational and linguistic needs of English Learners (ELs) within all content classrooms in grades K to 12.

The following are co-teaching models, which can be used based on students' population for delivery of instruction. The collaborative teachers have discretion to determine which model will support best English Learners' (EL) academic growth.

NOTE: Regardless of the model used, both teachers are equally responsible in meeting grade level curriculum, standards and achievement goals.

Models of Co-Teaching

One teach - One support	One teacher has the primary responsibility for planning and teaching, while the other teacher moves around the classroom. Students receive individual help in a timely manner.
Parallel Teaching	The two teachers plan jointly, and split the classroom in half to teach the same information at the same time, at a different pace, and uses different strategies to target students' learning styles.
Station Teaching	Both teachers divide the instructional content, and each takes responsibility for planning and teaching part of the content. In station teaching, the classroom is divided into various teaching centers. Each teacher has a clear teaching responsibility. Teachers can cover more material in a shorter period of time.
Team Teaching	Both teachers are responsible for planning, and they share the instruction of all students. The lessons are taught by both teachers who actively engage in conversation, not lecture, to encourage discussion by students. Each teacher has an active role.

NOTE: Many teachers use a combination of the above Models depending on the lesson being developed or the composition of the EL classroom.

References: [*Interactions: Collaboration Skills for School Professionals*](#), Marilyn Friend and Lynne Cook .

CHALLENGES

Challenges ELLs Face in Content Area Learning⁸

We expect students to have prior knowledge of literary genres such as fairy tales, myths, legends, and tall tales. If the teacher has not activated prior knowledge or built background information, knowing the vocabulary will not solve the problem. ELLs may be able to read the words but it doesn't mean they will understand the text. They are not aware of information that the author left unsaid; the information that "everyone knows."

English Language Learners may face a variety of challenges that could adversely affect their learning progress and academic achievement. Here are some specific challenges that ELLs face when learning to read materials in English:

- an abundance of idioms and figurative language in English texts
- density of unfamiliar vocabulary
- use of homonyms and synonyms
- difficult text structure with a topic sentence, supporting details and conclusion
- ELLs may not have practice in expressing an opinion about text
- unfamiliarity with the connotative and denotative meanings of words
- story themes and endings can be inexplicable
- imagery and symbolism in text are difficult
- use of regional U.S. dialects
- fear of participation and interaction with mainstream students⁹

Challenges for ELLs in Mathematics

Mathematics is not just arithmetic. There are considerable challenges for English Language learners in mathematics.

- Students have no experience with our measurement system. It is an abstract to them.
- Math is not spirally taught in many cultures. Some students may not know a lot about geometry, for example.
- Many students have never seen or worked with manipulatives.
- Mathematical terms do not always translate well.
- Use of decimal point and comma vary from culture to culture

⁸ Colorín Colorado (2014). English Language Learner Instruction in Middle and High School.

⁹ The George Washington University Center for Equity and Excellence in Education (2010). Improving Outcomes for English Language Learners in Secondary Education.

- Math curricula in their countries may be primarily calculation.
- Word problems may not be introduced until much later.

Specific Challenges for ELLs in Science¹⁰

ELLs may lack background knowledge in science. Our "hands-on" approach is different from what they are used to. Drawing conclusions on their own may be difficult for ELLs. In their own culture, students may not have been trained to make guesses.

- The vocabulary of science presents a huge difficulty. There are special sets of terms for the student to learn. Even simple words that the student may know could have another meaning in science.
- Material is covered very fast.
- Directions are often multistep and difficult
- There are too many concepts explained on each page of a science text.
- ELLs are not used to science labs or equipment
- Students lack background in scientific method
- Cooperative learning may not fit in with students' experiences in learning.
- Sentence structure is complex and the passive voice is used in textbooks.

Challenges for ELLs in Social Studies¹¹

Social studies and U.S. history provide the biggest challenge to ELLs in their content classes. They have very limited background knowledge to activate. ELLs lack prior knowledge of U.S. and U.S. history, geography, and current events needed. Many students will memorize information for a test, but it has no relevance for them so the information is quickly forgotten.

- Lack of familiarity with historical terms, government processes, and vocabulary.
- Use of higher-level thinking skills for reading and writing.
- Concepts which do not exist in all cultures are difficult. This includes privacy, democratic processes, rights of citizens, free will.
- Difficulty with understanding what is said by the teacher and being able to take notes.

¹⁰ Office of Education Initiatives Texas Education Agency (2006): Best Practices for English Language Learners

¹¹ Colorín Colorado (2014). English Language Learner Instruction in Middle and High School.

- Amount of text covered and the ELs' inability to tell what is important in the text and what is not important.
- Social Studies text contains complex sentences, passive voice, and extensive use of pronouns.

INSTRUCTIONAL SUPPORT FOR TEACHERS

Supporting ELLs in Kindergarten through Grade 12 in the different content areas:^{12 13}

Teachers can follow the below listed strategies:

- Respond positively to children's attempts;
- Respond by affirming the children's attempts to communicate;
- Respond using a combination of gestures, words, and tone of voice;
- Speak with families to learn a couple words in the children's first language;
- Display and highlight writing in a variety of languages;
- Use movement, music, and visual representation;
- Observe children's physical movements (e.g., standing close to something they may want);
- Provide hands-on manipulative experiences and activities;
- Have concrete objects available for children to hold and explore (e.g., snow, when engaged in an inquiry about snow);
- Have children point to picture symbols to express their needs;
- Invite children to participate by pointing to familiar objects in shared reading texts;
- Model (e.g., demonstrate a counting strategy, point to words in text while reading);
- Think aloud (e.g., I'm going to start the reading here, while using a pointer to show where the reading starts);
- Use gestures (e.g., You put the block on the bottom, clearly pointing to the block on the bottom);
- Identify the child's actions (e.g., You painted a picture, you jumped, you were counting the animals);
- Affirm the child's attempt to communicate (e.g., Yes, that does say your name);

¹² Office of Education Initiatives Texas Education Agency (2006): Best Practices for English Language Learners

¹³ Best Practices: Instruction and Assessment Grades K-12 Paterson Public Schools

- Extend the communication (e.g., If the child says, “I making cake,” say, “You are making a cake. Is it a chocolate cake?”);
- Introduce new vocabulary (e.g., The boy in the book was scared of the dark.);
- Affirm the child’s attempt to communicate (e.g., “That was good thinking; I like the way you described this part of your picture.”);
- Use gestures (e.g., How tall do you think your plant is? while moving the child’s hand along the plant);
- Label children’s actions and extend language (e.g., If the child says, “I making a cake,” say, “Could you make three cakes that I can pick up after work?”);
- Introduce new or specialized vocabulary (e.g., “That is your *shadow*.”);
- Model (e.g., demonstrate using illustrations to read unknown words);
- Think aloud (e.g., make connections by saying, “When I read this part, it made me think about the park near my house and how the leaves crunch when I walk on them.”);
- Plan and implement small-group shared reading, using multiple copies of the same text;
- Plan and implement small-group discussion, using a wordless book, a familiar object, or something the child has drawn or constructed.

Suggestions of Clear Instructions in Any Classroom Activity¹⁴

Break things down. If the activity has several parts, give the instructions part by part. Once students complete one segment, stop the class and get them going on the second part. This helps students focus on each section piece by piece. **Key Question:** How do I break the activity down into chunks?

Explain the activity. Telling students what they are doing and why helps students connect with the task. We don't need to go into great detail; an overview is fine. Providing students with the purpose behind the activity. This should be done slowly and concisely to provide students with more time to digest and comprehend. **Key Question:** How do I tell them succinctly what they should do and why?

¹⁴ New York State Education Department (June 2009). The Teaching of Language Arts to Limited English Proficient/ English Language Learners: Learning Standards for English as a Second Language.

Create a step by step outline. Having the instructions clearly and succinctly written on the board not only keeps the teacher focused when explaining the activity, but also gives students an anchor when they are doing the activity. At any point, they can refer to the steps and redirect themselves. **Key Question:** How do I simplify the instructions?

Let students see what the activity looks like. Modeling for the class first shows students what it will look like. Showing and telling is an effective way to reach all types of students. It's also the first step in scaffolding students into being successful. **Key Question:** How can I show them what it should look like?

Experiment with a student. Modeling the activity with a student is the next step in scaffolding. They have just seen the teacher do the activity; doing a piece of the activity with a student, increases confidence and understanding how to complete the task. **Key Question:** How do I model this with a student to boost success?

Assess their understanding. Having the students tell and show you what they are supposed to do is the best way to take the pulse of the class. When two students model the activity without the support of the instructor, the entire class gets a chance to clarify their understanding. **Key Question:** How do you get the audience to show me they are ready?

Repair misunderstandings. If the students seem confused, stop the class, repair the confusion, and restart the activity. Students will get more out of the activity that you have prepared. You'll work less by not having to go from group to group retelling the instructions. **Key Question:** How do I redirect the class effectively and efficiently?

Strategies to Engage Students in the Classroom

One of the key components to successful teaching is actively engaging the learner in the learning process. No matter what the subject of the class may be or who the student body is, effective learning happens through engagement. Effective teachers understand how to keep students engaged in a variety of ways throughout their lessons. Here are six easy tips to keep in mind when considering how to engage your students:

Energize Everyone: If we are physically present, our minds are more apt to be awake as well. There are many ways to energize the class through using manipulatives, music, and movement. When we involve the whole of the learner we energize the body, mind, and spirit.

Necessitate Participation: As teachers, we should never do for the students what they can do for themselves. This includes everything from students passing out materials to

students asking and answering the questions. The more we allow students to do their own work, the more they stay engaged.

Get them in Groups: Learning is a communal act that fits nicely into any classroom context. When we incorporate partner work and small group activities, students connect with the content and with one another in a deeper manner. Having students work cooperatively supports their learning and creates community.

Assess at Every Step: The more we get from them, the more attention they pay. Random, verbal and non-verbal assessments recycle key points and encourage participation. Trying to find out what students know helps them build confidence and helps us keep them in the center of the class.

Generate Connections: Students need to sense a connection between the content of their world and the world of academia. Personalizing content, building background, and explaining the task's purpose are all ways we generate those connections. Connecting students to what they are doing and why encourages engagement.

Expect more: When we believe students do know more than they're letting on, we encourage students to reach beyond their comfort zone. When we expect they can, students tend to surprise us, themselves, and their peers.

Strategies to Support English Language Learners

- Respect for cultural and linguistic diversity should be modeled and students encouraged to share their languages and cultures.
- Beginning ELL should be paired with "buddy ambassadors", usually older students who speak their first language to help the child understand locations in the school and various procedures such as fire drill, for example.
- Students should be paired with fluent or near-fluent English-speaking "buddies" for collaborative projects.
- Teacher talk should be clear and concise, providing wait time for processing and response. Demonstrations using materials and gestures are helpful.
- Oral language is key to the development of literacy skills. Songs, poems, chants, and rhymes should be part of the daily routine as they play an essential role in this foundation.

- Students need to be involved in meaningful, personally relevant experiential tasks in order to internalize the language learned.
- Charts, posters, and visuals with print on them, students' names, printed classroom procedures, schedules, labels, and environmental print should be displayed where appropriate and useful.
- Picture files and visuals of everyday objects and events should be compiled to assist in vocabulary extension and reinforcement activities. These can be placed in labeled folders for easy access.
- Interactive, collaborative games and play activities with real materials should be encouraged.
- When assessing students' oral language development, the teacher should focus on meaningful communication and conceptual understanding before pronunciation.
- Representation of students' cultures in instructional resources should be offered. Parents will often be willing to help with this.
- Positive and motivational feedback should be modeled to develop a community of self-confident, risk-taking language users and learners.
- Parents/caregivers, relatives, and friends when appropriate should be involved as resources and interpreters.
- Non-English-speaking parents/caregivers should be encouraged to read and share stories with their children in their first language. Reading aloud and storytelling strengthen literacy processes regardless of the language used. These same literacy skills will transfer to reading in English.
- Audio recordings or links of familiar stories in English and the students' first languages should be shared with families.
- The students' first languages should be recognized and utilized wherever appropriate.
- Photographs of students' work can be shared with the student and family and provide a visual link to what is happening in the classroom. Classrooms should be set up so that there are areas where children can choose to work and play, such as a House Corner, blocks, sand table, book corner, paint easel, discovery table, and more.

Strategies for Classroom Teachers to Support Reading & Writing

- Build background knowledge: ELLs may not have the same background knowledge that their peers have or that textbook authors take for granted
- Explicitly teach Academic Language and Vocabulary: ELLs must learn the academic language and vocabulary needed to comprehend and produce new content
- Provide models: Give ELLs explicit structures and sentence frames to follow.
- Frames may vary in complexity and specificity, but they will help students to model correct structures and usage from the beginning.
- Introduce new concepts using simple language: Break the concepts down into the most basic elements
- Provide Content Objectives (focus on the material) & Language Objectives (focus on vocabulary or language structures that students should be able to use throughout the lesson)
- Make associations between students' experiences and new content
- Teach & Demonstrate Active Reading: Teach students to underline, highlight and make notes.
- You may also find that sticky notes and highlighting tape are a big hit with students

Instructional Practice – Learning Centers (Listening, Speaking, Reading, Writing)¹⁵

A discipline focused center, e.g., language arts, science, social studies, math, would include:

- Duplicate sets of flash cards with the vocabulary words to be used with a sentence using the word in context on the back. These flash cards could be used by peers to practice saying and reading the word, or they could be used to “play” concentration requiring the students to say the word in a sentence when a match was made.
- Scrambled sentences using these same words for students to practice grammar structure.

¹⁵ Office of Education Initiatives Texas Education Agency (2006): Best Practices for English Language Learners

- Recordings/Videos of the chapter to be covered or the story to be read for the students to hear BEFORE the lesson is addressed as well as after the lesson has been presented giving ELLs an opportunity to hear the words in context at their pace so that they can keep up with the class during regular instruction.
- Comprehension activities, such as CLOZE activities for students to practice using context clues.
- Writing activities where students sequence information or provide alternative endings to stories or histories.
- Centers such as these would enable ELLS to engage in the activities, either individually or in cooperative groups purposely structured.

Instructional Practice – Higher Order Thinking and Questioning/Teaching Big Ideas¹⁶

- Although questions beginning with Who, What, When, and Where are considered “lower level” as they require students to merely recall information, for beginning English Language Learners, it’s important to provide them with opportunities to answer these types of questions. The responses are easier to learn as they refer to words that are easily learned through visuals, such as people, actions, time, and location.
- Questions that ask why, how, how come, and to what extent, are considered higher level thinking as they require students to comprehend, apply, analyze, evaluate, and create. The vocabulary needed to do this is not always easily taught through visuals and requires ELLs to have a good foundation in the basics of English vocabulary and grammar. If possible, this type of questioning and thinking should be taught in the native language as the students will have the concepts and the working vocabulary to respond thus providing evidence that they are internalizing the information beyond the level of recall.
- The next step would be to model how these same questions and responses can then be accomplished in English and then provide multiple opportunities for them to practice

¹⁶ New York State Education Department (June 2009). The Teaching of Language Arts to Limited English Proficient/ English Language Learners: Learning Standards for English as a Second Language.

responding in English individually, in small groups, and eventually in whole class situations.

- Use gestures, point directly to objects, or draw pictures. Involve your students! Check into Total Physical Response.
- Use graphic organizers. These can be used in all subject areas in order to teach vocabulary, reading, and writing.
- Build and activate background knowledge. Background knowledge is a major factor in reading comprehension. Connecting instruction to what learners know and then discussing how that knowledge applies to the topic at hand is a technique that teachers should use with ELL students.

Know Your Accommodations

- Test Administrator and/or translator must transcribe answers verbatim into a Standard Student Answer Document.
- Read aloud, simplify, repeat, and clarify test instructions in English. Also, test items may be read aloud and repeated in English if the test is not a Reading Test.

Language and Content Development Tips

- Model speaking, reading, writing, and thinking.
- Honor and respect the silent period on language acquisition.
- Use students' native language, if possible, in the instruction.
- Integrate content with listening, speaking, reading, and writing in all lessons.
- Repetition and pausing during speech are essential.
- Use nonlinguistic representations such as illustrations and graphic organizers.
- Display or showcase work that represents all students.
- Praise and reinforce students' efforts to use English.

- Provide collaborative experiences that promote socialization and academic language.
- Encourage students to share their different backgrounds and experiences.
- Allow students needed time to think when responding and rephrasing.
- Teach to different levels of language proficiency.
- Ask questions requiring higher levels of cognition.
- Diversify learning activities for speaking, listening, reading, and writing practice.

Factors to consider when teaching older ELLs:¹⁷

- Educational and cultural background of students
- Students' literacy level in the native language
- Acquiring language at an older age is a more challenging task than if the student arrives in grades K-5.

Differentiating Instruction for ELLs

Teachers are successful at differentiating instruction for ELs when they:

- Have a variety of research-based instructional strategies at hand — experienced teachers know that "one-size-fits-all" instruction is rarely successful. There are many different learning profiles in any given classroom. Students learn best when instruction matches their needs and learning styles.
- Provide multiple types of assessment — Matching assessment to students' learning profiles and language proficiency ensures that every student has an opportunity to demonstrate what he/she knows.
- Differentiate homework — If all students have the same homework assignments, some are doing busy work while others are struggling with work that they cannot possibly complete successfully (Tomlinson, 2005).
- Make content comprehensible for all students — Providing ELs with alternative ways of accessing key content (e.g., charts, books written in their first language, simplified

¹⁷ Colorín Colorado (2014). English Language Learner Instruction in Middle and High School.

text written by the teacher, discussion, etc.) allows them to learn the same material as other students as they continue to develop their English language skills.

- Collaborate with ESL teachers to learn best practices.

BEST PRACTICES K-12

The practices suggested in this guide can be adapted to the bilingual education program model being implemented in a school, as well as to an ESL classroom, and also within the curricular mainstream where the instruction would be in English. It is particularly addressed to new ESL students entering US classrooms (Level 1 and 2). The practices should always be implemented to address the developmentally appropriate level of the student, and the linguistic level of the student. An important guideline is to stay true to the program model being implemented, provide a positive climate for students to develop both languages, have high expectations, and teach for the development of cognitive academic language proficiency (CALP). The area of language development that the best practices address includes the domains of listening, speaking, reading, and writing. It is strongly suggested that it is integrated into each content area and each thematic unit.

Best Practices in Reading in the Content Area

Instruction in the key components of reading has clear benefits for language minority students. The key components include phonemic awareness, phonics, fluency, vocabulary, and text comprehension.

Phonemic Awareness and Phonics

English Learners who are literate in their first language (L1) can often transfer decoding skills if the phonemic structure is similar to English. If ELs do not have formal education, it is important to teach phonemic awareness and phonics within the context so that students can connect meaning to these discrete or distinct skills.

Vocabulary Instruction in Content Area

English learners quickly learn common words and phrases through social interactions with peers and basic classroom routines, but explicit and extensive vocabulary instruction is needed for students to understand idiomatic expressions, multi-step directions, and academic language used in the classroom as well as in texts.

For many English Learners, the meanings behind academic vocabulary can take longer to understand than common nouns and adjectives. Simply listening to teachers use academic English does not ensure that students will become proficient users of the language.

Students must be given many opportunities to use the language of the lesson in guided small group work and structured whole-class work and discussions¹⁸.

Additional Strategies to Reinforce English Language Acquisition

- Carefully select and teach subject essential words in depth daily
- Anticipate all the unfamiliar vocabulary that students might encounter and that will be useful to them in other contexts.
- Expose ELLs to rich target words multiple times over several days and across reading, writing, and speaking opportunities.
- Use visuals and graphic organizers systematically to explain abstract concepts
- Use T-charts and Venn diagrams to show relationships among concepts
- Point out cognates and create cognate word walls that look/sound similar & have similar meanings in both L1 and L2 e.g. telephone - telephoto, class - classe
- Ensure that definitions are student-friendly for meaningful engagement
- Ideally, introduce five to eight words per week with plenty of time for review and extension
- Preview vocabulary with user-friendly definitions
- Clarify the meaning of the word as it is used in the text
- Engage students in use of new words e.g. Students write word on card or in journal with: the definition, a sentence using the word, or a picture of word
- Teach prefixes and suffixes as this can give students keys to unlock the meanings of new word and make unfamiliar words easier to decode

Fluency

Reading fluency develops with growth in vocabulary, increased exposure to print, and reading aloud from a variety of texts. Modeling is important for fluency development; teachers need to read aloud frequently-even for older ELLs-so students can learn appropriate phrasing, intonation, and pronunciation of new vocabulary in context.

Comprehension

English Learners' overall reading comprehension is influenced strongly by fluent reading of text as well as oral language proficiency, vocabulary, and listening comprehension. As with reading fluency, reading comprehension depends on knowing between 90 and 95 percent of the words in a text, so students with lower levels of proficiency in English are likely to need substantial language support in addition to strong reading instruction to

¹⁸Fisher, D, and Fray, N. (2011). Asking questions that prompt discussions. *Principal Leadership*, 12(2), 56-59

achieve expected goals. Regardless of the content area, English Learners need explicit instruction in comprehension strategies throughout the course of a lesson, especially as sentence structures and concepts become more complex. The following are strategies that teachers may find useful:

Before Reading:

- Pre-teach new vocabulary and how it is used in the context of the lesson
- For younger children, point out pictorial clues in stories

During Reading:

- Use think-out-loud protocols so English Learners (ELs) can better understand cause and effect or a sequence of events
- Organize structured conversations in small groups
- Pair ELs with a more-proficient EL or native English-proficient peer
- Direct older students' attention to features of the text such as headings, charts, bold-faced words, and sidebars
- Scaffold comprehension through concept maps, video clips, and games

After Reading:

- Model how to give a verbal summary
- Encourage students to ask questions to clarify meaning
- Allow ELs to compare their understanding of a text with an English-proficient peer
- For ELs with limited oral proficiency, offer nonverbal ways to show understanding such as pointing to photos or illustrations, giving a thumbs up or down in response to a question, drawing a picture or diagram, giving a short demonstration.

In addition to the strategies aforementioned, teachers may need to focus on a few components of early literacy in order to help English Learners succeed in reading and writing. English Learners should not be taught reading skills alone; extensive oral language development must be incorporated into literacy instruction for ELs to be successful. Well-developed oral proficiency leads to good reading comprehension and writing skills for these students.

In order to encourage students to use English and participate in verbal activities the following strategies are suggested:

- Using echo talk for language practice
- Using partner talks through cooperative tasks
- Designing verbal prompts or sentence frames to accommodate each level of English development
- Asking students to restate or add an idea to other students' comments

Best Practices for Guided Writing

For a recent ELL arrival with no prior schooling, the initial writing activities will involve those used with young children teaching them the fine motor skills needed to develop handwriting and Language Experience Approaches.

Writing experiences for ELL students with prior schooling, however, should follow the same five phase writing process approach used with all students, prewriting, drafting, revising, editing, and publishing. It is helpful to ask students to draw on their own experiences and recollections when writing initially so that they can internalize the concept of the writing process from a familiar standpoint. For example, ask your students to:

- Think of 5 things that have happened to them.
- Write down the phrase "I remember . . ." then list (in a column) the five things you recalled. This can be about a thing--favorite house, a tree, or an event--a trip, an experience.
- Share their recollections with a partner.
- Write down one name associated with each of the recollections.
- Think of the five senses (touch, sight, smell, hearing, tasting) and write down the most important sense that goes with each recollection.
- Select the "I remember that you would most like to write about and share it with your partner.
- Next, write the part of the memory that makes it memorable or very important to you and share it with your partner.

- Now, writing as fast as you can (ignore mechanics) write as much of the memory as you can on paper.
- Share your paper with your partner and ask him/her for suggestions on how to make your paper clearer.

This process draws on what the individual student knows and allows them through the four modalities (kinesthetic, oral, aural, and visual) to develop their writing skills.

- Additional Practices to Support ELLs to Develop their Writing Skills
 - Frequent opportunities to write
 - Rich language input from teacher
 - Teacher feedback on content and form
 - Daily Writing workshops
 - Integration of other content areas
- Best Practices in Writing with ELs:
 - Include language and culture
 - Use culturally relevant mentor texts and materials
 - Increase comprehensible Input
 - Model thinking skills
 - Provide opportunities to work with a partner, a small group and/or the teacher (scaffold)
 - Connect to oral language development
 - Think terms of quantitative elements clash of the rubric.

Best Practices for ELLs in Mathematics

It is easy to assume that ELLs will excel in math because math is a universal language. However, more than being a universal language, solving problems, following instructions, understanding and using mathematical vocabulary correctly — all of these skills require a language proficiency that sometimes exceeds our expectations. We tend to think of mathematics as a subject that does not require a strong command of language. In reality, however, mathematical reasoning and problem solving are closely linked to

language and rely upon a firm understanding of basic math vocabulary. With help from the teacher to apply and adapt good problem-solving strategies, the students can attack problems and develop understanding. Teachers need to ensure that students gain experience with a variety of strategies and are able to decide when to use each one. With the most powerful strategies, students create their own representations. Students must be encouraged to look for patterns and to use logical reasoning in every problem. But at a more specific level, students should develop capability with five critical strategies that are based on creating representations.

- Teaching Techniques for Math Vocabulary

- Demonstrate that vocabulary can have multiple meanings. Help students understand the different meanings of words such as "table" and "quarter," as well as how to use them correctly in a mathematical context.
- Encourage students to offer bilingual support to each other. Students will understand material better if they explain it to another student, and the new student will benefit from hearing the explanation in their first language. (Check the hotlinks for a list of bilingual translations of math vocabulary in multiple languages).
- Provide visual cues, graphic representations, gestures, realia, and pictures. Offer students the chance to work with objects and images in order to master vocabulary. If there aren't enough items for each student, use manipulatives on the overhead or posted throughout the classroom, and demonstrate the vocabulary in front of the students. For example, a Math Word Wall could have three parts: key vocabulary, "in your own words" definitions, and a variety of ways to portray a function. For example, multiplication is portrayed by the following symbols: \times , $*$, and $()$.
- Identify key phrases or new vocabulary to pre-teach. This strategy will help students decide which math function they should apply. Example: "more than" means "add."

Teaching Techniques for Math Problem Solving Activities

- Modify the linguistic complexity of language and rephrase math problems. Students will understand the problem better if it is stated in shorter sentences and in language they understand.
- Guide students to cross out the unnecessary vocabulary in word problems. Doing so allows students to focus on the math function required. For example, one problem Hillary's students came across referred to a "school assembly." Even though the meaning of that phrase wasn't important in the solving of the math problem, students didn't know it wasn't important, and the lack of understanding contributed to their confusion.
- Build knowledge from real world examples. Try to reinforce concepts with examples that students can picture and talk students through the situation. For example, if you need to paint a room, you need to know how much area will be covered so that you know how much paint to buy. Look for familiar ideas or props that can be used to engage students such as recipes, news stories about the economy, or discussion of personal spending habits.
- Use manipulatives purposefully. This is important at all grade levels.
- Act it out (representations of sequential actions and bodily kinesthetic sense).
- Draw a picture, diagram, or graph (visual, pictorial representations).
- Make a list or table (symbolic representations).

Additionally, math journals provide more opportunities for students to use language to express and justify their reasoning and ideas. They can describe how they solved a problem, why they used a particular approach or strategy, and what assumptions they made, and so forth. Eventually, children's mathematical language, oral and written, becomes a powerful tool for thinking, helping them create models—mental maps used to organize their world, solve problems, and explore relationships.

Best Practices for ELLs in Science

Science content can be difficult to master for many mainstream students. It can be even more challenging for many ELLs, who come from diverse backgrounds. Teachers could use a variety of instructional strategies that promote science learning in ELLs, such as

- Activation and building of prior knowledge and vocabulary. Many ELLs lack background knowledge to make sense of new concepts and vocabulary in science. It is important to activate students' prior knowledge and build on it to help them connect to new knowledge.
- Visuals. Visuals, in general, clarify content for ELLs and make it easier for them to remember science content.
- Manipulatives. When students learn by doing, such as conducting experiments, they retain the information better. Manipulatives also appeal to kinesthetic learners who need more hands-on approaches.
- Small-group activities. Small-group work and cooperative learning support the research-based notion that learners construct knowledge through interaction with their peers.

Additional Strategies for Teaching Science

- Demonstrations
- Adaptation of textbook
- Use compare/contrast procedures
- Provide science terms in students' native language
- Teach language functions: describing, explaining, reporting, drawing conclusions...
- Allow students to use a variety of representational formats to communicate science knowledge
- Identify science cognates
- List and write instruction step by step in a simple manner
- Provide frequent summation of the salient points of the lessons (i.e. visual reviews with lists and charts)

FREQUENTLY ASKED QUESTIONS

Does the Home Language Survey determine if the child is in the Bilingual program?

No. The Home Language Survey (HLS) is simply a screening instrument to detect if another language is in the student's background. The real "gate" or determiner is the state mandated English proficiency test, the W-APT. The test scores and final review by the ESL and bilingual teacher determine eligibility.

In accordance with *New Jersey Department of Education* guidelines and Civil Rights consent decrees, a Home Language Survey is to be completed at the time of registration by the adult enrolling a student into any school in Irvington for the first time

Is the Bilingual/ESL Program a remedial program?

No. The Bilingual/ESL program functions to develop mastery of English as well as provide the most effective and comprehensible content area instruction while this process of acquiring English is taking place.

For the ELL student, the Bilingual program is the first-line, developmental program with instruction in two-languages (*Bilingual*) being the means of presenting the standard district/state curriculum. ESL instruction constitutes the specialized Language Arts component that matches the characteristics and prior knowledge of this population.

The program is not remedial since it targets the acquisition of fluency and skills in an entirely new language rather than working with a student to remedy academic weaknesses that have been detected after the initial instruction has been provided.

How long can a student stay in the Bilingual/ESL program?

There is no time limitation on eligibility for Bilingual/ESL instruction. The "average" time in the Bilingual program is between three and four years in urban school systems. In some cases, a child's exposure to English may be limited to those hours and days that school is in operation since the predominant language of the home and neighborhood is not in English. Factors such as prior knowledge, literacy, level of academic preparation from homeland, mobility, attendance, language acquisition talent, reading ability, etc. all impact on the process of transition.

How does a student become identified as an “EL”?

The state approved English proficiency test is administered to the student and the student score is evaluated in relation to state eligibility cut-offs. Teacher recommendations and evaluations are also considered.

Does an ELL student have to receive Bilingual/ESL instruction?

By law, daily bilingual and ESL instruction *with the consent of the parents/guardians* must be provided to every ELL student from every language group that exceeds a total of twenty (20) students in the entire district. Compliance must take place at every school. ESL only must be provided for ELL from language groups of less than twenty students.

Reference:

N.J.A.C. 6A:15, BILINGUAL EDUCATION

6A:15-1.10 Bilingual, ESL, and English language services program enrollment, assessment, exit, and reentry

What documents must be presented by the adult enrolling a student?

In accordance with New Jersey Supreme Court decisions, the school can only request

- (1) proof of residency in the district (rent receipt, utility bill, etc.),
- (2) those medical/vaccination records required of any other enrolling student, and
- (3) documentation of age.

All children of school age are entitled to matriculate in school regardless of immigration status.

NO school employee has the legal right to **REQUEST** (1) any information regarding immigration status, or (2) **REQUIRE** a Social Security Number.

What is a Bilingual Education Program?

A Bilingual Education Program is a full-time program of instruction in all those courses or subjects which a child is required by law or rule to receive, given in the native language of the children of limited English proficiency enrolled in the program and also in English. The program offers the aural comprehension, speaking, reading and writing of the native language of the children of limited English proficiency enrolled in the programs, and the aural comprehension, speaking, reading and writing of English; the history and culture of the country, territory or geographic area which is the native land of the parents of children of limited English proficiency enrolled in the program; and the history and culture of the United States. All pupils in bilingual education programs receive English as a second language instruction.

What is ESL instruction all about and how does this relate to ESEA accountability for the school?

An English as a Second Language (ESL) Program is a daily developmental second language program which teaches aural comprehension, speaking, reading and writing in English using second language teaching techniques and incorporates the cultural aspects of the pupils' experiences into their ESL instruction.

English Language Services Program are services designed to improve the English language skills of pupils of limited English proficiency. These are in addition to the regular school program and have as their goal the development of aural comprehension, speaking, reading and writing skills in English.

What accommodations are made in the academic program for ELL students?

- English Reading/Literacy is to be provided at instructional /functional level rather than grade level.
- **Rate of progress/ pacing through the English texts and content areas will be slower** since the bilingual teacher needs more time to review vocabulary, structures, develop “prior knowledge” in cultural and content areas, explain and instruct in the home language as needed to ensure clarity.
- **ELLs are tested with specific accommodations. Diagnostic district tests such as Reading unit, mid-term and final tests and CRTs can be administered off-level or at the time the unit work is completed, as appropriate.** Depending on W-APT test scores and teacher recommendations, Tier I and Tier II students can be administered alternative achievement tests or exempted from specific district assessments.

What is the procedure for a new student entering the program?

A new student must be tested using the W-APT within thirty (30) days of entering the school. If the proficiency level is below 4.5 the child should be admitted to the ESL or Bilingual program.

How does the teacher exit a student from the program?

A teacher exits a student from the program by:

- exhibiting that the student has reached proficiency of at least level 4.5 in ACCESS in grades 1 through 12; ACCESS 3.0 in Kindergarten
- fully completing the Multiple Criteria Exit Sheet, c)
- and submitting the Multiple Criteria Exit Sheet to Government Programs for approval by the Director of Government Programs.

What is AMAO?

Title III of NCLB, now the “Every Student Succeeds Act” or ESSA, requires districts receiving funds to be accountable for meeting Annual Measurable Achievement Objectives. It requires an annual increase in the percentage of students making progress in acquiring English Language Proficiency and the percentage of students exiting the program.

Do States and school districts have an obligation to educate children who arrived in the United States?

Yes. Under Federal law, States and local educational agencies are obligated to provide all children – regardless of immigration status – with equal access to public education at the elementary and secondary level. This includes children such as unaccompanied children who may be involved in immigration proceedings. The U.S. Departments of Education and Justice published a joint guidance letter, a fact sheet, and set of Questions and Answers on this topic.

Where are unaccompanied children housed while in temporary custody?

The Department of Health and Human Services (HHS) operates about 150 shelters throughout the nation for unaccompanied children that care for the children until they are released to sponsors, on average within 35 days. A majority of these shelters care for fewer than 50 children. Shelters are operated by non-profit organizations, generally as group homes. HHS pays for and provides all services for the children while they are in care at a shelter. This includes providing food, clothing, education, medical screening, and any needed medical care to the children. The children at these shelters do not attend local public schools, do not integrate into the local community, and remain under staff supervision at all times. Additional information about HHS custody is available [here](#).

Are children provided with basic education services while in temporary custody at HHS shelters?

Yes. The children are provided with basic education services and activities by HHS grantees. Thus, these children do not enroll in local schools while living in HHS shelters.

Are children who arrived as unaccompanied children ever enrolled in local schools?

While students are in HHS custody at HHS shelters, they will not be enrolled in the local school systems. When students are released to an appropriate sponsor, typically a parent, relative or family member, or other adult sponsor, while awaiting immigration proceedings, they have a right – just like other children living in their community – to enroll in local schools regardless of their or their parents’ actual or perceived immigration or citizenship status. State laws also require children to attend school up to a certain age. A small number of children in HHS custody are placed in long-term foster care instead of being released to a sponsor. These children do enroll in public school in the community where their foster care is located. Children in all other care settings receive education at an HHS facility.

Are immunization records available for children who arrived as unaccompanied children to the United States?

While at HHS shelters, the children receive vaccinations. When a child is released from HHS custody to a sponsor, the sponsor is given a copy of the child's medical and immunization records compiled during their time in custody. If a sponsor does not have a copy of the child's medical or immunization records, the sponsor can request a new copy from HHS via e-mail at Requests.DUCS@acf.hhs.gov.

Are children who arrived as unaccompanied children eligible for Deferred Action for Childhood Arrivals?

Deferred Action for Childhood Arrivals, or “DACA,” does not apply to children who arrive now or in the future in the United States. To be considered for DACA, individuals must have continuously resided in the U.S. since June 2007.

Do districts have the ability to use Federal education funds to address the needs of unaccompanied children who enroll in the district?

States and LEAs have the ability to use various Federal education funds for this purpose. For example, to the extent that such children attend Title I schools, they may be eligible to receive Title I, Part A services. In addition, as discussed above, States can reserve up to 15% of their Title III formula grants for immigrant subgrants, and if a State has

previously reserved a lesser amount, it could increase that amount for next year's subgrants.

Is there a place to ask additional questions about immigrant children who enroll in the district?

For help with additional questions regarding resources for unaccompanied children, please call the U.S. Department of Education at 1-800-USA-LEARN or visit answers.ed.gov.

References:

<http://www2.ed.gov/policy/rights/guid/unaccompanied-children.pdf>

<http://www.ed.gov/unaccompaniedchildren>

QUESTIONS ABOUT THE IMMIGRATION COURT PROCESS

The Legal Orientation Program for Custodians (LOPC) of Unaccompanied Alien Children is a program that offers free legal information about:

- 1) the immigration court process;
- 2) how to obtain social services and free legal counsel; and
- 3) how to protect your child from mistreatment, exploitation, and trafficking.

For orientation information contact: Newark – Catholic Charities: (973) 733-3516

For additional information about legal service organizations that provide free or low-cost immigration legal assistance and representation for non-detained children in immigration proceedings, please visit: http://www.vera.org/files/ducs-legal-access-project-pro-bono-referral-resource-guide_0.pdf

For information from DOJ's Executive Office of Immigration Review about free legal service providers in 30 states, please visit here: <http://www.justice.gov/eoir/probono/states.htm>

QUESTIONS ABOUT POLICY INITIATIVES

Equal Access for LEP Students

Q: Do LEP students need to be in a language assistance program for a certain amount of time before they receive special services?

A: Regardless of time in program, all LEP students should have access to basic skills, special education, speech, and other education services if they are found to be in need of them.

Q: Where is this found in the Bilingual Education Code?

A: 6A:15-1.7 Supportive services

(a) Students enrolled in bilingual ESL, and English language services programs shall have full access to education services available to other students in the school district.

Q: What language should be used for special services evaluations?

A: 6A:14-2.5 (b) ii of the Special Education Administrative Code states districts boards of education shall insure:

That evaluation procedures including, but not limited to, tests and other evaluation materials according to N.J.A.C. 6A:14-3.4: Are provided and administered in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally unless it is clearly not feasible to do so."

New Jersey Department of Education Offices of Special Education and Title I English Language Learners (ELLs) and Special Education Question and Answer Document

1. Can students be referred and/or evaluated for special education services while receiving bilingual/ESL services?

Yes, neither federal nor state regulations prohibit a student who is receiving ESL services from being evaluated. According to New Jersey Administrative Code (N.J.A.C.) 6A:14-3.4(f), "An initial evaluation shall consist of a multi-disciplinary assessment in all areas of suspected disability. Such evaluation shall include at least two assessments and shall be conducted by at least two members of the child study team in those areas in which they have appropriate training or are qualified through their professional licensure or educational certification and other specialists in the area of disability as required or as determined necessary.

For further information on referral and evaluation please refer to N.J.A.C. 6A:14.3.4(f).

2. Can students receiving special education services receive bilingual/ESL services?

Yes, a student who is determined eligible for special education and related services or eligible for speech-language services can continue to receive bilingual/ESL services. Districts should consider embedding special education services in the existing bilingual/ESL classes in order to provide the services in the general education setting.

3. Can bilingual/ESL students receive speech-language services?

Yes, according to N.J.A.C. 6A:14-3.6, "eligible for speech-language services" means a speech and/or language disorder as follows: A speech disorder in articulation, phonology, fluency, voice, or any combination, **unrelated to dialect, cultural differences or the influence of a foreign language**, which adversely affects a student's educational performance.

4. What should a school district do if they can't find a bilingual child study team member to complete a child study team evaluation?

N.J.A.C. 6A:14-3.4(f)1 requires that evaluations be conducted in the language or form most likely to yield accurate information...unless it is not feasible to do so. Therefore, a school district should make extensive efforts to locate a bilingual child study team member. The school district may contract for services from another local school district or an approved clinic or agency. A list of bilingual child study team professionals is available on the following website: <http://www.nj.gov/njded/bilingual/resources/cst/>. Additional resources that should be considered by the school district include the recruitment of bilingual paraprofessionals and the use of bilingual community professionals and bilingual professionals in the district. In all instances, the school district must train personnel in the assessment process and the role of interpreters at meetings.

5. If a bilingual/ESL student is referred for special education, how should the parent be notified?

Before a Meeting:

Parental involvement through the referral and evaluation process is important and districts should make every effort to ensure parental participation at meetings.

After a Meeting:

Written notice must be provided to the parents within 15 days following a meeting of the IEP team. According to N.J.A.C. 6A:14-2.4:

a) Written notice to the parent shall be provided and parent conferences required by this chapter shall be conducted in the language used for communication by the parent and student unless it is clearly not feasible to do so.

1. Foreign language interpreters or translators and sign language interpreters for the deaf shall be provided, when necessary, by the district board of education at no cost to the parent.

b) If the native language is not a written language, the district board of education shall take steps to ensure that:

1. The notice is translated orally or by other means to the parent in his or her native language or other mode of communication;
2. That the parent understands the content of the notice; and
3. There is written documentation that the requirements of (b)1 and 2 above have been met.

6. How should special education eligibility be determined for limited English proficient students?

First, determine the dominant language of the child. While the NJDOE does not mandate or endorse any particular assessment, examples include the Brigance Screening, Language Assessment Scale, IDEA Proficiency Test, Bilingual Verbal Abilities Test, or Woodcock-Munoz Test. For additional resources you may consult the Center for Applied Linguistics Foreign Language Assessment Directory at www.cal.org/calwebdb/flad.

Once the dominant language is determined, evaluations should be conducted in accordance with N.J.A.C. 6A:3.4(f). If it is determined that the native language is dominant, then testing should be in the native language. If tests are unavailable in student's native language, then use informal assessment measures (language sample, oral story retelling).

According to N.J.A.C. 6A:14-3.5(b), "In making a determination of eligibility for special education and related services, **a student shall not be determined eligible if the determinant factor is due to a lack of instruction in reading, including the essential components of reading instruction, or math or due to limited English proficiency.**"

Additionally, according to N.J.A.C. 6A:15-1.4(g), "...additional programs and services shall be designed to meet the special needs of eligible LEP students and include, but are not limited to, remedial instruction through Title 1 programs; special education; school-to-work programs; computer training and talented education services."

7. If a limited English proficient student is determined eligible for special education services, what should the child study team consider when developing the individualized education program (IEP)?

N.J.A.C. 6A:14-3.7(c)5 requires that when developing an IEP for a student with limited English proficiency, the IEP team consider the language needs of the student as related to the IEP. The IEP team shall determine the language needs of the student.

8. What are some other areas to consider when providing instruction to students who have limited English proficiency and are either classified or referred for an evaluation?

- Consider including bilingual or ESL professionals as part of the IEP team and solicit their input when considering the language needs of students with limited English proficiency.
- Contact your district's parent advisory group to better understand the needs of parents whose children have limited English proficiency and are receiving special education services.
- Utilize the district's pre-referral intervention system such as the Intervention and Referral Services committee (I&RS), Response to Intervention (RTI) or multi-tiered system of supports (MTSS). For more information on providing interventions to ELL can be found at <http://www.rtinetwork.org/learn/diversity/englishlanguagelearners> or <http://www.wida.us/resources>

IDENTIFICATION OF STUDENTS

Introduction

Federal and State laws prohibit denying the enrollment of students in the public schools on the basis of immigration status. School districts are prohibited from requiring parents/students to disclose/document their immigration status; or making any inquiries of student /parents that may expose their undocumented status. In spite of the above laws, district must provide targeted educational services to immigrant students addressing their social, cultural and academic needs.

Under the No Child Left Behind (NCLB) law, section Title III-Immigrant, the term “immigrant children and youth” is defined as:

- individuals who are aged 3 through 21; and
- were not born in any state (“state” means the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and
- have not been attending one or more schools, in any one or more states, for more than three full academic years.

It is important to know that additional federal funding allocations are made to school districts when there is a yearly increase of immigrant students.

Immigrant Student Identification

The identification of immigrant students, as all English Learners (ELs), follows the same identification procedure. School districts will:

- Review students Home Language Survey.
- Conduct a family interview to determine if the student is potentially an EL student.
- Conduct a review of the student’s academic records from previous schooling, if available.
- Screen the student for English proficiency using the WIDA Model ID assessment.
- Determine the most appropriate English as a Second Language (ESL) or Bilingual Education program, based on the student’s overall language proficiency, in both English and the student native language.
- Provide parent with a detailed program description, from identification to placement, in the language they understand (home language). During this initial meeting, the parent has the right to waive placement in a specialized ESL or Bilingual Education program (*signed Waiver Form required*).

Providing School and Classroom Support Regarding Immigrant Students

- Build supportive environments that respond to the immediate social, cultural, and linguistic needs of students.
- Increase sheltered instruction - English instruction that is modified so that subject matter is more comprehensible to students with limited vocabularies.
- Teach students learning strategies that they can use daily in all content areas (how to recognize cognates, looking for the heading of a chapter in pre-reading exercises, using a dictionary, or how to take effective notes, etc.).
- Recognize and encourage students' prior knowledge in the classroom.
- Use community resources to support immigrant students' acculturation process.
- Provide a print rich environment in both English and the student's native language.
- Engage students in hands-on-learning, so students are physically involved.
- Be mindful of the new vocabulary ELs are exposed to in order not to overwhelm them.
- When assessing understanding, be open-minded. Provide multiple opportunities to demonstrate understanding (instead of writing: point, explain, act out, discuss, defend, draw, compare, predict, etc.).
- Allow students to work in cooperative groups in order to learn from each other.
- Keep high, but realistic, expectations throughout the year.

Reference:

- <http://www.nj.gov/education/bilingual/policy/immenrol.htm>
- <http://www.state.nj.us/education/bilingual/resources/newcomer.htm>
- <http://www.colorincolorado.org/article/27483/>

Identification Process for Pre-K Students Who Speak a Language Other Than English

State law requires that English Learners (ELs) receive instruction that is specifically designed to assist them in learning the English language and subject matter content. When a new student enrolls in a school district, it is the district's obligation to determine whether the student is an EL and to place the student in the appropriate instructional program to support content areas and language learning (NJDOE Bilingual Policy Code - 6A:15-1.3).

In order to ensure that English Learners' (ELs') diverse needs are met, districts must properly identify students who need support with English Language acquisition. The diagram below provides the recommended process to determine whether newly enrolled Pre-K students, who speak a language other than English at home, need support in learning English.

Step 1:	Administration of the Home Language Survey (HLS) at the time of registration. The HLS is available on the district web page: http://irvington.k12.nj.us/depts/esl/index.asp
Step 2:	Assess the English proficiency of a student whose HLS indicates a language other than English is spoken in the home. Assessment is conducted by a Pre-K teacher, using the Teaching Strategy GOLD Objectives 37 and 38 for Pre-K students; Teaching Strategy GOLD Objectives: <ul style="list-style-type: none">• Demonstrates progress in listening to understand English• Demonstrates progress in speaking English
Step 3:	All Pre-K students must be identified and placed in native language support classes by the end of September: <ul style="list-style-type: none">• Pre-K 4 Students - placement based on prior school year GOLD Objective• Pre-K 3 Students – placement based on initial review of the students' Home Language Survey
Step 4:	Notify parents and/or legal guardians of language screening assessment results and initial placement: <ul style="list-style-type: none">• Inform parents in the appropriate home language• Inform parents of the benefits of native language support classroom placement• If parent declines a native language support classroom, a <u>Program Waiver</u> must be signed
Step 5:	Place classified ELs in a native language support classroom where instruction addresses the linguistic needs of the child.

References

Irvington District, Early Childhood Department;

New Jersey Department of Education N.J.A.C. 6A:15-1.3(c) and N.J.A.C.6A15:1.10(c).

Reference: <http://www.state.nj.us/education/bilingual/resources/websites/ecr.htm>

Identification Process of Long Term English Learners (ELs)

English learners (ELs) are expected to exit the language program after they have achieved academic fluency in English, as determined by performance on state-mandated or approved assessments for English proficiency and content-area knowledge. Research has shown that the average EL takes approximately three to five years to acquire grade-level academic English. ELs who do not exit within this period are considered long-term ELs.

Characteristics of Long Term ELs

- They have been in the US for seven or more years
- They are at an intermediate level of English oral proficiency (WIDA Level = Developing or below), despite English tending to be the language of students' preference.
- They are below grade level in reading and writing.
- They have some passable proficiency, but score low on standardized tests.
- They are deficient in oral and literacy skills needed for academic success.
- They struggle in all content areas that require literacy.

Identification of Long Term ELs (ELs)

Long-term ELs are students' who have been in an English language acquisition program (ESL and/or Bilingual) for six or more academic years. They are typically found in grades 6-12; however, they can be identified as early as the fourth grade if students have been in a language program since Pre-K or Kindergarten. The English as a Second Language (ESL) teacher identifies students at the beginning of each school year and develops an intervention program that addresses the skills in which the EL student has not demonstrated proficiency.

Providing School and Classroom Support to Long Term ELs

- Build supportive environments that respond to the immediate social, cultural, and linguistic needs of students.
- Increase sheltered instruction - English instruction that is modified so that subject matter is more comprehensible to students with limited vocabularies.
- Teach students learning strategies that they can use daily in all content areas (how to recognize cognates, looking for the heading of a chapter in pre-reading exercises, using a dictionary, or how to take effective notes, etc.).
- Recognize and encourage students' prior knowledge in the classroom.
- Use community resources to support immigrant students' acculturation process.
- Provide a print rich environment in both English and the student's native language.
- Engage students in hands-on-learning, so students are physically involved.
- Be mindful of the new vocabulary ELs are exposed to in order not to overwhelm them.

- When assessing understanding, be open-minded. Provide multiple opportunities to demonstrate understanding (instead of writing: point, explain, act out, discuss, defend, draw, compare, predict, etc.).
- Allow students to work in cooperative groups in order to learn from each other.
- Keep high, but realistic, expectations throughout the year.

Reference:

- <http://www.nj.gov/education/bilingual/policy/immenrol.htm>
- <http://www.state.nj.us/education/bilingual/resources/newcomer.htm>

Identification Process of Students with Interrupted Formal Education (SIFE)

Students with Interrupted Formal Education (SIFE) are a subgroup of English Learners (ELs). The scope and content of the formal education experiences of SIFEs are significantly different from most ELs, because of their limited or lack of exposure to both their native and English language school systems.

SIFEs are English learners who:

- Come from a home in which a language other than English is spoken;
- Entered a school in the United States after grade 2;
- Has had at least two years less schooling than their peers;
- May function at least two years below expected grade level in reading and mathematics;
- May be preliterate in their native language;
- May not have school records;
- Have little or no oral proficiency in English.

General Identification Process of English Learners (ELs)

Step 1	Administer a Home Language Survey to determine language(s) spoken in the student's home
Step 2	Administer the English proficiency test (WIDA Model) to determine English proficiency level
Step 3	Determine which language program will best address their academic needs (English as a Second Language (ESL) and/or bilingual)
Step 4	Notify parents for the reasons for the identification
Step 5	Identify the academic needs of students based on SIFE criteria and develop and instructional plan that meets their needs

In addition to the steps described above, schools should implement the following procedure to ensure that SIFEs students are correctly identified and receive supportive instructional services:

- Conduct an interview with parents to be familiar with student's:

1. cultural background
 2. prior schooling experiences
- Review student's prior school records (if available)
 - Use other district diagnostic tests to determine SIFEs' level of language and literacy development in the home language.

Providing School and Classroom Support to SIFE

- Build supportive environments that respond to the immediate social, cultural, and linguistic needs of students.
- Increase sheltered instruction - English instruction that is modified so that subject matter is more comprehensible to students with limited vocabularies.
- Teach students learning strategies that they can use daily in all content areas (how to recognize cognates, looking for the heading of a chapter in pre-reading exercises, using a dictionary, or how to take effective notes, etc.).
- Recognize and encourage students' prior knowledge in the classroom.
- Use community resources to support immigrant students' acculturation process.
- Provide a print rich environment in both English and student's native language.
- Engage students in hands-on-learning, so students are physically involved.
- Be mindful of the new vocabulary ELs are exposed to in order not to overwhelm them.
- When assessing understanding, be open-minded. Provide multiple opportunities to demonstrate understanding (instead of writing: point, explain, act out, discuss, defend, draw, compare, predict, etc.).
- Allow students to work in cooperative groups in order to learn from each other.
- Keep high, but realistic, expectations throughout the year.

Reference

- www.wida.us/get.aspx?id=848
- <http://www.colorincolorado.org/article/27483/>

Bilingualism and biculturalism

In the 21st century bilingualism should be a goal for all students. Schools must create learning environments that are culturally and linguistically relevant and that build upon the culture, language, strengths and practices of all the children and families that they serve. There are considerable benefits of knowing a second language, including: improved student academic performance, enhanced problem solving skills, increased cognitive tasks (Morton & Harper, 2007), better career opportunities, increased global marketability and biculturalism.

Research in cognitive neuroscience indicates that bilingualism has a positive effect on social emotional development, also referred to as executive function, which is directly related to children's academic success (Yoshida, 2008). Additionally, knowledge of two languages deepens children's understanding of important mathematical concepts (Yoshida, 2008). Knowledge learned through one language paves the way for knowledge acquisition in the second language (Lugo-Neris, Jackson & Goldstein, 2010). Therefore, students who learn content in one language can be expected to demonstrate content knowledge in the second language once they acquire the language skills to express that knowledge. The long-term cognitive advantages of bilingualism will not accrue until students have sufficiently developed both languages (Genesee, Lindholm-Leary, Saunders & Christian 2005).

English language learners in New Jersey

The linguistic diversity in New Jersey mirrors the nation. The number of ELs enrolled in New Jersey schools had nearly doubled since 2010. In the 2020-2021 school year, New Jersey enrolled over 93,000 EL students, making up 7% of the total enrolled student population. Seventy-nine percent of New Jersey schools, or 1,982 schools, and approximately five-sixths of New Jersey school districts have at least one EL student. As of March 2021, the top ten languages spoken at home by English learners in New Jersey were Spanish, Arabic, Portuguese, Haitian Creole, Chinese, Korean, Gujarati, Urdu, Bengali, and Russian, with Spanish being the most common second language spoken.

Reference: https://njtesol-njbe.org/wp-content/uploads/2021/11/NJCIC_NJTESOL_ELC_EL_Report_11.15.pdf

Support for the home language

Most English language learners in the United States are enrolled in mainstream classes with general education teachers who lack the appropriate knowledge and strategies to teach linguistically diverse students (Estrada, Gomez, Ruiz-Escalante, 2009). Preschool classrooms should be child-centered, and teachers must incorporate practices and perspectives that celebrate the linguistic and cultural diversity of all the children to foster

the positive socio-emotional development of young children (Hwa-Froelich & Vigil, 2004). It is critical that teachers provide support for children's home language in the preschool years because it impacts the child's basic language foundation and their ability to understand and grasp content knowledge.

Classroom support for children's language occurs best in the context of natural interactions and environments. Preschool English language learners should be provided with daily activities and experiences that promote oral language development and phonemic awareness in both their home language (to the maximum extent possible) and English. This can occur through daily music and movement activities, including songs, chants, finger plays and rhyming activities.

Providing preschool English language learners with experiences that focus on oral language development in their native language helps to develop a strong foundation as they transfer learning in English (August, Calderon & Carlo, 2002); and research has shown that early literacy skills transfer from one language to another (August, Carlo, Dressler & Snow, 2005). These foundational skills are the precursors for reading and mathematics. Additionally, the child's first language is intricately tied to their concept of self, family and home; and when young children lose their first language they experience a separation from the cultural and social nuances of their families and communities (Fillmore, 2000).

Screening and Placement

The home language survey should be included at the time of registration for families whose first language is other than English. Any child who speaks a language other than English at home is considered an English language learner, in need of home language support, even if he or she understands and speaks some English. The home language survey should be completed by the primary caregiver (with translators available, if and when needed). It is designed to help school administrators and teachers know how to best support the child and families. Additionally, as specified in Bilingual Code, *"The district board of education shall also use age-appropriate methodologies to identify limited English proficient preschool students in order to determine their individual language development needs."*

The home language survey should be followed up with an individual conversation between the teacher and the primary caregivers to develop a better understanding of the child's home language environment; and to help families understand the school district's linguistic, social-emotional and academic goals for the families. The home language survey and information gleaned from family conversations should also be used by preschool teachers to inform instruction that addresses the linguistic needs of each child. It is critical that teachers provide explicit vocabulary instruction to help English language learners learn English vocabulary and to also build comprehensible input. Preschool teachers should develop vocabulary and language goals and embed them in developmentally appropriate ways to ensure that English language learners are being taught appropriate vocabulary within the context of each lesson, activity or hands-on experience.

The IPT and other English proficiency tests should only be administered at the end of preschool or for kindergarten entrance when determining optimal kindergarten placements. Any child who speaks a language other than English at home is considered an English language learner, in need of linguistic supports, even if the child understands and speaks some English. Preschool English language learners should be placed in inclusive classrooms, with teachers that are cognizant of their social-emotional, physical, linguistic and academic needs. They should also have ongoing exposure to, and interactions with peers that speak their home language as and with speakers of English, because all children benefit from interactions with multiple language peers. Ideally, teachers and paraprofessionals should be informed of the languages of all students in the class, and should be provided with ongoing support via professional development, coaching and resources to best meet the needs of their linguistically diverse students.

Staff Qualifications

It is important that teachers of English language learners acquire strong knowledge about the varied aspects of language in teaching. Teachers need to recognize the cultural aspect of language; and have a clear understanding of, and respect for the varied linguistic patterns of diverse children and families (Adger, Snow & Christian, 2003). This is essential to help children from various cultural and linguistic backgrounds make a smooth transition from home to school. Teachers of English language learners also need to understand dialectical usages of language and typical errors made by young children learning a new language, so that they can provide targeted support, via age-appropriate strategies to make language comprehensible.

Teachers should understand the stages of language development, so that they can carefully and purposefully choose materials and activities that promote language development, and provide scaffolded support as needed (Adger, Snow & Christian, 2003). It is also important that teachers realize that all assessments are actually language assessments and are not necessarily representative of what young children, particularly English language learners know and can do. Therefore, it is essential that multiple factors are considered when assessing all children, especially young second language learners.

Every attempt should be made to employ both a teachers and teacher assistant who speak both English and the second language of the bilingual children enrolled in their classrooms.

There should be at least one adult in the classroom who speaks the primary language of the English language learners. In classes where there are significant numbers of second language learners, one adult should speak the home language of the majority of English language learners.

Reference:

NEW JERSEY DEPARTMENT OF EDUCATION PRESCHOOL PROGRAM IMPLEMENTATION GUIDELINES 2020

Schools in the United States have always welcomed new immigrant children to their classrooms – according to the most recent data, there were about 5.1 million English

learners in 2019. (U.S. Department of Education, National Center for Education Statistics) We have begun to receive inquiries regarding educational services for a specific group of immigrant children who have been in the news – children from Central America who have recently crossed the U.S.-Mexico border.

References: <https://nces.ed.gov/programs/coe/indicator/cgf>
https://nces.ed.gov/programs/digest/d21/tables/dt21_204.27.asp

BACKGROUND

All children in the United States are entitled to equal access to a public elementary and secondary education, regardless of their or their parents' actual or perceived national origin, citizenship, or immigration status. This includes recently arrived unaccompanied children, who are in immigration proceedings while residing in local communities with a parent, family member, or other appropriate adult sponsor.

Under the law, the U. S. Department of Health and Human Services (HHS) is required to care for unaccompanied children apprehended while crossing the border. While in care at a HHS shelter, such children are not enrolled in local schools but do receive educational services and other care from providers who run HHS shelters.

Recently arrived unaccompanied children are later released from federal custody to an appropriate sponsor – usually a parent, relative, or family friend – who can safely and appropriately care for them while their immigration cases proceed. While residing with a sponsor, these children have a right under federal law to enroll in public elementary and secondary schools in their local communities and to benefit from educational services, as do all children in the U.S.

EXISTING RESOURCES

Existing resources that may be helpful to communities enrolling immigrant children, including newly arrived immigrant children, include:

- A. **Services for Educationally Disadvantaged Children (Title I):** Title I, Part A of the Elementary and Secondary Education Act (ESEA) provides funds to raise the achievement of children who attend high-poverty schools. To the extent that newly arrived immigrant children attend Title I schools, they may be eligible to receive Title I, Part A services. Additional information about Title I, Part A programs is available here:
<http://www2.ed.gov/about/offices/list/oese/sasa/index.html>
- B. **Individuals with Disabilities Education Act (IDEA):** IDEA funds may be used by LEAs to evaluate children of any background who are suspected of having a disability under IDEA. Once a child is found to be a child with a disability under IDEA, the funds may be used to provide special education and related services to the child consistent with the child's individualized education program and subject

to IDEA's notice and consent provisions. Additional information about IDEA is available here: <http://idea.ed.gov/>

- C. **English Language Acquisition Programs:** States are required to set aside up to 15 percent of their Title III funds under the ESEA for subgrants to LEAs that have experienced a significant increase in immigrant students. Such funds can be used for a broad range of activities including improving instruction, providing tutoring and intensified instruction, and conducting community participation programs. Such funds may be used to serve newly arrived immigrant children regardless of whether such children are English Learners. Additional information about Title III is available here: <https://www.state.nj.us/education/bilingual/title3/>
- D. **McKinney-Vento Act:** The McKinney-Vento Homeless Assistance Act delineates educational rights and support for children and youth experiencing homelessness, including guaranteeing immediate access to a free, appropriate public education. Federal law identifies a number of living arrangements such as sharing the housing of others, in which inhabitants would qualify for purposes of the Act. Under McKinney-Vento, school districts must appoint a local liaison to ensure, among other things, that (1) children and youth eligible under McKinney Vento are identified; (2) that they immediately enroll in, and have a full and equal opportunity to succeed in, the schools of the district; and (3) they receive educational services for which they are eligible, and referrals to health care services, dental services, mental health services, and other appropriate services.

Unaccompanied children who are in HHS shelters would not be eligible for McKinney-Vento services, but children who are released to live with a sponsor may be eligible on a case-by-case basis under the law's broad definition, which includes youth who are living with family members in "doubled-up" housing, i.e., sharing the housing of other persons due to economic hardship or a similar reason. School districts should refer children they believe may qualify to the district's local liaison for further consideration and a determination of McKinney-Vento eligibility. More information about McKinney-Vento eligibility is available here:

http://center.serve.org/nche/downloads/briefs/det_elig.pdf

and more information about the rights and services available under the McKinney-Vento Act is available here:

<http://center.serve.org/nche/downloads/briefs/introduction.pdf>

- E. **Migrant Education Programs (MEP):** MEP funds are awarded to States under the authority of Title I, Part C of the ESEA. The MEP provides educational and supportive services to children who are migratory agricultural workers or fishers or who move with a parent or guardian who is a migratory agricultural worker or fisher. Newly arrived immigrant children may qualify as eligible migratory children on a case-by-case basis— provided they meet the program requirements and fit the program-specific definition of migratory child. Additional information about migrant education programs is available here: <https://results.ed.gov/> and

here:<https://oese.ed.gov/offices/office-of-migrant-education/migrant-education-program/>

- F. **National Clearinghouse for English Language Acquisition:** This Clearinghouse provides non-monetary assistance in research-based strategies and approaches such as academic language development, and can also share data and models for the creation of Newcomer Centers to serve recently arrived immigrant students and English language learners. Additional information about the Clearinghouse is available here: <http://ncela.ed.gov/>

THE PARENTAL CONSENT LAW

NEW JERSEY DEPARTMENT OF EDUCATION
DIVISION OF STUDENT SERVICES
OFFICE OF BILINGUAL EDUCATION AND EQUITY ISSUES
P.L. 1995 C.327
N.J.A.C. 6A:15
PARENTAL CONSENT IN BILINGUAL EDUCATION
QUESTION AND ANSWER DOCUMENT

THE PARENTAL CONSENT LAW

A. MAJOR PROVISIONS

1. What are the provisions of the parental consent amendment to the bilingual education law?

The parental consent amendment to the bilingual education law, which went into effect on July 1, 1996, states that parents of limited English proficient students have the right to decline bilingual education program services. Prior to the enactment of this law, parents could challenge a district's decision to enroll their child in a bilingual education program, but could not decline services without following an appeal process.

2. Is parental consent only for bilingual education programs or does it also include ESL-only programs and English language services? (See appendix for definitions.)

The intent of the parental consent amendment is to apply to all parents of LEP students. Therefore, the law applies to parents of students eligible to be served by part-time and full-time bilingual/ESL programs, ESL-only programs or English language services (ESL) programs.

B. ELIGIBILITY

1. Does the parental consent amendment apply only to LEP students enrolled in the program after July 1, 1996?

No. The parental consent amendment applies to all LEP students regardless of when enrolled.

2. Do parents have the right to decline their child's enrollment in bilingual education programs and choose ESL-only program services for their child?

Yes. Parents may decline enrollment of their child in a bilingual education program and choose ESL-only program services.

3. Can parents decline enrollment of their child in an ESL-only program?

Yes. Parents have the right to decline enrollment of their child in a bilingual/ESL program, ESL-only program or English language services program.

4. If a parent declines bilingual/ESL services during school registration, may they request these instructional services at a later date?

Yes, however, it is the decision of the local district to determine whether to enroll the child mid-year or at what point during the school year such enrollment could occur, based on the needs of the student.

C. NOTIFICATION

1. Must a district inform the parents of all LEP students about the requirements of the parental consent amendment?

Yes. The district must notify parents that their child has been identified for enrollment in a bilingual, ESL or ELS program. Each school year, parents of all limited English proficient students should be informed of their children's status and of their rights to decline program participation. For LEP students who are currently enrolled in a program, this notification should take place after the students are tested for language proficiency at the end of the school year. For newly enrolled students, such notice should occur at the beginning of the school year.

2. What information should be shared with parents regarding the availability of bilingual/ESL/ELS services and their benefits for limited English proficient students?

Annually, districts should provide parents with a description of the bilingual/ESL/ELS programs in order to assist parents in making an informed decision regarding their child's enrollment in the program. This description should also provide information regarding policies relative to LEP students including exemption from standardized tests in English and eligibility for the Special Review Assessment (SRA) in the native language for high school students.

Parents should be informed about the new Core Curriculum Content Standards and assessment process that began in 1997-98 and includes limited English proficient students.

D. APPEAL PROCESS

1. May a parent remove an ELL from a bilingual/ESL program before the end of the school year?

During the first three years of a pupil's participation in a program, the parent or guardian may only remove a pupil at the end of the school year. If the parent or guardian wishes to remove the pupil prior to the end of the school year, he/she must have the approval of the county superintendent of schools.

2. When is the county superintendent informed about the parents' request to remove their LEP child from a bilingual/ESL program or English language services?

The county superintendent of schools should be informed about a parent's intent to remove his/her LEP child from a bilingual/ESL program only if the parent wishes to remove a student from a program before the end of a school year. In such cases, the county superintendent will review the case and may determine to maintain the student in the program, if it is in the best interest of the student.

3. Do the LEP students stay in the program until the end of the appeal to the county office of education and Commissioner of Education?

Yes, LEP students will remain enrolled in the program until the appeal process is completed.

4. If a parent does not want his/her child in a program, regardless of the student's English language skills, is there an appeal process for school districts?

No. If a parent refuses enrollment of a limited English proficient student in a bilingual/ESL program, ESL-only program or English language services program, then the child cannot be enrolled in the program. The law and administrative code do not allow for an appeal process for school districts. Once the student is enrolled, he/she may only be removed at the end of each school year, during the first three years of a pupil's participation in a program.

E. RELATED ISSUES

1. How does this law apply to a special education student whose Individualized Education Plan (IEP) requires bilingual or ESL services?

If a parent of a special education student disagrees with the IEP, the parent or the district may request mediation or due process to protect the rights of the child.

2. Will districts that currently implement bilingual programs for small populations be required to maintain the program if the enrollment falls below 20 students of the same language group?

No. If, due to parents' declining services, the number of students in a bilingual program falls below the requirement for a full-time program, the district has the option of continuing to provide a bilingual education program for any language classification with fewer than 20 children (*N.J.S.A. 18A 35-18 et seq.*). The district can also apply to the department for approval of an ESL-only program.

3. If a parent declines bilingual/ESL/ELS services, can a district continue to count the student as LEP on the Application for School State Aid (ASSA) and the LEP Student Enrollment Tracking System?

No. The district may not continue to count these LEP students as eligible to receive bilingual categorical aid because districts are not eligible to receive bilingual categorical aid for LEP students not being served.

LANGUAGE ALLOCATION GUIDELINES FOR BILINGUAL CLASSES IN GRADES K TO 2

Introduction

To become college and career-ready, as set by the New Jersey Student Learning 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 NJSLs 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 Language	75% - 90%	50% - 75%	25% -50%	10% – 25%

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
Berkeley Terrace	Bilingual Spanish
Mt. Vernon Elementary	Bilingual Spanish & Haitian Creole

References

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

NATIVE LANGUAGE SUPPORT CLASSROOMS

Introduction

Dual Language or developmental bilingual programs, which utilize English and the students' home language for instruction, demonstrate significant gains for English Learners (ELs). For children who speak little or no English as they begin school, bilingual instruction activates and builds upon what they know in the home language, and continues to positively influence children's cognitive progress as they acquire new academic skills across both instructional languages (English and the student's home language).

To support the linguistic and academic needs of Pre-K students, our district has established native language support classes, in which classroom teachers use the native language to support English understanding and learning.

Benefits of a Pre-K Native Language Support Classroom

- Develops vocabulary mastery in both languages;
- Supports reading comprehension in both languages;
- Storybook reading and storytelling in a child's home language promotes English vocabulary acquisition;
- Bilingually instructed children exit the "English Learner" category earlier than children who are only taught in English;
- Bilingual students exposed to shared reading and writing activities in the primary language, sustain gains in concepts of print, which transfer to the process of learning English;
- Bilingually instructed children evidence greater rates of phonemic awareness;
- The native language support teacher supports and teaches comprehension and fluency, through the use of the native language;
- Bilingual instruction helps Pre-K students feel welcomed, and provide them with the foundation for their language and literacy development.

Policy of Native Language Use During Instruction (Language Use Progression)

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

Note: Range of percent within each Cycle is based on progress of student's linguistic and instructional needs.

OVERVIEW OF THE WIDA CAN DO DESCRIPTORS

The *WIDA Can Do Descriptors* provide an overview of language expectations for each level of English language proficiency that English learners (ELs) should be able to exhibit. These *Descriptors* are:

- Intended to be used as a guide for all teachers to provide ELs with differentiated instruction in academic content areas.
- Provide information on the language students are able to understand and produce in the classroom.
- May be used as a rubric to provide guidance when grading students according to their cognitive development and grade level.

Organization of the *Can Do Descriptors*

The *Descriptors* are organized into five different levels that represent the stages of English Language Development, and outline how English Learners process and use language at each level.

- Entering: Students do not produce language. They are able to respond to pictures and other visuals. They can understand and duplicate gestures and movements to show comprehension. Total Physical Response methods will work well with them. Teachers should focus their attention on listening comprehension activities and on building vocabulary.
- Beginning: Students can usually speak in one-or-two word phrases. They can use short language chunks that have been memorized. Students typically progress very quickly, learning to use English for social immediate needs as well as beginning to understand and use features of academic language.
- Developing: Students can follow multi-steps direction and answer simple content-based questions. They can process, understand, and produce general and some specific language of the content areas.
- Expanding: Students are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures.
- Bridging: Students continue to learn and apply a range of high- level English language skills in a wide variety of contexts, including comprehension and the production of highly technical texts.

ELs at all proficiency levels are capable of high- level thinking and can engage in complex, cognitively demanding social and academic activities when they are provided with appropriate scaffolding to develop their linguistic abilities. All ELs must fully participate in grade-level tasks in content areas.

LINK: WIDA - Can Do Descriptors: [WIDA Can Do Descriptors](#)

PARENT REQUEST TO WAIVER ESL/BILINGUAL SERVICES

Introduction

The English as a Second Language (ESL) and Bilingual programs are services offered to students who enter school with limited English proficiency. It is a federal and state mandate that any child, who is identified by a Home Language Survey and an English proficiency exam, be placed in a language instructional program. The purpose of these programs are to help students with the development of English language acquisition and literacy. ESL and bilingual programs are aligned with the Common Core and college-readiness standards.

A parent or guardian may request that their child, who is enrolled in an ESL and a Bilingual education program, be removed from such programs pursuant to New Jersey State Education provision: *P.L. 1995 c. 327. NJDOE 6A:15-1.10 Bilingual, ESL, and English language services program enrollment, assessment, exit, and reentry (d)*. However, Federal Regulations indicate that the child must remain identified as an English Learner (EL) and assessed annually until he/she scores proficient on the State approved English Language Proficiency Exam – WIDA ACCESS, regardless of parent /guardian request.

Additionally, in case the student struggles in the mainstream classroom, the parent(s)/guardian may request that the child be reinstated to the ESL and/or bilingual program. The mainstream classroom teacher may also initiate the process of reinstatement, but only after receiving written confirmation from the parent/guardian and the school's Principal.

Process to Waiver ESL/Bilingual Services

The ESL teacher will:

Step 1	Conference with the parent/legal guardian to explain the benefits of the ESL/bilingual education program services and to discuss the child's English language proficiency level. <i>(If the child is in the Bilingual program, the bilingual teacher may recommend to continue receiving ESL services only)</i>
Step 2	Review the district's promotion policy and guidelines that the child will be responsible to complete within a monolingual education program of instruction.
Step 3	Inform the parent/legal guardian that the child will be tested annually with the English language proficiency assessment (WIDA ACCESS) until the child attains the state-set English language proficiency score (5.0 or higher)
Step 4	Provide parent(s)/guardian(s) with a "Waiver Form" to complete and explain the reasons (in writing) why they are declining services.
Step 5	Send all information signed and dated to the Department of ESL/Bilingual Services including: copy of the student Home Language Survey; Approval letter for the ESL/Bilingual program; Waiver Form completed by parents and dated; letter explaining the reasons why the child is being pulled out of the program.
Step 6	The Waiver Process is concluded after being approved and signed by the Supervisor of the Department of ESL/Bilingual Program. The student will continue to receive services until the final approval is granted.

After the "Waiver Process" is established

The student will be monitored for a period of two consecutive years, to analyze the progression in English and content areas. The ESL teacher will use information based on cycle tests and the report card to determine the student's progress. During this or any time, the student can re-enter the ESL and bilingual program if he/she is struggling linguistically (language acquisition) in the mainstream classroom.

PRE-QUALIFICATION REFERRAL PROCESS OF ENGLISH LEARNERS (EL) TO SPECIAL SERVICES DEPARTMENT

Introduction

English Learners (ELs) experience difficulties in acquiring English and in progressing academically. In some situations, their low performance may not have to do with the child's language or cultural differences, but with a related disability that require special education intervention services. When both concerns are present in an EL student, the English as a Second Language (ESL) teacher must start a pre-qualification process to refer the EL child to the school's "Child Study Team". Based on federal and state regulations, EL students with disabilities are entitled to receive special education services when appropriate (*NJAC 6A:14-3.5(b) Determination of Eligibility*), in addition to ESL and/or bilingual services.

Referral Process

Before an official referral is submitted to the Special Services Department, the ESL/bilingual teachers must:

Step 1	Identify and keep records (between two (2) to four (4) months) of the academic problem(s) the student(s) is/are exhibiting in all four-language domains: Listening, Reading, Writing, and Speaking. In addition, the ESL teacher must provide a report on EL students' acculturation and environmental integration to the school and classroom.
Step 2	Collect the student's work (ACCESS scores, formal and informal assessments, including report cards) for the past two years, or the time the student has been in the district.
Step 3	Keep a record of conferences with the mainstream classroom teacher(s) on student's progress in all content areas (between two (2) to four (4) months).
Step 4	Keep a record of conferences with the parents/guardians notifying them of the concerns pertaining to the student's linguistic difficulties (documented conferences with parents signature)
Step 5	Complete an EL Special Services Referral Form (<i>see attached</i>) and have school principal review and sign.
Step 6	Forward complete package to the Department of ESL/Bilingual/WL Programs for review and approval.
Step 7	If approved, package will be sent to Special Services Department for further evaluation and recommendation of next steps.
Step 8	Notify parent/guardian that an initial recommendation was submitted to Special Services Department

References

<http://www.state.nj.us/education/bilingual/resources/ELLSpecialNeed.htm>
<http://www.nj.gov/njded/bilingual/resources/cst/>.

ANNUAL ASSESSMENT OF ENGLISH LEARNERS ELs

Introduction

Irvington School District must annually assess the English language proficiency of **ALL** English Learners (ELs), as required by Federal and State Regulations, in grades kindergarten through grade twelve to determine language acquisition growth as well as placement of ELs for the following school year. This also includes identified students whose parents have refused language support services (completion of Parent Waiver Request Form).

WIDA ACCESS – EL Proficiency Exam

During the Spring semester, all identified ELs take the WIDA-ACCESS for ELs. It is a standards-based, English language proficiency test, designed to measure ELs' social and academic proficiency in English. It assesses social and instructional 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 speaking, listening, reading, and writing.

The data collected from this assessment is used to evaluate, not only ELs' performance (language proficiency), but also reported to the New Jersey State Education Department to determine district's Annual Measurement Achievement Objective (AMAO) growth under No Child Left Behind – Title III – LEP accountability calculation. Students who have formally exited ESL services are not administered the ACCESS annual assessment.

District/State Assessment Participation

ELs are expected to participate in all district and state assessments with recommended accommodations. However, educators should be aware of the following exemptions:

ACCESS for ELs: ELs who exit ESL services before the beginning of the testing window and EL students with a medically documented absence who are unable to participate in make-up testing are not required to take the English proficiency test.

NJSLA: Only ELs in elementary and middle school in grades three through eight, who entered the United States **after July 1 of the current school year**, may be exempt from participating in the ELA portion of the NJSLA assessments.

Please note the NJSLA provision does not apply to EL high school students. Newly arrived EL high school students **must** participate in the NJSLA ELA assessment with the appropriate EL test accommodations.

Testing Accommodations for State and District Assessments

Irvington district is required to offer accommodations to ELs who are currently receiving services in a program operated in accordance with the approved district EL Plan.

These accommodations may include, but are not limited to

- changes in the presentation of the assessment;
- changes in the environment in which the assessment is administered;
- time allowed for the assessment, up to time and a half;
- or additional materials or equipment to be used by students during the assessment.

References N.J.A.C. 6A:15

- *N.J.A.C. 6A:15, BILINGUAL EDUCATION 6A:15-1.10 Bilingual, ESL, and English language services program enrollment, assessment, exit, and reentry.*

https://www.nj.gov/education/bilingual/policy/NJLSA_Responses_ELLs_Assessments.pdf

PROCESS TO EXIT ENGLISH LEARNERS (ELs) STUDENTS FROM ESL/BILINGUAL PROGRAMS

Introduction

The process to determine the readiness of an English Learner (EL) student to function successfully in an English only program shall be initiated by determining the student's level of English proficiency, measured by a Department-established English test (WIDA ACCESS), or by the English as a Second Language (ESL) teacher completing an Exit Form, approved and signed by the school Principal.

Exiting Process

Option I

The EL student exits the program by scoring 4.5 or higher on the ACCESS exam; a test administered annually to all EL students measuring their language/literacy proficiency level in English.

Option II

The ESL teacher recommends exiting of an EL student: *(information needed)*

Step 1	The student's scores from the WIDA ACCESS tests (ACCESS scores from two previous years);
Step 2	Classroom Performance (information on how the student is performing academically in all content areas)
Step 3	Reading level (for grades 3 to 12 use state assessment- (NJASK, etc.)
Step 4	Letter of recommendation for exiting from the ESL and mainstream teachers responsible for the child's academic progress
Step 5	Performance on achievement tests in English (Classroom weekly, end of unit and/or Cycle grades, etc.)
Step 6	The ESL teacher will complete the Exit Criteria Form (must be signed by the school's Principal and the ESL teacher), and submit it to the ESL/Bilingual Department for review and final approval.
Step 7	The Director/Supervisor of the ESL/Bilingual program will review all documentation and determine if the student is or is not eligible to exit the program.
Step 8	If approved, students will be exited from EL status and parent(s)/guardian will be notified of the final decision by mail. Students will be monitored for two years to ensure that he/she is meeting state grade level standards.

Option III

A parent or guardian may request that his/her child, who is enrolled in an ESL/ Bilingual Education program, be removed from such services, by completing and signing a Waiver Request Form. However, Federal Regulations indicate that students must remain identified as *English Learner (EL)* and assessed annually until he/she scores proficient on the State approved English Language Proficiency Exam – WIDA ACCESS, regardless of parent/guardian final decision.

Note: Newly exited students, who are not progressing in the mainstream English program, may be considered for reentry to bilingual and ESL programs/services. Written parent consent must be optioned prior to initiating placement/services.

References

- N.J.A.C. 6A.15-1.10

RETENTION POLICY FOR ENGLISH LEARNERS (ELs)

Irvington Public Schools' policy on promotion is that all students will be promoted to the next grade level when they have met District and State proficiency standards. However, for English Learners (ELs), other matters must be taken into consideration before a final decision is made by the school principal.

Factors should be reviewed when an EL student is being considered for retention:

Factors Related To Language / Culture

- Is the student's low academic performance related to the student's language ability? (factors related to acquiring a second language)
- Is the student's low academic performance related to cultural differences? (student's inability to adjust to major changes in lifestyle that are part of the immigrant experience)

NOTE: Retention solely based on language proficiency is against District policy.

Factors Related To The Educational Program

- What is the student's educational background?
- Was school attendance consistent? Was it comparable to the levels/standards established in the District?
- What interventions has the classroom teacher(s) attempted throughout the year in order to meet this student's needs?
- What has the ESL teacher attempted? Have there been referrals for educational support options?
- If the retention takes place, what will occur in the educational program next year that will be SIGNIFICANTLY different from that which was offered this year?
- How will interventions and adjustments be included to improve the student's success level in all academic areas if retained?

Factors Related To Family And Home

- What is the position of the parent(s)/guardian(s) regarding retention? Will this retention be supported and viewed in a positive light?
- Do the parent(s)/guardian(s) prefer that their child be retained rather than be promoted?
- Is there any cultural stigma attached to retention or failure that might cause long-term attitudinal problems?

ELs may not be retained for the following reasons:

- Lack of language proficiency in English

- If they are recent arrivals; entered the US for less than one (1) full year (12 months and have a proficiency Level I or II on their initial WIDA Model ID Assessment or ACCESS exam
- If instructional and intervention strategies, materials and assessments have not been accommodated and/or modified to meet students linguistic and academic needs, as required by State and Federal mandates (documented evidence required)
- If Parent(s)/Guardian(s) have not been informed of their child's lack of academic progress throughout the academic year (documented evidence required)

If an EL student shows any special services concern, which is impeding the child to progress academically at any time during the first year of enrollment, a pre-referral process must be completed immediately. Please follow district guidelines for such pre-referral processes established by the Department of Special Services.

We are committed to providing all assistance necessary to help school sites determine the best path for every EL student who is being considered for retention.

PROMOTING CULTURAL DIVERSITY

Introduction

English Learners (ELs) are a highly heterogeneous and complex group of students with diverse gifts, educational needs, backgrounds, languages, and goals. School staff can play a significant role in supporting ELs and their families by building a welcoming environment. Nurturing a culture of respect, care and inclusion of differences among the whole school community is very important for supporting ELs academic achievement. The following specific suggestions will assist in promoting cultural awareness in the school and the classrooms.

School Cultural Awareness

- **Get to know the community:** Accurate knowledge about the diversity of families in the school community, and their needs and preferences for receiving information, will help guide school policies and practices around communication. It is most important to connect with and understand individual families and their needs.
- **Communicate Effectively:** School correspondence, displays and activities should include and support the diverse cultural backgrounds of all families. Classroom practices may need to be adapted to enhance communication between teaching staff and students, and amongst students from different cultural backgrounds.
- **Engage parents and guardians:** When spoken or written English is a barrier, interpreters or translated materials can help school staff and families communicate with one another. Contacting parents/caregivers prior to, or early during the new school year may also help to involve them. Having an ‘open door’ policy at designated times may help parents/guardians to be more inclined to approach teachers about issues or questions they may have regarding their child.
- **Acknowledge Diverse Languages:** Parents feel welcome when information is presented to them in their native language. Signs and posters in the hallway and around the school encourages and motivates students to feel good about who they are and their native land.

Classroom Cultural Awareness

- **Acknowledge students’ differences and commonalities.** - Storytelling is one important strategy that can be used across grade levels. Asking students to tell a story that is either popular in their home country, or draws on their own experiences, or allowing them to tell it both in their native language and in

English, can help build their confidence and send a powerful message of cross-cultural appreciation.

- **Promote equity and mutual respect among students** – All students need to feel that they are fairly treated and respected.
- **Learn how to correctly pronounce all students' names**
- **Validate students' cultural identity in classroom practices and instructional materials** - Teachers should implement classroom activities that culturally support all student's heritage (e.g. Show and Tell, storytelling).
- **Educate students about the diversity of the world around them** – Teachers need to provide students with learning opportunities, so that they might become more culturally knowledgeable and competent with those who are different (e.g. have students interview individuals from other cultures, link students to e-mail pals from other communities).

Teachers and the school community have a responsibility to all their students to ensure that all have an equal opportunity to achieve to the best of their abilities.

References:

Link: http://www.nccrest.org/Briefs/Diversity_Brief.pdf

COMMUNITY COLLABORATION OUTREACH PROGRAM

The purpose of the program is to find ways to increase motivation (school and community engagement) of our EL population due to the impact of COVID19 on learning and other social and emotional issues our ELs are faced with daily

The goal is to build and enhance the capacity of schools and the community in the following areas: Capabilities (skills and knowledge), Connections (networks), Cognition (beliefs, values), and Confidence (self-efficacy). In order to have the most positive impact on the academic and wellness outcomes of ELs, it is imperative that schools and communities work together through a collaborative and comprehensive approach. Strong school–community partnerships are essential for a world-class, 21st century education, more communities across the country are creating such partnerships. Both Irvington Public Schools and the community will benefit from this program. These community partners help to engage students in authentic educational experiences with the chance to affect their communities in positive ways. Irvington is composed of different immigrant communities that are looking for ways to be an integral part of the whole community and school environment, complementing and reinforcing its cultural and linguistic values. Staff will continue some of the same goals of: Reach out to districts with comparable demographics to learn about the methods they have employed to reach out to ELs (immigrant students/families); Compiling data from the community/districts to be presented to the program administrators on organizations/services/supports; and Contact colleges, universities, and community organizations to see how we can create internship career / life skills pipeline for our students.

FORMS



IRVINGTON PUBLIC SCHOOLS

Home Language Survey (HLS)

Encuesta de los idiomas hablados en el hogar

Sondaj Ki Lang Ki Pale Nan Kay La

Date of registration _____

Fecha de inscripción

month / mes / mois day / día/jour year / a ño / annee

Date d'enregistrement

Student _____

Estudiante

First Name / Nombre / Non

Last Name(s) / Apellidos / Siyati

Etidyan

Date of birth _____

Fecha de nacimiento

month / mes / mwa

day / día/jou

year / a ño / ane

Dat li fèt

City & Country of birth of the child _____

Ciudad y País de nacimiento del niño / Vil ak peyi timoun lan fèt

Address of residence _____

, Irvington, NJ 07111

Dirección de la residencia / Adrès rezidans

Name(s) of parent(s)/guardian(s)

(Nombres de los padres/encargados /Non paran / gadyen (yo))

Mother / Guardian (*Madre / Guardian - Manman / Gadyen*) _____

Father

/ Guardian (*Padre / Guardian - Papa / Gadyen*) _____

Phone number(s) _____

Numero de teléfono(s)/ Nimewo telefòn (yo)

Emergency phone number(s)

_____ *Numero de teléfono(s) de*

emergencia / Numbre de telephone

STEP 1

Question 1

What was the first language used by the student?

_____ A language other than English. (*Proceed to question 2a.*) Or English. (*Proceed to question 2b.*) ¿Cuál fue el primer idioma que el alumno utilizó? _____ Otro idioma que no sea el inglés, pase a la pregunta 2a. ó Inglés, pase a la pregunta 2b.
Ki premye lang elèv la te pale? _____ Premye lang li te pale pa te angle, kontinye nan kesyon 2a. o angle kontinye nan kesyon 2b.

Question 2a

At home, does the student hear or use a language other than English more than half of the time? ____ **Yes.** (*Proceed to question 7.*) ____ **No.** (*Proceed to question 4.*)

En el hogar, ¿el alumno escucha o usa un idioma que no sea el inglés más de la mitad del tiempo? ____ Sí. Pase a la pregunta 7. ____ No. Pase a la pregunta 4
Èske elèv la tande oswa pale yon lang ki pa angle plis pase mwatye fwa lè li lakay li? ____ Wi. Kontinye nan kesyon 7. ____ Non. Kontinye nan kesyon 4

Question 2b

At home, does the student hear or use a language other than English more than half of the time? ____ **Yes.** (*Proceed to question 4.*) ____ **No.** (*Proceed to question 3.*)

En el hogar, ¿el alumno escucha o usa un idioma que no sea el inglés más de la mitad del tiempo? ____ Sí. Pase a la pregunta 4. ____ No. Pase a la pregunta 3.
Èske elèv la tande oswa pale yon lang ki pa angle plis pase mwatye fwa lè li lakay li? ____ Wi. Kontinye nan kesyon 4. ____ Non. Kontinye nan kesyon 3.

Question 3

Does the student understand a language other than English?

_____ Yes. (*Proceed to question 4.*) ____ No. (*Proceed to question 9.*)
¿El alumno entiende un idioma que no sea el inglés? ____ Sí. Pase a la pregunta 4. ____ No. Pase a la pregunta 9.
Èske elèv la konprann yon lòt lang ki pa angle? ____ Wi. Kontinye nan kesyon 4. ____ Non. Kontinye nan kesyon 9.

Question 4

When interacting with his/her parents or guardians, does the student use a language other than English more than half of the time?

_____ Yes. (*Proceed to question 7.*) ____ No. (*Proceed to question 5.*)
Cuando interactúa con sus padres, ¿el alumno usa otro idioma que no sea el inglés más de la mitad del tiempo? ____ Sí. Pase a la pregunta 7. ____ No. Pase a la pregunta 5.

Lè l ap pale ak paran oswa responsab legal li yo, èske elèv la pale yon lang ki pa angle plis pase mwaye fwa? _____ Wi. Kontinye nan kesyon 7. _____ Non. Kontinye nan kesyon 5.

Question 5

When interacting with caregivers other than their parents or guardians, does the student use a language other than English more than half of the time?

_____ Yes. (*Proceed to question 8.*) _____ No. (*Proceed to question 6.*)

Cuando interactúa con otros cuidadores que no sean sus padres o tutores, ¿el alumno usa otro idioma que no sea el inglés más de la mitad del tiempo?

_____ Sí. Pase a la pregunta 8. _____ No. Pase a la pregunta 6.

Lè l ap pale ak moun k ap pran swen li yo, men ki pa paran oswa responsab legal li yo, èske elèv la pale yon lang ki pa angle plis pase mwaye fwa?

_____ Wi. Kontinye nan kesyon 8. _____ Non. Kontinye nan kesyon 6.

Question 6

Has the student recently moved from another school district/charter school where he/she was identified as an English language learner?

_____ Yes. (*Proceed to question 8.*) _____ No. (*Proceed to question 9.*)

¿El alumno se ha mudado recientemente de otro distrito escolar/escuela experimental (Charter) donde se lo identificó como estudiante del idioma inglés?

_____ Sí. Pase a la pregunta 8. _____ No. Pase a la pregunta 9

Èske elèv la te soti nan yon lòt distri lekòl/lekòl endepandan resamman kote yo te idantifye li kòm yon elèv k ap aprann lang angle?

_____ Wi. Kontinye nan kesyon 8. _____ Non. Kontinye nan kesyon 9.

Question 7

What are the home languages spoken? List below. (*Proceed to question 8.*)

_____ *¿Cuáles son los idiomas que se hablan en el hogar? Haga una lista de estos idiomas y pase a la pregunta 8. Ki lang yo pale nan kay la? Mete lang yo anba a epi kontinye nan kesyon 8.*

Question 8

Student is an English Language Learner (ELL). Go to Step 2.

El alumno es estudiante de idioma inglés (ELL). Proceda al Paso 2.

Elèv la se yon elèv k ap aprann lang angle. Ale nan Etap 2

Question 9

Student is not an English Language Learner (ELL).

Survey Completed. *El alumno no es estudiante de idioma inglés (ELL). Encuesta completada.*

Elèv la pa yon Elèv k ap Aprann Angle (English-Language Learner, ELL). Sondaj konplete

STEP 2

Records Review Process (To be completed by NJ ESL Certified Staff only) (Reference [ESSA ELL Entry and Exit Guidance](#), p. 4).

Paso 2: Proceso de revisión de registros (Para ser completado únicamente por personal ESL certificado del NJ (Referencias [Guía de ingreso y egreso ESSA ELL](#), p. 4).

Pwosesis Evalyasyon Dosye (Se sèlman Manm Pèsonèl ESL Sètifye NJ yo ki pou ranpli pase sa a (Referans [Gid pou Antre ak Soti nan ESSA ELL](#), paj 4).

Copy of HLS provided to English as a Second Language (ESL) Teacher on _____ (Date)

ESL Teachers Name

ESL Teachers Signature

Date of WIDA ID Exam: _____ Overall Score: _____

Please Note:

In accordance with ESSA §1112(e)(3), parents/guardians must be notified of program placement by mail within 30 days of the beginning of the school year or 14 days from the time of identification for mid-year enrollees. The notice must be in English and in the language in which the parents/guardians possesses a primary speaking ability.

NOTES OF IMPORTANCE OR SPECIAL CIRCUMSTANCES:

In compliance with NJDOE a Home Language Survey must be on file for all students in district. If a second language is spoken at home the child must be tested for English Proficiency by a certified ESL Teacher using the appropriate district and state approved Diagnostic tests.

NOTAS DE IMPORTANCIA O CIRCUNSTANCIAS ESPECIALES:

En cumplimiento con NJDOE, debe estar archivada una Encuesta del Idioma del Hogar para todos los estudiantes en el distrito. Si se habla un segundo idioma en el hogar, un maestro certificado de ESL debe realizar la prueba de competencia en el uso del inglés utilizando los exámenes de diagnóstico aprobados por el distrito y el estado.

NOTIFIKASYON ENPÒTAN NAN SIKONSTANS ESPESYAL:

An konfòmite avèk NJDOE, yon Enkèt sou Langaj Ki Pale nan Kay la dwe fè pati de dosye tout elèv ki nan distri a. Si yo pale yon dezyèm lang nan kay la, yon pwofesè ESL sètifye dwe bay elèv yo yon tès Dyagnostik Angle ki apwopriye e apwouve pa distri a e pa leta.

FOR OFFICE USE ONLY: (THIS INFORMATION IS COMPLETED BY SCHOOL STAFF ONLY)

Student Identification Number: _____

District Attendance Zone: _____

Center/School: _____

Level/Grade (circle one): UN P3 P4 1 2 3 4 5 6 7 8 9 10 11 12

ENGLISH LEARNER (EL) SPECIAL SERVICES REFERRAL FORM

Student Name:: _____ EL Program Entry Date (From PowerSchool):

Date Submitted: _____ Years in Program: _____

ESL Level: _____ Grade: _____ Program: ☐ Bilingual ☐ ESL ☐ Both

School Attending: _____

Recommendation based upon the following indicators:

ACCESS: (Two consecutive year scores)

Year: _____ Tier Level _____ Prof. Level _____ ACCESS Scores _____

Year: _____ Tier Level _____ Prof. Level _____ ACCESS Scores _____

(2) Attendance – Total number of absences for the current school year: _____.

(3) Current Grades:

English Language Arts _____, Native Language Arts _____, Math _____, SS _____, Science _____

Classroom Teacher Information:

_____/_____ Date:

(Print Name) (Signature)

Recommendation for referral / Letter attached and students records (between two (2) to four (4) months)? YES _____ NO _____

ESL Teacher Information:

_____/_____ Date:

(Print Name) (Signature)

Recommendation for referral / Letter attached and students records (between two (2) to four (4) months)? YES _____ NO _____

Parent notification and conference information attached? YES _____ NO _____

School Principal Information:

_____/_____ Date:
(Print Name) (Signature)

Supervisor of ESL/Bilingual/WL Programs: Exit Approved ☐ Exit Declined ☐

Date: ____/____/____ Signature:

NOTE: Your request to referral to the Department of Special Services will be approved when the Department Supervisor for ESL/Bilingual/WL Programs reviews all documentation.

(Form Updated August 2021)

PARENT WAIVER REQUEST FORM

(English)

Date: _____

Dear Parent / Guardian, (_____)

Print Name

Our district provides an English language program for students who need instruction in English as a Second Language (ESL). Based on our assessment of your child's English language skills, it has been determined that he/she is eligible for ESL.

The ESL program offers a curriculum designed to teach students listening, speaking, reading and writing skills necessary for success in school.

You, as a parent /guardian, have the right to decline ESL services being offered to your child. However, Federal Regulations indicate that your child must remain identified as an *English Language Learner (ELL)* and assessed annually until he/she scores proficient on the approved State English Language Proficiency - ACCESS Exam, regardless of parent /guardian final decision.

We highly recommended participation in this program, which will help your child succeed in English and all academic content areas. Please understand that your child's academic progress may be limited should you decline ESL services, and may have educational ramifications on your child's overall academic growth.

If you have any questions about the ESL/Bilingual Program, please contact your child's ESL Teacher:

ESL Teacher Name: _____

Sincerely,

Principal's Name

Please complete the form and return to your school.

_____ Yes, I want my child to receive ESL services

_____ No, I do not want my child to receive ESL services

Name Parents / Guardian (Please Print)

Signature

Date

PARENT WAIVER REQUEST FORM

(Haitian Creole)

Dat: _____

Chè Paran / Gadyen, (_____)

Non an Majiskil

Distri nou an ofri yon pwogram lang angle pou elèv ki bezwen enstriksyon nan lang angle kòm yon Dezyèm Lang (ESL). Baze sou evalyasyon nou an konpetans lang angle pitit ou a, li te detèmine ke li kalifye pou ESL.

Pwogram nan ESL ofri yon kourikoulòm ki fèt yo anseye elèv yo koute, pale, li ak ekri ladrès nesès pou siksè nan lekòl la.

Ou menm, kòm yon paran / gadyen, gen dwa pou deklane sèvis ESL yo te ofri pitit ou a. Sepandan, Règleman Federal endike ke pitit ou a dwe rete idantifye kòm yon lang angle English Language Learner (ELL) elèv ak evalye chak ane jiskaske yo ta fè nòt Asebyen konpetan sou Eta lang angle English Language Proficiency a apwouve - egzamen ACCESS, kèlkeswa paran / gadyen desizyon final la.

Nou trè rekòmande patisipasyon nan pwogram sa a, ki pral ede pitit ou reyisi nan lang angle ak tout matyè debaz akademik yo. Tanpri konprann ke pwogrè akademik pitit ou a kapab limite ou ta dwe refize sèvis ESL, epi yo ka gen ramifikasyon edikasyonèl sou pitit ou a kwasans akademik jeneral.

Si w gen nenpòt kesyon sou Pwogram ESL, tanpri kontakte Pwofesè ESL:

Pwofesè ESL Non: _____

Sensèman,

direktè Non

Tanpri ranpli fòm yo epi retounen nan lekòl ou a.

_____ Wi, mwen vle pitit mwen an resevwa sèvis ESL

_____ Non, mwen pa vle pitit mwen an resevwa sèvis ESL

Non Paran / Gadyen (Tanpri Ekri Detache) Siyati Dat

PARENT WAIVER REQUEST FORM

(Spanish)

Fecha: _____

Estimado padre / tutor, (_____)

Imprimir Nombre

Nuestro distrito ofrece un programa de inglés para estudiantes que necesitan instrucción en inglés como Segundo Idioma (ESL). Basado en nuestra evaluación, de conocimientos del idioma inglés de su hijo, se ha determinado que él / ella es elegible para ESL. El programa de ESL ofrece un plan de estudios diseñado para enseñar a los estudiantes habilidades necesarias (escuchar, hablar, leer y escribir) para tener éxito en la escuela.

Usted, como padre / tutor, tiene el derecho de rechazar los servicios de ESL que se le ofrecen a su hijo. Sin embargo, las Regulaciones Federales indican que su hijo debe permanecer identificado como un “Estudiante Aprendiendo el Idioma Inglés” (ELL) y evaluado anualmente hasta pasar el examen de “Dominio del Idioma Inglés” aprobado por el Estado - ACCESS, independientemente de la decisión final de los padres / tutores.

Recomendamos, e insistimos, en la participación de este programa, que ayudará a su hijo a tener éxito en todas las áreas de contenido académico (matemática, ciencia y estudios sociales) e inglés. Por favor entienda que el progreso académico de su hijo puede ser limitado por haber rechazado los servicios de ESL, y puede tener ramificaciones educativas y académicas en general.

Si usted tiene alguna pregunta sobre el Programa de ESL, por favor póngase en contacto con el profesor de ESL de su hijo(a): Nombre Profesor de ESL:

Atentamente,

Nombre Directores De Escuela

Por favor complete el este formulario y devolver a su escuela.

_____ Sí, quiero que mi hijo reciba los servicios de ESL

_____ No, no quiero que mi hijo reciba los servicios de ESL

Nombre Padres / Tutor (letra de molde)

Firma

REFERENCES

BRYCS-Bridging Refugee Youth & Children's Services

<http://www.brycs.org/clearinghouse/Refugee-and-Immigrant-Students-and-Special-Education.cfm>

Bridging Refugee Youth and Children's Services (BRYCS) is a project of the U.S. Conference of Catholic Bishops/Migration and Refugee Services (USCCB/MRS). BRYCS maintains the nation's largest online collection of resources related to refugee and immigrant children and families. The BRYCS Web site and Clearinghouse is geared towards front-line workers, program planners, and administrators as well as researchers and policy-makers. The purpose of the Clearinghouse is to facilitate information-sharing and collaboration among service providers, disseminate information on evidence-based practices, and to improve institutional memory on refugee and immigrant family issues. It is designed to meet the information needs of professionals who encounter refugee and immigrant children and families in their work.

¡COLORÍN COLORADO!

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

Colorín Colorado is the premier national website serving educators and families of English language learners (ELLs) in Grades PreK-12. Colorín Colorado has been providing free research-based information, activities, and advice to schools and communities around the country for more than a decade.

NABE-National Association for Bilingual Education

<http://www.nabe.org>

NABE's mission is to advocate for our nation's Bilingual and English Language Learners and families and to cultivate a multilingual multicultural society by supporting and promoting policy, programs, pedagogy, research and professional development that yield academic success, value native language, lead to English proficiency, and respect cultural and linguistic diversity.

NCELA-National Clearinghouse for English Language Acquisition

<http://www.ncela.us>

Authorized under Title III of the No Child Left Behind Act of 2001 (NCLB), the National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs (NCELA) supports the U.S. Department of Education's [Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students \(OELA\)](#) in its mission to respond to Title III educational needs, and implement NCLB as it applies to English learners (ELs). Since October 2013, NCELA has been operated by the Leed Management Consulting, Inc., under contract from the U. S. Department of Education.

NCELA collects, coordinates, and conveys a broad range of research and resources in support of an inclusive approach to high quality education for ELs. To fulfill its mission,

NCELA supports high quality networking among state-level administrators of Title III programs. In addition to SEA coordinators, NCELA serves other stakeholders involved in ELL education, including teachers and other practitioners, parents, university faculty, administrators, and federal policymakers.

NJDOE-New Jersey Department of Education Bilingual Division

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

NJ TESOL/NJBE ASSOCIATION

<http://www.njtesol-njbe.org>

NJTESOL/NJBE is an association of educators and administrators dedicated to the instruction English language learners at all levels of public and private education. Our interests include classroom practices, research, curriculum development, funding, employment and socio-political concerns.

TESOL INTERNATIONAL ASSOCIATION

<http://www.tesol.org>

TESOL's mission is to advance professional expertise in English language teaching and learning for speakers of other languages worldwide.

TESOL's credo is ideals that members believe in a professional community: Professionalism in language education, interaction of research and practice for educational improvement, accessible, high quality instruction, respect for diversity, multilingualism and multiculturalism, respect for individual language rights and collaboration in a global community.

TESOL's core values are: *Responsiveness*: A service orientation enabled by respectful listening and accountability to mission. *Quality*: High standards and excellence characteristic of innovation and creativity in an academically rigorous environment. *Collaboration*: Cooperation for the common good within a diverse, inclusive and culturally sensitive global community. *Integrity*: Reputation as a trusted resource earned by ethical, honest, fair and transparent action.

WIDA-World Class Instructional Design & Assessment

<http://www.wida.us>

WIDA's mission is to advance academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators. WIDA's vision is to be the most trusted resource in the education of Prekindergarten through Grade 12 language learners.