



## **Guidelines for Enrolling and Placement of Limited English Proficient Students**

- Upon enrollment all students Grades K-12 must complete a Home Language Survey to determine native language and all languages spoken in the home.
- Students identified as having a native language other than English must then be tested to determine English language proficiency using the state approved testing tool.
- Testing must be performed by a certified ESL teacher. The school district has two ESL teachers who have been trained in the testing procedures to determine the placement of the student based on the results of the testing.
- The ESL teacher will then make the recommendation for the student to be placed appropriately in a mainstream classroom with ESL support or may determine that the student is proficient in English and does not need to be provided with any English Language Services.
- Parent/Guardian must be notified in writing of their child's placement and do have the right to waiver their child out of any or all programs. All waivers must be approved by the Office of Bilingual/ESL.

## **Program Highlights**

- Provides instruction for English Language Learners in the most appropriate program format, in accordance with New Jersey English Language Proficiency Standards. (WIDA ACCESS Standards).
- Promotes understanding and respect for diversity by students, parents, staff, and community.
- Enhances students' self-esteem and promotes a positive school climate.
- Evaluates results and make adjustments as warranted to address students learning at both school based and district levels.
- Supports staff development on cultural and linguistic diversity, sheltered instruction, and performance-based assessment of Second Language Acquisition Strategies and Methodologies.
- Addresses issues relating to staffing shortages and instructional settings and organizational skills development.
- Communicates success of Bilingual / ESL programs to the students, parents, district and community.
- Actively promotes parental involvement as an integral part of the students' education by providing parents with Spanish translations of all district correspondence.

## **ESL Program**

The District's Bilingual Program considers the proven body of evidence that links the influence of native language development with academic achievement. The long-term research data demonstrates that the more native language is supported through instruction (in combination with balanced second language development), the more English Language Learners (ELL) will increase achievement in all content areas. English as a Second Language (ESL) instruction is an integral part of the Bilingual Program, being delivered both by the classroom teacher and the ESL teacher. Students are provided ESL services using an all-inclusive model. Classroom teachers participate in ESL instructional delivery in close collaboration with a state certified ESL teacher. The classroom

teacher and the ESL teacher jointly review test data from various sources (NJSLA, ACCESS) to determine a student's individual needs, and develop and implement instructional goals/objectives designed to increase student achievement. ESL instruction fosters cognitive development in all subject areas, by using English as the language of instruction (not the object of instruction), consistent with Content-Based ESL Models.

***Exiting the Program:***

- Once a child has received a proficient score on all subtests of the ACCESS or scored at or above the 35th percentile in the total Reading and total Language of the state assessment, they will be placed in a transitional ELL program for two years, with the approval of the classroom teacher, the ESL teacher, and ESL coordinator. During the transitional phase, the student will remain in the regular classroom without any modifications or ELL support. The ELL teacher and the classroom teacher will confer every nine weeks on the consultation form to review the child's progress. If the child is not progressing, support services will be offered based on the student's individual needs. The decision of an IEP team, with an ESL teacher included, and parents present, may override the above criteria. This decision must be documented and evidence provided that exiting from the ESL program is in the child's best interest. For those children who have been in the ELL program for more than 5 years and who are not making adequate progress, or the program can no longer assist in their learning, the decision of a I & R S (Intervention and Referral Services) team, with an ESL teacher and parent included, may override the above criteria. This decision must be documented and evidence provided that continuous adequate ESL services have been provided and the child has gained as much as possible.