

**BILINGUAL/ESL THREE-YEAR PROGRAM PLAN**  
**SCHOOL YEARS 2008-2011**

N.J. Department of Education  
Office of Student Achievement and Accountability  
Bureau of Bilingual/ESL Education  
P.O. Box 500  
Trenton, NJ 08625-0500

## INTRODUCTION

The Bilingual Education Law of 1974 (N.J.S.A. 35-15 to 26) stipulates that districts must establish a bilingual education program when enrollment of limited English proficient (LEP) students from the same language reaches 20 or more students in one district. The law was enacted to ensure that students of limited English proficiency are provided instruction in their native language so that they can continue to develop academic skills while acquiring English language skills.

[New Jersey Administrative Code \(N.J.A.C. 6A:15\)](#) outlines the programmatic and administrative requirements for school districts that enroll students who are limited English proficient. N.J.A.C. 6A 15-1.6 stipulates that districts that provide a bilingual, English as a Second Language (ESL), or English Language Services (ELS) program must submit a plan every three years to the Department of Education for approval. This plan describes the enrollment of limited English proficient students in the district and the bilingual/ESL or ELS instructional services offered to these students. The program plan serves as a planning tool for schools and provides the Department with assurances that LEP students are provided language services in accordance with law and code.

## INSTRUCTIONS FOR COMPLETING FORMS

Copies of all the required forms are included in this document and may be copied as needed. The 2008-2011 Bilingual/ESL Three-Year Program Plan must be submitted on or before **July 18, 2008**. The district must keep a copy of the program plan and send a copy to the county office of education. Please submit the original to:

**New Jersey Department of Education  
Office of Student Achievement and Accountability  
Bureau of Bilingual/ESL Education  
P.O. Box 500  
Trenton, NJ 08625-0500  
(609) 292-8777  
[lep@doe.state.nj.us](mailto:lep@doe.state.nj.us)**

**Please Note:** If there are any changes after the plan has been submitted, please notify in writing, the Office of Student Achievement and Accountability and forward a copy to the county office.

NEW JERSEY STATE DEPARTMENT OF EDUCATION  
Division of Student Services  
Office of Student Achievement and Accountability  
Bureau of Bilingual/ESL Education  
P.O. Box 500  
Trenton, NJ 08625-0500

**BILINGUAL/ESL THREE-YEAR PROGRAM PLAN  
SCHOOL YEARS 2008-2011  
SECTION I**

**A. District Information**

Somerset / 35  
County Name/Code

Mary Asfendis/ Supervisor of World Languages  
Name and Title of Contact Person

( 908 ) 204-2585 x162  
Telephone Number of Contact Person Extension

masfendis@bernardsboe.com  
E-mail address

Bernards Township / 0350  
District Name/Code

101 Peachtree Rd.  
Street Address of District

Basking Ridge, NJ 07920  
City State Zip Code

**B. Statement of Assurances**

1. The bilingual and/or ESL/ELS program will be operated in compliance with New Jersey statutes and regulations.
2. A bilingual parent advisory committee has been established in the district implementing a bilingual program.
3. The parents of limited English proficient students will be notified in their native language of their rights to determine their child's participation in or exit from the program, in accordance with New Jersey regulations.
4. District staff will receive training in strategies to meet the needs of limited English proficient students.

\_\_\_\_\_  
Chief School Administrator

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date Signed

\_\_\_\_\_  
Date of Board Approval

Please note if board approval is not available by July 15, 2008, you may submit the board approval at a later date.

**C. DISTRICT/SCHOOL PROGRAM TYPES**

**LEADS**  
(Check (✓) if applicable)

**IDEAL**  
(Check (✓) if applicable)

**READING FIRST**  
(Check (✓) if applicable)

**BILINGUAL/ESL THREE-YEAR PROGRAM PLAN  
SCHOOL YEARS 2008-2011  
SECTION II – PARTS A TO C**

COUNTY: Somerset DISTRICT: Bernards Township

**A. PROGRAM STAFF**

Indicate the number of certified teachers in the chart. Teachers counted in 1 and 2 should not be duplicated in 3.

	TEACHER CERTIFICATION	NUMBER OF TEACHERS
1.	Bilingual-certified	
2.	ESL-certified	2
3.	Bilingual/ESL (dual certification)	

**B. PROGRAM TYPE**

For each program type, indicate the number of students in bilingual or ESL programs, and language(s) used for instruction in bilingual programs (if applicable). If any of the program types are not applicable, leave the section blank.

Program Type	Number of Students	Language(s)
<b>Full-Time Bilingual</b> (list by language)		
<b>Alternative programs that use students' native-language for instruction</b> ( Bilingual Part-time, Bilingual Tutorial, Bilingual Resource)		
<b>Dual-Language</b>		
<b>Alternative programs that are English-based</b> ( High-Intensity ESL, Sheltered English Instruction)		
<b>ESL-Only Programs</b>	27	
<b>Other</b>		

**BILINGUAL/ESL THREE-YEAR PROGRAM PLAN**

**SCHOOL YEARS 2008-2011**

**SECTION III PART A: BILINGUAL PROGRAM NARRATIVE**

Somerset

County Name

Bernards Township

District Name

Districts operating a **full-time and/or alternative program(s) that use native language** (Bilingual Part-time, Bilingual Tutorial, Bilingual Resource) should complete a narrative describing the bilingual program. The narrative must include the following:

- The goals of the program
- The instructional setting (self-contained, pull-out, departmentalized, etc.)
- A description of how the native language is used for instruction
- An explanation of how the bilingual curriculum is aligned to the New Jersey Core Curriculum Content Standards (NJCCCS) and /or whether the ESL curriculum is aligned to the World-Class Instructional Design and Assessment (WIDA)<sup>TM</sup> English Language Proficiency Standards for English Language Learners in PreK through Grade 12
- A description of how students are transitioned into English instruction
- The review process for exiting the program (multiple measures)

**The narrative must provide a description of ESL instruction offered as part of the bilingual program.**

N/A

# BILINGUAL/ESL THREE-YEAR PROGRAM PLAN SCHOOL YEAR 2008-2011

## SECTION III. PART B. ESL PROGRAM NARRATIVE

Somerset

County Name

Bernards Township

District Name

Districts operating an **Alternative English-based** (High-Intensity ESL, Sheltered English Instruction) **and/or ESL Only program** should complete a narrative describing the program. The narrative must include the following:

- The goals of the program
- The instructional setting (pull-out, push-in, class period, etc)
- An explanation of how the ESL curriculum is aligned to the World-Class Instructional Design and Assessment (WIDA) <sup>TM</sup> English Language Proficiency Standards for English Language Learners in PreK through Grade 12
- The review process for exiting the program (multiple measures)

Additional pages may be added if necessary.

### Background:

Bernards Township has a small ESL program. During the past year there were 27 students who received services throughout the district. Two teachers deliver the program at five locations. The two ESL teachers are employed full-time. Students are grouped according to their proficiency levels: beginner, intermediate and advanced. Each student receives 1-2 class periods of ESL instruction per day in a pull out model. The ESL teacher may also push-in to classes when appropriate.

### Instructional Goals:

The ESL program has four specific goals that are aligned to the TESOL ESL Standards for Pre-K-12 Students and the New Jersey Standards for Language Arts Literacy. Please see Department of Education publication PTM# 1501.71, Spring 2000.

#### Goal 1 (*TESOL Goal 1, Standards 1, 2, and 3*)

To provide the LEP student with opportunities to use spoken and written English in social settings both in and out of school while employing strategies that extend communicative competencies.

#### Objectives:

The LEP student will be able to:

- Share and request information
- Express needs, feelings, and ideas
- Use non-verbal communication in social interactions

- Participate in popular culture
- Test hypotheses about language
- Self-monitor and self evaluate language development
- Use context to construct new meaning

Goal 2 (*TESOL Goal 2, Standards 1, 2, and 3*)

To provide LEP students with instructional strategies that will enable them to master skills necessary to function academically in all mainstream content areas, including the use of learning strategies to construct and apply academic knowledge.

Objectives:

The LEP student will be able to:

- Follow directions
- Participate in full class, group and pair discussions
- Ask and answer questions
- Apply the following strategies when listening, speaking, reading and writing: compare, contrast, persuade, justify, gather information, re-tell, connect, analyze, infer and predict
- Demonstrate knowledge through application in a variety of contexts

Goal 3 (*TESOL Goal 3, Standards 1, 2, and 3*)

To provide LEP students with instructional strategies that will enable them to use English in socially and culturally appropriate ways.

Objectives:

The LEP student will be able to:

- Discern the appropriate use of formal and informal speech, slang, idioms, humor, standard and non-standard English
- Interpret non-verbal uses and body language
- Use English in socially and culturally appropriate ways by employing strategies such as observation, experimentation, modeling, self-monitoring, self-evaluating, analyzing, and rehearsing

Goal 4

To provide LEP students with instructional strategies that will enable them to think globally.

Objectives:

The LEP students will be able to:

- Understand and appreciate world cultures
- Apply knowledge of world cultures in the workplace
- Use media to gather information about world cultures

Alignment to WIDA standards and ACCESS Measure of ELL Proficiency:

In addition to alignment to TESOL Standards, the ESL curriculum aligns with the WIDA Consortium's Standards for English Language Proficiency. The program goals include developing students' skills from entering language to bridging the transition from native language to full immersion in English language instruction. Students entering the program will be focusing on the following language skills and uses:

- Concrete ideas and concepts
- Explicit meaning
- Familiar meaning
- Informal registers
- General vocabulary
- Single words and phrases
- Non-conventional forms

As they progress through the program, they will build on acquired skills to master the following skills and uses prior to exiting the program:

- Abstract ideas and concepts
- Implicit meaning
- Unfamiliar situations
- Formal registers
- Technical vocabulary
- Extended discourse
- Conventional forms

All of these skills will be used while students explore the curriculum through content specific topics, which are aligned to the general curriculum. As identified by the standards, students will communicate in the five expectations of language use: Social and Instructional, English, Social Studies, Mathematics, and Science. Students will develop the ability to speak, read, write, and listen in each of the topic areas.

Parental Involvement:

The parents or guardians of LEP students are informed of their child's participation in the ESL program by letter. Letters regarding program entrance and exit and progress reports are provided in both English and the native language whenever possible. Parental input and involvement has an essential role in the program. Parents are encouraged to take English lessons that are offered in the community, to monitor the use of English in the home, to use the town library and to take advantage of vacation time programs in the community that would maintain and improve their child's English language skills. In the elementary schools, parents are encouraged to volunteer in the classrooms and to share aspects of their cultural heritage. In addition, select parents from each level, elementary, middle and high school, will serve on the ESL Program Advisory Committee to discuss issues related to program entrance/exit, curriculum support, and student services.

#### Transitioning into English Instruction:

The ESL teachers and regular classroom teachers work together to deliver educational services to LEP pupils. ESL screening and pre-test results are shared with appropriate teachers and guidance counselors. In September, teachers of LEP students receive a letter that identifies the student, provides information about the ESL program, and lists strategies for use in supporting the student in the mainstream environment. Similar information is provided to all teachers who have LEP students who enter the ESL program throughout the year.

The ESL teachers provide individualized programs for these students, yet have them working together in groups as often as possible, to develop listening, speaking, reading and writing skills in English. Every effort is made to minimize the anxieties of interacting in a new language and culture by strengthening the students' self-esteem and cultural identity. In the ESL class, cultural traditions are shared and a global perspective is encouraged. An over-riding goal of the program is preparation for participation in the mainstream classroom.

The teachers use a variety of materials in the creation of lessons that are developmentally appropriate and contextual. The approach used would be characterized as "electric natural." Every effort is made to maintain contact with the LEP students' parents and with classroom teachers. The LEP students throughout the district are encouraged to participate in all school activities and clubs.

#### Review Process for Exit:

##### Achieving the Core Curriculum Content Standards:

Students are assessed with regard to progress made toward achievement of the Core Curriculum Content Standards through their performance on teacher developed tests, standardized tests, state assessments, report cards, portfolios, and teacher recommendations. By carefully evaluating each student through these multiple measures, the ESL teacher is able to make an informed decision regarding the student's potential for success in the mainstream classroom.

#### Exit Policy:

The district uses multiple measures to determine when a student should exit the ESL program. These include:

- English language proficiency
  - The student must meet or exceed the cutoff score on the ACCESS for ELL test of English Language Proficiency
- Classroom performance
  - Grade of "C" or higher on report cards in grades K-8
  - Satisfactory grades in all content areas in grades 9-12
- Reading level in English
  - Satisfactory scores on state and district developed assessments of reading
    - Grades K-1, District made tests
    - Grade 3-8, NJASK
    - Grade 11, HSPA

- Performance on Standardized tests in English (see above information on reading assessments)
- Judgment of the teaching staff member(s) responsible for the educational program of the student.
  - Positive recommendation for students' continued success in the mainstream classroom from input received from classroom teachers, guidance counselors, and the building administrators.





**BILINGUAL/ESL THREE-YEAR PROGRAM PLAN  
SCHOOL YEAR 2008-2011**

**OFFICE OF STUDENT ACHIEVEMENT AND ACCOUNTABILITY  
WAIVER REQUEST  
SCHOOL YEAR 2008-2009**

**SECTION IV PARTS A and B: DISTRICT WAIVER REQUEST**

**District Name:** \_\_\_\_\_ (Check (✓) if applicable)  
\_\_\_\_\_ Reading First  
\_\_\_\_\_ IDEAL  
\_\_\_\_\_ LEADS

**County Name:** \_\_\_\_\_

Pursuant to law and code governing bilingual education (N.J.S.A. 18A-18 and N.J.A.C. 6A:15), a district may request a waiver from the requirement to conduct a full-time bilingual education program, and establish an instructional program alternative. A waiver may only be granted if the district is able to demonstrate that due to the age range, grade span and/or geographic location of eligible students, it would be impractical to provide a full-time bilingual program.

**\*Please provide a detailed explanation of the reason for the waiver request, which must include students' age range, grade span, and geographic location. A district must demonstrate that it is impractical based on one of the three aforementioned criteria. If the explanation is not provided, the waiver request will not be granted.**

**Part A: District Waiver Request**

This waiver is requested for the following reasons:

Age range

\_\_\_\_\_

Grade span

\_\_\_\_\_

Geographic location

\_\_\_\_\_

**Specify which bilingual program instructional alternative (Bilingual Part-time, Bilingual Resource, Bilingual Tutorial, High-Intensity ESL, Sheltered English Instruction) will be implemented.**

\_\_\_\_\_

## DISTRICT WAIVER REQUEST

County Name \_\_\_\_\_ District Name \_\_\_\_\_

### Part B: Program Information

Please complete sections A and B for each language for which you are requesting a waiver.  
**You may copy this form if you are requesting a waiver for more than one language or if you have more than four schools in your district.**

**A.** Language for which waiver is requested \_\_\_\_\_

**B.** Please list the number of LEP students in this language group by grade level in each school they attend.

_____ School	_____ School	_____ School	_____ School
K	K	K	K
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9
10	10	10	10
11	11	11	11
12	12	12	12

**Requested by:**

**Reviewed by:**

\_\_\_\_\_  
Chief School Administrator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Office of Student Achievement  
and Accountability

\_\_\_\_\_  
Date

**Approved:** YES \_\_\_\_\_ NO \_\_\_\_\_

\_\_\_\_\_  
Manager, Office of Student Achievement and Accountability

\_\_\_\_\_  
Date

**BILINGUAL/ESL THREE –YEAR PROGRAM PLAN  
SCHOOL YEARS 2008-2011**

**SECTION IV – PART A – LANGUAGE PROFICIENCY INSTRUMENT**

County Name <u>Somerset</u>	District Name <u>Bernards Township</u>
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Entrance Assessment

**Check (✓) if applicable**

- Maculaitis Test of English Language Proficiency (MACII)
- Language Assessment Scale (LAS)
- IDEA Proficiency Test (IPT)
- WIDA-ACCESS Placement Test (W-APT)

Exiting Assessment

**Check (✓) if applicable**

- Maculaitis Test of English Language Proficiency (MACII)
- Language Assessment Scale (LAS)
- IDEA Proficiency Test (IPT)
- WIDA-ACCESS Placement Test (W-APT)
- ACCESS for ELLs™

**SECTION V – PARENT ADVISORY COMMITTEE**

Pursuant to N.J.A.C. 6A:15-1.15, “ *each district board of education implementing a bilingual education program shall establish a parent advisory committee on bilingual education on which majority will be parent(s) of students of limited English proficiency.*”

Please provide documentation of the existence of the Bilingual Parent Advisory Committee by submitting the following information:

- Tentative Meeting Dates
- Objectives/Goals of Committee
- Topics of Discussion

Tentative Meeting Dates:

October 15, 2008	March 18, 2009
October 14, 2009	March 17, 2010
October 13, 2010	March 16, 2011

Objectives/ Goals of the Committee:

- To promote open dialogue between parents, teachers and administration of LEP students
- To discuss issues relevant to the LEP students and family members
- To create connections between the school and LEP community
- To promote awareness of services and requirements of ESL program

Tentative Topics of Discussion:

- Committee Goals and Objectives
- Testing Requirements
- Instructional models and curriculum
- Entrance/exit requirements
- Opportunities for student involvement in the school community