

BILINGUAL/ESL THREE-YEAR PROGRAM PLAN

SCHOOL YEARS 2014-2017

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

Email completed plan to: ellreports@doe.state.nj.us

Save the plan using the following file name format:
countycode-districtcode-districtname (e.g. 00-0000-sampledistrict.docx)

NOTE: Districts that are requesting a waiver from a full-time bilingual education program must submit a bilingual waiver on <http://homerom.state.nj.us/> under “Bilingual” in addition to completing this plan.

District Information

Charter / 80
County Name/Code

Bergen Arts & Science Charter School / 6013
District Name/Code

Carolina Martinez—ESL Teacher/Department Chair
Name and Title of Person Completing

Nihat Guvercin – CEO / Lead Person
Name and Title of Contact Person

(973)928-5544
Telephone Number of Person Completing Plan

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Street Address of District

Elmwood Park New Jersey 07407
City State Zip

**BILINGUAL/ESL THREE-YEAR PROGRAM PLAN
SCHOOL YEARS 2014-2017
SECTION I: GENERAL ASSURANCES**

A. General Assurances Based on N.J.A.C. 6A:15 [Mark “X” for each if in compliance]

1. X The bilingual and/or ESL program is operated in compliance with New Jersey statutes and regulations.
2. (December 2014 Expected Date) The ESL curriculum has been developed, aligned to the WIDA English Language Proficiency Standards for English Language Learners, and adopted by the local board of education.
3. X The parents/guardians of ELLs are notified annually by mail in their dominant language that their child has been identified as eligible for enrollment in a bilingual, ESL or English language services program and of their right to decline program services in accordance with New Jersey regulations. In addition, parents are notified by mail in their dominant language when a determination has been made to exit a student from a program. Parents/guardians also receive individual student progress reports as indicated in N.J.A.C.6A:15-1.13.
4. X A budget for the bilingual and/or ESL program is developed that specifies how state/local funds are directly related to the bilingual/ESL program instructional services and materials.
5. X The district uses a screening process, initiated by a home-language survey, to determine which students must be tested for English proficiency.
6. X All ELLs are identified for services and tested annually with one of the following assessments:
 - Maculaitis Test of English Language Proficiency (MACII)
 - Language Assessment Scale (LAS)
 - Language Assessment Scale Links
 - Comprehensive ELL Assessment (CELLA)
 - IDEA Proficiency Test (IPT)
 - WIDA-ACCESS Placement Test (W-APT)
 - WIDA ACCESS for ELLs
 - WIDA MODEL
7. X The district uses the following multiple measures to determine which students are ready to exit a language assistance program:
 - Department-established standard on an English language proficiency test:
 - Classroom performance and the student’s reading level in English:
 - Judgment of the teaching staff member(s): and
 - Performance on achievement tests in English.

Chief School Administrator

Signature

Date Signed

Date of Board Approval

**BILINGUAL/ESL THREE-YEAR PROGRAM PLAN
 SCHOOL YEARS 2014-2017
 SECTION II: GENERAL PROGRAM INFORMATION**

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 and/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. Please refer to N.J.A.C. 6A:15 -1.2 located at: <http://www.state.nj.us/education/code/current/title6a/chap15.pdf> for definitions of program types.

Program Type	Number of Students	Language(s)
Full-Time Bilingual (self-contained or departmentalized) (list by language)	0	
Alternative programs that use students' native-language for instruction (Bilingual Part-time, Bilingual Tutorial, Bilingual Resource)	0	
Dual-Language (Two Way Immersion)	0	
Alternative programs that are English-based (High-Intensity ESL, Sheltered English Instruction)	0	
ESL-Only Programs	26	
Other (Please specify)		

NOTE: ESL-ONLY PROGRAMS SHOULD CONTINUE TO SECTION V ON PAGE 7.

B. Full-Time Bilingual and Alternative* Program Assurances [Mark (X) each if applicable]

1. ___ A parent advisory committee has been established in the district consisting primarily of the parents of the ELL students.
2. ___ District staff receives professional development in strategies to meet the needs of ELL students.
3. ___ ELLs are instructed by teachers who have appropriate certifications/training that corresponds to their program type as follows:
 - All ELLs are provided at least one full period of ESL instruction per day from a certified ESL teacher. A period is the time allocated in the school schedule for instruction in core subjects.
 - Students in High-Intensity ESL programs receive at least 2 periods of ESL per day from a certified ESL teacher.
 - Students enrolled in a bilingual program receive instruction from bilingual teachers who are certified in bilingual education and the applicable content area(s) (unless otherwise noted in a bilingual waiver approved by the NJDOE).
 - Teachers in Sheltered English classes are regular classroom teachers who have received training on strategies to make subject-area content comprehensible for ELL students.

**BILINGUAL/ESL THREE-YEAR PROGRAM PLAN
SCHOOL YEARS 2014-2017
SECTION IV: FULL-TIME BILINGUAL AND ALTERNATIVE PROGRAM 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.*”

Note: Districts with an alternative program as the result of a bilingual waiver must also have a bilingual parent advisory committee and complete this section.

A. Please provide tentative meeting dates for the district’s bilingual parent advisory committee.

2014-15	
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B. Select which of the following groups participate in the bilingual parent advisory committee. [Mark (X) each if applicable]

- | | |
|---|---------------------------------------|
| <input type="checkbox"/> Bilingual/ESL teachers | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Mainstream teachers | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Special education teachers | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Parents | |
| <input type="checkbox"/> Paraprofessionals | |
| <input type="checkbox"/> Community representatives | |

C. Please succinctly provide examples of parental involvement in providing input and feedback regarding the bilingual program.

**BILINGUAL/ESL THREE-YEAR PROGRAM PLAN
 SCHOOL YEARS 2014-2017
 SECTION V: ENGLISH AS A SECOND LANGUAGE PROGRAM
 DESCRIPTION**

A. ESL-Only Program Information

Indicate the name of the school and the grade span in which an ESL-Only program is provided. ESL-Only programs are for students who are not enrolled in a Full-Time Bilingual or Alternative program in a school district with 10 or more ELLs.

SCHOOL NAME	SCHOOL GRADE SPAN	
	FROM -	TO
	(one grade per box)	
Bergen Arts & Science Charter School Elementary School	K	8
	1	7
	2	6
	3	1
Bergen Arts & Science Charter School Middle School	8	1
Bergen Arts & Science Charter School High School	9	1
	10	1
	12	1

B. ESL-Only Program Assurances [Mark (X) each if applicable]

1. X Students are provided at least one full period of ESL instruction per day by a certified ESL teacher. A period is the time allocated in the school schedule for instruction in core subjects.
2. X Districtwide, there are less than 20 ELL students in any one language classification enrolled in the ESL-Only program.
3. X District staff receives professional development in strategies to meet the needs of ELL students.