

New Jersey Department of Education



Chapter 15, Bilingual Education

Office of Supplemental Educational Programs

Division of Educational Services

October 6, 2021





Purpose of the Chapter



1. Ensure all English language learners (ELLs) are provided with a free, appropriate, public education;
2. Ensure the provision of bilingual education and related services;
3. Assist district boards of education in providing educational services to ELLs; and
4. Ensure that programs for ELLs are evaluated for their effectiveness.



Proposed New Definition



Term

Alternate English language
proficiency assessment

Definition

A Department-approved assessment for students with the most significant cognitive disabilities that assesses a student's English language proficiency on the four domains of listening, speaking, reading, and writing and that is aligned with the State's academic achievement standards.



Proposed Amendments 6A:15-1.3(a)



The Department is proposing to amend the process for identifying an eligible English language learner to ensure districts use a “multi-step process” at the time of enrollment which includes:

- Administering the Statewide home-language survey instead of a district-selected screener;
- Conducting a records review; and
- Administering the ACCESS or ALT ACCESS.



Proposed Amendments 6A:15-1.3(a)2



Current Language

Each district board of education shall: “**develop a screening process, initiated by a home-language survey,** to determine which students in kindergarten to 12th grade, of those whose native language is other than English, must be tested to determine English language proficiency.”

Proposed Language

The Department proposes to replace “develop a screening process, initiated by a home-language survey” with “**administer the Statewide home-language survey**” to require school districts to administer the uniform, State-developed home-language survey to screen all students upon enrollment in a school district.

Proposed Amendments 6A:15-1.10(c)



Current Language

“ELLs 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.**”

Proposed Language

The Department proposes to update this section with “ELLs enrolled in the bilingual, ESL, or English language services program shall be placed in a monolingual English program when they have **demonstrated readiness to exit through a Department-established standard on an ELP assessment and a Department-established English language observation form.**”

ELP assessments include ACCESS for ELLs ALT ACCESS (administered each Spring) and MODEL (administered throughout the year at the discretion of the district).



Proposed Amendments 6A:15-1.10(c) slide 1 of 2



Current Language

“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...”;

Proposed Language

The Department proposes to update this section with “The student’s readiness shall be further assessed by the **use of a Department-established English language observation form that considers**, 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”



Proposed Amendments 6A:15-1.10(c) slide 2 of 2



Current Language

No current provision for ELLs with disabilities.

Proposed Language

The Department proposes to update this section to include “an ELL with a disability whose disability makes it impossible for the student to be assessed in a particular domain because there are no appropriate accommodations for assessing the student in that domain may be exited from ELL status based on the student’s score on the remaining domains in which the student was assessed.”





Thank You!



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