

Carteret School District



Bilingual Education Parent Handbook

Bilingual/ESL Department

Purpose of this Booklet

Your child has been recommended for placement in a program for English Language Learners. Information in this booklet is intended to help you understand...

- The program that is being recommended for your child and how that program will help your child learn English and meet Carteret School District's promotion standards.
- How long your child is expected to remain in the recommended program.
- The requirements for exiting from the recommended program.

Bilingual Program

Goal for the Bilingual Program

It is the Carteret School District's goal that all students who are in the Bilingual Program will be successful in the state curriculum while acquiring academic English.

What is the Bilingual Program in the Carteret School District?

The Bilingual Program uses both the native language of the student and English to teach the state-required curriculum.

What school offers Bilingual Education?

The schools that offer the Bilingual/ESL program are the following:

Pvt. Nicholas Minue Elementary School
Nathan Hale Elementary School
Carteret Middle School

Why is my child recommended for the Bilingual Program?

The state of New Jersey requires school districts provide a bilingual program and since your child is acquiring English and your home language is a language other than English, he/she was recommended for this program.

Why is the Bilingual Program the best placement for my child?

- Teachers in the Bilingual Program are bilingual and specially trained to teach students who are learning English as a second language.
- Bilingual teachers are able to identify strengths and needs of students in academic areas in the student's native language and to tailor instruction to those strengths and needs.
- Bilingual teachers know which concepts and skills in the student's native language transfer into English easily and which may require more work.
- Bilingual teachers will be able to communicate with the parents of the Bilingual/ESL student utilizing the native language of the student's parents.
- In the Bilingual/ESL Program, teachers speak English and the student's native language and teach in the language the student understands and feels more comfortable.
- The student learns more and his/her self-esteem is enhanced.
- The student also receives ESL (English as a Second Language) every day.
- English language is very important for the future of our students in order for them to go on to college and broaden their job opportunities.

Why is the student's native language used for instruction?

- The student's native language is used to teach the required curriculum until your student is capable of studying the curriculum in English.
- Research shows that:
 1. When students that speak other languages learn to read first in their native language, they are more successful later, when they read in English.
 2. Similar students who learn to read first in English are not as successful in later years.

Will my child learn the same subjects and skills in his/her native language as do students who study in English?

- Yes, your child will learn the Core Curriculum Content Standards for the grade level he/she is currently enrolled in.
- Language Arts, Reading, Mathematics, Science, and Social Studies are taught as part of the state-mandated curriculum.
- Students who study in their native language must meet the same criteria for promotion as students who study in English.

How will the Bilingual Program help my child learn English, yet meet academic achievement standards for grade promotion?

- Your child will learn concepts and skills for the grade level in their native language and will receive reinforcement in those concepts and skills in English.
- Your child will participate with fluent-English-speakers in subjects such as Art, Music, and Physical Education. This will help your child with modeling and needed practice to also become proficient in English.
- Your child will be periodically assessed in order to determine academic and linguistic achievement in English to identify changes which may be needed in the instructional program.
- All subjects are age and grade appropriate as needed for promotion.

When is my child ready to begin English reading instruction?

- As English proficiency increases, more instruction in English is provided.
- Normally, your child will be instructed in all-English when your child:
 1. Scores level 4 or 5 on the ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language Learners).
 2. Is able to meet the grade-level promotion criteria in English as demonstrated in the report card.
 3. Teacher/recommends the exiting of the student from the program.

How will I know if my child is learning English?

- Your child will be assessed annually in English for English language proficiency in five areas:
 1. Social and Instructional Language (SI) which incorporates proficiency needed to deal with the general language of the classroom and the school.
 2. English Language Arts (LA)
 3. Mathematics (MA)
 4. Science (SC)
 5. Social Studies (SS)

This is a secure assessment given annually during a specific testing window determined by each state. As such, ACCESS for ELLs is used to satisfy state and federal requirements for the annual assessment for the English language proficiency of English language learners.

- You will receive information regarding your child's performance from the school.

When will my child no longer need the Bilingual Program?

- Your child will no longer need to be in a Bilingual Program when he or she meets four of the following criteria:
 1. When he or she passes the State required assessment ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language Learners).
 2. Receives an exiting score on the IPT Test given in June.
 3. Report card grad in Language Arts indicates that the student is passing.
 4. The classroom teacher's recommendation indicate that the student is prepared to enter a general education classroom because he/she has achieved Cognitive Academic Language Proficiency – The language of reading and writing, integrated with listening and speaking, needed to function successfully in a regular classroom setting.

What can I do to help my child at home?

- Continue to speak to your child in your native language.
- Teach you child concepts in your native language. This knowledge can be transferred to English.
- Read with your child daily in your native language.
- Visit the public library regularly. It is free.

ACRONYMS

ACCESS	Assessing Comprehension and Communication in English State-to-State for English Language Learners. It is a large-scale test of English proficiency based on the English language development standards that form the core of the WIDA Consortium’s approach to instructing and assessing English language learners in Grades K-12.
BICS	Basic Interpersonal Communication Skills. The social language needed to function in society with some degree of comfort.
CALP	Cognitive Academic Language Proficiency. The language of reading and writing, integrated with listening and speaking, needed to function successfully in content (academic) area settings.
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
ELL	English Language Learners
HLS	Home Language Survey
LEP	Limited English Proficient Most educators take exception to this acronym, which starts with the word “limited”, implying limited ability, limited intelligence, or limited expectations. On the contrary, ESOL students already have at least one language and are acquiring an additional language.
Non-LEP	Non-Limited English Proficient

Explanation for ESL Programs Codes

Oral Language Proficiency Levels

Level 1:	Pre-Production <ul style="list-style-type: none">• minimal comprehension• no verbal production
Level 2:	Early Production <ul style="list-style-type: none">• limited comprehension• one or two word responses
Level 3:	Speech Emergence <ul style="list-style-type: none">• good communication• production of simple sentences with some errors• short phrases• dialogue
Level 4:	Intermediate <ul style="list-style-type: none">• may have excellent comprehension• makes few grammatical errors
Level 5:	Advanced Fluency <ul style="list-style-type: none">• may exhibit near-native speech in English