

# BILINGUAL/ESL THREE-YEAR PROGRAM PLAN

## SCHOOL YEARS 2017-2020

NEW JERSEY DEPARTMENT OF EDUCATION  
Division of Learning Supports and Specialized Services  
Office of Supplemental Educational Programs  
Bureau of Bilingual/ESL Education  
P.O. Box 500  
Trenton, NJ 08625-0500

Email completed plan to: [ellreports@doe.state.nj.us](mailto:ellreports@doe.state.nj.us)

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

For a summary of Three Year Plan program review elements, consult:  
<http://www.nj.gov/education/bilingual/policy/ImplementingELLPrograms.pdf>

**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

Gloucester County/15  
County Name/Code

Swedesboro-Woolwich/5120  
District Name/Code

Dr. Scott Hogan, Chief Academic Officer  
Name and Title of Person Completing

Dr. Scott Hogan, Chief Academic Officer  
Name and Title of Contact Person

(856) 241-1552 x1026  
Telephone Number of Person Completing Plan

(856) 241-1552 x1026  
Telephone Number of Contact Person

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Swedesboro, NJ 08085  
City State Zip

**BILINGUAL/ESL THREE-YEAR PROGRAM PLAN**  
**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. X 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 Within 30 days of the beginning of the school year, 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 an ELL 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. 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 with an approved ELP assessment (list can be found at [http://www.nj.gov/education/bilingual/resources/prof\\_tests.htm](http://www.nj.gov/education/bilingual/resources/prof_tests.htm)). All ELLs in grades K-12 are tested annually with ACCESS for ELLs, the state English language proficiency assessment.
7. X ELLs who are determined to be eligible for special education and related services or eligible for speech-language services continue to receive bilingual/ESL services. These students are exited from ELL status using multiple measures, not through an IEP determination.
8. X Students are monitored for at least two years after they exit ELL status. Former ELLs are evaluated for academic progress to ensure they have not been prematurely exited, gaps in content knowledge due to ELL program services have been addressed, and ELLs are meaningfully participating in the standard instructional program comparable to their English-speaking peers.
9. X When parents/guardians refuse program services, alternative supports are provided for these students (e.g., training the student's classroom teacher in sheltered instruction) and an annual ELP test is administered until the student has been exited from ELL status.
10. X The district uses the following multiple indicators 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.

Dr. Kristin O'Neil  
 Chief School Administrator

\_\_\_\_\_  
 Signature

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

July, 12, 2017  
 Date of Board Approval

**BILINGUAL/ESL THREE-YEAR PROGRAM PLAN  
SCHOOL YEARS 2017-2020  
SECTION II: GENERAL PROGRAM INFORMATION**

**A. PROGRAM STAFF**

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

	<b>TEACHER QUALIFICATIONS</b>	<b>NUMBER OF TEACHERS</b>
1.	Bilingual-certified	0
2.	ESL-certified	2
3.	Bilingual/ESL (dual certification)	0
4.	Sheltered English Instruction trained teachers	0

**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.

<b>Program Type</b>	<b>Number of Students</b>	<b>Language(s)</b>
<b>Full-Time Bilingual</b> (self-contained or departmentalized) (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> (Two Way Immersion)		
<b>Alternative programs that are English-based</b> ( High-Intensity ESL, Sheltered English Instruction)		
<b>ESL-Only Programs</b>	34	
Other (Please specify)		
ELL program parent refusal		

**NOTE: ESL-ONLY PROGRAMS SHOULD CONTINUE TO SECTION V ON PAGE 8.**



**B. Full-Time Bilingual and Alternative\* Program Assurances**

**Assurances for all Bilingual and Alternative Programs  
[Mark Y (yes), N (no), or N/A (not applicable)]**

1. \_\_\_ A parent advisory committee has been established in the district consisting primarily of the parents of the ELL students.
2. \_\_\_ Teachers receive professional development in strategies to meet the needs of ELLs.
3. \_\_\_ Administrators who supervise bilingual/ESL programs and administrators/personnel who observe and evaluate teachers of ELLs receive professional development in strategies to meet the needs of ELLs.
4. \_\_\_ 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.
5. \_\_\_ Students in High-Intensity ESL programs receive at least 2 periods of ESL per day from a certified ESL teacher.
6. \_\_\_ Students enrolled in a bilingual program receive instruction from bilingual teachers who are certified in bilingual education and the applicable content area(s).
7. \_\_\_ Teachers in Sheltered English classes are regular classroom teachers who have received training on strategies to make subject-area content comprehensible for ELL students.
8. \_\_\_ The maximum number of students for ESL classes fall under the framework below for ESL class size maximums. **If “no”, complete the following justification for exceeding maximums.**

<b>Framework for ESL Class Size Maximums</b>		
	<b>Classes including Proficiency Level 1-2 students</b>	<b>Classes including only Proficiency Level 3 and higher students</b>
<b>K-1</b>	21 Students	25 Students
<b>2-12</b>	15 Students	20 Students

Grades K-1 ESL Class Size Maximum: ___ (number of students)	Grades K-1 Content Class Size Maximum: ___ (number of students)
Grades 2-12 ESL Class Size Maximum: ___ (number of students)	Grades 2-12 Content Class Size Maximum: ___ (number of students)
<p align="center"><b>Justification for exceeding ESL class size maximums (150 words or less)</b> Include what district trends justify the class size (high class sizes for all students, etc.):</p>	

**Program Assurances for Full-Time Bilingual Programs Only**

[Mark Y (yes) or N (no)]

1. \_\_\_ The bilingual curriculum is aligned with state standards, delivers content through the use of native/home language and English, and is adopted by the local board of education.
  
2. \_\_\_ The maximum number of students in bilingual classes fall under the framework below for bilingual class size maximums. **If “no”, complete the following justification for exceeding maximums.**

<b>Framework for Bilingual Class Size Maximums</b>		
	<b>Classes including Proficiency Level 1-2 students</b>	<b>Classes including only Proficiency Level 3 and higher students</b>
<b>K-1</b>	21 Students	25 Students
<b>2-12</b>	18 Students*	25 Students

\*These class sizes also reflect maximum size for bilingual classes with students with a limited or interrupted formal education (SLIFEs).

Grades K-1 Bilingual Content Class Size Maximum: ___ (number of students)	Grades K-1 Non-Bilingual Content Class Size Maximum: ___ (number of students)
Grades 2-12 Bilingual Content Class Size Maximum: ___ (number of students)	Grades 2-12 Non-Bilingual Content Class Size Maximum: ___ (number of students)
<p><b>Justification for exceeding bilingual class size maximums (150 words or less)</b>                      Include what district trends justify the class size (high class sizes for all students, etc.):</p>	

**BILINGUAL/ESL THREE-YEAR PROGRAM PLAN  
SCHOOL YEARS 2017-2020  
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.**

2017- 2020	
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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 participation in providing input and feedback regarding the bilingual or alternative program. (150 words or less)**

**BILINGUAL/ESL THREE-YEAR PROGRAM PLAN  
SCHOOL YEARS 2017-2020  
SECTION V: ENGLISH AS A SECOND LANGUAGE PROGRAM  
DESCRIPTION**

**A. ESL-Only Program Information**

**Note: High Intensity ESL and Sheltered English Instruction programs must complete all sections above, but leave Section V (this section) blank.**

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
Margret Clifford School	K	K
Gov. Charles Stratton School	1	2
General Charles Harker School	3	5
Walter Hill School	6	6



**B. ESL-Only Program Assurances**  
**[Mark Y (yes) or N (no) for each]**

1. Y 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. Y District wide, there are less than 20 ELL students in any one language classification enrolled in the ESL-Only program.
3. Y Teachers receive professional development in strategies to meet the needs of ELL students.
4. N Administrators who supervise bilingual/ESL programs and administrators/personnel who observe and evaluate teachers of ELLs receive professional development in strategies to meet the needs of ELLs.