



Rahway Public Schools

ESL/ Bilingual Department Restructuring
ESL Fair “Abriendo Puertas”



Education Committee Meeting
September 10th, 2025

Presented by:
Veronica Fiori

What Type of Program?

- **Program Description:** What type of dual language program?
- Do we have the staff capacity and resources needed to implement **an effective dual language program with fidelity** for ML participation?
- **Can a full-time transitional bilingual** education program serve our current student population's academic needs?

Program Options

Bilingual Services

- K-3 FES and 4th Transitional Bilingual

ESL Services

- Madison
- Cleveland
- Roosevelt

High Intensity ESL

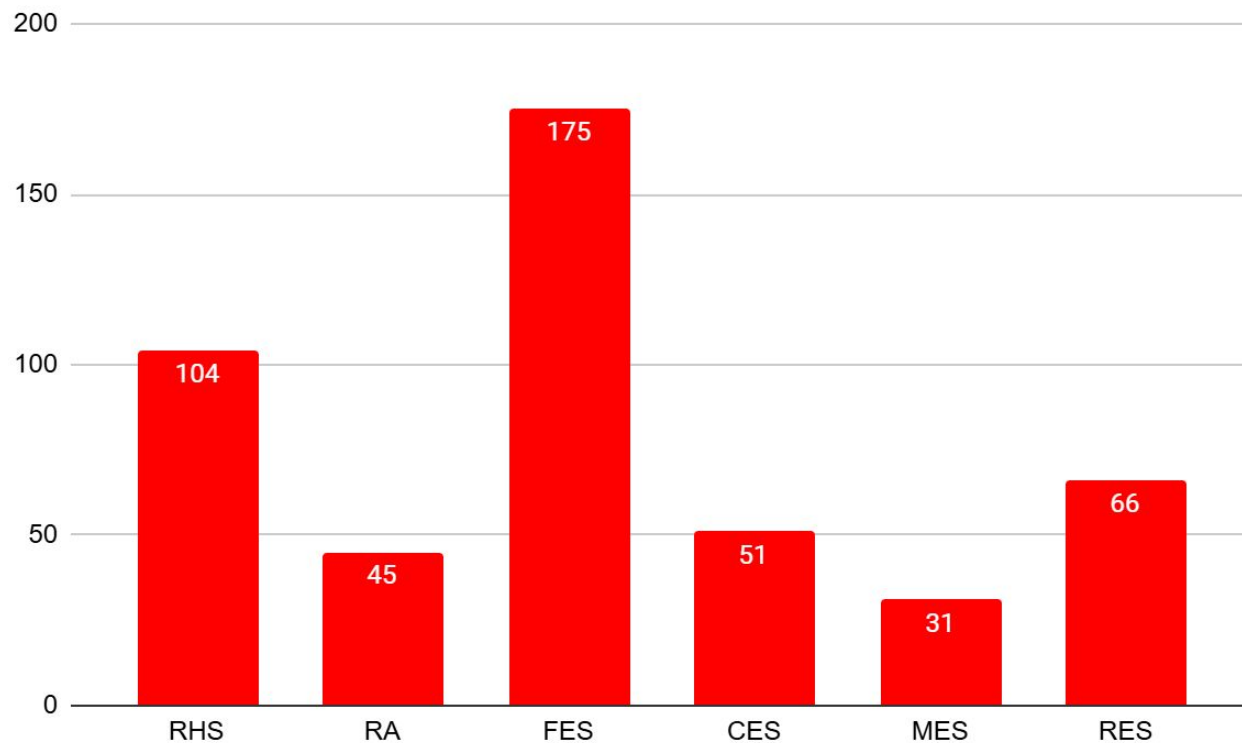
- Academy
- High School

Data Points

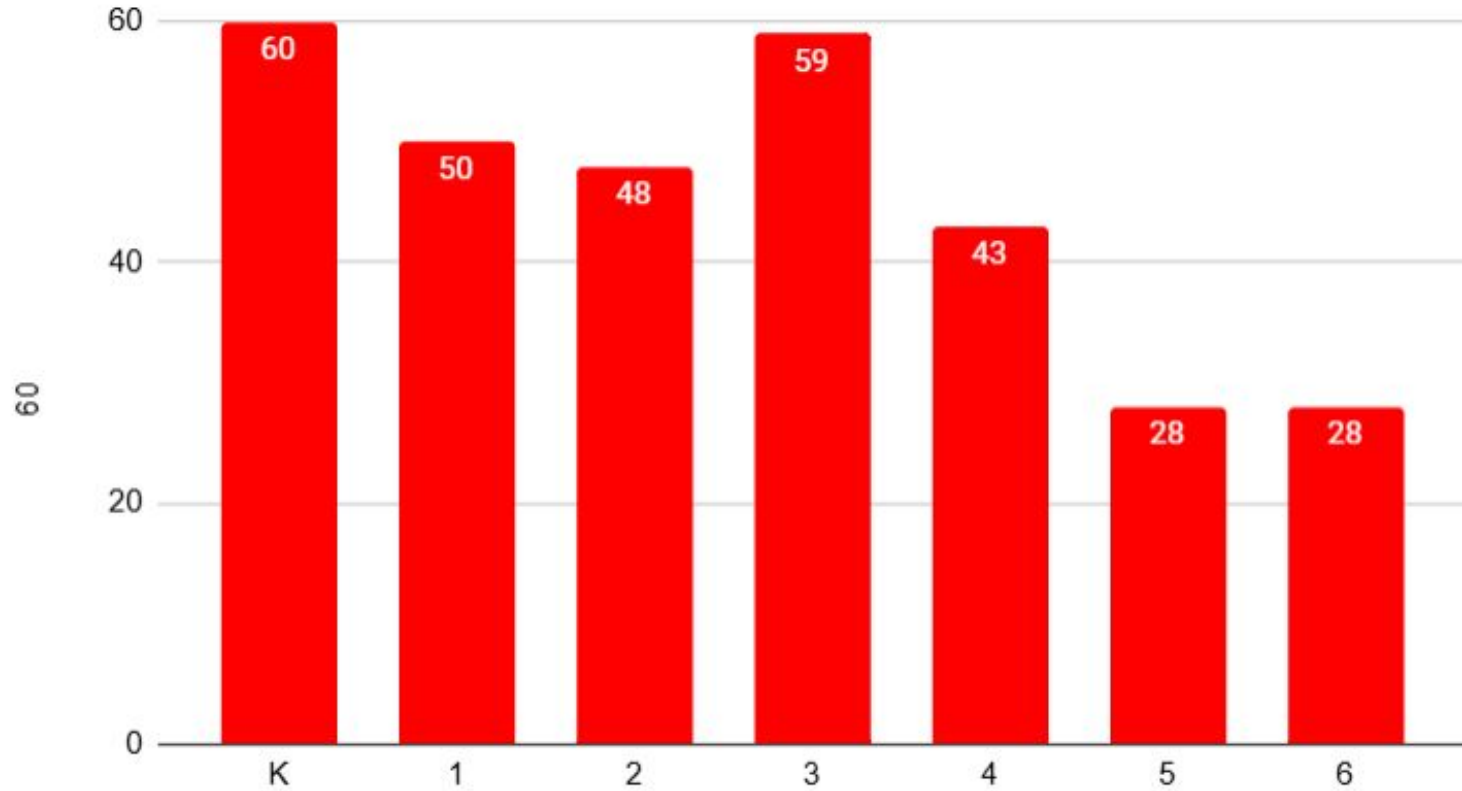
Student Data:

- By School
- By Grade Levels
- By Program Type

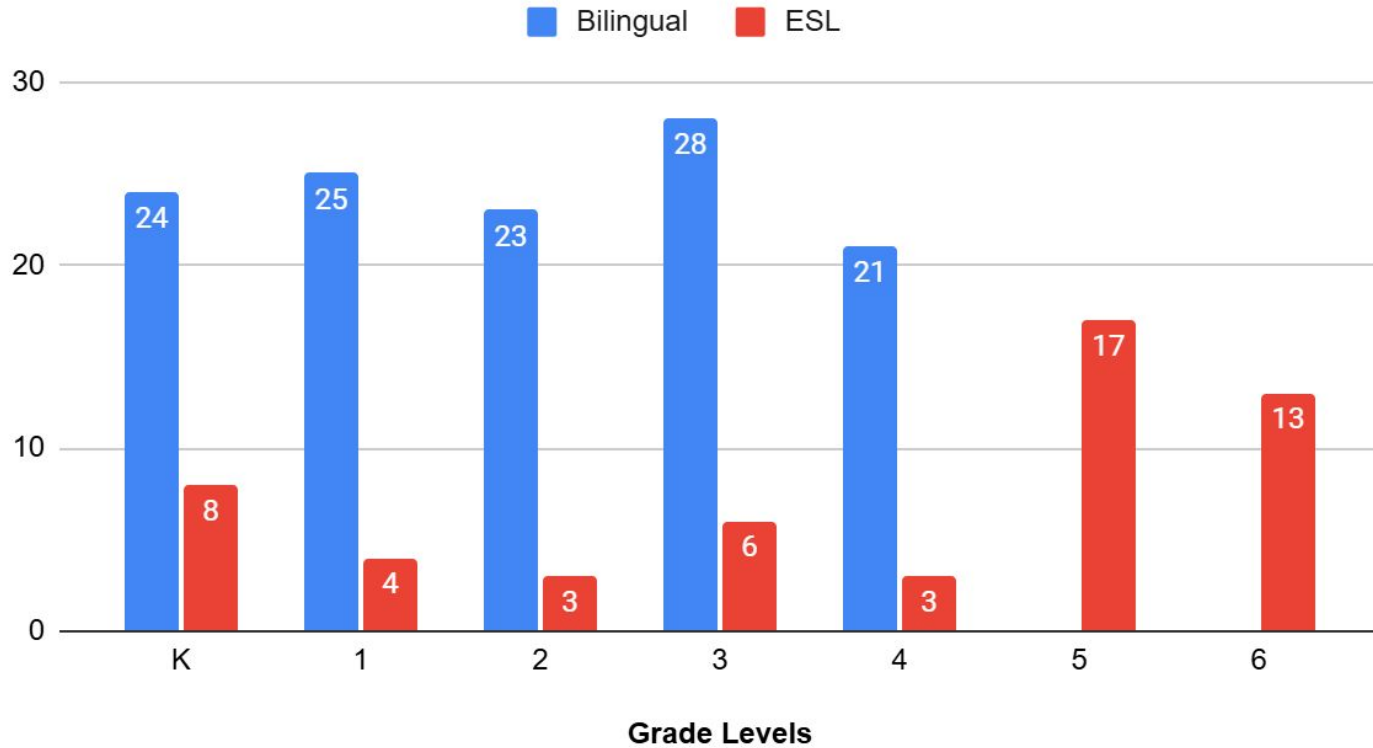
MLs Data Per School
471 MLS
2024-2025



MLs Data Per Grade Level 2024-2025



24-25 FES ESL/BIL STUDENT DATA PER GRADE LEVEL



Data per Classroom

Grade Level	Teacher	Type	Number of Students	Bilingual and ESL only Proposed Change
K		Bilingual	23	Pre-K screening would determine Bil or ESL only based on scores
K	205	ESL	3	
K	201	ESL	2	
K	202	ESL	3	
Total K			31	
1		Bilingual	24	15
1	12	ESL	3	14
1	15	ESL	3	
Total 1			29	29
2		Bilingual	23	18
2	3	ESL	5	11
2	14	ESL	1	
Total 2			29	29

3	ESL	2	10
3	ESL	5	
Total 3		35	35
4	Transitional Bilingual	21	15
4	ESL	2	11
4	ESL	3	
Total 4		26	26
5	ESL	12	5 Levels 1-2
5	ESL	6	15
5	ESL	1	
5	ESL	1	
Total 5		20	20
6	ESL	3	8 Levels 1-2
6	ESL	9	8
6	ESL	2	
6	ESL	2	
Total ESL/Bil Students		186	186

Teacher Capacity

Franklin Elementary School Teacher Schedule 2024-2025

Teacher:				☐ Grade Level/Discipline:	ESL	
Time		Monday	Tuesday	Wednesday	Thursday	Friday
	8:36 – 8:45	HR	HR	HR	HR	HR
8:45-9:15		Push In D'Ambrosio 21 (Darelyn)	Push In D'Ambrosio 21 (Darelyn)	Push In Arboleda 4	Push In Arboleda 4	Push In Arboleda 4
9:15-9:45		Push In Arboleda 4	Push In Arboleda 4	Push In Arboleda 4	Push In Arboleda 4	Push In Arboleda 4
9:45-10:15		5th Grade Pull Out 203	5th Grade Pull Out 203 (Just Eithan and Luisana)	5th Grade Pull Out 203	5th Grade Pull Out 203	Push In Soriano 18 (Soriano HR)
10:15-10:45		Push In Hoelzel 22	Push In Hoelzel 22	Push In Hoelzel 22	Push In Hoelzel 22	5th Grade Pull Out 203/?
10:45 – 11:15		Push In Soriano 18 (Soriano HR)	Push In Soriano 18 (Soriano HR)	Push In Soriano 18 (Soriano HR)	Push In Soriano 18 (Soriano HR)	Push In Hoelzel 22
11:15 – 11:45		Prep	Prep	Lunch	Prep	Prep
11:45 – 12:15		Lunch	Lunch	Duty	Lunch	Lunch
12:15-12:45		Push In Soriano 18 (Jordan HR)	Push In Soriano 18 (Jordan HR)	Push In Soriano 18 (Jordan HR)	Push In Soriano 18 (Jordan HR)	Push In Soriano 18 (Jordan HR)
12:45-1:15		Pull Out 3rd grade Variello (Oscar) 203	Pull Out 3rd grade Variello (Oscar) 203	Push In 3rd grade Variello 7	Push In 3rd grade Variello 7	Intervention or Language Support/ Testing as needed
1:15- 1:45		Pull Out Hoelzel (hallway)	5th grade PLC 21	Pull out Hoelzel (hallway)	Pull out Hoelzel (hallway)	Pull out Hoelzel (hallway)
1:45-2:15		Push In Soriano 18 (Intervention)	Push In Soriano 18 (Intervention)	Pull Out 3rd grade Moran (Santy and Isaac) 203	Pull Out 3rd grade Moran (Santy and Isaac) 203	Pull Out 3rd grade Moran (Santy and Isaac) 203

Per	Short	Full	Monday	Tuesday	Wednesday	Thursday	Friday
HR	8:36-8:45 am	8:36-8:45 am	AM DUTY	AM DUTY	AM DUTY	AM DUTY	AM DUTY
1	8:45-9:05am	8:45-9:15am	Kinder garten	Kinder garten	Kinder garten	Kinder garten	Kinder garten
2	9:05-9:25am	9:15-9:30am	Kinder garten	Kinder garten	Kinder garten	Kinder garten	Kinder garten
3	9:25-9:45am	9:30-10:15am	Cirillo 6th	Cirillo 6th	Cirillo 6th	Cirillo 6th	Cirillo 6th
4	9:45-10:05am	10:15-11:00am	Pear 2nd gr	Pear 2nd Gr	Pear 2nd gr	Pear 2nd Gr	Pear 2nd gr
5	10:05-10:25am	11:00-11:30am	Casterlow /Colon 4th	Casterlow /Colon 4th	Casterlow /Colon 4th	Casterlow/ Colon 4th	Casterlow /Colon 4th
6	10:25-10:45am	11:30-12noon	Defonte (2)	Defonte (2)	Defonte (2)	Aiden and Dulce	Defonte (2)
7	10:45-11:05am	1215-1245	Lunch	Lunch	Lunch	Lunch	Lunch
8	11:05-11:25am	12:45-115	Prep	Prep	Prep	Prep	Prep
9	11:25-11:45am	1:15-145	Dechellis -K	Dechellis -K	Dechellis -K	Dechellis -K	Dechellis -K
10	11:45-12:05pm	145-215	1 on 1 Dechellis	1 on 1 Dechellis	1 on 1 Dechellis	1 on 1 Dechellis	1 on 1 Dechellis
11	12:05-12:25pm	215-245	Bradley 6thscience	Bradley 6thscience	Bradley 6thscience	Bradley 6thscience	Bradley 6thscience
HR	12:45-12:50pm	2:45-2:53pm	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom

Full Day	Mon.	Tues.	Wed.	Thur.	Fri.
8:26-8:45	DOOR 9 Stairwell	DOOR 9 Stairwell	DOOR 9 Stairwell	DOOR 9 Stairwell	DOOR 9 Stairwell
8:45-9:15	Older Newcomers Pull Out grades 3-6 101B	Older Newcomers Pull Out- grades 3-6 101B	Older Newcomers Pull Out- grades 3-6 101B	Older Newcomers Pull Out- grades 3-6 101B	Older Newcomers Pull Out- grades 3-6 Room 101B
9:15-9:45	Older Newcomers Pull Out Room 101B	Older Newcomers Pull Out Room 101B	Older Newcomers Pull Out Room 101B	Older Newcomers Pull Out Room 101B	Older Newcomers Pull Out Room 101B
9:45-10:15	Kindergarten Project Heart/ERI Pull Out 101B	Kindergarten Project Heart/ERI Pull Out 101B	Kindergarten Project Heart/ERI Pull Out 101B	Kindergarten Project Heart/ERI Pull Out 101B	Kindergarten Project Heart/ERI Pull Out 101B
10:15-10:45	6th grade Push in Strong-Soc. St 206	6th grade Push in Strong -Soc. St. 206	6th grade Push in Strong -Soc. St. 206	6th grade Push in Strong -Soc. St. 206	6th grade Push in Strong -Soc. St. 206
10:45-11:15	1st grade pull out Millerick * Pull out 101B	1st grade pull out Millerick * Pull out 3 101B	1st grade pull out Millerick * Pull out 3rd grade Sold newcomer pull out 101B	1st grade pull out Millerick * Pull out 3rd grade Sold newcomer pull out 101B	1st grade pull out Millerick * Pull out 3rd grade Sold newcomer pull out 101B
11:15-11:45	PUSH IN 3rd grade Mrs. Urbano;s Writing (not in my classroom)	PUSH IN 3rd grade Mrs. Urbano;s Writing (not in my classroom)	PUSH IN 3rd grade Mrs. Urbano;s Writing (not in my classroom)	PUSH IN 3rd grade Mrs. Urbano;s Writing (not in my classroom)	PUSH IN 3rd grade Mrs. Urbano;s Writing (not in my classroom)
11:45-12:15	4th grade Push in t Science room 209	4th grade Push in t Science room 209	4th grade Push in Science room 209	4th grade Push in t Science room 209	4th grade Push in Science room 209
12:15-12:45	K Pull Out 101B	OUTSIDE DUTY	K Pull Out 101B	K Pull Out 101B	K Pull Out 101B
12:45-1:15	2nd Grade Pull out -101B	2nd Grade Pull out -101B	2nd Grade Pull out -101B	2nd Grade Pull out -101B	2nd Grade Pull out -101B
1:15-1:45	3rd grade r pull out 101B	3rd grade pull out IN 101B	3rd grade n pull out in 101B	3rd grade pull out 101B	3rd grade pull out 101B
2:00-3:00	Lunch/Prep	Lunch/Prep	Lunch/Prep	Lunch/Prep	Lunch/Prep

Staffing

Bilingual Staff 2024-2025

Kindergarten: Provisional Bilingual Certificate

First Grade: Fully Certified

Second Grade: Uncertain (Teacher transferring to ESL)

Third Grade: Fully Certified

Fourth Grade: Not Certified (Transitional Class)

Conclusions

- Reduce the number of students in bilingual classrooms to ensure teachers can provide individualized and small-group instruction tailored to students' linguistic and academic needs.
- Maximize the time ESL teachers spend delivering targeted instruction by clearly defining classroom roles (bilingual vs. ESL) to avoid overlap and improve resource allocation.
- Establish a designated bilingual classroom for newcomer students to ensure they receive consistent, tailored language and academic support without being dispersed across multiple schools.
- Develop a structured environment where bilingual classrooms focus on supporting students with foundational bilingual skills, while ESL-only classrooms emphasize advanced language development for English proficiency.
- Ensure all ELLs have equitable access to appropriate resources, instruction, and support by creating an instructional model that meets their unique linguistic and educational needs.
- Foster improved language acquisition and overall academic success by providing focused, needs-based instruction in environments specifically designed to support their growth.

Restructuring Plan

The purpose of this plan is to enhance instructional effectiveness and provide targeted support to Multilingual Learners (MLs) by restructuring bilingual and ESL classroom placements. Specifically, the proposal aims to:

1. **Appoint a Bilingual Classroom for students in levels 1-2 and an ESL only classroom for students levels 2-3 or 3-4 depending on student numbers**
2. **Reduce the number of students in bilingual classrooms** to ensure a more manageable student-to-teacher ratio, allowing for more personalized and focused instruction.
3. **Maximize ESL teacher instructional time** by creating distinct classroom environments: one dedicated exclusively to bilingual instruction and the other solely for ESL instruction.
4. **Provide a designated bilingual classroom for newcomers** to ensure these students are not dispersed across different schools but are instead grouped in a learning environment tailored to their unique language acquisition needs.
5. **Ensure consistency and support targeted instruction by appointing two dedicated teachers per grade level (K-4).** One teacher will be a Bilingual Certified teacher. The teacher in the ESL only classroom will be SEI trained. These teachers will receive specialized professional development to equip them with the skills needed to effectively teach students across a wide range of language proficiencies. This approach fosters a cohesive learning environment while enhancing instructional quality for all language learners.

Program Options

Types of Programs

- Dual Language or One Way Immersion
- English as a Second Language
- Full Time Bilingual
- Transitional Bilingual
- Sheltered English Instruction

Criteria to Choosing an LIEP Program (Castaneda Standards)

- Appropriate staffing capacity
- Sound educational strategies
- Clear pathway to achieve the exit criteria from multilingual learner status
- Access to advanced courses and career technical education
- Effective evaluation
- Second Language Acquisition

Effective Biliteracy Instruction- Dual Language or One Way Immersion

- Characterized by the strategic use of language and language development strategies.
- Becoming biliterate and proficient in both English and Spanish.
- Plans for three stages:
 - Spanish
 - Bridge (Transition)
 - English
- A biliteracy assessment plan is developed which includes language development and biliteracy measures. Redundancy is reduced and transfer across languages is optimized.
- **Structures** Clear structures in place. Language allocation plan such as a 90-10 model, or a 50-50 model

Questions?

- Has the language allocation plan been thought out based on the community's needs?
- How are the content area classes and units being divided amongst the languages to adhere to the language allocation plan? What PD has been implemented for the transition? Are assessments and MTSS structures in place to support a one-way immersion program.

Program Options

- Full Time Bilingual
 - The full-time LIEP is designed to incorporate a multicultural curriculum which integrates the history and culture of the country, territory, or geographic area that is the native land of the parents and families of the multilingual learners enrolled in the program and the history and culture of the United States. The program is constructed to promote biliteracy and cross-cultural competency to achieve high levels of academic achievement in English and the student's primary language.

Program Design Considerations for Bilingual Education Programs

A full-time bilingual program which serves MLs in a single language group may be designed as a transitional bilingual education program (early or late exit) or as a one-way DLI program. ([Source](#))

Goal: Bilingualism, biliteracy, biculturalism

Program Options

English Language Development (ELD):

One daily class of ESL is provided based on the 2020 WIDA K-12 ELD standards for the language of Science, Social Studies, English language arts, and Science in the language competencies of listening, speaking, reading, and writing. Language is taught through academic content instruction, and not for translation.

Teacher Certification:

Requirements shall be fulfilled by one or more teachers.

- NJSLS: Instructional Certificate + endorsement in Bilingual/Bicultural.
- ELD: Endorsement in ESL.

Program Options

- Transitional Bilingual
 - A program designed to allow English learners to achieve long-term academic success through English-medium instruction. The native language of the English learner is used to support the student's development of English and content learning and is then gradually phased out of instruction as a student's English proficiency increases.
 - TB programs are designed to respond flexibly to students at different English proficiency levels, who are fluent in their home language. Typically, in TBE programs, initial content and literacy instruction is in the student's home language, paired with systematic and sequential ESL instruction. Teachers leverage students' linguistic and cultural resources to support language and literacy development and grade-level-appropriate content learning.
 - **Goal: Biculturalism, transition into English**

Transitioning Bilingual Models

- Outlines the transition of instruction from the primary language to English (not linear)
- Includes considerations for making grade level content accessible to all students regardless of level of language development, including additional primary language support.
- Includes an annual review process. (exit meetings at the end of the year, projections and student placement)

[Transitioning Bilingual K-2](#)
[Transitioning Bilingual 3-5](#)
[Transitional Bilingual 6-8](#)

Transitional Bilingual Program Goals

- Instruction in academic content is delivered in both the student's primary language and English.
- Academic content is used as the vehicle to promote second language development.
- Students are supported in mastering the essential knowledge and skills of the required curriculum.
- Linguistically accommodated instruction is provided in both languages, following the language transition plan.
- Instruction is communicated, sequenced, and scaffolded to ensure content accessibility and mastery.

Restructuring and Maximizing Resources

Looking at Data

Conclusions

2025-2026

- Restructure the Bilingual Program for WIDA levels 1-2.5
- Expand the program and assign an SEI classroom for each grade level at every building
- Develop and implement SEI training districtwide
- Fully certified bilingual teachers K-3 at FES

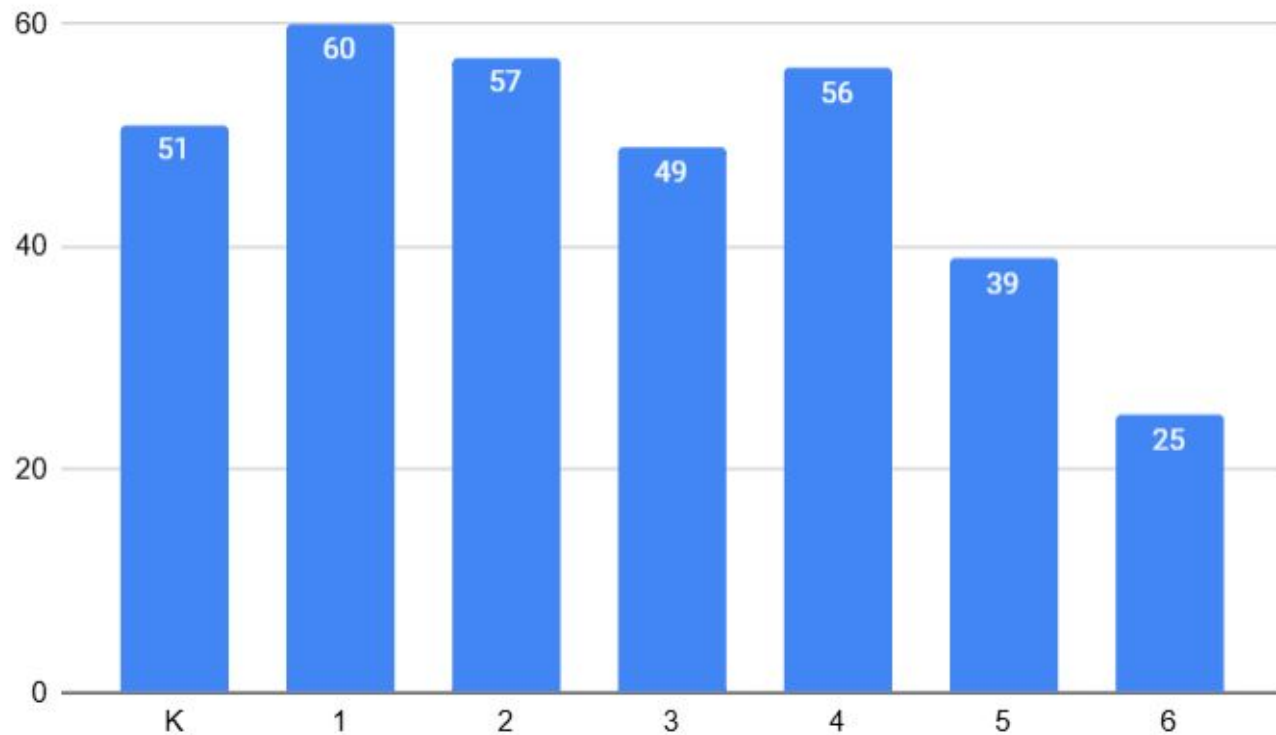
2026-27

- 1 4th grade bilingual
- 1 5th grade bilingual

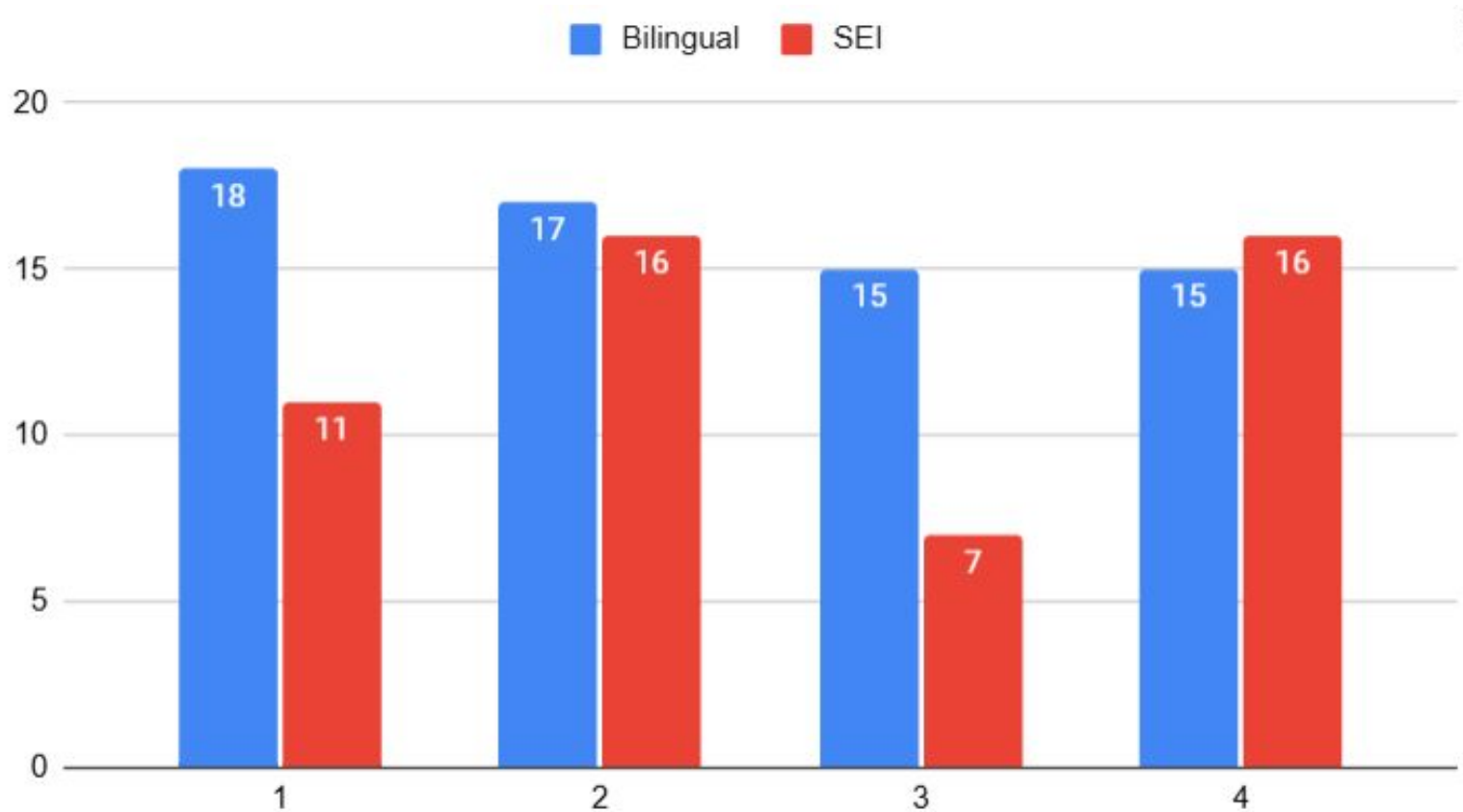
2027-2028

- 6th grade bilingual

MLs Data Per Grade Level 2025-2026



25-26 FES BIL/ SEI Data per Grade Level



**Thank You
Questions?**

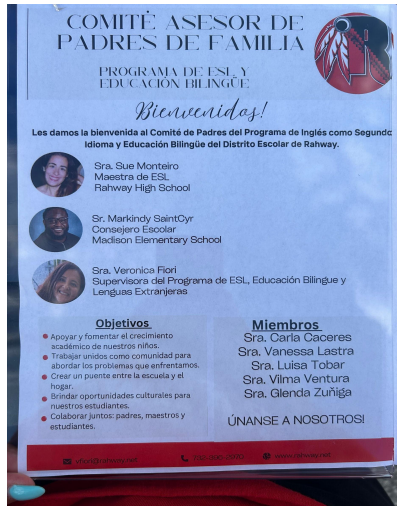
ESL Family Fair “Abriendo Puertas”

Summer 2025



Goal

We are committed to creating a welcoming and inclusive environment where all ESL/Bilingual families feel respected, valued, and empowered as partners in their children's education. These objectives are designed to honor cultural and linguistic diversity while promoting equitable access to resources, services, and opportunities.



Event Services and Centers

1. **Registration Help Center**

- Assist families with new student enrollment and required documentation.
- Provide translation and interpretation support as needed.

2. **New Year School Forms- Lunch Application Assistance**

- Guide families through the process of applying for free and reduced lunch programs.
- Ensure language support is available for non-English speakers.

3. **School Updates by Building**

- Provide school-specific information, including schedules, important dates, and staff introductions. PTO-PTA organizations attended to introduce themselves.

4. **Haircuts by Community Barbers**

- Partnered with Barber Gods to offer free or discounted haircuts for students.
- Set up an appointment system to manage wait times efficiently.

5. **Cotton Candy/ Popcorn/ Face Paint**

6. Community Service Agencies Booths

- RCAO-United Way
- Provide multilingual materials and contacts for ongoing support.

7. Mental Health & Wellness Support

- Partner with Imagine to offer guidance and support for students and families.
- Provide information on counseling services, stress management, and social-emotional learning.

8. Parent Portal Access & Tech Support

- Assist parents in setting up and navigating school portals for grades, attendance, and communication.
- Provide one-on-one tech support for troubleshooting.

9. Backpacks & School Supplies Giveaway

- Secure donations from local businesses and organizations.
- Organize distribution to ensure each student receives essential supplies.









**Thank You
Questions?**
