

CHAPTER 15
BILINGUAL EDUCATION

Authority

N.J.S.A. 18A:1-1, 18A:4-15, 18A:7F-4, and 18A:35-15 to 26.

Source and Effective Date

R.2008 d.306, effective September 16, 2008.
See: 40 N.J.R. 2161(a), 40 N.J.R. 6200(b).

Chapter Expiration Date

In accordance with N.J.S.A. 52:14B-5.1.c(2), Chapter 15, Bilingual Education, expires on March 14, 2016. See: 47 N.J.R. 2214(a).

Chapter Historical Note

Chapter 15, Bilingual Education, was adopted as new rules by R.1998 d.335, effective July 6, 1998. See: 30 N.J.R. 1249(a), 30 N.J.R. 2472(a).

Chapter 15, Bilingual Education, was readopted as R.2003 d.388, effective September 8, 2003. See: 35 N.J.R. 1500(a), 35 N.J.R. 4718(a).

Chapter 15, Bilingual Education, was readopted as R.2008 d.306, effective September 16, 2008. See: Source and Effective Date. See, also, section annotations.

In accordance with N.J.S.A. 52:14B-5.1b, Chapter 15, Bilingual Education, was scheduled to expire on September 16, 2015. See: 43 N.J.R. 1203(a).

Law Review and Journal Commentaries

Toward parity in education: Abbott v. Burke and the future of New Jersey school systems. 5 Temp.Pol. & Civ.Rts.L.Rev. 183 (1996).

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SUBCHAPTER 1. GENERAL PROVISIONS

6A:15-1.1 General requirements

(a) The purpose of this chapter is to:

1. Ensure that all limited English proficient (LEP) students as defined in this chapter are provided with a free, appropriate public education pursuant to N.J.S.A. 18A:35-15 to 26;
2. Ensure that the rights of LEP students are protected;
3. Ensure the provision of bilingual education and related services;
4. Assist district boards of education in providing educational services to LEP students; and
5. Ensure the evaluation of the effectiveness of the education of LEP students.

(b) The rules of this chapter shall apply to all district boards of education providing funded educational programs and services to LEP students.

(c) The Department shall:

1. Administer the provisions of this chapter;
2. Provide technical assistance to each district board of education in the implementation of bilingual, ESL, and English language services programs; and
3. Coordinate and monitor in conjunction with the county offices of education the local, State and Federal programs designed to meet the educational needs of LEP students.

Amended by R.2003 d.388, effective October 6, 2003.
See: 35 N.J.R. 1500(a), 35 N.J.R. 4718(a).

In (c), substituted "Specialized Populations" for "Bilingual Education".

Amended by R.2008 d.306, effective October 20, 2008.
See: 40 N.J.R. 2161(a), 40 N.J.R. 6200(b).

In the introductory paragraph of (c), deleted "Office of Specialized Populations established in the" preceding "Department of Education".

Amended by R.2014 d.050, effective March 17, 2014.
See: 45 N.J.R. 399(a), 46 N.J.R. 501(a).

In (a)1, substituted "pursuant to" for the second occurrence of "as defined in"; in (a)5 and (c)3, substituted "LEP" for "limited English proficient"; in the introductory paragraph of (c), deleted "of Education (Department)" preceding "shall"; and in (c)2, deleted "their" preceding "bilingual".

6A:15-1.2 Definitions

The following words and terms shall have the following meanings when used in this chapter unless the context clearly indicates otherwise.

"Bilingual education program" means a full-time program of instruction in all courses or subjects that a child is required by law or rule to receive, given in the native language of LEP students enrolled in the program and also in English; in the aural comprehension, speaking, reading, and writing of the native language of LEP students enrolled in the program, and in the aural comprehension, speaking, reading, and writing of English; and in the history and culture of the country, territory, or geographic area that is the native land of the parents

of LEP students enrolled in the program, and in the history and culture of the United States.

“Bilingual part-time component” means a program alternative in which students are assigned to mainstream English program classes but are scheduled daily for their developmental reading and mathematics instruction with a certified bilingual teacher.

“Bilingual resource program” means a program alternative in which students receive on an individual basis daily instruction from a certified bilingual teacher in identified subjects and with specific assignments.

“Bilingual tutorial program” means a program alternative in which students are provided one period of instruction from a certified bilingual teacher in a content area required for graduation and a second period of tutoring in other required content areas.

“CCCS” means as defined in N.J.A.C. 6A:8-1.3.

“Dual-language bilingual education program” means a full-time program of instruction in elementary and secondary schools that provides structured English language instruction and instruction in a second language in all content areas for LEP students and for native English speaking students enrolled in the program.

“Educational needs” means the particular educational requirements of LEP students, the fulfillment of which will provide them with equal educational opportunities.

“English as a second language (ESL) program” means a daily developmental second-language program of up to two periods of instruction based on student language proficiency that teaches aural comprehension, speaking, reading, and writing in English using second language teaching techniques, and incorporates the cultural aspects of the students’ experiences in their ESL instruction. A period is the time allocated in the school schedule for instruction in core subjects.

“English language development standards” means the 2012 Amplification of the English Language Development Standards, Kindergarten–Grade 12, incorporated herein by reference, as amended and supplemented, developed by the World-Class Instructional Design and Assessment (WIDA) Consortium. They are the standards and language competencies LEP students in preschool programs and elementary and secondary schools need to become fully proficient in English and to have unrestricted access to grade-appropriate instruction in challenging academic subjects. The standards are published by the Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium (www.wida.us) and are available for review at <http://www.wida.us/standards/eld.aspx>.

“English language proficiency test” means a test that measures English language skills in the areas of aural comprehension, speaking, reading, and writing.

“English language services” means services designed to improve the English language skills of LEP students. The services, provided in school districts with less than 10 LEP students, are in addition to the regular school program and are designed to develop aural comprehension, speaking, reading, and writing skills in English.

“Exit criteria” means the criteria that must be applied before a student may be exited from a bilingual, ESL, or English language services education program.

“High-intensity ESL program” means a program alternative in which students receive two or more class periods a day of ESL instruction. One period is the standard ESL class, and the other period is a tutorial or ESL reading class.

“Instructional program alternative” means a part-time program of instruction that may be established by a district board of education in consultation with and approval of the Department. All students in an instructional program alternative receive English as a second language.

“Limited English proficient (LEP) students” means students from preschool through grade 12 whose native language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as measured by an English language proficiency test, so as to be denied the opportunity to learn successfully in classrooms where English is the language of instruction. This term means the same as limited English speaking ability as used in N.J.S.A. 18A:35-15 to 26.

“Native language” means the language first acquired by the student, the language most often spoken by the student, or the language most often spoken in the student’s home regardless of the language spoken by the student.

“Parent(s)” means the natural parent(s) or the legal guardian(s), foster parent(s), surrogate parent(s), or person acting in the place of a parent with whom the student legally resides. When parents are separated or divorced, parent means the person(s) who has legal custody of the student, provided such parental rights have not been terminated by a court of appropriate jurisdiction.

“Review process” is the process established by the district board of education to assess LEP students for exit from bilingual, ESL, or English language services programs.

“Sheltered English instruction” is an instructional approach used to make academic instruction in English understandable to LEP students. Sheltered English classes are taught by regular classroom teachers who have received training on strategies to make subject-area content comprehensible for LEP students.

Amended by R.2003 d.388, effective October 6, 2003.

See: 35 N.J.R. 1500(a), 35 N.J.R. 4718(a).

Amended “Standards” for “standards” and “Pre-K” for “pre-K”.

Amended by R.2008 d.306, effective October 20, 2008.
See: 40 N.J.R. 2161(a), 40 N.J.R. 6200(b).

In definition "Dual language bilingual education program", inserted "native"; in definition "English as a second language (ESL) program", substituted "language proficiency" for "needs" and inserted the last sentence; rewrote definition "ESL Standards for Pre-K through 12 Students"; and added definition "Sheltered English instruction".

Amended by R.2014 d.050, effective March 17, 2014.
See: 45 N.J.R. 399(a), 46 N.J.R. 501(a).

In the introductory paragraph, deleted "when used in this chapter," following "terms", and inserted "when used in this chapter"; deleted definitions "Act", "English language fluency", and "ESL Standards for Pre-K through 12 Students"; rewrote definitions "Bilingual education program", "Bilingual resource program", "Limited English proficient (LEP) students", and "English language services"; in definition "Bilingual part-time component", deleted a comma following "classes"; substituted definition "Dual-language bilingual education program" for definition "Dual language bilingual education program"; in definitions "Dual-language bilingual education program" and "Exit criteria", substituted "that" for "which"; in definition "Educational needs", inserted "LEP", and deleted "of limited English proficiency" following "students"; in definitions "English as a second language (ESL) program" and "English language proficiency test", substituted "that" for "which", and inserted a comma following "reading"; in definition "Instructional program alternative", deleted "of Education" following "Department"; in definition "Native language", deleted a comma following "home"; in definition "Parent(s)", inserted a comma following the third occurrence of "parent(s)", and substituted "When" for "Where"; in definition "Review process", substituted "LEP" for "limited English proficient"; in definition "Sheltered English instruction", substituted "subject-area" for "subject area"; and added definitions "CCCS" and "English language development standards".

6A:15-1.3 Identification of eligible limited English proficient (LEP) students

(a) The district board of education shall determine at the time of enrollment the native language of each LEP student. Each district board of education shall:

1. Maintain a census indicating all identified students whose native language is other than English; and
2. 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. The screening shall be conducted by a bilingual/ESL or other certified teacher, and shall be designed to distinguish students who are proficient English speakers and need no further testing.

(b) The district board of education shall determine the English language proficiency of all kindergarten to 12th-grade students who are not screened out and whose native language is other than English by administering a Department-approved English language proficiency test, assessing the level of reading in English, reviewing the previous academic performance of students including their performance on standardized tests in English, and reviewing the input of teaching staff members responsible for the educational program for LEP students. Students who do not meet the Department standard on a Department-approved language proficiency test and who have at least one other indicator shall be considered LEP students. The district board of education shall also use age-appropriate methodologies to

identify LEP preschool students to determine their individual language development needs.

Amended by R.2008 d.306, effective October 20, 2008.
See: 40 N.J.R. 2161(a), 40 N.J.R. 6200(b).

In (a)2, substituted "fall LEP Enrollment Summary" for "Fall Report"; in (b), inserted "initiated by a home language survey," and "in kindergarten to 12th grade", and substituted the second occurrence of "screening" for "prescreening", "proficient" for "fluent" and "and need no further testing" for "from those whose English speech and comprehension are affected by language proficiency"; in (c), substituted "a Department-approved" for "an" and "age-appropriate methodologies to identify limited English proficient preschool students in order to determine their individual language development needs" for "age appropriate assessment instruments to identify the English language proficiency and readiness of preschool LEP students to determine individual student eligibility for bilingual, ESL or mainstream classroom instruction"; and deleted (d).

Amended by R.2014 d.050, effective March 17, 2014.
See: 45 N.J.R. 399(a), 46 N.J.R. 501(a).

Rewrote the section.

6A:15-1.4 Bilingual programs for limited English proficient students

(a) The district board of education shall provide all kindergarten to 12th-grade LEP students enrolled in the school district pursuant to N.J.S.A. 18A:7F-4 with all required courses and support services defined in (b) through (h) below to prepare LEP students to meet the CCCS for high school graduation. This may also include tutoring, after school programs, summer programs, and remedial services as needed by LEP students. All district boards of education shall also provide appropriate instructional programs to eligible preschool LEP students based on need according to the New Jersey Preschool Program Implementation Guidelines, 2010. The guidelines provide developmentally appropriate recommendations for good practice and are intended for school districts that provide preschool programs.

(b) The district board of education shall establish English language services designed to improve the English language proficiency of LEP students whenever there are at least one but fewer than 10 LEP students enrolled in the school district. English language services shall be provided in addition to the regular school program.

(c) The district board of education shall establish an ESL program that provides up to two periods of ESL instruction based on student language proficiency whenever there are 10 or more LEP students enrolled in the school district.

1. An ESL curriculum that addresses the WIDA English language development standards, shall be developed and adopted by the district board of education to address the instructional needs of LEP students.

2. The ESL curriculum shall be cross referenced to the school district's bilingual education and content area curricula to ensure that ESL instruction is correlated to all content areas taught.

(d) The district board of education shall establish bilingual education programs whenever there are 20 or more LEP

students in any one language classification enrolled in the school district, pursuant to N.J.S.A. 18A:35-18. Bilingual education programs shall:

1. Be designed to prepare LEP students to acquire sufficient English skills and content knowledge to meet the CCCS. All LEP students participating in bilingual programs shall also receive ESL instruction;

2. Include a curriculum that addresses the CCCS, the WIDA English language development standards, and the use of two languages. The bilingual education curriculum shall be adopted by the district board of education; and

3. Include the full range of required courses and activities offered on the same basis and under the same rules that apply to all students within the school district.

(e) LEP students shall be provided with equitable instructional opportunities to participate in all non-academic courses necessary to meet the CCCS, including comprehensive health and physical education, the visual and performing arts, and career awareness programs. The instructional opportunities shall be designed to assist LEP students to fully comprehend all subject matter and demonstrate their mastery of content matter.

(f) The district board of education shall offer sufficient courses and other relevant supplemental instructional opportunities in grades nine through 12 to enable LEP students to meet the CCCS for graduation. When sufficient numbers of students are not available to form a bilingual class in a subject area, plans shall be developed in consultation with and approved by the Department to meet the needs of the students.

(g) In addition to (a) through (f) above additional programs and services shall be designed to meet the special needs of eligible LEP students and include, but not be limited to, remedial instruction through Title I programs; special education; school-to-work programs; computer training; and gifted and talented education services.

(h) A district board of education may establish dual-language bilingual education programs in its schools and may make provisions for the coordination of instruction and services with the school district's world languages program. Dual-language bilingual education programs shall also enroll students whose primary language is English, and shall be designed to help students achieve proficiency in English and in a second language while mastering subject-matter skills. To the extent necessary, instruction shall be in all courses or subjects of study that allow students to meet all grade promotion and graduation standards. Where possible, classes in dual-language bilingual programs shall be comprised of approximately equal numbers of students of limited English proficiency and of students whose native language is English.

(i) The district board of education may establish a program in bilingual education for any language classification with fewer than 20 pupils.

Amended by R.2003 d.388, effective October 6, 2003.

See: 35 N.J.R. 1500(a), 35 N.J.R. 4718(a).

Amended N.J.S.A. references in (a) and (d).

Amended by R.2008 d.306, effective October 20, 2008.

See: 40 N.J.R. 2161(a), 40 N.J.R. 6200(b).

In (a), deleted the former second sentence and inserted the last two sentences; in the introductory paragraph of (c), substituted "language proficiency" for "needs"; in (c)1, substituted "WIDA English Language Proficiency Standards" for "Core Curriculum Content Standards and the ESL standards for pre-K through 12 students,"; and in (d)2, substituted "WIDA English Language Proficiency Standards" for "ESL Standards for Pre-K through 12 Students".

Amended by R.2014 d.050, effective March 17, 2014.

See: 45 N.J.R. 399(a), 46 N.J.R. 501(a).

Rewrote the section.

6A:15-1.5 Waiver process provided by statute

(a) A school district may request a waiver from N.J.A.C. 6A:15-1.4(d) to establish annually an instructional program alternative with the approval of the Department when there are 20 or more students eligible for the bilingual education program in grades kindergarten through 12, and the school district is able to demonstrate that it would be impractical to provide a full-time bilingual program due to the age range, grade span, and/or geographic location of eligible students.

1. Instructional program alternatives shall be developed in consultation with and approved annually by the Department after review of student enrollment and achievement data. All bilingual instructional program alternatives shall be designed to assist LEP students to develop sufficient English skills and subject-matter skills to meet the CCCS.

2. The instructional program alternatives that shall be established include, but are not limited to: the bilingual part-time component; the bilingual resource program; the bilingual tutorial program; the sheltered English instruction program; and the high-intensity ESL program.

3. District boards of education implementing program alternatives annually shall submit student enrollment and achievement data that demonstrate the continued need for the programs.

Amended by R.2008 d.306, effective October 20, 2008.

See: 40 N.J.R. 2161(a), 40 N.J.R. 6200(b).

In (a)2, inserted "the sheltered English instruction program"; and deleted (a)4.

Amended by R.2014 d.050, effective March 17, 2014.

See: 45 N.J.R. 399(a), 46 N.J.R. 501(a).

Rewrote the section.

Case Notes

Waiver requested under N.J.S.A. 18A:35-18(b) from the requirement of a full-time program of bilingual education is not required to apply district-wide; a requirement of district-wide uniformity would be contrary to both sound educational policy and the legislative intent to provide flexibility to districts. Executive Committee of Vineland School District's Parent Advisory Committee v. Bd. of Educ. of Vineland, OAL Dkt. No. EDU 6143-05 and EDU 6428-05 (CONSOLIDATED), Commissioner's Decision (June 26, 2006).

N.J.A.C. 6A:15-1.5(a)4 does not act to preclude waiver anywhere in the district when two bilingual classes can be established in any two consecutive grades in any one district school. Executive Committee of

Vineland School District's Parent Advisory Committee v. Bd. of Educ. of Vineland, OAL Dkt. No. EDU 6143-05 and EDU 6428-05 (CONSOLIDATED), Commissioner's Decision (June 26, 2006).

Waiver granted by the Department of Education permitting a board of education to provide an alternative program rather than a full-time bilingual program to third- and fourth-grade students at a particular school because of the low number of limited English proficient (LEP) students in those grades could not be upheld, where the Department did not take into account the overall configuration of the district's LEP population, including, for example, whether the students in question could reasonably be assigned to a different school, and where the Board's desire to implement the program was rooted in educational philosophy rather than the impracticality of providing the traditional full-time program, as required under N.J.S.A. 18A:35-18(b). Executive Committee of Vineland School District's Parent Advisory Committee v. Bd. of Educ. of Vineland, OAL Dkt. No. EDU 6143-05 and EDU 6428-05 (CONSOLIDATED), Commissioner's Decision (June 26, 2006).

Where a waiver granted under N.J.S.A. 18A:35-18(b) was overturned, the matter was remanded to determine whether the alternative program in question complied with statutory and regulatory requirements for full-time bilingual education and to consider the merits of petitioners' allegations of violation of State requirements for parent involvement and maintenance of a parent advisory committee on bilingual education; however, allegations based on the No Child Left Behind Act are not justiciable by the Commissioner of Education. Executive Committee of Vineland School District's Parent Advisory Committee v. Bd. of Educ. of Vineland, OAL Dkt. No. EDU 6143-05 and EDU 6428-05 (CONSOLIDATED), Commissioner's Decision (June 26, 2006).

6A:15-1.6 Approval procedures

(a) Each school district providing a bilingual program, ESL program, or English language services shall submit a plan every three years to the Department of Education for approval. At its discretion, the Department may request modifications, as appropriate.

1. Plans submitted by each district board of education for approval shall include information on the following:

- i. Identification of students;
- ii. Program description;
- iii. The number of certified staff hired for the program;
- iv. Bilingual and ESL curriculum development;
- v. Evaluation design;
- vi. Review process for exit; and
- vii. A budget for the bilingual and ESL program or English language services. The budget must indicate how the bilingual categorical aid funds are directly related to the bilingual/ESL program instructional services and materials.

(b) The Department will establish procedures for monitoring and evaluation of district bilingual/ESL programs by means of its district and school accountability process.

Amended by R.2003 d.388, effective October 6, 2003.
See: 35 N.J.R. 1500(a), 35 N.J.R. 4718(a).

In (c), substituted "Specialized Populations" for "Bilingual Education".

Amended by R.2008 d.306, effective October 20, 2008.
See: 40 N.J.R. 2161(a), 40 N.J.R. 6200(b).

Added new (a)1iii; recodified former (a)1iii through (a)1v as (a)1iv through (a)1vi; in (a)1v, deleted "and" from the end; in (a)1vi, substituted "and" for a period at the end; added (a)1vii; deleted former (b)2 and (b)3; recodified former (b)4 as (b)2; added new (b)3; deleted (b)5; and in (c), substituted "Department" for "Office of Specialized Populations".

Amended by R.2014 d.050, effective March 17, 2014.

See: 45 N.J.R. 399(a), 46 N.J.R. 501(a).

In the introductory paragraph of (a), inserted a comma following the second occurrence of "program", and inserted the last sentence; deleted former (b); recodified (c) as (b); and rewrote (b).

6A:15-1.7 Supportive services

(a) Students enrolled in bilingual, ESL, and English language services programs shall have full access to educational services available to other students in the school district.

(b) To the extent that is administratively feasible, supportive services to LEP students, such as counseling, tutoring, and career guidance, should be provided by bilingual personnel who are familiar with and knowledgeable of the unique needs and background of the LEP students and their parents.

Amended by R.2003 d.388, effective October 6, 2003.

See: 35 N.J.R. 1500(a), 35 N.J.R. 4718(a).

In (b), inserted "it" preceding "is administratively feasible".

Amended by R.2008 d.306, effective October 20, 2008.

See: 40 N.J.R. 2161(a), 40 N.J.R. 6200(b).

In (b), deleted the former first sentence, and inserted "to LEP students, such as counseling, tutoring, and career guidance," and "bilingual".

6A:15-1.8 Inservice training

(a) The district board of education shall develop a plan for inservice training for bilingual, ESL, and mainstream teachers based on their needs, and include instructional strategies to help LEP students meet the CCCS and the WIDA English language development standards. All bilingual and ESL teachers shall receive training in the use of the ESL curriculum.

(b) The Professional Development Plan of the school district shall include the needs of bilingual and ESL teachers, which shall be addressed through inservice training.

Amended by R.2008 d.306, effective October 20, 2008.

See: 40 N.J.R. 2161(a), 40 N.J.R. 6200(b).

In (a), substituted "WIDA English Language Proficiency Standards" for "ESL Standards for Pre-K through 12 Students"; and in (b), substituted "Development Plan of the district" for "Improvement Plan of the Annual Report (N.J.S.A. 18A:7A-11(e))".

Amended by R.2014 d.050, effective March 17, 2014.

See: 45 N.J.R. 399(a), 46 N.J.R. 501(a).

Rewrote (a), and in (b), inserted "school", and substituted "which" for "that".

6A:15-1.9 Certification

(a) All teachers of bilingual classes shall hold a valid New Jersey instructional certificate with an endorsement for the appropriate grade level and/or content area, as well as an endorsement in bilingual education, pursuant to N.J.S.A. 18A:6-38 et seq. and 18A:35-15 to 26.

(b) All teachers of ESL classes shall hold a valid New Jersey certificate in ESL pursuant to N.J.S.A. 18A:6-38 et seq. and N.J.A.C. 6A:9B-10.5.

(c) All teachers providing English language services shall hold a valid New Jersey instructional certificate.

Amended by R.2008 d.306, effective October 20, 2008.

See: 40 N.J.R. 2161(a), 40 N.J.R. 6200(b).

In (b), updated the N.J.A.C. reference.

Amended by R.2014 d.050, effective March 17, 2014.

See: 45 N.J.R. 399(a), 46 N.J.R. 501(a).

In (b), substituted "ESL" for "English as a second language (ESL)".

Administrative change.

See: 46 N.J.R. 1743(a).

Case Notes

Dismissal of basic skills instructor due to lack of bilingual education endorsement affirmed. Board of Education of the City of Passaic County v. Gonzales, 97 N.J.A.R.2d (EDU) 488.

6A:15-1.10 Bilingual, ESL, and English language services program enrollment, assessment, exit, and reentry

(a) All LEP students from kindergarten through grade 12 shall be enrolled in the bilingual, ESL or English language services education program established by the school district board of education as prescribed in N.J.A.C. 6A:15-1.4(b) through (e) and 1.5(a), and P.L. 1995, c. 59 and c. 327.

(b) Students enrolled in the bilingual, ESL, or English language services program shall be assessed annually using a Department-approved English language proficiency test to determine their progress in achieving English language proficiency goals and readiness for exiting the program.

(c) LEP students 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. The process to determine the readiness or inability of the individual student to function successfully in the English-only program shall be initiated by the student's level of English proficiency as measured by a Department-established standard on an English language proficiency test, and 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; the judgment of the teaching staff member or members responsible for the educational program of the student; and performance on achievement tests in English.

(d) A parent or guardian may remove a student who is enrolled in a bilingual education program pursuant to provisions in P.L. 1995 c.327.

(e) Newly exited students who are not progressing in the mainstream English program may be considered for reentry to bilingual and ESL programs as follows:

1. After a minimum of one-half an academic year and within two years of exit, the mainstream English classroom

teacher may recommend retesting with the approval of the principal.

2. A waiver of the minimum time limitation may be approved by the executive county superintendent upon request of the chief school administrator if the student is experiencing extreme difficulty in adjusting to the mainstream program.

3. The recommendation for retesting shall be based on the teacher's judgment that the student is experiencing difficulties due to problems in using English as evidenced by the student's inability to: communicate effectively with peers and adults; understand directions given by the teacher; and/or comprehend basic verbal and written materials.

4. The student shall be tested using a different form of the test or a different language proficiency test than the one used to exit the student.

5. If the student scores below the State-established standard on the language proficiency test, the student shall be reenrolled into the bilingual or ESL program.

(f) When the review process for exiting a student from a bilingual, ESL, or English language services program has been completed, the district board of education shall notify by mail the student's parent(s) or legal guardian of the placement determination. If the parent(s), guardian, or teaching staff member disagrees with the placement, he or she may appeal the placement to the Commissioner, pursuant to N.J.S.A. 18A:6-9 and N.J.A.C. 6A:3, after exhausting the school district's appeal process.

Amended by R.2003 d.388, effective October 6, 2003.

See: 35 N.J.R. 1500(a), 35 N.J.R. 4718(a).

Rewrote (d); in (f), amended N.J.A.C. reference.

Amended by R.2008 d.306, effective October 20, 2008.

See: 40 N.J.R. 2161(a), 40 N.J.R. 6200(b).

In (a), substituted "kindergarten" for "pre-kindergarten"; added new (b); recodified former (b) and (c) as new (c) and (d); deleted former (d); and in (e)1, substituted "one-half an academic year," for "one full semester".

Amended by R.2014 d.050, effective March 17, 2014.

See: 45 N.J.R. 399(a), 46 N.J.R. 501(a).

Section was "Bilingual, ESL and English language services program enrollment, assessment, exit and reentry". In (b), inserted a comma following "ESL", and substituted "using" for "with"; rewrote (c), (e)1, and (f); in (e)2, inserted "executive"; and in (e)4, substituted the second occurrence of "student" for "students".

6A:15-1.11 Graduation requirements for limited English proficient students

All LEP students shall satisfy requirements for high school graduation according to N.J.A.C. 6A:8-5.1(a).

Amended by R.2000 d.358, effective September 5, 2000.

See: 32 N.J.R. 1712(a), 32 N.J.R. 3332(b).

Updated N.J.A.C. reference.

Amended by R.2003 d.388, effective October 6, 2003.

See: 35 N.J.R. 1500(a), 35 N.J.R. 4718(a).

Rewrote the section.

Amended by R.2014 d.050, effective March 17, 2014.

See: 45 N.J.R. 399(a), 46 N.J.R. 501(a).

Substituted "LEP" for "limited English proficient" and "shall" for "must".

6A:15-1.12 Location

All bilingual, ESL, and English language services programs shall be conducted within classrooms within the regular school buildings of the school district pursuant to N.J.S.A. 18A:35-20.

Amended by R.2014 d.050, effective March 17, 2014.

See: 45 N.J.R. 399(a), 46 N.J.R. 501(a).

Rewrote the section.

6A:15-1.13 Notification

(a) Each district board of education shall notify by mail the parents of LEP students of the fact that their child has been identified as eligible for enrollment in a bilingual, ESL, or English language services education program. Notice shall include a statement that the parents may decline their child's enrollment in a bilingual program, and they shall be given an opportunity to do so if they choose. The notice shall be in writing and in the language in which the parent(s) possesses a primary speaking ability, and in English.

(b) Each district board of education shall send progress reports to parent(s) of students enrolled in bilingual, ESL, or English language services programs in the same manner and frequency as progress reports are sent to parent(s) of other students enrolled in the school district.

(c) Progress reports shall be written in English and in the native language of parent(s) of students enrolled in the bilingual and ESL program unless it can be demonstrated and documented in the three-year plan required in N.J.A.C. 6A:15-1.6(a) that the requirement would place an unreasonable burden on the district board of education.

(d) Each district board of education shall notify the parent(s) when students meet the exit criteria and are placed in a monolingual English program. The notice shall be in English and in the language in which the parent(s) possesses a primary speaking ability.

Amended by R.2008 d.306, effective October 20, 2008.

See: 40 N.J.R. 2161(a), 40 N.J.R. 6200(b).

In (c), substituted "three-year" for "annual" and updated the N.J.A.C. reference.

Amended by R.2014 d.050, effective March 17, 2014.

See: 45 N.J.R. 399(a), 46 N.J.R. 501(a).

Rewrote (a) and (c).

6A:15-1.14 Joint programs

With approval of the executive county superintendent on a case-by-case basis, a school district may join with another district board of education to provide bilingual, ESL, or English language services programs.

Amended by R.2014 d.050, effective March 17, 2014.

See: 45 N.J.R. 399(a), 46 N.J.R. 501(a).

Rewrote the section.

6A:15-1.15 Parental involvement

(a) Each district board of education shall provide for the maximum practicable involvement of parent(s) of LEP students in the development and review of program objectives and dissemination of information to and from the district boards of education and communities served by the bilingual, ESL, or English language services education programs.

(b) Each district board of education implementing a bilingual education program shall establish a parent advisory committee on bilingual education of which the majority membership shall be parent(s) of LEP students.

Amended by R.2014 d.050, effective March 17, 2014.

See: 45 N.J.R. 399(a), 46 N.J.R. 501(a).

Rewrote the section.

6A:15-1.16 State advisory committee on bilingual education

(a) The State Board of Education shall establish a State advisory committee on bilingual education. The Commissioner shall appoint the members of the committee with representation from parents, institutions of higher education, bilingual and ESL teachers, school board members, school administrators, and lay persons.

(b) The committee shall advise the Department in the formulation of policies and procedures relating to P.L. 1974, c. 197 (N.J.S.A. 18A:35-15 to 26).

Amended by R.2014 d.050, effective March 17, 2014.

See: 45 N.J.R. 399(a), 46 N.J.R. 501(a).

In (a), deleted "of Education" following "Commissioner", and inserted a comma following "administrators"; and rewrote (b).