

IDENTIFICATION PROCESS FOR PRE-K 3 / 4 STUDENTS
WHO SPEAK A LANGUAGE OTHER THAN ENGLISH

Introduction

State law requires that English Learners (ELs) receive instruction that is specifically designed to assist them in learning the English language and subject matter content. When a new student enrolls in a school district, it is the district’s obligation to determine whether the student is an EL and to place the student in the appropriate instructional program to support content areas and language learning (NJDOE Bilingual Policy Code - 6A:15-1.3).

In order to ensure that English Learners’ (ELs’) diverse needs are met, districts must properly identify students who need support with English Language acquisition. The diagram below provides the recommended process to determine whether newly enrolled Pre-K students, who speak a language other than English at home, need support in learning English.

Identification Process

Step 1:	Administration of the Home Language Survey (HLS) at the time of registration. The HLS is available on the district web page: http://irvington.k12.nj.us/depts/esl/index.asp
Step 2:	Assess the English proficiency of a student whose HLS indicates a language other than English is spoken in the home. Assessment is conducted by a Pre-K teacher, using the Teaching Strategy GOLD Objectives 37 and 38 for Pre-K students; Teaching Strategy GOLD Objectives: <ul style="list-style-type: none"> • Demonstrates progress in listening to understand English • Demonstrates progress in speaking English
Step 3:	All Pre-K students must be identified and placed in native language support classes by the end of September: <ul style="list-style-type: none"> • Pre-K 4 Students - placement based on prior school year GOLD Objective • Pre-K 3 Students – placement based on initial review of the students’ Home Language Survey
Step 4:	Notify parents and/or legal guardians of language screening assessment results and initial placement: <ul style="list-style-type: none"> • Inform parents in the appropriate home language • Inform parents of the benefits of native language support classroom placement • If parent declines a native language support classroom, a <u>Program Waiver</u> must be signed
Step 5:	Place classified ELs in a native language support classroom where instruction addresses the linguistic needs of the child.

References

Irvington District, Early Childhood Department;
New Jersey Department of Education N.J.A.C. 6A:15-1.3(c) and N.J.A.C.6A15:1.10(c).
Reference: <http://www.state.nj.us/education/bilingual/resources/websites/ecr.htm>