

WORLD LANGUAGES

Montclair Public Schools
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Interim Superintendent
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It's the Law

- Time according to ACTFL K-12
 - Instruction once/week
- To meet Graduation Requirements
 - 5 Credits



Elementary Program

WL in EVERY Elementary School

School	Language	Time/week
Bradford	Spanish	K – 2 = 60 min (2x at 30 min) GR 3 – 5 = 45 min (1x/wk)
Bullock	Spanish	K= 40-50 min/wk GR 1 = 80 min/wk GR 2 – 5 = 40 min/wk
Edgemont	Spanish	K – 5 = variation of 40 – 60 min/wk
Hillside	Spanish & Mandarin	GR 3 – 5 = 120 min/6 days
Nishuane	Mandarin	K – 1 = 60 min/wk GR 2 = 80 min/wk
Northeast	Spanish	K – 5 = 40 min/wk
Watchung	Spanish	K – 5 = 40 min/wk

Middle School Program

At least two WL choices in Middle School

School	Language	Time/week
Glenfield	Spanish, French, & Mandarin	All grades 40 min daily
Mt. Hebron	Spanish & French	200 minutes/wk
Renaissance	Spanish, French, & Latin	GR 6 = 80 min/wk GR 7 = 160 min GR 8 = 160 min

TWO
MEETINGS
with WL
Group

- Language choices: French, Spanish, Mandarin
- Possibility for 2016-17
- Would there be \$ for WL Supervisor
- Effects on Magnet and Registration systems

Helpful Definitions

- **ESL: English as a Second Language.** This refers to the program.
- **ELL: English Language Learner.** This refers to the student.

Questions for the BOE

Policy and regulations need to be:

- Reviewed
- Created

To address district enrollment and class placement

- Do siblings of students currently enrolled in the school have first rights to the available K seats?
- Placement of siblings who do not want immersion?
- Lottery system for over subscription?
- Do students who are eligible for ESL instruction that match the target immersion language have first rights to the available K seats?
- Impact on diversity and balance?
- Seats reserved to allow for ESL?

Questions for the BOE

Continued...



- What school(s)?
- What language?
- Pre-K students preference?
- Dominant Language (English)?
- LA/Math 50/50?
- ESL – first in?
- Special Education students?

Personnel & Logistics

Basic Staffing Requirements:

- 1 **Certified** teacher (Elem Ed) & 1 **Certified** teacher proficient in target language
- Special Education teacher proficient in target language for in-class resource room students

Transfer of Teachers

- Teachers not wishing to participate and/or proficiency in target language will be moved out of the grade level or possibly the building as program progresses.
- Ongoing consideration for planning among Principal, Director of Personnel, and in concert with provisions of collective bargaining agreement.

What is a 50/50 model?

- 1 teacher teaches $\frac{1}{2}$ of the day in target language
- Partner teacher teaches $\frac{1}{2}$ of the day in English

Children get to switch classes

Experience equal time in the traditional English classroom and the target language classroom

Non-immersion consideration

Students who are in the non-immersion classroom cannot be assigned to mix with immersion students in classes as they move through the school; once with their cohort in K, they remain with the same peers if it is not a school-wide immersion program.

Ready for a Commitment?

For children to experience the full benefits an immersion education yields, the district needs to understand the long-term plan and objectives as it relates to our magnets/registration.

This is not a one-year program.

The greatest benefits will take time and planning for progressing through all of the grades.

This long-term commitment must be the goal of the district and the families.



New Development

Charter School
Application for a
French
Immersion K-8
delivered
3/30/16 to
NJDOE

Montclair Public School Classrooms



Can a Charter School fill
seats or meet enrollment
requirements?

Effect of Charter School: LOST REVENUE

- 90% of our per pupil tax levy
- Approximately \$10,500 per student
- For every 50 students who leave our public schools for a charter school, we'd have to transfer approximately \$525,000 to the charter school
- At 250 students, that's \$2,625,000
- At 450 students, that's \$4,725,000
- Additionally, we would have to provide a per-capita share of our federal and state categorical aids for students who count toward those aid calculations

MPS: ELLs and Languages Represented as of 4/1/16

GR	Albanian	Amharic	Arabic	Mandarin Chinese	French	Gujarati	Haitian Creole	Hindi	Hung.	Port.	Spanish	Turkish	Total by Grade
K-5			1		2	1		1	2	4	19		30
6-8	1	1	1	1						1	4	1	10
9-12		1		2			1				4	1	9
Tot.	1	2	2	3	2	1	1	1	2	5	27	2	49