

**MILLINOCKET SCHOOL DEPARTMENT**

English as a Second Language (ESL)

**LAU PLAN**

In accordance with federal and state guidelines, the Millinocket School Department has adopted the following procedures for identifying, evaluating, placing, and providing programs for students who are limited English proficient. According to the Equal Education Opportunity Act of 1974 and the landmark Supreme Court case, *Lau vs. Nichols*, school systems must take steps to see that students whose first language is not English are able to benefit from instruction conducted in English. This Lau Plan addresses those needs for our language minority children. In compliance with the federal No Child Left Behind Act of 2001, limited English proficient students will be held accountable for achieving the Maine Learning Results through state and local assessments. Accommodations or alternate assessments prescribed by the state of Maine for English Learners (ELs) may be used to accomplish this goal.

**I. Student Identification Process**

- A. Parents will complete the state of Maine Home Language Survey when registering a new student, including all kindergarten students.
- B. The English as a Second Language (ESL) teacher/coordinator will review Home Language surveys of potential ELs and gather more information regarding the student's language background. The ESL teacher will:
  - 1. Interview parents
  - 2. Consult with the classroom teacher
  - 3. Review student records
  - 4. Interview and/or observe student
- C. Formal screening to determine the student's language proficiency will be conducted by the ESL teacher using the WIDA-ACCESS Placement Test (W-APT) or the WIDA MODEL screening tools.
- D. Initial screening of students should take place within 30 days of school opening or of enrollment of the new student.
- E. If a student receives a composite score of 6.0 on the screener, the student will be considered English proficient and will need no other ESL services. If a student scores below 6.0, the student is considered to be an EL. The ESL teacher will convene a Language Assessment Committee (LAC) meeting to develop a language instruction educational plan to address the student's needs.

- F. Home Language Surveys and screening results will be placed in the student's permanent record file.

## **II. Language Assessment Committee (LAC)**

### **A. Committee Members**

1. English as a Second Language teacher (Maine state certified with endorsement in English as a Second Language)
2. Classroom teacher
3. Administrator (Special Services Director and/or building Principal)
4. Parents/guardians of student
5. Other support staff, if appropriate (Title 1, Reading Recovery, i.e.)
6. Interpreter, if necessary
7. Student may be included at the high school level

### **B. Committee Responsibilities**

1. Identify EL students and establish the need for ESL services using multi-criteria assessment.
2. Make determinations about student placement, level of ESL services, types of programming, and classroom accommodations. An Individual Language Acquisition Plan (ILAP) will be developed annually at the LAC meeting to address these areas.
3. Determine a student's level of participation in state and local assessments and what accommodations, if any, the student should have. An alternate assessment may be appropriate for some students.
4. Meet during the school year to review student progress and recommend modifications to the student's ESL program as necessary.
5. Keep minutes of all meetings and send copies to all participants, with a copy to student ESL records in permanent school folder.
6. Determine when a student has met the exit criteria and will no longer receive ESL services.
7. If a parent or guardian refuses ESL services, the parent must indicate this in writing. This letter will be placed in the student's permanent file. This does not release the school from its responsibility of providing meaningful education to the English Learner.

### C. Responsibilities of the ESL Teacher

1. Maintain his/her teaching certificate and endorsement.
2. Review Home Language Surveys to identify potential English Learners and conduct interviews with parents to obtain further information about language background.
3. Administer screening assessments used to determine eligibility for ESL services.
4. Convene and moderate Language Assessment Committee meetings to establish the need for services and to determine what those services will be. Take notes and write up minutes of the meeting.
5. Administer annual state-mandated ACCESS for ELLs proficiency test.
6. Teach ESL students using appropriate methods and materials for second language learners.
7. Maintain contact with the classroom teacher(s) to determine progress of the students and to advise teachers regarding second language acquisition and successful ESL strategies.
8. Monitor students who have been exited from ESL services for 2 years.
9. Review the district's Lau Plan at least once annually with an administrator to evaluate its effectiveness and make recommendations for revision.
10. Maintain an ESL folder for each ESL student which will be kept in the student's permanent records. This folder should include minutes from LAC meetings, correspondence with parents, assessment reports, and the Home Language Survey.

### **III. ASSESSMENT OF ENGLISH LANGUAGE LEARNERS**

- A. The ACCESS for ELLs, Maine's English language proficiency test for grades K-12, will be administered annually to all identified ESL students. The ESL teacher or other trained personnel will administer the test. Students will continue to be tested until they attain a Composite Score of 6 on Tier C of their grade cluster. The six proficiency levels for this test are:

- Level 1-Entering
- Level 2-Beginning
- Level 3-Developing
- Level 4-Expanding
- Level 5-Bridging
- Level 6-Reaching

- B. All students are required to participate in the annual Maine Educational Assessment process. Information regarding the assessments in which EL students participate and about appropriate test accommodations can be found at the Maine Comprehensive Assessment home page.
- C. Educational decisions concerning identification and placement of EL students should be based on a multi-criteria assessment of the student. The following should be considered when evaluating the language proficiency of the student:
  - 1. Interviews with parents or guardians
  - 2. Previous school records
  - 3. Samples of student's work in the content areas
  - 4. Input from the classroom and ESL teachers
  - 5. Other assessments that have been administered in the classroom (NWEA, DRA, and DWA, for example)

#### **IV. PROGRAMMING**

- A. EL students will have meaningful access to the district's educational programs, services, and activities. A student's program will address both English language development and content area instruction. Educational needs of EL students must be based on effective, research-based methods in the field of ESL.
- B. The type and level of ESL services will be determined by the Language Assessment Committee based on the needs of the student.
- C. A schedule for ESL services will be arranged by the ESL teacher and the classroom teacher.
- D. ESL services may include a pull-out program, in-class assistance, sheltered English content instruction, a combination of these services, or monitoring.
- E. English Learners should be placed in an age-appropriate grade level with their peers. If a student must be placed in a lower grade due to lack of formal schooling, the placement should be no more than one year below the student's peers and follow current school policy.

- F. The Language Assessment Committee will develop an Individual Language Acquisition Plan (ILAP) for each student.
- G. Materials, resources, and facilities for EL students will be comparable in quality to those provided for the mainstream school population.
- H. All ESL programming must be under the supervision of an ESL endorsed teacher. Instructional plans for EL students must be designed, overseen, and implemented by an ESL endorsed teacher. Teacher aides/tutors must be under the supervision of an ESL endorsed teacher and should not provide long-term instruction to EL students.
- I. If an EL student has also been identified as a Special Education student, there will be collaboration between ESL and Special Education staff. The ESL teacher will be included in the student's IEP meetings.

## **V. RECLASSIFICATION/EXIT CRITERIA**

- A. EL students must attain a Composite Score of Level 6 on Tier C of the ACCESS for ELLs English Language Proficiency Test in order to be exited from ESL services.
- B. Students must be able to participate fully in the mainstream classroom on a par with their native English-speaking peers without support.
- C. The LAC will determine when a student will be exited from services based on ACCESS for ELLs scores and other data supporting the student's successful academic performance in the classroom.
- D. A student who has been exited from ESL services must be monitored for 2 years by the ESL teacher. A monitored student will no longer take the ACCESS for ELLs test.
- E. A student may be reassessed and readmitted into the ESL program if there are indications that limited English proficiency is adversely affecting the student's academic performance. This would be determined by the Language Assessment Committee.

## **VI. PROGRAM EVALUATION**

- A. An annual review will be conducted to ensure effective programming for EL students that meets their needs and is consistent with the school district's Lau Plan as well as with state and federal guidelines.
  
- B. The ESL teacher, in conjunction with the Special Services director (or other designated administrator) will evaluate the ESL program annually to review compliance and effectiveness:
  - 1. Is the program in compliance with all federal, state, and local guidelines? Does the district's Lau plan need to be updated to reflect current state mandates or guidelines?
  
  - 2. Are ESL teachers adequately certified and trained?
  
  - 3. Are ESL staff and classroom teachers collaborating to meet the needs of the students? Are parents involved in meetings and updated on student progress?
  
  - 4. Have students made adequate progress on the ACCESS for ELLs proficiency test and other state-required assessments?
  
  - 5. Have goals of student ILAPs been met? If not, what changes need to be made?
  
  - 6. Are ESL programs based on sound educational practices and current second language acquisition pedagogy?
  
  - 7. Are students developing English language skills of listening, speaking, reading, and writing so that they may achieve in an English-only classroom?

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