

# ESOL Services

English Speakers of Other Languages

## **ESOL Services**

Under civil rights laws, schools are mandated to identify and provide services to ensure that students with limited English proficiency skills are provided with the supports they need to participate successfully in education programs and achieve high academic standards.



# Identification

## **Federal Department of Education Mandate**

It is a federal requirement that all students who are English learners be identified within 30 days of enrollment from the beginning of the school year. For students enrolling at the start of the school year, parents/guardians must be notified of their child's English learner status within the same 30-day period. After the start of the school year, SAUs must notify parents/guardians within two weeks of their child's identification.

# Language Use Survey

## **Maine Department of Education Mandate:**

Each School Administrative Unit (SAU) must administer the Maine Department of Education's Language Use Survey to the parent/guardian of every student, pre-kindergarten through 12th grade, enrolling in the SAU for the first time. The **Language Use Survey** is included in our enrollment packet.

LANGUAGE USE SURVEY

Student's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

School: \_\_\_\_\_ Anticipated Grade: \_\_\_\_\_

Please do not leave any question unanswered.

1. What language(s) did your child **first** speak or understand?
2. What language(s) does your child **most easily** speak or understand?
3. What language(s) do people use with your child daily?

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

---



**If the answer to any of the questions lists a language other than English or in addition to English, the student must be screened to determine if they qualify for ESOL services.**

# WIDA Screener



Students are identified as screened using the WIDA MODEL Language Screener.



# Sanford's ESOL Enrollment

## As of 10/15/2021

- 40 students receiving direct service
  - 4 students on monitor status
  - 4 students new to the country currently in the screening process
- Spanish
  - Khmer
  - Arabic
  - Patois
  - Vietnamese
  - Thai
  - Creole
  - Portuguese
  - Cantonese

October 2020 - 25

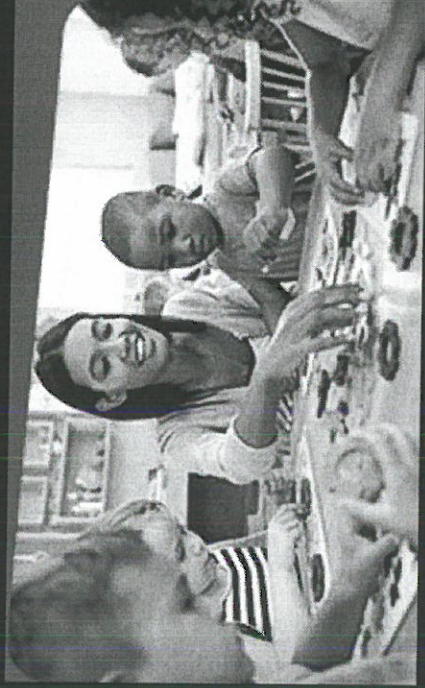
October 2021 - 39

# ESOL Student Services



# ESOL Personal Learning Plans

ESOL students are required to have a Personalized Learning Plan (PLP) that is reviewed annually.



**Personal Learning Plan (PLP) – English for Speakers of Other Languages**  
 Sanford School Department

Student's Name \_\_\_\_\_ Birth Date \_\_\_\_\_ Age \_\_\_\_\_ Current Grade \_\_\_\_\_ Current School \_\_\_\_\_ Date Written \_\_\_\_\_

**ASSESSMENT SUMMARY – Grades and test scores can be viewed on Infinite Campus**

**K-3**  
 W-APT/MODEL (Initial PLP only)  
 ACCESS Teacher Report-Attached  
 Reading Benchmark  
 RTI  
 Other Services received:  
 Title 1 \_\_\_\_\_  
 Speech/Language \_\_\_\_\_  
 Resource Room \_\_\_\_\_  
 Other \_\_\_\_\_

**4-12**  
 W-APT/MODEL (Initial PLP only)  
 ACCESS Teacher Report-Attached  
 Reading Benchmark  
 RTI  
 Other Services received:  
 Title 1 \_\_\_\_\_  
 Speech/Language \_\_\_\_\_  
 Resource Room \_\_\_\_\_  
 Other \_\_\_\_\_

Initial PLP – W-APT/MODEL Score \_\_\_\_\_  Updated PLP (Year \_\_\_\_\_ of ELL Services)

Composite ACCESS scores: Current school year \_\_\_\_\_ Previous school year \_\_\_\_\_  
 Composite ACCESS testing tier for next school year \_\_\_\_\_

Current stage of English language acquisition (based on Composite Score):  
 1. Entering  2. Beginning  3. Developing  4. Expanding  5. Bridging  6. Reaching

Areas of strength in Language Development (ACCESS test):  
 Listening  Speaking  Reading  Writing  
 Oral Language (Listening & Speaking)  Literacy (Reading & Writing)  Comprehension (Reading & Listening)

Comments: \_\_\_\_\_

Areas of concern in language development: \_\_\_\_\_

Academic: \_\_\_\_\_ Classroom Performance: \_\_\_\_\_  
 Social: \_\_\_\_\_

ELL – Personal Learning Plan Page 1 of 2



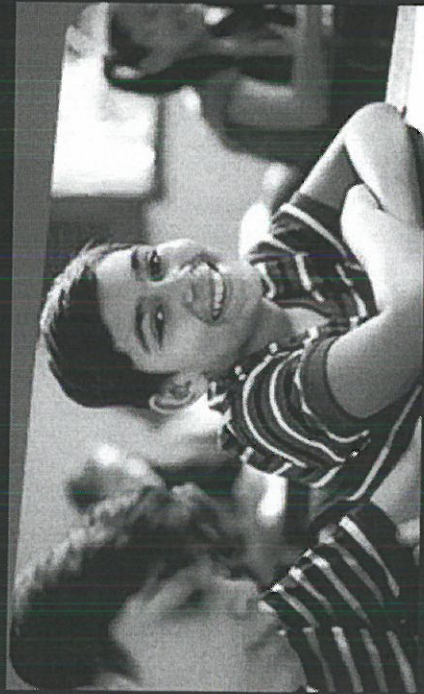
# Required Services

- ELs in English language proficiency should receive at least one or two periods of ESOL per day based on the student's level of proficiency.
- Ed Techs, tutors, or other educators cannot provide the core ESOL services required by civil rights law, even under supervision of an ESOL-endorsed teacher.
- ESOL services can be declined by parents/guardians *only* with meaningful consent.

# ESOL Annual Assessment



# Annual WIDA Access Testing



## 4- Components

- Listening
- Speaking
- Reading
- Writing



# ESOL Student/Family Support

- **ESOL Staff - Resource & Support**
- **Meaningful Communication with Parents and Guardians**
- **Meaningful and Equitable Access to Academics & Extracurricular Programs**

**Questions?**