

RSU No. 67
LAU Plan
English as a Second Language

Date Approved: 4/6/2016
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Policy Expiration: Review as Needed
Responsible for Review: Superintendent, Director of Special Services,
Director of Curriculum
Date Reviewed: 3/22/2015
References: Title VI Civil Rights Act of 1964, Equal
Education Opportunity Act of 1974, U.S.
Supreme Court decision (Lau vs. Nichols) 1974,
No Child Left Behind Act (NCLB) Act of 2001.

1. Legal Foundation:

In compliance with cited references, it is the districts' policy to provide English as a Second Language (ESL) instruction to learners with limited English proficiency, identified as an English Language Learner (ELL). For clarification purposes, ESL is the program and ELL is the learner. Learners must qualify for services according to established guidelines as outlined in the following plan.

Federal statutes require schools to ensure Limited English Proficient (LEP) learners have equal access to a district's instructional programming. Districts must take action to see that learners whose first language is not English are able to benefit from an education conducted in English. In addition, the NCLB Act of 2001 requires that all learners be served. Access to the districts' educational systems for LEP learners must be at a level equivalent to that provided to learners with English as their primary language.

It is the intention of RSU No. 67 to comply with federal and state laws prohibiting discrimination against learners based on civil rights categories. RSU No. 67 shall strive to provide a linguistically and culturally rich learning environment for their English language learners.

I. LANGUAGE ASSESSMENT COMMITTEE (LAC)

The LAC is responsible for coordinating and overseeing the educational program of each LEP learner enrolled in the districts. The LAC consists of the appropriate building administrator, the Director of Special Services, the district's ESL teacher or consultant, the classroom teacher, parents, and a translator, if necessary. In addition, other support staff, such as a guidance counselor, will be included when they are involved in the learner's program.

The responsibilities of the LAC include:

- A. Using the information obtained during the learner identification process, LEP learners will be identified and the need for ESL services established. LEP learners

will be those who have a primary language other than English and are unable to participate effectively in school when English is the language of instruction.

- B. Developing an appropriate language support program and making decisions concerning academic accommodations for the classroom and standardized testing.
- C. Meeting annually, or more often as needed, to review learner progress; recommend modifications to ESL services; or determine if the LEP learner meets reclassification criteria.
 - 1. A designated person (administrator or ESL teacher) will take minutes at LAC meetings. Copies of those minutes will be sent to all participants. The language and format of the minutes will be understandable to the parents/guardians.
 - 2. Under the supervision of the Director of Special Services, the ESL teacher will be responsible for maintaining an ESL folder for each participating learner. That folder shall contain assessment results, minutes from LAC meetings, and parent correspondence.
 - 3. If a parent refuses direct ESL services, the parent shall be required to document that refusal in writing. The parent's letter, or written statement, will be placed in the learner's permanent record. An alternative support program will be developed for the LEP learner.
- D. The LAC shall make the determination when the learner meets the requirements to exit the ESL program.
- E. The LAC will be responsible for monitoring the exited learner for three years after exiting the ESL program and for assessing the learner's progress during that monitor period.

II. LEARNER IDENTIFICATION PROCESS:

- A. All parents will complete the State of Maine Home Language Survey when registering a new learner, including all kindergarten learners.
- B. The ESL teacher or appropriate school administrator will review the surveys and identify those learners whose first language is not English
- C. The ESL teacher or the appropriate school administrator will meet informally with the parents or guardians to determine the educational background of the learner and the English language experience of the child.
- D. Previous school records will be reviewed as soon as possible.

- E. A formal screening will be conducted by the ESL teacher or other qualified personnel using the WIDA W-APT.

III. GRADE LEVEL PLACEMENT AND PROGRAMS

- A. Before a permanent grade level placement is made for an ELL learner, all pertinent background information should be reviewed. This includes:
 - 1. the learner's chronological age,
 - 2. educational background,
 - 3. language proficiency,
 - 4. previous academic performance, and
 - 5. special needs
- B. Learners will be placed in a grade-appropriate classroom, not according to their level of English language skills.
- C. The district will see the learner is provided with a structured language program that meets both the ESL and the content area needs of the learner.
 - 1. The ESL program will be overseen by a qualified ESL teacher under the supervision of the Director of Special Services. The qualified ESL teacher will hold a current State of Maine teaching certificate with an ESL endorsement.
 - 2. Each learner will be enrolled in the mainstream program and integrated into regular activities to the extent possible. Modifications and accommodations to the regular curriculum will be utilized in order to maximize language support for the learner.
 - 3. The type and level of ESL services to be provided for the year will be determined by the LAC committee based on multiple-criteria (refer to IV Assessment). Length of ESL instructional time will be determined by the needs of the learner.
 - 4. A schedule of services will be arranged at appropriate times for the learner by the ESL teacher and the classroom teacher.
 - 5. ESL services may include instructional sessions outside of the regular classroom (pull out), in-class assistance and instruction, sheltered content instructions, or monitoring.
 - 6. The ESL teacher and classroom teacher will coordinate efforts to support the learner's acquisition of English and the Maine Learning Results.

IV. ASSESSMENT:

Any educational decisions concerning identification, placement, and instruction of learners will be based on a multi-criteria assessment of the learner, including:

- A. WIDA W-APT screening test for suspected ELL learners who are new to the district,
- B. ACCESS for ELLs, the required assessment instrument for the state of Maine, used for determining English language proficiency levels and progress. The proper assessment tool shall be administered annually to all LEP learners by the ESL teacher or other trained personnel. The ACCESS places each learner on one of six proficiency levels,
- C. Previous school records,
- D. Interview with parent(s) or guardians(s),
- E. Student's academic work in the content areas,
- F. Observations and recommendations from the classroom teacher,
- G. Informal assessment, which may have been done in the areas of listening, speaking, reading, and writing.
- H. Standardized tests administered by the school.

V. RECLASSIFICATION OF LEP learners

- A. Learners will be reclassified as Fully English Proficient based upon the multi-criteria as outlined above.
- B. Learners must be able to participate fully in the mainstream classroom with their native English learners without support.
- C. Learners must achieve the state's definition of Fully English Proficient, which is currently a Composite Score of Level 6 on the ACCESS for ELLS, to be exited from the ESL program.
- D. Reclassification will be determined by the LAC.