



ESOL Services

English Speakers of Other Languages

January 30, 2023





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 are screened using the WIDA MODEL Language Screener.



Sanford's ESOL Enrollment As of 1/23/2023

October 2020 - 25

October 2021 - 39

October 2022 - 57

January 2023 - 58

Increase in Non-English
speakers

Since October 1st - 5
students have
transferred in and 4
students have
transferred out

- Spanish
- Khmer
- Arabic
- Patois
- Vietnamese
- Thai
- Creole
- Portuguese
- Gujarati
- Chinese



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 _____ Date Written _____
Birth Date _____ Age _____ Current Grade _____ Current School _____

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

K–3	4–6	7–12
<input type="checkbox"/> W-APT/MODEL (initial PLP only)	<input type="checkbox"/> W-APT/MODEL (initial PLP only)	<input type="checkbox"/> W-APT/MODEL (initial PLP only)
<input type="checkbox"/> ACCESS Teacher Report-Attached Reading Benchmark	<input type="checkbox"/> ACCESS Teacher Report-Attached Reading Benchmark	<input type="checkbox"/> ACCESS Teacher Report-Attached Reading Benchmark
Other Services received:	Other Services received:	Other Services received:
<input type="checkbox"/> RTI	<input type="checkbox"/> RTI	<input type="checkbox"/> RTI
<input type="checkbox"/> Title 1	<input type="checkbox"/> Title 1	<input type="checkbox"/> Title 1
<input type="checkbox"/> Speech/Language	<input type="checkbox"/> Speech/Language	<input type="checkbox"/> Speech/Language
<input type="checkbox"/> Resource Room	<input type="checkbox"/> Resource Room	<input type="checkbox"/> Resource Room
<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____	<input type="checkbox"/> 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 level 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:

Classroom Performance:

Academic:	Social:

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?

