

ADOPTED: May 7, 1992 **FILE: IHBEA**
REVIEWED: February 4, 1993
REVISED: January 24, 2002, February 16, 2006,
September 3, 2015
November 7, 2019

ENGLISH LANGUAGE LEARNER (ELL) PROGRAM Lau Plan

Purpose and Responsibilities

RSU 54/MSAD 54's English Language Learner (ELL) program is designed to identify, to assess the needs of, and to insure equal educational opportunity for students of non-or limited English language skills. Federal law mandates equal educational opportunity for non- or limited English proficient students.

A Language Assessment Committee (LAC) will be established in each building to oversee the educational program of ELL students in RSU 54/MSAD 54. The LAC will consist of an administrator, the classroom teacher, the ELL teacher, a guidance counselor or home school coordinator, the parents/guardians and the student (where appropriate). Other ELL paraprofessionals may be included when necessary. The LAC meetings will be scheduled and conducted by the ELL teacher in conjunction with the building administrator.

The LAC's responsibilities will include:

- identification of potential ELL students from Home Language Surveys, referrals from parents/guardians, teachers, or other methods (i.e. Special Ed. testing)
- to administer multi-criteria evaluations to potential ELL students annually (parents/guardians will be notified in a language they understand)
- create and maintain a record keeping system for language assessments for each student identified as a potential ELL student
- to make recommendations about ELL students' programs or related services with regard to amount of services, time and delivery of services, and types of programs (pull-out, classroom, etc.)

- to meet at least annually (more if necessary) to monitor students' language and academic progress
- to make recommendations for placement and program for the next school year
- to recommend modification of ELL support services or reclassification of a student from Limited English Proficient (LEP) to Fluent English Proficient (FEP)
- to monitor students who have been reclassified to FEP over a 2 year period
- to make recommendations of revisions to RSU 54/MSAD 54's Lau Plan

Identification

Students will be identified as quickly as possible upon registering.

Students will be identified as Limited English Proficient through the following methods:

- Language Use Survey (developed by the State of Maine DOE)
- Parent/guardian/student interviews
- teacher referrals
- school records
- other school personnel
- W-APT
- WIDA Online Language Screener

Placement

Students will be placed in age appropriate mainstream classrooms. The instructional program type is Sheltered English Instruction. ELL staff will extend instruction into the classroom providing support to the ELL student. Mainstream teachers will support the ELL students in the achievement of the Common Core Standards with the support of the ELL teacher. The Language Use Survey will be included in the registration materials for all new students including PreK program, kindergarten students and transfer students. The Language Use Survey will be added to each student's cumulative file. The ELL teacher will review student schedules in grades 9-12 and meet with the guidance counselors, as necessary, to ensure students are provided appropriate programming.

Assessment

Assessments may be made: upon entry into the program, while in the program, to determine proficiency levels and areas of strength and weakness; and/or as criteria to establish reclassification or exiting ELL services.

The WIDA Online Language Screener will be used to identify students who need English Language supports. Each ELL student will participate in an annual WIDA administered secure test (ACCESS for ELLS) that will measure English language proficiency in Mathematics, Science, Social Studies and Language Arts. ELLs who have attended schools in the United States for less than twelve months may be exempt from participating in the Reading portion of the state's ELA assessment. Accommodations or alternate assessments may be required for some students for standardized tests.

The following assessment will be used annually:

- ACCESS for ELLs (adopted by State of Maine, April 2005)

Other assessments may be used:

- WIDA Online Language Screener
- W-APT
- MODELTM
- Pre-LAS
- LAS-O (Language Assessment Scales – Oral)
- LAS, 1, 2, 3 (Language Assessment Scales)
- Quick informal assessments

Delivery of Services

All identified students who are limited in their English language skills (reading, writing, speaking and listening), will receive appropriate ELL services in terms of amount of service, type of program, and appropriate instructional strategies. It is basic to second language acquisition that students be proficient in all communication skill areas including reading, writing, listening, and speaking. Content-area reading can be a very difficult skill for a second language learner even if he/she appears to have achieved oral fluency. The type of instruction will be Sheltered English. Students will be mainstreamed to the extent possible. Collaboration between the mainstream teachers and ELL staff will be on-going.

Reclassification/Exit Criteria

Exit and partial exit decisions of students from ELL services will be based on multi-criteria assessments including but not limited to ACCESS for ELLs that will review language skills in speaking, listening, reading and writing as well as performance in all content areas. Students will demonstrate fluency/proficiency on these assessments. Exit from services will occur when the student is able to competently perform in a mainstream setting.

Students who have been exited or partially exited will be monitored for two years in compliance with state and federal law. If at any time during those two years the student experiences difficulty with language or content skills, the students may re-enter ELL services if deemed necessary by the LAC.

ELLs who have reached Level 4.5 on Access for ELL or Level P2 on Alternate Access exams must be coded in Infinite Campus/MEDMS (Maine’s student data management system) as “Former LEP.”

Levels of proficiency as defined by ACCESS for English Language Learners are as follows:

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

Record Keeping

A separate ELL file, maintained by the ELL staff, will be placed in the student’s cumulative file. It will contain assessment information, student work, records from the LAC meetings, correspondence between home and school, summary or program at the time the student exits the ELL program, and other pertinent information regarding the ELL student.

Program Evaluation

The effectiveness of the program will be illustrated by the level of English language acquisition of enrolled students, parent/guardian involvement, maintenance of information about the students, degree of collaboration with the mainstream teachers, ELL attainment of Maine’s Learning Results, Common Core Standards, compliance with the district’s Lau Plan, and progress in acquiring English as measured by ACCESS for ELLs.

Communication

Parents/guardians will be notified of their child’s ELL status and of meetings in a language they understand. Interpreters/Translators will be provided when needed.

ELL Program -Staff Qualifications

The ELL Program teacher must hold State of Maine certification with ELL endorsement. An Educational Technician or tutor may work with students under the supervision of the ELL teacher.

Grade-Level Retention

Usually retention is only advisable when a language minority student is lagging behind peers socially and emotionally (and that may not always be appropriate). An ELL child will not be at grade level academically until he/she has had the opportunity to acquire and learn the English language skills and content necessary for success. It is not appropriate to retain an ELL child solely for the reason of limited English proficiency. Each ELL child has unique needs and must be given ample time from grade level to grade level to acquire English proficiency. The acquisition of a second language for cognitive/academic proficiency can take from five to seven years under optimal circumstances.

The most advantageous way to avoid grade-level retention is to make accommodations for the ELL child in the mainstream classroom and to maintain a close collaborative relationship between the mainstream and ELL programs. If a child is referred for retention, the LAC should be included in the process to ensure that language proficiency is not the sole reason for the referral.

Other

Language minority students may be eligible for IASA Title 1 services under the same criteria as other children and may receive those services. Title 1 services cannot supplant structured language support services, such as ELL support.

Interpreters will be provided for parents/guardians as needed.

Non-Participation

In the event that parents/guardians refuse ELL services for their child, a signed letter of refusal will be placed in the student's file. These ELL services will be offered yearly and a letter of refusal must be signed annually.

If parents/guardians refuse to have their child participate in the ACCESS for ELLs, a signed letter of refusal will be placed in the student's file. This annual language test is required by law and a letter of refusal must be signed annually.