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District LAU Plan

MSAD 41/MSAD 31

English Learners Program
Updated 01/04/21

AOS 43/MSAD 41/MSAD 31 LAU PLAN

Introduction

English Learners (ELs) are a richly heterogeneous group of students who bring a wide variety of life situations and a wide range of educational experiences to AOS 43. The paths they take to acquire a new language, to adjust to their new cultural environment, and in keeping with their unique needs and experiences are varied. Within the safe and welcoming school environment, administrators and teachers are given rare opportunities to tap the rich resource of knowledge and perspectives that ELs bring to school, and which, in turn, enrich the learning of all students in the classroom. The role of the school and teachers is critical in supporting students' identity development as learners, and in helping students shape a vision of the future in which they will take their place in a global economy. The District is committed to providing appropriate placement, along with curricular, instructional and other related services to ensure that ELs are able to participate effectively in the schools' educational program.

To accomplish this, the District Lau Plan details the procedural requirements and services provided to ELs, including identification, assessment, placement, and exit from English as a Second Language (ESOL) programming, and pre-referral procedures to ensure appropriate identification of ELs requiring special education and gifted and talented services.

Section 1: Legal Foundation for Providing Effective Educational Services to English Learners

Our Lau Plan is guided by the legal provisions identified by the Maine Department of Education. Key decisions and statutes include:

Federal Legislation

- **Every Student Succeeds Act (2015)** which provides funding to support programs for English learners and establishes a system for holding recipient states accountable for their performance in raising English learners' achievement and English language proficiency outcome.
- **Title VI of the Civil Rights Act of 1964** prohibits discrimination on the basis of race, color, or national origin.
- **Equal Education Opportunities Act of 1974** which prohibits denying equal

educational opportunity to individuals based on race, color, sex, or national origin and requires schools to take appropriate steps to ensure equal access by overcoming language barriers for English language learners

Supreme Court Decisions

- **Lau vs. Nichols (1974)** a ruling that requires districts to take affirmative steps to overcome educational barriers faced by non-English speaking students.
- **Plyler vs. Doe (1981)** a Supreme Court decision holding that states cannot constitutionally deny students a free public education on account of their immigration status.
- **Castañeda vs. Pickard (1981)** a decision that established a three-part test to evaluate the adequacy of a district's program for ELs (English Learners): the program must be based on an educational theory recognized as sound by some experts in the field or is considered by experts as a legitimate experimental strategy; (programs and practices, including resources and personnel, must be reasonably calculated to implement this theory effectively; and the school district must evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome.

Section 2: English Learner Identification

The district will identify English learners in accordance with federal and state requirements. It is a federal requirement that all students who are English learners be identified within 30 days of enrollment and parents notified. For students enrolling after the start of the school year, identification must occur within 30 days and parent notification must occur within two weeks of the identification.

Legal Basis: Section 3111, Elementary and Secondary Education Act of 1965

Language Use Survey

The district will 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 district for the first time. The Language Use Survey will be included in the initial enrollment packet and online enrollment system. If a student changes schools within the district, a new Language Use Survey is not required.

Referral: The purpose of the Language Use Survey is to identify potential students who are English learners. If any question is answered with a language other than English, the student will be administered an English language proficiency screener. (Note: Sign Language is not a qualifying language for English learner status. However, if a student uses Sign Language and an additional language other than English, the student may be eligible for English learner status.)

Students who were screened for EL status but did not initially qualify may be rescreened at any time if a potential need for ESOL support becomes apparent.

Enrollment of Immigrants and International Students: Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin, among other factors, by public schools. Our district is required under federal law to enroll children regardless of citizenship or immigration status (*Plyler vs. Doe*). This applies equally to students who are immigrants and international students attending a Maine public school as an exchange student or tuition-paying student. All students, including those who are immigrants and international students, will be screened for English learner status. Any student who is identified as an English learner, regardless of citizenship or immigration status, is entitled to ESOL services and will be administered ACCESS for ELLs (or Alternate ACCESS, if applicable) annually.

International/exchange students are not exempt from Title I required state academic assessments. In Maine, recently arrived English learners who have been enrolled in a U.S. school for less than 12 months are exempt from one administration of the state's English language arts assessment only.

Our district does not discourage the enrollment of children who are undocumented immigrants. Federal regulations allow schools to ask for children's social security numbers to be used as student identifiers. However, they should inform parents of the purpose and that disclosure of such numbers is voluntary. Our schools do not deny enrollment if parents refuse to provide a child's social security number. The district requires proof of residency forms upon enrollment for all students, which may include lease agreements, utility bills, or other documents. However, our schools do not ask parents about a child's immigration status to establish residency. The school enrollment forms require proof of a child's age, but they may not bar enrollment because a child has an international birth certificate or no birth certificate.

Translation/Interpretation Services Provided to the Parent: The Language Use Survey is available for download on the Maine Department of Education website in English and 25 of Maine's most commonly spoken languages. Parents/guardians are

entitled to complete the Language Use Survey in their preferred language. To the extent possible, the Language Use Survey will be provided in the parents' preferred language.

Parent Notification and Involvement in LAC meetings

To the extent practicable, parent notices and information will be provided in a language the parents can understand. In addition, if practicable and appropriate, an interpreter will be provided to assist parents in communicating with school staff and at LAC meetings to discuss the student's programming and progress in attaining English proficiency.

Parents will be invited to attend and participate in all LAC meetings pertaining to their child and shall be notified of school activities that are called to the attention of other parents.

Communication with parents will be kept in the student's cumulative file.

English Language Proficiency Screening Assessments

Grade	Screening Assessment	Minimum Score Required to be Non-EL
Pre-k	preLAS	Score of 77
1 st Semester K	Kindergarten W-APT	Listening and Speaking 29
2 nd Semester K/1 st Semester 1 st Grade	Kindergarten W-APT	Listening and Speaking 29 Reading 14 Writing 17
1 st Semester K	Kindergarten MODEL	Oral Language Proficiency level 6.0
2 nd Semester K/1 st Semester 1 st Grade	Kindergarten MODEL	Composite Proficiency level 6.0
2 nd Semester 1 st grade-12 th grade	WIDA Screener Online	Composite Proficiency level 4.5

Language Assessment Committee (LAC)

All English learners must have an individualized educational program to meet their English language acquisition and academic content learning needs. The LAC will design an effective, evidence-based program relative to each student's current level of English proficiency, native language proficiency, educational background, disability status, and other factors.

Legal Basis: Title VI of the Civil Rights Act of 1964; Castañeda, 648 F.2d at 1009-10; Cf. 34 C.F.R. § 100.3(b)(1), (2); see also 20 U.S.C. §§ 6312(g)(1)(A)(viii) (Title I), 7012(a)(8) (Title III)

The LAC, in coordination with the ESOL teacher, will develop an Individual Language Acquisition Plan (ILAP) that encourages meaningful access to curricular and extracurricular programs.

The District will establish a Language Assessment Committee at the building level. The LAC has the purpose of providing direct support, including screening, identification, instruction and other support services for students identified as having limited English proficiency. The LAC is responsible for developing and implementing the educational program of each EL student that is enrolled in their school.

The LAC will be comprised of:

- The building administrator;
- Certified ESOL teacher;
- Classroom teacher/content area teachers;
- Parents or guardians, with a translator if necessary; and
- Other relevant professionals as needed (ex: school counselor).

Responsibilities of the LAC:

- a. The team will meet within 30 days of an initial referral and annually thereafter to review assessments, determine program eligibility, and plan for each identified student. The LAC will meet within two weeks following a mid-year enrollment of an identified EL student.
- b. Using the information obtained during the learner identification process, the LAC will identify ELs and plan for ESOL services. ELs will be those who have a primary language other than English and have demonstrated a lack of proficiency on the proficiency screener.
- c. Developing an appropriate and meaningful language acquisition program and making decisions concerning academic accommodations for the classroom and standardized testing.
- d. Meeting annually, or more often as needed, to review learner progress; recommend modifications to ESOL services; and/or determine if the EL meets reclassification criteria.
- e. A designated person (either the building administrator or ESOL 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.
- f. The ESOL teacher and building administrator will be responsible for maintaining the ESOL folder for each participating learner. That folder shall contain assessment results, LAC meeting minutes, all parent correspondence, and a copy of the Individual Learning Acquisition Plans

developed by the LAC.

- g. If a parent refuses direct ESOL services, the parent shall be required to document that refusal on the ESOL Program Decline of Service form. The parent's written statement will be placed in the learner's permanent record (cumulative file). An alternative support program will be developed for the EL student.
- h. The LAC shall make the determination when the learner meets the criteria and requirements to exit the ESOL program.
- i. The LAC will be responsible for monitoring the exited learner for two years after exiting the ESOL program and for assessing the learner's progress during that monitor period.

Responsibilities of ESOL Teacher

- Maintain 660 ESOL-endorsement
- Oversee administration of pre-screener, W-APT and ACCESS test.
- Schedule and facilitate LAC meetings.
- Maintain student records including LAC meetings, ILAPs, ACCESS testing, and other useful documents.
- Provide instruction based on individual student needs.
- Provide periodic progress reports to parents.
- Monitor students who have been exited from the ESL Program for two years.
- Share information with parents related to the ACCESS test, plans and minutes.
- Arrange for translator services as needed.

Section 3: Development of Individualized Language Acquisition Program

Program Development: Individualized Language Acquisition Plan (ILAP) Delivery of ESOL Services

The English language acquisition program is tailored to meet the needs of each student, which may include, but is not limited to, tutoring, additional classroom support, materials, sheltered instruction, professional development for content area teachers, or other strategies (Office for Civil Rights December 1985 Title VI policy memorandum, Title VI Language Minority Compliance Procedures).

The Maine Department of Education requires the English language support program for a student who is an English learner to be provided or overseen by a 660 ESOL-

endorsed teacher. All students who are English learners will be provided with English language support services that enable them to meaningfully access the curriculum in order to meet grade-level standards. Efforts will be made to accomplish English language development and content area knowledge to be acquired simultaneously, rather than consecutively. In other words, English language proficiency is not a prerequisite to participate in mainstream classes. If students who are English learners receive services that remove them from content area classes (such as pull-out services), any academic deficits that result will be supported to keep the student on track with his/her non-EL peers academically.

English language support services are provided in a way that minimizes the isolation of students who are English learners from the general student population and encourages students who are English learners to participate in all aspects of the school program, including advanced coursework, career and technical education, gifted and talented programs, and extracurricular activities. Students who are English learners receive ESOL services until exiting the program by demonstrating English language proficiency on ACCESS for ELLs® (or Alternate ACCESS, if applicable).

Record Keeping: Minutes will be taken at all LAC meetings. A copy of the minutes and ILAP will be provided to parents and kept in the student’s cumulative file.

Annual Review: The LAC will meet yearly to review and update the ILAP.

The ILAP is an individualized language acquisition program that specifies the following:

- A description of services: the amount of ESOL support time, the type of support, and the model of support;
- Recommendations for modifications to instruction, class work, and testing accommodations;
- Learning Goals
- Annual testing with the WIDA ACCESS;
- A timeline for review and/or reclassification; and
- Recommendations for the following year.

Typical Amount & Frequency of Services	
English Language Proficiency Level:	Time:
Level 1	At least 2 periods of ESOL per day
Level 2	At least 2 periods of ESOL per day
Level 3+	At least 1 period of ESOL per day

Grade Level Placement and Program Options

- A. Before a grade level and classroom placement is made for a student who is an EL, 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. 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 acquisition for the learner.
- D. The LAC will determine what ESOL services are needed to address individual needs based on multiple-criteria. Length of ESOL instructional time will be determined by the proficiency level and individual needs of the learner.
- E. ESOL services may include instructional sessions outside of the regular classroom (pull out), in-class assistance and instruction, sheltered content instructions, and monitoring. The ESOL teacher and the classroom teacher will arrange a schedule of services at appropriate times for the learner.
- F. The ESOL teacher and classroom teacher will coordinate efforts to support the learner's acquisition of English and the Maine Learning Results.
- G. The LAC will determine support necessary for meaningful participation in co-curricular and extracurricular interests.

Educational decisions outlined in the ILAP, concerning direct instruction of learners will be based on a multi-criteria assessment of the learner, including:

- 1. WIDA-APT screening test for suspected EL who are new to the district;
- 2. ACCESS for ELs, the required assessment instrument for the state of Maine, used for determining English language proficiency levels and progress. The ESOL teacher or other trained personnel shall administer the proper assessment tool annually to all ELs. The ACCESS places each learner on one of six proficiency levels;
- 3. Previous school records;
- 4. Parent/guardians input;
- 5. Student's academic work in the content areas;
- 6. Observations and recommendations from the classroom teacher and the ESOL teacher;
- 7. Informal assessment, which may have been done in the areas of listening, speaking, reading, and writing;

8. Standardized tests administered by the school.

Parental Consent/Decline of Services

Rights of Students who are English Learners to Education

The Civil Rights Act of 1964 remains the foundation of the legal rights of a student who is an English learner. [*Lau v. Nichols*](#) confirms that all students who are English learners are entitled to meaningful access to the curriculum. If a parent refuses ESOL services this must be documented, but parental refusal does not release the school or district from its responsibility to provide meaningful education to students who are English learners. If a student who is an English learner cannot make academic progress without ESOL services, the student has a right to ESOL services, even if a parent refuses. Parental consent is not required to administer an English language proficiency screener or ACCESS for ELLs/Alternate ACCESS. Under State law districts are responsible for administering ACCESS for ELLs® to all students who are English learners, regardless of parental consent (20-A M.R.S. §6209(1-A)).

Section 4: Meaningful & Equitable Access to Academic and Extra Curricular Programs

English learners are entitled to equitable access to all academic and extracurricular programs that their schools offer, such as college preparatory classes, Advanced Placement, dual enrollment, Gifted and Talented, Career and Technical Education, pre-kindergarten, athletics, academic/career counseling, performing and visual arts, clubs, honor societies, and others.

Legal Basis: 34 C.F.R. § 100.1-.2; 20 U.S.C. § 1703(f)

The district will provide equal opportunities for students who are ELs to participate in all programs and activities, including:

- Pre-K
- Career and Technical Education Programs
- College Prep courses

- AP Placements
- Gifted and Talented
- Online and distance learning options
- Visual and performing arts
- Athletics
- Clubs
- Honor Societies
- Etc.

Academic and Extra Curricular Accessibility: The LAC will discuss student interests and plan for necessary support required to provide the student with equitable access to programs. ESOL services may include transportation, providing culturally responsive explanations of programs, and ensuring supports are in place for meaningful and successful participation.

Rigorous Grade Level Work: ESOL Programming

All students have the right to access rigorous grade level work. Students who are identified as English Learners in speaking, listening, reading and/or writing will receive appropriate ESOL services required to maintain meaningful access to the curriculum.

EL students may also be served under other federal programs (Title I, Migrant Education, Chapter 104, Special Education) provided that they meet eligibility requirements for these programs.

Students who are English Learners and Special Education

Students who are EL may be intellectually gifted, have a learning disability or a behavioral disorder, or multiple exceptionalities like any other student. Determining special needs programming is a complex process. The screening and diagnosing of at-risk ELs is part of the schools' RTI process.

Students may qualify for, and have legal entitlement to, both ESOL and special education services. Appropriate screening is required to determine students' eligibility for each type of service. Depending on a student's learning disability and Individual Education Plan (IEP), universal testing tools or accommodations may be needed in order to measure English language proficiency.

When evaluating a student who is an English learner for learning disabilities, screening must be linguistically and culturally appropriate. It is advisable to measure a student's skills in the student's primary language in order to clarify

whether challenges are due to a learning disability or English language development.

Students who are English learners will not be placed in a special education program unless their exceptionality is well-documented, and appropriate procedures for special education services have been followed. English learner status is not a disability and is not covered by the Individuals with Disabilities Education Act (IDEA) or [Maine Unified Special Education Regulations](#) (MUSER).

English Learners with learning disabilities are eligible for exit from ESOL services when they demonstrate English language proficiency, whether by achieving a composite proficiency level of 4.5 on the WIDA ACCESS or P2 on the WIDA Alternate ACCESS. Students with disabilities are eligible for accommodations available as described in the student's IEP.

For students who are English learners with IEP teams, the United States Department of Education has provided the following [guidance](#):

“It is important that IEP Teams for ELs with disabilities include persons with expertise in second language acquisition and other professionals, such as speech-language pathologists, who understand how to differentiate between limited English proficiency and a disability. The participation of these individuals on the IEP Team is essential in order to develop appropriate academic and functional goals for the child and provide specially designed instruction and the necessary related services to meet these goals.”

Section 5: Equitable Personnel, Facilities, and Materials

English learners must be provided with sufficient, qualified teaching staff to meet their language learning and academic content acquisition needs, as well as facilities and materials of comparable quality to those of their peers.

Legal Basis: Title VI of the Civil Rights Act of 1964; 20 U.S.C. § 6826(c); Castañeda, 648 F.2d at 1013

To the extent possible, the district is committed to maintaining the following standards for the ESOL Program:

- Certified teachers will provide direct instruction. Paraprofessionals, aides, and tutors will not be used to provide long-term support to English learners in place of qualified teachers.
- The district strives to maintain class sizes that range within 14-18 students. Caseloads for teachers serving English learners will allow for effectively meeting all English learners' needs.
- Training will be provided to mainstream/content area teachers on strategies for meeting the needs of English learners in the mainstream.
- Equitable facilities and materials are provided by the district for the education of English learners as compared to their non-English learner peers.
- Building principals will place a priority on scheduling so English learners are not unnecessarily segregated from their non-English learner peers.

Section 6: Annual English Language Proficiency Testing

All English learners in Maine public schools, as well as publicly-funded English learners in non-public schools, must be administered ACCESS for ELLs (or Alternate ACCESS, if applicable) annually.

Legal Basis: 20 U.S.C. §§ 6311(b)(7) (Title I), 6823(b)(3)(C), (D) (Title III)

Annual Language Proficiency Assessment

The ESOL teacher will be responsible for scheduling and administration of the ACCESS for ELLs/Alternate ACCESS annually. Annual results will be documented in the ILAP and a copy will be kept in the students' Cumulative File.

Rights of Students who are English Learners to Education

The Civil Rights Act of 1964 remains the foundation of the legal rights of a student who is an English learner. [*Lau v. Nichols*](#) confirms that all students who are English learners are entitled to meaningful access to the curriculum. If a parent refuses ESOL services this must be documented, but parental refusal does not release the school or district from its responsibility to provide meaningful education to students who are English learners. If a student who is an English learner cannot make academic progress without ESOL services, the student has a right to ESOL services, even if a parent refuses.

Parents Wishing to Opt Out: Both school policy and state law require all EL students to take the English Language Proficiency Assessment. Parental consent is not required to administer an English language proficiency screener or ACCESS for ELLs/Alternate ACCESS. Under State law districts are responsible for administering

ACCESS for ELLs® to all students who are English learners, regardless of parental consent (20-A M.R.S. §6209(1-A)).

Section 7: Exit and Monitoring

When an English learner meets Maine’s definition of English language proficiency on ACCESS for ELLs/Alternate ACCESS (currently an overall composite proficiency level of 4.5, or level P2 on Alternate ACCESS), the student is exited from English learner status. No other criteria may substitute for a score of proficient on ACCESS for ELLs/Alternate ACCESS.

The District will monitor each English Learner who has met proficiency benchmarks for two years in order to ensure the academic success of that student. Students on monitor status may continue to be offered supports and services through general interventions available to all students

If educators suspect that a student is no longer proficient in English, the WIDA Screener Online will be re-administered to determine English learner status. A student who scores below an overall composite score of 4.5 must be reentered into English learner status, provided English language acquisition support services, and administered ACCESS for ELLs/Alternate ACCESS annually until exiting again.

Legal Basis: 20 U.S.C. §§ 6311(b)(7) (Title I), 6823(b)(3)(C), (D) (Title III)

Students who are English learners with an IEP exemption from a domain or domains on ACCESS for ELLs/Alternate ACCESS are eligible to exit based on their performance on the non-exempt domains. The Maine Department of Education calculates an overall composite proficiency level for such students, utilizing a score of 4.5 on the exempt domain(s) and weighting domains according to WIDA’s overall composite score weighted formula.

Once identified as Fully English Proficient (FEP), students will no longer participate in WIDA ACCESS testing, receive EL accommodations on standardized tests and state assessments, be eligible for ESOL programs or service, nor receive subsidized funding under the Essential Programs and Services (EPS) formula.

Notice of exit from the ESOL program will be provided to parents in writing and will be filed in the student’s cumulative file.

Section 8: Ongoing Program Evaluation

Responsibility for LAU Plan Implementation and Program Evaluation

The district will provide EL students with a structured language program that meets both the English as a Second Language program and content area needs of the learner. The Superintendent has designated the Assistant Superintendent as having overall responsibility for the district's compliance with federal and state laws regarding the education of students who are EL by:

- Overseeing the implementation, monitoring and evaluation of the district's LAU plan;
- Ensuring the delivery of federal and state assessments to determine ELs progress;
- Providing professional development programs focused on educating linguistically and culturally diverse students;
- Monitoring program effectiveness with the Language Acquisition Committees;
- Overseeing compliance with recordkeeping requirements; and
- Annual evaluation of the EL teacher that includes data collection of active students, a review and analysis of program data, and goal setting.

The annual program evaluation will include English language acquisition success of enrolled students, family engagement, degree of collaboration with mainstream teachers, and compliance with the district's Lau Plan. OCR policy states that districts are required to modify their programs if they prove to be unsuccessful after a legitimate trial.

Program evaluation will include:

- A comprehensive approach;
- Data collection;
- Recorded data on former EL students to assess whether they are keeping up with their non-EL peers;
- Review and analysis of results;
- Plan for improvement;
- Implementing program changes;
- Ongoing review; and
- Alignment of evaluation with District Goals and Objectives: Does the information collected permit an assessment of performance in alignment with specific goals or measures of progress that have been established for the district's EL program? Are ELs as a subgroup meeting those goals?

Section 9: Meaningful Communication with Parents/Guardians

The district has an obligation to ensure meaningful communication with parents with a primary/home language other than English in a language they can understand and to adequately notify parents of information about any program, service, or activity of a school district that is called to the attention of non-EL parents.

Essential information includes but is not limited to information regarding: language assistance programs, special education and related services, IEP meetings, grievance procedures, notices of nondiscrimination, student discipline policies and procedures, registration and enrollment, report cards, requests for parent permission for student participation in district or school activities, parent-teacher conferences, parent handbooks, gifted and talented programs, magnet and charter schools, and any other school and program choice options.

Legal Basis: Title VI of the Civil Rights Act of 1964; Titles I and III of the Elementary and Secondary Education Act of 1965

Parent Communication/Interpretation Services

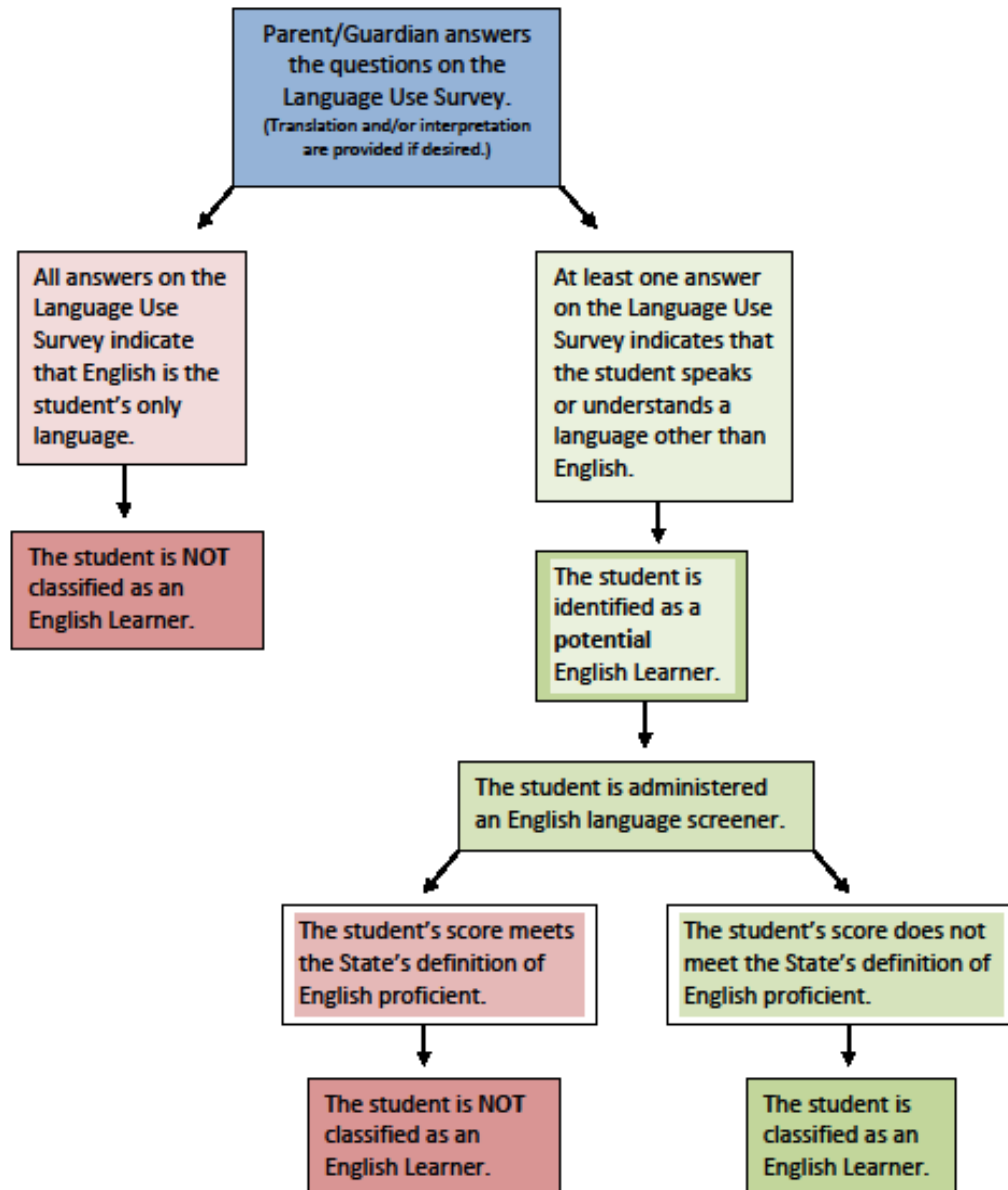
To the extent possible, parent notices and information will be provided in a language the parents can understand. In addition, if practicable and appropriate, an interpreter will be provided to assist parents in communicating with school staff and at LAC meetings to discuss the student's programming and progress in attaining English proficiency.

The ESOL teacher will communicate with parents consistently. If a parent requests a translator, the ESOL teacher will make the arrangements prior to any meeting. Record of communication with parents and accommodations provided will be kept in the student's cumulative file.

The ESOL teacher will provide support and professional development to classroom teachers to understand when translation needs exist.

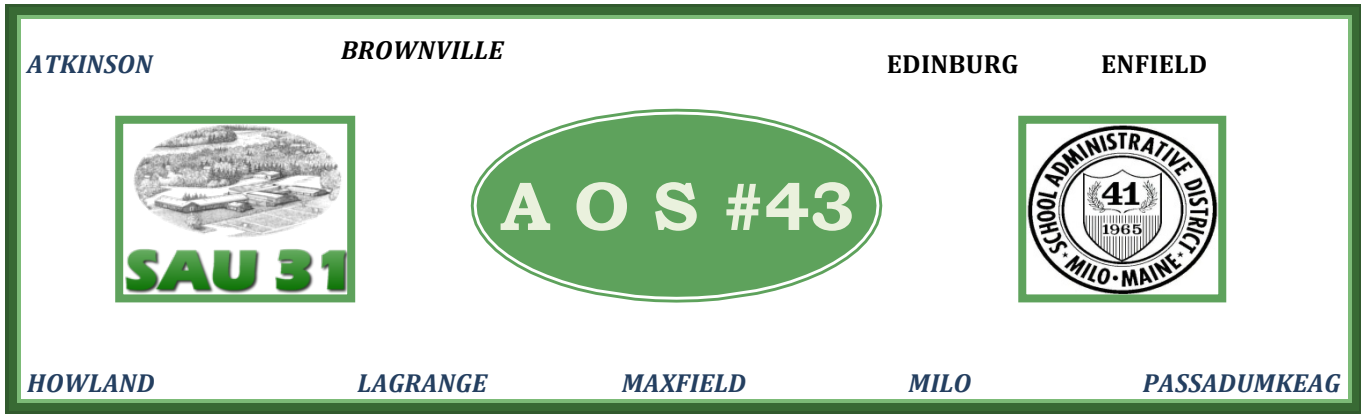
English Learner Identification Decision Tree

The parent(s)/guardian(s) of all students enrolling in a district for the first time must complete the Language Use Survey. The entire identification process must be completed within thirty days of enrollment from the beginning of the school year or within two weeks of enrollment during the school year. Note that if a parent/guardian refuses to complete the Language Use Survey, districts are still required under federal law to identify all English learners. In such cases, the "School Use Only" section of the Language Use Survey must indicate observed or student-reported use of a primary or home language other than English before an English language proficiency screener can be administered. See [Serving Maine's English Learners](#) for additional guidance.



EL Program Self-Assessment

Your SAU has a board-adopted Lau Plan.	YES	NO
Your SAU uses the Maine DOE Language Use Survey to identify all students who have a primary or home language other than English, and the staff is knowledgeable of this procedure.	YES	NO
Your SAU conducts a language proficiency assessment using the Kindergarten W-APT, Kindergarten MODEL, or WIDA Screener Online for students who have been identified to have a primary or home language other than English.	YES	NO
There are no substantial delays in placing ELs into an appropriate English for Speakers of Other Languages (ESOL) program.	YES	NO
Your SAU provides translations and uses interpreters to communicate with parents who do not speak or read English.	YES	NO
Parents are involved in the process of placing ELs in an appropriate ESOL educational program.	YES	NO
Programs are available for ELs at each grade level.	YES	NO
ELs have access to the full curriculum including (both required and elective courses including vocational education); have opportunities for full participation in special opportunity programs (e.g. Gifted & Talented, Advanced Placement classes); are integrated in physical education, music, arts, etc.; and participate in classes, activities and assemblies with all other students.	YES	NO
The quality of facilities and services to ELs is comparable to what is available to all other students.	YES	NO
The quality and quantity of instructional materials meet the English language and academic needs of ELs and are comparable to materials provided all other students.	YES	NO
Your SAU has certified teacher(s) with the ESOL endorsement.	YES	NO
Your SAU has established qualifications that paraprofessionals must meet.	YES	NO
There is coordination of curricula between teachers for ELs and teachers in regular classroom programs.	YES	NO
Your SAU supports and provides high-quality professional development to ESOL teachers and other personnel to improve instruction to and assessment of ELs.	YES	NO
ELs in the high school program earn credits toward graduation.	YES	NO
Your SAU follow appropriate exit criteria for ELs in an ESOL program.	YES	NO
Your SAU monitors for two years the academic progress of ELs who have exited.	YES	NO
Your SAU has a system to evaluate the success of its ESOL program.	YES	NO



Individual Language Acquisition Plan

English as a Second Language Program

Section 1: General Information

Student's Name		Date of Birth	Click or tap to enter a date.
Age		School	
Grade		District	
US Entry Date (if applicable)	Click or tap to enter a date.	US School Entry Date	Click or tap to enter a date.
Student's Primary Language(s)		Birth Country (optional)	
Language Use Survey Completed	Click or tap to enter a date.	EL Start Date	Click or tap to enter a date.
Educational Background			

Section 2: Assessments

Identification				
English Language Proficiency Screener	WIDA Screener Online	Screening Conducted	Click or tap to enter a date.	
Listening	Speaking	Reading	Writing	Overall Composite

Annual English Language Proficiency Assessment									
Year	Type	Listening	Speaking	Reading	Writing	Oral	Literacy	Comp.	Overall Composite
	Choose an item.								
	Choose an item.								

State Academic Assessments			
Year	English Language Arts	Math	Science

District Progress Monitoring Assessments			
Year	English Language Arts	Math	Science

Accommodations for Summative Assessments	
<input type="checkbox"/>	Read aloud math, science, social studies items and choices*
<input type="checkbox"/>	Extended time
<input type="checkbox"/>	State-approved bilingual word-to-word glossary/dictionary*
<input type="checkbox"/>	Rest breaks
<input type="checkbox"/>	Unique accommodation request
<input type="checkbox"/>	Small group setting
<input type="checkbox"/>	Individual testing with teacher the student is familiar with

**not allowed on WIDA ACCESS for ELLs/Alternate ACCESS*

Section 3: English Language Development

Academic Language Goals Based on WIDA English Language Development Standards	
Listening	
Speaking	
Reading	
Writing	

Program of Services	
Parent/Guardian Refuses Services	No <input type="checkbox"/> Yes <input type="checkbox"/> Click or tap to enter a date.
Student has an IEP	No <input type="checkbox"/> Yes <input type="checkbox"/>
Student has a 504 Plan	No <input type="checkbox"/> Yes <input type="checkbox"/>
Related Services	<input type="checkbox"/> Title I Support <input type="checkbox"/> Tutorial/Vocational <input type="checkbox"/> Intervention Program <input type="checkbox"/> After-school Programming <input type="checkbox"/> Gifted & Talented <input type="checkbox"/> Other (specify):
ESOL Program Type	<input type="checkbox"/> Parents Refuse EL Services <input type="checkbox"/> Transitional Bilingual Education or Early Exit <input type="checkbox"/> Dual Language or Two-way Immersion <input type="checkbox"/> English as Second Language (ESL) or English Language Development (ELD) <input type="checkbox"/> Content Classes with Integrated ESL Support <input type="checkbox"/> Newcomer Programs
Description of Services	
Minutes/Hours of Services	
Frequency of Services	
Service Provider(s)	

Differentiation Strategies	
<input type="checkbox"/>	Visuals (graphs, pictures, charts, etc.)
<input type="checkbox"/>	Extended time
<input type="checkbox"/>	Individualized/small-group instruction
<input type="checkbox"/>	Bilingual dictionaries or access to computer translation programs
<input type="checkbox"/>	Audio to accompany reading material
<input type="checkbox"/>	Adapted assignments to match language proficiency level goals
<input type="checkbox"/>	Give directions in incremental steps, with clarification of new vocabulary
<input type="checkbox"/>	Allow student to do written class assignments or assessments orally
<input type="checkbox"/>	Check often for understanding
<input type="checkbox"/>	Slow down rate of speech, repeat, check in for understanding

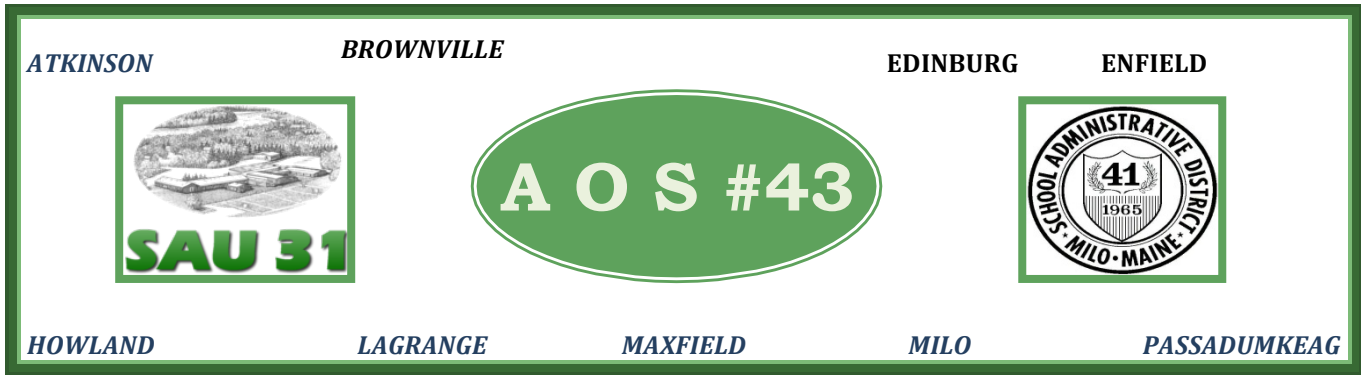
<input type="checkbox"/>	Print instead of using cursive
<input type="checkbox"/>	Modify lesson delivery (scaffold)
<input type="checkbox"/>	Seat student near the teacher or aide
<input type="checkbox"/>	Modify linguistic complexity of assignments and formative assessments
<input type="checkbox"/>	Provide word banks/sentence starters and sentence frames
<input type="checkbox"/>	Administer testing in small-group setting
<input type="checkbox"/>	Collaboration with mainstream teachers and ESOL teachers
<input type="checkbox"/>	Provide teacher notes to students to aid assignment completion
<input type="checkbox"/>	Limit answer choices on multiple choice activities/assessments
<input type="checkbox"/>	Omit true/false questions from assignments and formative assessments
<input type="checkbox"/>	Other (specify):

Section 4: Plan Development

Comments		
Quarter	Teacher	Parent/Guardian
1		
2		
3		
4		

Language Acquisition Committee Meeting(s)	Click or tap to enter a date.
ILAP Completed	Click or tap to enter a date.
ILAP Revised	Click or tap to enter a date.

Language Acquisition Committee Members		
Role	Name	Signature
Choose an item.		
Choose an item.		
Choose an item.		
Choose an item.		
Choose an item.		



English Learner Program Placement Notification

Initial Placement
 Continuing Placement

Name of Student: _____ Date: _____

School Location: _____

Dear Parent or Guardian:

Your child has been identified as an English learner. This letter provides information about your child’s proficiency in English. Proficiency in a language is a measure of a person’s ability to understand and communicate in that language or in a person’s preferred mode of communication. The school will provide services that will help your child become proficient in English and do well in school. This letter provides information about how we decided your child is an English learner and other important information. Here is the information included in this letter:

- Your child’s level of proficiency in English;
- The level of proficiency needed to be considered proficient;
- An estimate of how long it should take for your child to become proficient in English;
- The method of instruction used in English Learner Services;
- Other English Learner Services that may be available to help your child;
- Information about requesting other services to help your child become proficient in English;
- Information about refusing the English Learner Services we provide;
- If available, information about how your child is generally doing in school;
- Information about the percentage of English learners graduating from high school; and
- If your child has a disability, you will receive information about how services to help your child become proficient in English will help meet educational goals set for your child.

We must give you this information about your child. Education law requires that we send you this information and that we make sure that you understand it. If you need assistance understanding this letter, please contact:

Name: _____ Title: _____
Email: _____ Phone: _____

Do you need an interpreter? Please tell us and we will make sure one is available.

Your child will receive instruction in our school district's English Learner Services that are paid for with money from Title I or Title III of the education law called the Elementary and Secondary Education Act (ESEA) as amended 2015. Sometimes these services are paid for by both Title I and Title III.

You completed a home language survey and marked that your child speaks a language other than English. Because your child speaks a language other than English, we gave your child an English proficiency test. Based on the results of this test your child is eligible to receive English Learner Services. Placement in the English learner services that best meet your child's needs is based on 1) the results from this test, 2) how well your child is doing in school, and 3) other educational information about your child. The English Learner Services chosen are designed to help your child learn English so that your child will be able to meet academic standards, succeed in school, and graduate from high school. The expected rate of transition out of English learner services is ____ (number of years). The high school graduation rate for students receiving English Learner Services is ____ %. If your child has a disability and an Individualized Education Program (IEP), improvement in your child's ability to listen, speak, read, and write in English will help meet the goals of the IEP.

The name of the English proficiency test your child took is:

(Test used to measure level of English proficiency)

(Test used to measure level of English proficiency)

Your student's Level of English Proficiency is: _____. The highest score possible is: _____.
The level needed to be proficient in English and exit English Learner Services is: _____.

If applicable, your child's level of academic achievement was measured using the following test(s):

(Test used to measure level of academic achievement)

(Test used to measure level of academic achievement)

Your student's Level of Academic Achievement is: _____

The method of instruction used in your child’s English Learner Services is:

- Bilingual, including Dual Language, Two-Way Immersion, Transitional Bilingual, and Developmental Bilingual programs:** Instruction is provided in both English and your child’s home language.
- Heritage Language:** Instruction is provided in a native, home, or ancestral language that is also used to help your child become proficient in English.
- Content-based English Learner Program, English as a Second Language (ESL), or Sheltered English, including Sheltered English Instruction, Structured English Immersion, and Specially designed academic instruction delivered in English:** Instruction is provided in English only and adapted to the student’s English proficiency level. This instructional method is used to make academic instruction in English understandable to English learners. This will help them acquire proficiency in English while at the same time achieving in content areas.
- Pull-out English Learner or ESL:** Students leave their English-only classroom during the day for English learner or ESL instruction.
- Other:** _____

Your child’s English Learner Services are not the district’s only English Language Development Program. Additional information about your child’s English Learner Services and, if available, other district language programs is attached.

Please contact the person below or _____ if you would like to request: (a) immediate removal of your child from the English Learner Services provided by Title I, Title III, or both; (b) options available for your child if you decline the English Learner Services offered or would like another method of instruction; or (c) assistance in selecting other district programs or instructional methods, if available.

Name: _____ Title: _____
Email: _____ Phone: _____

Description of Programs

The goal of the district’s English Learner Services is to help your child learn English and meet academic standards for grade promotion and graduation. The English Learner Services described here are provided using ESEA funding from Title I, Title III, or both. These services are in addition to our district’s English Language Development Program(s). Each program is designed to help your child become proficient in English and succeed in school. Our staff identified the educational strengths and needs of your child and selected the instructional methods described below. It is anticipated your child will continue in English Learner Services for _____ years.

Your child will move to a full day schedule that is not designed for English learner students when your child becomes proficient in English.

**Your Child's Program:
Instructional Method(s):**

Program Content for Meeting State Proficiency:

Native Language Used in Instruction: Yes No

English Language Used in Instruction: Yes No

Program Exit Criteria: _____

**Description of Other Available English Learner Services:
Instructional Method(s):**

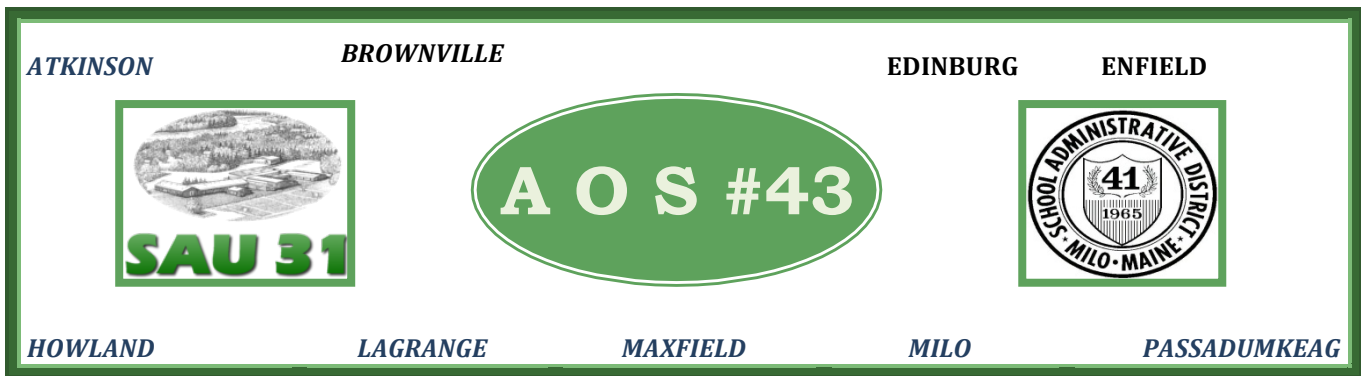
Program Content for Meeting State Proficiency:

Native Language Used in Instruction: Yes No

English Language Used in Instruction: Yes No

Program Exit Criteria:

FOR OFFICE USE ONLY			Student Name
Student ID #	Dist. Student #	Grade Level	Faculty Name
Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.



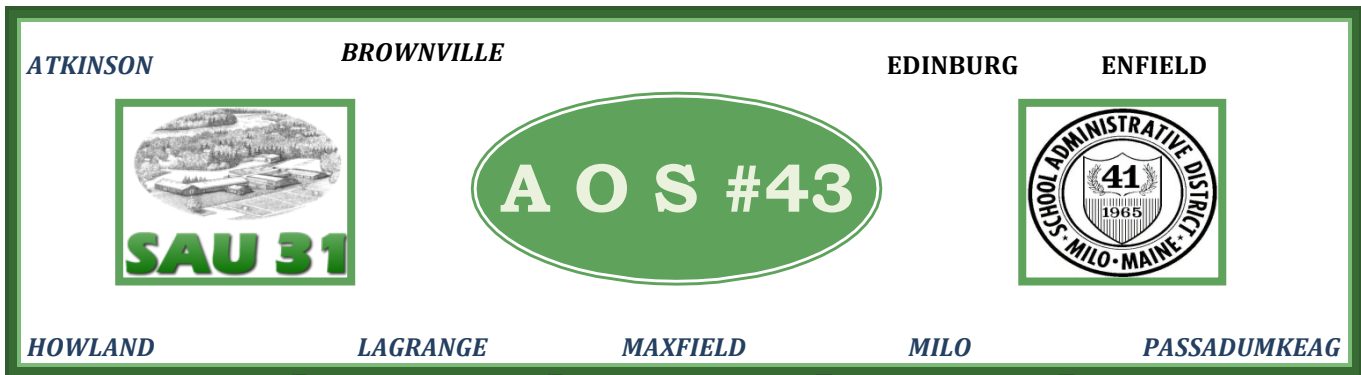
**PARENT NOTIFICATION OF EL RECLASSIFICATION
English as a Second Language Program**

Date:

Dear Parent/ Guardian,

Your child, _____, has recently completed the ACCESS for ELs assessment of academic English proficiency. Please see the enclosed score report. Your child's overall score on this assessment is _____, which qualifies him/her to exit the ESOL program. This assessment score, and your child's classroom performance, indicate that your child's English language skills are well developed, and she/he is able to fully participate in grade-level academic work. Due to this progress, your child is being placed on ESOL "Monitor Status". The ESOL staff will monitor your child's academic performance through communication with their classroom teachers and check on grades periodically. Your child will no longer receive direct support from the ESOL staff.

Sincerely,



ESOL PROGRAM DECLINE SERVICE FORM

Date:

Student Name:

Dear Parent(s)/Guardians,

Please read this form and return it to your child’s teacher.

As previously communicated to you, your child is eligible to receive ESOL (English as a Second Language) services. ESOL programming provides your child with extra support, additional learning materials, and opportunities.

The ESOL staff members provide English language consultation, instruction and classroom support. Research shows that children with language support increase their English skills more rapidly and have greater success in the classroom than English Learners who do not receive language support.

It is our understanding that, at this time, you do not wish for your child to receive ESOL services. **If you refuse ESOL program services, your child will not receive direct ESOL services.** If you refuse ESOL program services, the school is still required to provide your child the supports necessary for meaningful participation in the public school program. In the event the child is unable to meaningfully access curriculum without ESOL services, the school is required by law to provide your child with these services.

Your child's English proficiency will be assessed yearly using the ACCESS for ELs assessment.

Please demonstrate your decision by checking the appropriate box below and signing your name.

I do not want my child to receive ESL services.

Parent/s Signature: _____

Date: _____