

Blue Hill Consolidated School
English as a Second Language (ESL) Services
Lau Plan

I. Legal Provisions of the Lau Plan

- A. The Civil Rights Act of 1964, the Equal Education Opportunities Act of 1974, and the landmark 1974 U.S. Supreme Court decision, *Lau vs. Nichols*, form the legal basis for the ESL program for the Blue Hill Consolidated School. The U.S. Supreme Court has stated that school systems must take action to see that students whose first language is not English are able to benefit from an education conducted in English. These students must have equal access to the American educational system at a level equivalent to pupils with English as their primary language.
- B. Consistent with Maine laws and regulations and the No Child Left Behind Act, PL 107-110 (NCLB) English Learners (ELs) are held to the same accountability requirements for achievement of the Maine Learning Results and participation in state mandated assessments. Accommodations on alternate assessments may be provided for some ELs.

II. Student Identification Process

- A. All newly enrolled students, K-8, will initially be screened as part of the registration process using the Home Language Survey from the State of Maine Department of Education.
- B. The Blue Hill Consolidated School principal will review surveys of potential English Learners (ELs) and gather more information regarding the student's language profile. As appropriate, the English as a Second Language (ESL) teacher will be contacted and will:
 - Consult with the classroom teacher
 - Review student records
 - Interview parents
 - Interview and/or observe the student
- C. Potential ELs in K-8 will be formally screened in all four domains of language development: listening; speaking; reading; and writing. The WIDA-ACCESS Placement Test (W-ADT) or the WIDA MODEL screening tools will be used.

- D. If a student attains a composite score of 6.0 on the screening tool, the student will be considered English proficient and will need no ESL services.
- E. If a student scores below 6.0 on the screening tool, the student is considered to be an EL. The ESL teacher/consultant will then initiate a Language Assessment Committee (LAC) meeting.
- F. Initial screening and identification of students should take place within 30 days of school opening or of enrollment of the new student.
- G. A copy of the Home Language Survey and screening results must be placed in the student's permanent record folder.
- H. If parents or guardians refuse ESL services for their child, a signed letter of refusal from the parent will be placed in the student's permanent record. The parent may withdraw refusal of services at any time. This does not release the school from its responsibility of providing meaningful education to the English Learner.

III. The Language Assessment Committee (LAC)

- A. Committee Membership:
 - Administrator
 - Classroom teacher
 - ESL teacher (Maine Certified ESL Endorsed)
 - Parent(s) or guardian(s)
 - Interpreter, as appropriate
 - Appropriate support staff, such as guidance
 - Student, as appropriate
- B. Responsibilities of the LAC
 - Hold meetings scheduled and moderated by the ESL teacher/consultant
 - Identify EL students and establish the need for ESL services using multi-criteria assessments
 - Meet annually to develop an Individual Language Acquisition Plan (ILAP) to address the student's placement, programming, level of ESL services, and classroom accommodations
 - Determine a student's level of participation in state and local assessments and what accommodations, if any, the student should have.
 - Meet during the school year, as needed, to review the student's progress and make modifications to the student's ILAP
 - Make recommendations for programming for the next school year.

- Determine when the EL meets the exit criteria and will no longer receive ESL services

IV. Assessment of English Language Learners

- A. The ACCESS for ELs, Maine English Language proficiency test for grades (Pre)K-12, will be administered to all identified ESL students. These students will be tested annually until they attain a Composite Score of 6 on Tier C of their grade cluster. Tests will be administered by the ESL teacher or other trained personnel. The six proficiency levels for this test are:

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

- B. English Learners (ELs) who attain a Composite Score of 6 on Tier C of that particular cluster are no longer defined as ELs and therefore do not participate in the ACCESS for ELs administration. However, all ELs who have met proficiency, must be monitored for two years by their ESL teacher in order to ensure their academic success. This monitoring should include a regular review of grades and consultation between the ESL teacher and classroom teacher(s).
- C. Any educational decisions concerning identification and placement of ESL students should be based on a multi-criteria assessment of the student. Other criteria used to evaluate the language proficiency of a student should include the following:
1. Interviews with parents or guardians
 2. Previous school records
 3. Observation of the student in the classroom and informal settings
 4. Samples of the student's work in the classroom
 5. Other tests administered in classroom (e.g. NWEA)
- D. English Learners (ELs) are required to participate in the state Educational Assessment process. Information about the assessments in which ELs participate and accommodations that may be appropriate for

them can be found at the Maine Comprehensive Assessment System home page.

V. Responsibilities of the ESL teacher/consultant

- A. Maintain his/her ESL endorsement
- B. Interview the English Language Learner's (EL's) parents to obtain additional information about the student's language background.
- C. Screen entering students who do not have English as their first language to establish their proficiency using the W-APT or WIDA Model.
- D. Convene and moderate Language Assessment Committee (LAC) meetings with parents and teachers to establish the need for services and to determine what those services will be.
- E. Take minutes at the LAC meeting, write them up and distribute copies to all participants.
- F. Maintain contact with the classroom teacher(s) to determine specific needs and progress of the student and to provide information and advice regarding second language acquisition and successful ESL strategies.
- G. Monitor for two years those ELs who have reached Level 6 on the ACCESS and have been exited from the program.
- H. Provide meaningful cultural and language information to the students, teachers, and classmates.

VI. Programming

- A. English Learners will have meaningful access to the district's educational programs, services and activities. A student's program will address both English language development and content area instruction. Educational needs of ELs will be based on effective, research-based methods in the field of ESL.
- B. The type and level of ESL services will be determined by the Language Assessment Committee who will develop an Individual Language Acquisition Plan (ILAP) based on the needs of the student.
- C. Each student will be enrolled in the mainstream program to the extent possible and integrated into regular activities.

- D. All ESL programming will be under the supervision of an ESL endorsed teacher/consultant. Instructional plans for ELs will be designed, overseen, and implemented by an ESL endorsed teacher.
- E. ESL services may include a pullout program, in-class assistance, sheltered English content instruction, a combination of these services, or monitoring.
- F. The student's grade placement will be age appropriate and follow the current school policy. However, if a lower placement is necessary due to lack of formal schooling, it should not be more than one year below the same-aged English peers.
- G. English Learners will be provided with instructional space and resources that are comparable to those of native English speakers.
- H. If an EL has also been identified as a special education student, there will be collaboration between the ESL and the Special Education staff. The ESL teacher/consultant will be included in the student's IEP meetings.

VII. Reclassification/Exit Criteria

- A. English Learners must attain a Composite Score of Level 6 on Tier C of the ACCESS for EL's English language proficiency testing order to be exited from ESL services.
- B. English Learners must be able to participate fully in the mainstream classroom on par with their native English-speaking peers without support.
- C. The Language Acquisition Committee (LAC) will determine when a student will be exited from services based on the ACCESS for ELs scores and other data supporting the student's successful academic performance in the classroom.
- D. A student who has been exited from ESL services must be monitored for two years by the ESL teacher/consultant. This student will no longer need to take the ACCESS for ELs test.
- E. A student may be reassessed and readmitted into the ESL program if their limited English proficiency is adversely affecting the student's academic performance. This will be determined by the LAC.

VIII. Program Evaluation

- A. In order to ensure the most effective and appropriate language support services for English Learners, the program will be evaluated annually. The ESL teacher/consultant, in collaboration with the building principal, will evaluate the ESL program and review its effectiveness and compliance with all federal, state, and local guidelines as established in the school's Lau Plan. They will examine the following aspects of the program:
- Implementation of the Lau Plan
 - Attainment of the learners' outcomes as determined by the goals of the student ILAPs, their performance on the ACCESS for ELs proficiency test, other state-required assessments, and their success in an English-only classroom
 - Progress of former ESL students who are being monitored
 - School climate and support for the ESL program and children
 - Use of sound educational practices and current second language acquisition pedagogy
 - Quality of instructional materials
 - Mainstream and ESL teacher/consultant collaboration
 - Communication with parents and their involvement at LAC meetings
 - Changes to improve the effectiveness of the programming

Adopted: Blue Hill School Committee – December 8, 1998

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