

**WINSLOW PUBLIC SCHOOLS
25 MESSALONSKEE AVENUE
WATERVILLE, ME 04901**

LAU PLAN

A plan for the education of English Language Learners (ELLs)

STATEMENT OF PURPOSE

The Winslow Board of Education, hereafter referred to as the Board, has a stated mission to provide an appropriate education for every student. This promise is extended to all English Language Learners (ELLs). The aim of the ELL program is to provide instruction, support, liaison, and/or modification to help each student reach English language proficiency and achieve success at grade level. The Board intends to achieve these goals while fostering multicultural respect among ELLs themselves and within the wider school community.

In order to be compliant with the Equal Education Opportunities Act (1974), the Board directs the administration to do whatever is educationally appropriate to address the learning needs of ELLs so that they can compete with their English-proficient peers.

The Supreme Court decision Lau v. Nichols (1974) has two significant legal directives. The first states that equality of education does not mean providing all students with the same facilities, textbooks, teachers and curriculum. Students who are not yet proficient in English must be provided with an equitable and meaningful education. The second point of Lau v. Nichols is that discrimination that has an effect, even though there was no purposeful design, is still considered discrimination.

The LAU plan will be revised by the ELL teachers as needed and will be reviewed by ELL administrators before being submitted to the Board for adoption.

LANGUAGE ASSESSMENT COMMITTEE (LAC)

The Language Assessment Committee (LAC) will be the vehicle used to design and implement a program for each ELL. This committee will include the ELL teacher, classroom teachers, and parents, and may include building administrators, guidance personnel, other ELL staff, interpreters, and other school personnel, as appropriate.

The ELL teacher will call a LAC meeting annually to determine ELL services for each student and may discuss classroom placement and other services. A record of the LAC meeting will be filed in the student's cumulative file.

IDENTIFICATION OF ENGLISH LANGUAGE LEARNERS

The Home Language Survey (HLS) will be included in the registration materials for all new students, including Pre-K / 4-year-old program, kindergarten students, and transfer students. If the HLS indicates the child may have a language other than English in their background, a copy will be forwarded to the ELL teacher. The HLS will be added to each student's cumulative file.

Students may also be referred to the ELL program by their parents, their teachers, or other school staff.

Once a child has been identified as a possible ELL, the ELL teacher will conduct an assessment of the child's English language proficiency within 15 school days. The W-APT screener will be used to establish a measure of the child's academic English proficiency. Other language assessments (Pre-LAS, LAS, BVAT, QIA, IPT) may be used to provide additional information.

The W-APT need not be administered if an up-to-date ACCESS for ELLs English Language Proficiency Test score is available.

In addition to English language proficiency screenings, the ELL teacher will look at the child's cumulative file to gather information about the student's academic, linguistic and cultural background. The ELL teacher may also interview the student, parents, or a teacher from the student's former school to gather pertinent information.

The student will be identified as an ELL if the State-mandated W-APT or ACCESS for ELLs composite score is Level 1, 2, 3, 4, or 5. If the composite score is Level 6, the student is proficient in English and does not qualify for the ELL Program.

Identified ELLs must be coded in Infinite Campus (Maine's student data management system) as "LEP."

PLACEMENT

ELLs will be mainstreamed to the extent possible. ELL instruction and support will be provided as determined by the LAC and will be based on W-APT and/or ACCESS for ELLs scores and other criteria.

ELL instruction will be provided during school hours.

ELL staff (Grades 6-12) will meet with guidance personnel in order to create schedules that best meet the needs of ELLs.

Collaboration between mainstream teachers and ELL staff (Grades K-12) will be on-going.

ELL STAFF QUALIFICATIONS

The ELL 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. However, if ELL services replace the standard curriculum, a State of Maine ELL-endorsed teacher must provide the instruction.

The ELL administrator will be a qualified school administrator.

ASSESSMENT

Formative assessments will be used to determine a student's progress, to establish levels of English language skills, and to inform instruction.

Standardized assessment: ACCESS for ELLs English Language Proficiency Test will be administered annually in accordance with Maine law. These scores will be used to determine placement in, or exit from, ELL services. Students whose parents sign a waiver exempting them from ELL services are also required to take ACCESS.

GUIDELINES FOR MONITORING AND EXITING ELLs

Monitoring:

Once a student has scored a comprehensive 6 on the ACCESS, the LAC will make the determination to monitor the student for two years, in compliance with state and federal law, before the student exits the ELL program.

A letter will be sent home to parents/guardians informing them of their child's new status.

Monitoring may include:

- review of trimester or quarterly grades
- consultation with classroom teachers
- discussion with the student, parents/guardians, and school administrators

ELL services will continue to be available to a monitored student if the LAC determines that reentry into services would be beneficial.

ELLs who have reached Level 6 must be coded in Infinite Campus (Maine's student data management system) as "Former LEP."

Exiting:

After two years of monitoring, another letter will be sent to parents/guardians informing them that their child is now exiting the ELL program.

ADOPTED: May 18, 1994; **REVISED:** May 21, 2003; **APPROVED:** 5/23/11

LEGAL REFERENCE:

Equal Educational Opportunities Act of 1974 TITLE 20 - EDUCATION
CHAPTER 39 - EQUAL EDUCATIONAL OPPORTUNITIES
SUBCHAPTER I - EQUAL EDUCATIONAL OPPORTUNITIES

Part 2 - Unlawful Practices Denial of equal educational opportunity prohibited. (f) The failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.

Lau v. Nichols: U.S. Supreme Court decision of 1974

"... there is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education..."

SOURCE: Board Policy