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Hermon School Department

LAU Plan – English as a Second Language

It is the policy of the Hermon School Department to provide English as a Second Language (ESL) instruction to students with limited English proficiency who qualify for services according to established district guidelines as outlined in the following plan. Beginning with the Civil Rights Act of 1964, federal statutes have required schools to ensure that Limited English Proficient (LEP) students have equal access to a school's instructional programming. According to the Equal Education Opportunity Act of 1974 and a landmark 1974 U.S. Supreme Court decision (*Lau vs. Nichols*), 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. In addition, the No Child Left Behind (NLCB) Act of 2001 requires that all students be served. Access to the American educational system must be at a level equivalent to pupils with English as their primary language. It is the intention of the Hermon School Department to comply with all federal and state laws prohibiting discrimination against students on the basis of all civil rights categories. The school district will strive to provide a linguistically and culturally rich learning environment for its English language learners.

I. LANGUAGE ASSESSMENT COMMITTEE

A Language Assessment Committee (LAC) will be created to coordinate and oversee the educational program of each LEP student enrolled in the Hermon School Department. The Committee will consist of the building administrator, the director of special services, the district ESL teacher or consultant, the classroom teacher, parents and a translator if necessary. In addition, other support staff, such as a guidance counselor, will be included when they are involved in the student's program.

The responsibilities of the Language Assessment Committee will include:

A. Using the information obtained during the student identification process, LEP students will be identified and the need for ESL services will be established. LEP students will be those students who have a primary language other than English and are unable to participate effectively in school when English is the language of instruction.

B. An appropriate language support program will be developed and decisions concerning academic accommodations for the classroom and for standardized testing will be made.

C. The Committee will meet annually or more often as needed to review student progress, recommend modifications to the ESL services or to determine if the LEP student needs reclassification criteria.

D. It will be the responsibility of the ESL teacher, under the supervision of the director of special services, to maintain an ESL folder in the student's permanent record that will contain assessment results, minutes from LAC meetings, and parent correspondence.

E. Minutes will be taken at the LAC meeting by a designated person (administrator or ESL teacher) and 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. If a parent refuses direct ESL services, the parent must indicate this in writing. This letter will be placed in the student's permanent record. An alternative support program will be developed for the LEP student.

G. A determination will be made when the student meets the exit requirements.

H. The student will be placed on monitor for 3 years after exiting the ESL program and progress will continue to be assessed during the monitor period.

II. STUDENT IDENTIFICATION PROCESS

A. All parents will complete the State of Maine Home Language Survey when registering a new student, including all kindergarten students.

B. The ESL teacher or school administrator will review the surveys and identify those students whose first language is not English.

C. The ESL teacher and school administrator will meet informally with the parents or guardians to determine the educational background of the student and the English language experience of the child.

D. Previous school records will be reviewed as soon as possible.

E. A formal screening will be conducted by the ESL teacher or other qualified personnel using the ACCESS W-APT.

III. GRADE LEVEL PLACEMENT AND PROGRAMS

Before a permanent grade level placement is made for a language minority student, all pertinent background information should be reviewed: the child's chronological age, educational background, language proficiency, previous academic performance, and special needs. Children will be placed in a grade-appropriate classroom, not according to their level of English language skills. It is the responsibility of the school system to see that the child is provided with a structured language program that meets both the ESL and content area needs of the student.

A. The ESL program will be overseen by a qualified ESL teacher under the supervision of the director of special services and will hold a current State of Maine teaching certificate with an ESL endorsement.

B. Each student 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 support for the student.

C. The type and level of ESL services to be provided for the year will be determined by the LAC Committee based on multiple criteria (see Part IV). Length of ESL instructional time will be determined by the needs of the student.

D. A schedule of services will be arranged at appropriate times for the student by the ESL teacher and the classroom teacher.

E. ESL services may include instructional sessions outside of the regular classroom (pull-out), in-class assistance and instruction, sheltered content instruction, or monitoring.

F. The ESL teacher and the classroom teacher will coordinate efforts to support the student's acquisition of English and the Maine Learning Results.

IV. ASSESSMENT

Any educational decisions concerning identification, placement and instruction of students will be based on a multi-criteria assessment of the student, including:

A. ACCESS W-APT screening test for all students who are new to the school system.

B. ACCESS for ELLs, the required assessment instrument for the State of Maine, used for determining English language proficiency levels and progress. Administered annually to all LEP students by the ESL teacher or other trained personnel. The ACCESS places each student on one of six proficiency levels.

C. Previous school records.

D. Interview with parent(s) or guardian(s).

E. Student's academic work in the content areas.

F. Observations and recommendations from both the classroom teacher and ESL teacher.

G. Informal assessment which may have been done in the areas of listening, speaking, reading, writing.

H. MEA tests and other standardized tests administered by the school.

V. RECLASSIFICATION OF LEP STUDENTS

A. Students will be reclassified as Fully English Proficient based upon the multi-criteria as outlined above.

B. Students must be able to participate fully in the mainstream classroom with their native English peers without support.

C. Students must achieve the state's definition of Fully English Proficient which is currently Level 6 in all domains to be exited from the ESL program.

D. Reclassification will be determined by the Language Assessment Committee.

E. Students determined to be Fully English Proficient will be monitored by the ESL teacher for a period of 3 years to ensure an effective transition for the student. The ESL teacher will develop a plan for monitoring the student's progress. The student will continue to be tested annually with the ACCESS for ELLs assessment. The Language Assessment Committee will continue to meet annually during the monitoring process. If the student exhibits difficulty with language or content skills during this time, the LAC may recommend the renewal of ESL support.