

**WINDHAM SCHOOL DEPARTMENT
Windham, Maine
LAU PLAN
For Limited English Proficient Students**

The mission of the Windham School Department is to create an educational environment that promotes positive and successful learning experiences which enable all members of the school community to develop their unique potential. We, therefore, recognize our legal responsibility to insure equal educational opportunities for national origin minority students of non- or limited English proficiency. The following standards will be used to identify, classify and instruct these students.

I. Identification of Limited English Proficient (LEP) Students

A. A District-level Language Assessment Committee (LAC) will oversee and coordinate the educational program of LEP students.

1. The committee will be comprised of the following people:
 - a. Director of Student Services
 - b. ESL Teacher/Coordinator
 - c. ESL Tutors/translators and/or education technicians
 - d. Other professional staff as appropriate (teacher, guidance counselors, social workers, administrators, etc.)
2. The committee will be responsible for the following:
 - a. Reviewing and assessing all referrals including language assessment surveys and registration forms.
 - b. Assessing English proficiency level and native language proficiency, if necessary.
 - c. Notifying parents in a language they understand of the special services available to their student.
 - d. Making decisions about placement and programming.
 - e. Recommending reclassification of ESL students
 - f. Monitoring of mainstreamed students
 - g. Maintaining records on identified LEP students and those on monitor status.

B. Referral Sources

1. Parents
2. Classroom Teachers
3. School Administrators, Principals and Guidance Counselors
4. School Registration Form –
 - Registration forms that indicate special service needs in the area of English as a Second Language (ESL) will be routed to the Language Assessment Committee (LAC).
5. Home Language Survey (Maine Department of Education)
 - This survey will be completed each year for kindergarten and new students and returns reflecting a home language other than English will be routed to the Language Assessment Committee (LAC) for assessment.

II. Classification of Limited English Proficient (LEP Students)

A. Formal Assessment of English Language Proficiency (done by ESL teacher or coordinator)

Formal Assessment of Language proficiency is done through use of the WIDA “ACCESS” tool. This test assesses oral, listening, reading and writing proficiency in the areas of Social & Instructional Language; Language Arts; Social Studies; Science; and Math.

B. Informal Assessment of English Language Proficiency (done by ESL teacher or coordinator)

1. Listening
 - a. following directed oral instructions
 - b. story retelling
2. Speaking
 - a. oral interview
 - b. story retelling
3. Reading
 - a. letter identification and print concepts evaluation
 - b. informal reading inventory
 - c. close passages
4. Writing
 - a. spontaneous writing sample
 - b. dictation
5. Home visits or phone interviews– to determine language background
6. Classroom observation

*** Native Language Literacy will be assessed through both formal & informal means when applicable.

C. Eligibility for Services

1. Scores on the WIDA “ACCESS” indicating that a student has not met full English proficiency
2. A demonstrated lack of English proficiency in the oral, listening, reading & writing domains

III. Instructional Programming for LEP Students

A. Elementary Schools

1. Pull out survival English and/or content area support
2. Integrated (in the classroom) ESL support
3. ESL literacy instruction
4. Curriculum modification
5. Teacher consultation
6. Peer tutoring
7. Annual student testing – growth will be documented.

B. Middle and High Schools

1. Scheduling support for ESL support as determined by assessment.
2. Content area support
3. Guidance in scheduling classes appropriate to language development and taught by teachers with interest and ability in adapting to student needs following the recommendations of ESL teachers.
4. ESL literacy instruction
5. Curriculum modification
6. Teacher consultation
7. Peer tutoring
8. Annual student testing – growth will be documented.

C. Local Assessment System

1. Accommodations may be made in the coordinated collection of assessments of the Windham School Department based on the needs of the English language learner student
2. Alternate assessment in the form of the Personalized Alternate Assessment Portfolio (PAAP) may be offered upon recommendation of the LAC, including the student's teacher(s), related service providers and/or support staff, as appropriate to the individual student.

D. Records – Individual folder on each student may include

1. Copies of assessment tools and standardized test data with results and interpretations.
2. Copies of any observations done.
3. Copies of all official communication with classroom teachers, guidance and parents.
4. Checklist of strengths and weaknesses.
5. Documentation of year's progress.
6. Summary of program status when student exits program.

E. Exit Criteria

1. Recommendations of classroom teacher, and
2. Recommendations of ESL teacher based on WIDA "ACCESS" results, and
3. Success in mainstream classroom commensurate with traditional English-speaking students of the same ability as measured by the local assessment system.

F. Monitoring of Mainstreamed English Language Learning (ELL) Students

ELL students who have exited the program will be monitored for two years in order to reclassify and provide continuum of services if needed.

IV. Teachers of ELL Students

A. Training and Qualifications of ESL Staff

1. Coordinator should be a State certified and ESL endorsed teacher with training that includes a variety of ESL and mainstream education topics. Training should include ESL methods, second language theory, curriculum development, assessment and diversity awareness.
2. Technicians should be trained in ESL methods, second language theory, curriculum development, assessment, and diversity awareness.

B. Training for Mainstream Staff

Mainstream staff members need instruction in issues relating to ELLs and should be given training opportunities that may include workshops and/or University courses relating to second language learning.

V. Caveat

In the event that a parent/guardian refuses ESL services for their child, a signed letter of refusal will be placed in the student's file. These ESL services will be offered yearly and a letter of refusal must be filed annually. The parent may withdraw refusal at any time.

Legal Reference: Civil Rights Act (Title VI) of 1964
Equal Education Opportunities Act (1974)
No Child Left Behind Act (2002)

Cross-Reference: ILA Student Assessment / Local Assessment System
ILB Student Assessment Replacement

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