

Regional School Unit No. 34

English as a Second Language Instruction

English as a Second Language (ESL) instruction will be provided for all students Pre-K through Grade 12 with limited English proficiency who qualify for the program according to established district guidelines as outlined in the following plan. 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 this ESL program. 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. A 1991 memorandum from the Office for Civil Rights requires schools to provide a qualified ESL endorsed teacher for their English Language Learners (ELLs) so that they can participate in a meaningful education.

In accordance with the No Child Left Behind (NCLB) Act, Limited English Proficient (LEP) students will be held to the same accountability requirements as their peers for achieving the Maine Learning Results through state and local assessments. Accommodations or alternate assessments as prescribed by the state of Maine may be used as necessary to accomplish this goal.

I. STUDENT IDENTIFICATION PROCESS

- A. All parents will complete the State of Maine Home Language Survey when registering a new student, including all Pre-K and kindergarten students.
- B. The ESL teacher will review the Home Language Surveys and interview the parents/guardians of students who are potential second language learners to determine the language and educational background of the student.
- C. The ESL teacher will screen potential ESL students using the WIDA-ACCESS Placement Test (W-APT) or a similar appropriate assessment tool for Pre-K and kindergarten (such as the Pre-LAS 2000 or WIDA MODEL Grade K).
- D. If a student does not score as Fully Proficient, a Language Assessment Committee (LAC) will meet to review screening results and previous school records to establish the student's need for ESL support.

II. LANGUAGE ASSESSMENT COMMITTEE (LAC)

A. Committee Membership

1. Classroom Teacher(s)
2. ESL Teacher (Maine state certified with endorsement in English as a Second Language or Bilingual Education)
3. Administrator
4. Parents/guardians of ESL student
5. Interpreter, if necessary
6. Other support staff, if appropriate
7. Student (at the high school level)

B. Committee Responsibilities

1. Identify ESL students and establish the need for ESL services.
2. Meet annually to develop yearly goals and to make decisions concerning ESL services and classroom accommodations for ESL students. The ESL teacher will convene the LAC meetings and write up the minutes for each meeting.
3. Determine a student's level of participation in state and local assessments and what accommodations, if any, the student should have. An alternate assessment (PAAP) may be appropriate for some students.
4. Meet during the school year as needed to review student progress, recommend modifications for the student's ESL services, or reclassify a student as Fully English Proficient.
5. Maintain an ESL folder in the student's permanent record which will contain assessment results, minutes from LAC meetings, and parent correspondence. This will be the responsibility of the ESL teacher.
6. If a parent or guardian refuses ESL services, the parent must indicate this in writing. This letter will be placed in the student's permanent file. This does not release the school from its responsibility of providing meaningful education to the English Language Learner.

III. ASSESSMENT OF ENGLISH LANGUAGE PROFICIENCY

- A. Any educational decisions concerning identification and placement of ELL students will be based on a multiple-criteria assessment of the student.
- B. The ACCESS W-APT screening test will be administered to students entering school who are potential ELLs as determined from the Home Language Survey and the parent interview.
- C. ACCESS for ELLs, the required assessment instrument for the state of Maine, will be administered annually to all identified ESL students by the ESL teacher or other trained personnel.
- D. Other criteria to be considered should include the following:
 - 1. Interview with parent/s or guardians
 - 2. Previous school records
 - 3. Observation of the child in the classroom and informal settings by the classroom teacher and ESL teacher
 - 4. Samples of student's work in the classroom
 - 5. Other standardized tests administered in the classroom (for example: NWEA, DRA or DWA)

IV. PROGRAMMING

- A. The type and level of ESL services to be provided for the year will be decided by the Language Assessment Committee based on multiple-criteria (see Part III). The length of instructional time will be determined by the needs of the student.
- B. A schedule of services will be arranged at appropriate times for the student by the ESL teacher and the classroom teacher.
- C. ESL services may include instructional sessions outside the student's regular classroom (pull-out), in-class assistance and instruction, sheltered content instruction, or monitoring.
- D. If significant changes need to be made in the student's program, the Language Assessment Committee will meet to determine what those changes will be.

V. RECLASSIFICATION OF LEP STUDENTS

- A. Students will be reclassified as Fully English Proficient based on their proficiency in the 4 skills areas of listening, speaking, reading, and writing.
- B. Students must be able to participate fully in the mainstream classroom with their native English-speaking peers without support.
- C. Students must have attained a Composite Score of 6 on the ACCESS for ELLs test to be considered for reclassification to Fully English Proficient and exited from services.
- D. Students determined to be Fully English Proficient will be monitored by the ESL teacher for a period of 2 years to ensure an effective transition for the student.
- E. When the student is exited, a letter will be sent to the parents informing them of the student's new status, and a copy of the letter will be included in the student's ESL folder.
- F. Students may return to a partial ESL intervention after exiting if it is recommended by the LAC Committee.

First Reading: March 17, 2010

Adopted: