

District English Language Learner Program Lau Plan

EWSD will maintain a current Lau Plan. The Lau (ELL) Plan is named from the U.S. Supreme Court's 1974 decision in *Lau v. Nichols* to ensure that all students have equal access and that identical education does not constitute equal education under the Civil Rights Act of 1964.

- *identifying students who qualify for ELL services,*
- *development of individualized ELL Service Plans for each qualifying student,*
- *ensuring that ELL students are served by licensed ELL teachers,*
- *ensuring that the language instruction is aligned with VT state standards*
- *ensuring that ELL students are administered all state required assessments*

The EWSD Lau Plan will be posted on the website and will be updated periodically to ensure compliance with state and federal statutes and regulations.

Defining an ELL Student: In Vermont an ELL student is a student with a home language other than English and who is limited English language proficient based on results from an English language proficiency assessment approved by the state of Vermont. Specific definitions, as well as eligibility and exit requirements, are outlined further in this plan and adhere Vermont state guidance for exiting ELL services.

Standards: Vermont is currently a member of the WIDA Consortium, a multi-state consortium that defines ELL standards and assessments. The WIDA ELP standards serve as the standards for ELL instruction in Vermont. Accordingly the EWSD ELL program is designed around the WIDA English Language Development (ELD) standards.

ELL Program Staffing: Students identified as eligible for ELL Services, including students who have moved out of services and into Monitoring, shall have services/monitoring provided by a licensed ELL teacher. Additional tutoring may be provided if available but the tutoring must be overseen by a licensed ELL teacher and shall not supplant required ELL services.

State Assessments: Vermont regulations require that an ELL student continue with ELL programming until he or she passes the state *ACCESS for ELLs assessment* or the school determines that the student is eligible to exit services based on other compelling local assessment data. ELL students are required to take all other state assessments unless he or she qualifies for an exemption as outlined by state or federal regulations. For example, currently newcomer ELL students are exempt from participation in the state assessment SMARTER Balanced Assessment Consortium (SBAC) for English Language Arts if they have moved into the U.S. within one calendar year of the assessment window. The student is, however, required to take the state math and science assessment.

Parental notification: Parents will be notified of services annually through the development of an ELL Service Plan. The Service Plan may change over the course of the year as a student demonstrates progress and parents will be notified of any changes. Annually a hardcopy of the Service Plan will be filed in the student's individual cumulative file.

Parent refusal of services: If parents refuse services, the teacher and principal will meet with the parents to understand their concerns. If the parents continue to refuse services, the student's file will reflect the decision. The ELL teacher will continue to monitor the student as they move through the system and support the classroom teacher to the best of their abilities with supporting the student without direct ELL services.

English Language Learner (ELL) Screening Process

Step 1. At the time of registration, parents/guardians of each new student will complete the state required *Primary/Home Language Survey*. **If any other language is indicated on the Primary/Home Language Survey, the ELL teacher assigned to that school is notified and provided with a copy of the Primary/Home Language Survey.**

Step 2. The ELL teacher assigned to the student's school will review the survey, conduct any necessary interview and/or testing, and complete the *EWSA Screening Form for English Language Learner (ELL) Student Identification* and determine eligibility for ELL services. Based on the screening and identification process, ELL students fall into one of three categories:

- **Current ELL** - An ELL student who qualified and is receiving services.
- **Monitoring** - An ELL student who has passed the ACCESS test must be, per VT regulations, monitored by a qualified ELL teacher for two years prior to fully exiting the program. Eligibility and exit requirement are outlined in more detail in the Vermont Agency of Education memo dated Dec 7, 2010 which includes scoring on the ACCESS for ELLs state assessment a 5 or higher on the Composite and a 4 or higher on both Reading and Writing. Students are listed as Monitoring Year 1 (MY1) or Monitoring Year 2 (MY2). Throughout the Monitoring period, ELL teachers are responsible for reviewing student academic records, assessment results and consult with teachers to ensure that the student's academic progress is not being hindered by language proficiency.
- **Exited** - Following two years of monitoring an ELL students will exit the ELL program.

Step 3. Notification & Documentation: If it is determined that this student is not an ELL student then the teacher will complete the screening form, indicate that the student is not eligible and place the Primary Home Language Survey and Screening Form in the student's school file. If it is determined that this is an ELL student..

- The ELL teacher will develop an ELL Student Service Plan which outlines the nature and frequency of ELL services provided to the student that year. Services should be designed in such a way as to support the individual language needs of each student, developmentally appropriate, sensitive to school schedule and designed in an inclusive manner to ensure that ELL students are immersed in their classroom instruction and community as much as possible. Services might include one or more of the following: push-in instruction/support, pull-out instruction, teacher consultation/co-planning with classroom teacher, ELL language classes (primarily at the secondary level) or ELL supportive study hall/lab (primarily at the secondary level). The Service Plan will be revisited throughout the year and may be revised to meet the changing needs of the student. Other school personnel may be involved in the development of the plan (eg., classroom teacher, special educator, principal, other specialists).
- Parents/guardians will receive notification of assessment results and ELL status determination, as well as a copy of the ELL Student Service Plan (if applicable). They will be given an opportunity to ask questions or share their concerns. Translation services should be provided if necessary.
- The ELL teacher will notify the principal, teachers and other relevant personnel of determination and details of the Service Plan, including any indication of parent refusal of services.
- Original copies of the Primary/Home Language Survey, EWSA Screening Form, assessment results, and all other documents used to determine eligibility will be put in the child's school file.
- The ELL teacher will forward a copy of the Screening Form and a copy of the Primary/Home Language Survey to the ELL Coordinator. The ELL Coordinator will send a copy of the Primary/Home Language Survey to the State ELL Coordinator with an indication of ELL eligibility and the student will be placed on the state list for required ACCESS testing. The ELL Coordinator will ensure that the student information management system and other electronic

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databases are updated with relevant information including an ELL alert, Translation Alert (if necessary).

English Language Learner (ELL) Screening & Eligibility Determination Form

Date:

Name of ELL teacher completing Screening Form:

A. STUDENT PROFILE

Student name:	Birth date:
Gender:	Primary Language:
Grade:	New American: <input type="checkbox"/> Yes <input type="checkbox"/> No Birthplace: Date of Entry (U.S.):
School: <input type="checkbox"/> Hiawatha <input type="checkbox"/> Summit <input type="checkbox"/> Fleming <input type="checkbox"/> ADL <input type="checkbox"/> Westford <input type="checkbox"/> EES <input type="checkbox"/> Founders <input type="checkbox"/> Essex Middle <input type="checkbox"/> EHS <input type="checkbox"/> CTE If CTE, is this student an adult student? <input type="checkbox"/> Yes <input type="checkbox"/> No If not an adult student, please list the sending school and a contact at the sending school:	
Parent/Guardian Name: Relation to Student: Primary Language:	Parent/Guardian Name: Relation to Student: Primary Language:
Translation Services Requested/Needed <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure <div style="text-align: center;"> <input type="checkbox"/> Oral <input type="checkbox"/> Written <input type="checkbox"/> Both <input type="checkbox"/> Not sure </div> Which parent/guardian? Which Language(s)? If each parent/guardian requires a different language please describe:	

B. PARENT/GUARDIAN INTERVIEW (optional)

Name of Interviewer(s):	Date:
Name of Parent/Guardian:	Name of Interpreter:

C. ACADEMIC RECORD REVIEW

School records reviewed (please attach a copy of relevant documents): <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Primary / Home Language Survey <input type="checkbox"/> Report Cards <input type="checkbox"/> State testing records (<i>NECAP, SBAC</i>) <input type="checkbox"/> English language proficiency tests (<i>ACCESS, MODEL</i>) Recent scores: </div> <div style="width: 45%;"> <input type="checkbox"/> ELL Service Plans <input type="checkbox"/> Preschool reports <input type="checkbox"/> Other: </div> </div>	
Age started school: Any experience with formal preschool and/or kindergarten?	Total years of formal education in the U.S.: Total years of formal education in other countries: Total years of formal education:
School(s) attended/locations:	ELL or Bilingual services previously provided:
Describe any periods of interrupted schooling due to frequent moves or attendance issues: SLIFE Student: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure	Has this student ever been retained (kept back a grade)? Explain:
Is there any record of any health concerns that may have affected the student's schooling?	

D. FURTHER DIAGNOSTIC SCREENING (conducted by you):

Name of assessment/screening tool used:	Date conducted:	Results:

Testing conducted by whom?

Any additional notes:

E. DETERMINATION OF ELL ELIGIBILITY AND SERVICE RECOMMENDATIONS

Check the appropriate box and provide necessary documentation:

A thorough review of the student's academic records, available assessment results, diagnostic screening results, and/or parent/guardian interview information provided adequate documentation that the student has English language proficiency skills comparable to his/her English-speaking peers and is achieving at the appropriate age/grade level in the regular instructional program.

Comments:

Following a review of the student's academic records, available test scores, diagnostic screening results, and/or parent/guardian interview information, it has been determined that the student does not have proficiency skills comparable to his/her English-speaking peers and requires English language services. The student's instructional needs will be determined and served by the ELL teacher, in consultation with classroom teachers, and/or learning specialists.

Comments:

ELL teacher name (please print)

Signature

Date

* Please attach this Screening Form, as well as any relevant documentation, to the student's Primary/Home Language Survey. Make a full copy and send one full copy, including the Primary/Home Language Survey to the EWSD ELL Coordinator. Place the original packet in the student's permanent school file.

English Language Learner (ELL) Parent/Guardian Interview Guide

Note to interviewer: *This interview form is intended as a guide for gathering information to clarify any information found, or not found, in the student records. Not all questions may be necessary to ask if the information can be found in the student records. Interviewers should use their own discretion about whether questions are appropriate and are relevant to the student's education. It is important to be sensitive to individual family's experiences.*

Family/Cultural Background

1. How long has your family been in the U.S.?
2. How many people in your family/household?
3. Names/ages of other children in school:
4. Where was your child born?
5. Where were you (parents/guardians) born?
6. How many years of schooling did you (parents/guardians) complete?
7. In what language(s) were you educated?
8. Are there any foods that your family avoids? Are there any allergies or concerns about food that the school should know about?
9. Is there anything about your family's cultural background that you would like the school to know about (e.g., cultural expectations, beliefs, values, practices)?
10. Is there anything you want to say about personal characteristics or experiences of your child?
11. Would you like to have help with translation for school meetings and/or documents?

Student's Educational Background

1. At what age did your child start school?
2. What is the usual age to start school in your country?
3. How many years of school did your child complete?
4. Did your child attend preschool? Kindergarten?
5. In what other country has your child attended school? When?
6. How would you describe your child's educational experiences thus far? What was schooling like in your country (practices, instructional approaches, behavioral expectations, exams, languages of instruction)?
7. What do you feel are your child's academic strengths/weaknesses?
8. Has your child had any problems due to interrupted schooling or any attendance issues?
9. Has your child ever had to repeat a grade?
10. Does your child have prior knowledge of English?
11. Please describe your child's experiences with English (e.g., informal exposure vs. formal instruction in school).
12. Typically students learn social language before learning academic language. How would you describe your child's comprehension and speaking skills in English for social conversation?
13. How would you describe their language proficiency in academic/school settings?
14. Does your child have any existing health problems that might affect learning?
15. Are there any known problems with your child's vision or hearing?
16. Does your child have any learning difficulties or special needs that should be addressed?
17. Has your child experienced any recent problems (e.g., separation from family members, war, or personal trauma) for which s/he might need support from the school or social service agencies?

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English Language Learner (ELL) Student Service Plan

Student name: _____ School: _____

Date: _____ School year: _____ Grade: _____

Based on the review of records and the results of a language proficiency screening, it is recommended that the student receive ELL services as described below:

___ Direct services out of the classroom (individual or small-group language instruction).

Frequency:

___ Support in the classroom Frequency:

___ ELL teacher consultation with classroom teacher

___ ELL teacher monitoring academic progress and providing services as needed

___ Other: _____

Areas of Focus ___ Listening ___ Speaking ___ Reading ___ Writing ___ Grammar

Additional notes:

State Assessments

ACCESS for ELL Students: It is required by state law that all students who have not yet demonstrated English language proficiency participate in the state assessment, *ACCESS for ELL Students*. In order to exit ELL eligibility, the student must meet Vermont’s definition of proficiency in English (an Overall Composite proficiency level of 5.0 or higher on Tier B or C, plus a minimum proficiency level of 4.0 or higher on both the Reading and Writing domains).

Smarter Balanced Assessment Consortium (SBAC) and New England Common Assessment Program (NECAP): The student should be permitted any allowable accommodations for state and federal mandated assessments.

Team responsible for decisions regarding this student

Name:	Signature:
Position:	Date:
Name:	Signature:
Position:	Date:

___ Interpretation/translation services were provided. Name of interpreter: _____

Note: This letter has been translated into other languages and is available electronically upon request.

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Notice of Annual Test of English Language Proficiency
(Dec/January Letter)

Date

Dear Parent(s)/Guardian(s):

Sometime between January and March, your child will participate in a state assessment of his or her English Language Proficiency level. This assessment is called the ACCESS for ELLs (English Language Learners). Your child will be assessed by one of our licensed ELL teachers who have been trained to administer this state test. The ELL teacher will work with your child's teacher(s) to administer the test in the least disruptive way possible.

State and federal laws require that all ELL students must take the ACCESS annually until they have met full proficiency. Some students who are close to proficiency may not be receiving direct services from an ELL teacher, but the ELL teacher is consulting with the student's classroom teacher(s). Every ELL student receiving direct services and/or consultation must take the test annually until he or she reaches the level of English language proficiency determined by VT state guidelines. Once a student reaches this level of proficiency, he or she then moves from receiving services/consultation to being monitored by an ELL teacher for two years.

The school will receive your child's ACCESS test results at the end of the school year. Copies of test results will be sent to parents after teachers have reviewed the results.

Please let your ELL teacher or school principal know if you have any questions or concerns about the ACCESS test and your child's participation in testing. Our ELL teachers would also be happy to talk with you about your child's ACCESS results once we receive them.

Thank you for understanding the importance of this test for your child.

Sincerely,

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*ACCESS Results Letter
(June Letter)*

To the parents/guardians of _____:

Enclosed is a copy of your child's assessment results from the ACCESS for ELLs English Language Proficiency Test. This assessment was given in January or February. Results from this assessment help us determine how best to serve your child's educational needs. The results also help us decide the specific kind of English language support your child will receive next year. The amount and type of services your student will receive will be determined in conjunction with your child's classroom teacher in the fall.

If you have any questions or concerns over the summer, please feel free to contact me. Thank you.

Sincerely,

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Notification of Assessment Results
(Fall ACCESS Letter)

Date: _____

To the parents/guardians of _____:

Last spring, your child participated in the ACCESS for ELLs English Language Proficiency Test. Results from this assessment help us determine how best to serve your child's educational needs. The results also help us decide the specific kind of English language support your child will receive this year.

The amount and type of services she/he receives during the year may vary as academic expectations change. If you would like to be informed of any changes to your child's English language support that occur throughout the year, please call or email the ELL teacher so that she will know to contact you in advance.

The line checked below indicates the kind of services your child will be receiving during the 2016-2017 school year:

- Your child **will be receiving** ELL services this year. Please see the attached service plan for details about the type(s) of ELL services your child will receive. Your child will participate in the ACCESS assessment in the spring of 2017.
- ACCESS results indicate ELL services are no **longer required** for your child because she/he attained a score of 4.0 or higher in Reading, a 4.0 or higher in Writing, and a 5.0 or higher as an Overall Score in grades 1-12. Your child will be monitored for two years and **will not** participate in ELL services or the ACCESS assessment unless classroom teachers determine that ELL services are still needed.
- Although your child attained a score on the ACCESS that indicates English proficiency (see above), we have determined that continued support from the ELL teacher will be beneficial. Your child **will be receiving** ELL support this year, but she/he **will not** participate in the 2017 ACCESS assessment.

Sincerely,

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