

## **Lau Plan Components and Recommended Procedures**

### **I. Legal Foundations**

It is the policy of the Fiddlehead School of Arts and Sciences to provide equitable access for English learners.

Title VI of the Civil Rights Act (1964) prohibits discrimination on the basis of national origin and other civil rights. The Equal Education Opportunities Act (1974) requires schools to “take appropriate steps” to assure equal access as stipulated in the Lau Plan. Every Student Succeeds Act (2015) provides for strong accountability for the education of all children and for certain provisions specific to limited English proficient students.

According to the referenced laws above, the Fiddlehead School of Arts and Sciences must make an effort to do whatever is educationally appropriate to address the English and educational needs of the limited English proficient student so that he/she can compete with his/her same age English background peers.

Qualifying students will be identified and placed in programs and services in accordance with statutory guidelines. The Fiddlehead School of Arts and Sciences will strive to provide a linguistically and culturally rich learning and teaching environment. It is the policy of the Fiddlehead School of Arts and Sciences to comply with all federal and state laws prohibiting discrimination against students on the basis of all civil rights categories.

### **II. Philosophical Foundation**

Even if federal legislation did not require special consideration of the needs of the English Learner students, it is consistent with the goals of Fiddlehead School of Arts and Sciences to personalize each child’s education so that educational efforts can be successful and responsive to the child’s needs, abilities, and interests. This school has a history of evaluating needs and providing educational opportunities that enable all students to become lifelong learners.

### **III. Terms**

A. English Learner: a student who comes from a non-English language background who are not yet proficient in English. These students have a primary language other than English and are unable to participate effectively in school when English is the language of instruction.

B. FEP - Fluent (Fully) English Proficient: Students are capable of functioning in an English-only educational environment in the areas of comprehension, speaking, reading and writing skills.

C. ELP - English Learner Plan: A plan developed for an individual student defining the special language services needed to make a transition from Non-English Proficient (NEP) status to Limited English Proficiency (LEP) status to Fluent English Proficiency (FEP) status.

D. LAC - Language Assessment Committee: Committee with responsibilities, which include identifying and generally meeting the needs of Non-English Proficient (NEP) and Limited English Proficiency (LEP) students.

E. Lau Plan - Informal reference to Civil Rights Act requiring school districts to provide special assistance to English learners who are unable to fully benefit from an education conducted primarily in English.

F. ACCESS - Annual state mandated test of English Language Proficiency.

#### **IV. Language Assessment Committee (LAC)**

The Language Assessment Committee will be composed of a building administrator or designee, classroom teacher, ELL teacher and a parent or guardian, if possible. Appropriate support staff, such as a guidance counselor, will be included when they are involved in a student's program. The LAC meetings will be scheduled and conducted by the ELL teacher.

The LAC responsibilities will include the following:

1. Review the state Language Use Surveys to identify potential English learners.
2. Review administered English language proficiency screeners (WIDA Screener Online, K WAPT, K MODEL, or preLAS) to identify potential English learners.
3. Make recommendations from multi-criteria evaluations about the student's placement, programming, level of services, time of delivery of services, and types of programs.
4. Meet at least annually to develop or revise ELP.
5. Monitor student's progress on an on-going basis.
6. Determine when the English learner student meets the exit or reclassification standards through ACCESS testing.
7. Notify parent or guardian of all decisions (in a language they comprehend) and their right to appeal their child's participation in ELL services.
8. Monitor students for two years after exiting from FEP status.

#### **V. Screening**

All newly enrolled students (including transfers) will be initially screened for subsequent assessment through the Maine DOE Language Use Survey during the enrollment process.

If a student has been previously identified by another Maine school district as an English learner screening is not required, although English proficiency assessment is required annually in all communicative skills domains.

#### **VI. English Language Learner (ELL) Services**

1. Instruction will be provided during regular school hours. Additional time may be provided as appropriate with the parent's consent.
2. While Grade placement will ultimately be based on age, academic performance, social and emotional needs, it is intended to place students in grades with their same-aged peers. Students should not be placed in a grade more than one year behind same-aged peers based solely on language acquisition.
3. ELL staff, classroom teachers and other appropriate school personnel will coordinate efforts on behalf of English learner students.
4. ELL staff will extend instruction into the classroom, providing support for the English learner student and sharing the cultural diversity. Content teachers in collaboration with ELL teachers using sheltered instruction will support English learner students in their achievement of the Learning Results.
5. Appropriate and comparable space, instructional time and materials will be provided for English learner students.
6. Home/school coordination will be conducted as part of an outreach effort to parents of English learner students.
7. English learner students must participate in the annual ACCESS testing that measures ELP in Listening, Reading, Speaking, and Writing.

## **VII. Meaningful and Equitable Access to Academic and Extracurricular Programs**

School administrators, ELL teachers, guidance counselors, learning strategists, coaches and general education teachers are all responsible to ensure English learners have equitable access to rigorous, grade-level appropriate course work as well as all academic and extracurricular programs that the school offers. English language proficiency is not a prerequisite to participate in mainstream classes and other school activities, programs or events.

English language programming is provided in a way to minimize the isolation of ELs from the general student population and encourages ELs to participate in all aspects of the school program, including, gifted and talented programs (Chapter 104), Pre-Kindergarten, athletics, academic and career counseling, performing visual arts, honors societies and extracurricular activities.

## **VIII. ELL Staff Requirements and Responsibilities**

1. All ELL teachers will hold State of Maine certification with an English as a Second Language (ESL) endorsement. ELL tutors and educational technicians will provide instruction under the supervision of the ELL teacher and the assigned classroom teachers.
2. Language Use Survey and screener will be used to determine eligibility.
3. Communicate at least quarterly or each trimester with parents regarding progress of students in a language they understand.

4. Recommend ongoing modifications or revisions to the Lau Plan.
5. Recommend reclassification or exiting of student based on the ACCESS scores.
6. Provide cultural and language information to students, teachers, and classmates.
7. Monitor currently enrolled students who have exited the ELL program for a period of two years.

### **IX. Identification of English Learners**

The process for identifying English learner students should be completed within 30 days following the opening of school or two weeks upon registration of a new student. Input from sources listed below will be utilized.

1. Language Use Surveys provided at the time of school registration.
2. School record (cumulative folder) review.
3. Grade Level Screener administered to all students who are bilingual or multilingual as indicated on the Language Use Survey.
  - a. PreK – Pre-LAS
  - b. Kindergarten – Kindergarten W-APT or Kindergarten MODEL
  - c. 1st – 12th grades – WIDA Screener Online

### **X. Assessment of English Language Proficiency and Academic Skills**

English Learner students will be assessed annually for their level of English language proficiency using the following information sources:

- Annual ACCESS Testing
- District Assessments
- Teacher Assessments (informal observations, report cards, anecdotal notes)

### **XI. Record-Keeping for Identified English learner students**

ELL staff will be responsible for ensuring that English learner student records are maintained and updated in a timely manner. The responsibility for updating the files (student language assessment, English Learner educational plans, reviews, and reclassification information) will be assigned to the ELL staff.

### **XII. Reclassification, Transfer and Exit**

Exit decisions of students from the ELL program will be based on ACCESS/Alternate ACCESS scores, as well as performance in all academic areas. Exiting from ELL programming will occur when the student is able to competently perform in a regular (mainstream) setting without support from ELL staff and obtains a composite proficiency level of Level 4.5 on the ACCESS testing.

Students who score a Level 4.5 in English language proficiency will be reclassified as Fluent English Proficient (FEP) and monitored for a two-year period. Notification regarding reclassification will be given in a language that the parents or guardians can understand.

If at initial screening or during the monitoring period educators suspect that a student is no longer proficient in English, the WIDA Screener Online may be re-administered to determine English learner status. A student who scores below an overall composite score of 4.5 must be reentered into English learner status, provided English language acquisition support services, and administered ACCESS for ELLs/Alternate ACCESS annually until exiting again.

### **XIII. Ongoing Program Evaluation**

The school has procedures to regularly evaluate the effectiveness of the English language acquisition program and make any necessary revisions. The goals of the program are to accelerate English Language Development while ensuring grade-appropriate academic achievement in grade-level standards.

The goals of the ELD program are to be reached by focusing on foundational language proficiency skills in all language domains (reading, writing, listening, speaking) needed to meaningfully access the curriculum and meet grade-level standards in all content areas. The goals will also be reached through the provision of cross-cultural information and strategies for success in negotiating the public school system.

The process for program evaluation is to convene a periodic team meeting to review the progress of students who are ELs. The team will meet annually as warranted by enrollment of students with limited English proficiency. The team will be made up of school administrators, EL teachers, guidance counselors, learning strategists, coaches and general education teachers involved in the delivery or planning of instruction for LEP students. The team will meet to refine EL programming as needed based on review of annual and longitudinal data to measure the progress of current and former English Learners in order to ensure long-term outcomes comparable to those of students who were never English learners.

### **XIV. Meaningful Communication with Parent / Guardians**

Fiddlehead School of Arts and Sciences is committed to providing meaningful communication with parents with a primary/home language other than English in a language they can understand. and to adequately notify LEP parents of information about any program, service, or activity of the school that is called to the attention of non-LEP parents.

Fiddlehead School of Arts and Sciences has a procedure to determine which parents/guardians need translation/interpretation services upon enrollment and any time during the school year as needed. A welcome language sign directing parents to the language they speak is prominently displayed at the reception desk. Front desk staff receive periodic training and are aware of the process for connecting with spoken language interpreters. Parents/guardians may request interpreter services. When parents/guardians enroll their child, they are asked if they need an interpreter/translation services and the language needed. This information is collected and retained in the student's file.

Staff training is provided concerning when and how to provide translation/interpretation services for families. All new school employees are provided training at the beginning of the school year. School secretaries receive training at the start of each school year and additional trainings provided upon request by any school employee. Staff are made aware of options available for interpretive services, including, local interpretations service providers and three-way phone conference services.

Staff training includes notification that interpretation services are legally necessary for all parents/guardians who request interpreter services. The parent/guardian communication may include but is not limited to the following: special education and related services, IEP meetings, grievance procedures, notices of nondiscrimination, student discipline policies and procedures, registration and enrollment, report cards, requests for parent permission for student participation in district or school activities, parent-teacher conferences, parent handbooks, gifted and talented programs, magnet and charter schools, and any other school and program choice options.

Parents will be notified annually of their child's status in ELL services in a language they can understand. They will also be made aware of their option to withdraw from the program. A parent's right to refuse ELL services does not nullify the school's obligation to provide such services if needed. ACCESS testing is still required for all identified English Learners regardless of parental opt out from services.

In the event that a parent/guardian refuses ELL services for their child, a signed letter of refusal will be placed in the student's file. The parent may withdraw refusal of services at any time.

**Legal Reference:**

Maine Department of Education Rules Chap. 127.03

Reference: Lau Plan

Adopted: August 25, 2013

Revised: February 13, 2021