Milton Town School District

Lau Plan

2016 - 2017

INTRODUCTION

The Milton Town School District (MTSD) Lau Plan outlines the policies and procedures for how the District provides English Learner (EL) Services to students learning English.

As an outcome of the 1974 case, Lau v. Nichols (1974), school districts in the U.S. are mandated to develop a Lau Plan to describe how they provide language instruction and educational accessibility to English learners. This court case made it clear that all students have a right to equal education, but that identical education is not necessarily equal education if a student has limited English proficiency. The MTSD Lau Plan details how students are identified, enrolled, placed, assessed, instructed, and monitored.

The goal for MTSD is to:
- identify students who qualify for EL services
- develop individualized EL Service Plans for each qualifying student
- ensure that EL students are served by licensed EL teachers
- ensure that the language instruction is aligned with VT state standards
- ensure that EL students are administered ongoing authentic assessments to determine their growth in English language proficiency
- ensure that EL are administered all state required assessments

The Milton Town School District 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 EL STUDENT

In Vermont an EL student is a student with a home language other than English and who has limited English language proficient based on results from an English language proficiency assessment approved by the state of Vermont as well other formative and summative assessments. Specific definitions, as well as eligibility and exit requirements, are outlined further in this plan and adhere to Vermont state guidelines.

EL PROGRAM STAFFING

Students identified as eligible for EL Services, including students who have moved out of services and into monitoring, will have services/monitoring provided by a licensed EL teacher.

ENGLISH LEARNER (EL) SCREENING AND IDENTIFICATION PROCESS
- **STEP #1: REGISTRATION**
  - 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 Vermont Primary/Home Language Survey, the EL teacher is notified and provided with a copy of this survey.

- **STEP #2: REVIEW**
  - The EL teacher will review the survey, conduct any necessary interview and/or testing, and complete the *MTSD Screening Form for English Language Learner (EL) Student Identification,* which includes:
    - Student Profile
    - Parent/Guardian Interview (optional)
    - Academic Record Review
    - Further Diagnostic Testing (optional)
    - Determination of EL Eligibility and Service Recommendations

    Additionally, the EL teacher will review any other authentic assessment information which may include student writing samples, portfolios, exhibitions, demonstrations, oral interviews and other assessment formated solicited from classroom teachers or other school colleagues. Once reviewed, this collective information will help determine eligibility for EL services. Based on the screening, assessment review, and identification process, EL students fall into one of three categories:

    - **Category #1: Current EL -** An EL student who qualified and is receiving services.
    - **Category #2: Monitored** - According to VT regulations, an EL student who has passed the ACCESS test must be monitored by a qualified EL teacher for two years prior to fully exiting the program. Students are listed as Monitoring Year 1 (MY1) or Monitoring Year 2 (MY2). During this time, the EL teacher will review student academic records, assessment results and consult with teachers periodically to ensure that the student's academic progress is not being hindered by language proficiency.
    - **Category #3: Exited** - Following two years of monitoring, an EL students will officially exit the EL program. Before a student can be exited from a program, the EL teacher must collect and review all student data (formal and informal assessment results, observations, records of academic work). This process requires objective proof of fluent English proficiency and consensus among the EL teacher, classroom/content teachers, guidance counselor, principal, EL Coordinator, and parent/guardian(s) that a student is ready to be exited from EL services. A student exiting EL should meet the following standards of performance:
      - **Proficiency in Oral Skills** - evidence of ability to comprehend and speak English at the level of peers of the same grade level for both social and academic purposes.
      - **Proficiency in Reading Skills -** evidence that the student is able to read in content areas at the appropriate grade level for academic purposes.
      - **Proficiency in Writing Skills -** evidence that the student is able to write at the appropriate grade level for academic purposes.

- - **Evidence of mastery** of skill objectives for advanced EL instructional level
  - **Documented evidence of successful student performance** in content area classes in which the student is already mainstreamed.

- **STEP #3: NOTIFICATION & DOCUMENTATION**
  - **If it is determined that this student is an EL student**, the EL teacher will develop an EL Student Service Plan which outlines the nature and frequency of EL services provided to the student that year. 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, etc.).
  - Parents/guardians will receive notification of assessment results and EL status determination, as well as a copy of the EL Student Service Plan (if applicable). They will be given an opportunity to ask questions or share their concerns. *Interpretation services will be provided if necessary.*
  - The EL teacher will notify the principal, classroom teacher and other relevant personnel of the determination and of the details of the Service Plan, including any indication of parent refusal for services.
  - Original copies of the Primary/Home Language Survey, MTSD Screening Form, assessment results, and all other documents used to determine eligibility will be put in the child's file.
  - **If it is determined that this student is an EL student**, a copy of the Primary/Home Language Survey will be sent to the EL Coordinator. The Primary/Home Language Survey will be forwarded to the State EL Coordinator with an indication that a service plan has been developed and whether parents have accepted or denied services.
  - The EL Coordinator will ensure that the student information management system and other electronic databases are updated with relevant information including an EL alert, assessment/screening results, and the EL service plan category (Receiving Services, Receiving Services "As Needed", Monitoring Year 1, Monitoring Year 2, Fully Exited, Parents Deny Services).

EL SERVICE PLAN

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 EL 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, EL language classes (primarily at the secondary level) or EL supportive study hall/lab (primarily at the secondary level). The social goal for EL students is that they feel accepted in our schools and supported socially and emotionally. This means that they are free to celebrate their home languages and cultures and the schools embrace this diversity.

STANDARDS

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

PARENTAL NOTIFICATION

Parents will be notified of services annually through the development of an EL Service Plan. The Service Plan may change over the course of the year as a student demonstrate 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 EL 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 EL services.

STATE ASSESSMENTS

Vermont regulations require that an EL student continue with EL programming until he or she receives a passing proficiency grade on the state ACCESS assessment or that the school determines that the student is eligible to exit services based on other compelling local assessment data. EL 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 EL 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.

Record Keeping Documentation
See below:

Milton Town School District

Screening Form for English Language Learner (EL) Student

Name of EL teacher completing Form:	Date:

A. STUDENT PROFILE

Student name:	Birth date:
Gender:	Primary Language:
Grade:	New American: ____ Yes ____ No Date of Entry (U.S.): Birthplace:

School: _____ MES _____ MMS _____ MHS	

Parent/Guardian Name: Relation to Student: Primary Language: Translation Needed? ____ Yes ____ No Lang:	Parent/Guardian Name: Relation to Student: Primary Language: Translation Needed? ____ Yes ____ No Lang:

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):

☐ Primary / Home Language Survey

☐ Report Cards

☐ State testing records (*NECAP*, *SBAC*)

☐ English language proficiency tests (*ACCESS*)

Recent scores:

_____

☐ EL Service Plans

☐ Preschool reports

☐ Other :

_____

☐ Other :

_____

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:	EL or Bilingual services previously provided:
Describe any periods of interrupted schooling due to frequent moves or attendance issues:	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

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

Testing conducted by: _____

Signature: _____

ADDITIONAL NOTES:

E. DETERMINATION OF EL 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 <u>has English language proficiency skills comparable to his/her English-speaking peers</u> 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 <u>does not have proficiency skills comparable to his/her English-speaking peers and requires English language services.</u> The student's instructional needs will be determined and served by the EL teacher, in consultation with classroom teachers, and/or learning specialists.

Comments:

_____   _____   _____

EL 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. Place the packet in the student's permanent school file.
If the student is an EL, send one copy of the PHLS to the MTSD EL Coordinator.

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?