M.S.A.D. #12/R.S.U. 82 COMPREHENSIVE EDUCATION PLAN

LAU/Equal Access for English Language Learners

M.S.A.D. #12/R.S.U. #82 believes in providing quality educational opportunities to its English Language Learners (ELL’s) by providing assistance so all can participate fully in their education experience.

A bilingual education program has been implemented in to meet the needs of English Language Learners.

The following procedure is used to determine the English language learner status of students in M.S.A.D. #12/R.S.U. #82.

**Identification of EL Students**

1. The results of LAU Home Language Surveys provided by the Maine Department of Education and given to all new students are reviewed.

2. Surveys whose answers include a language other than English are flagged.

3. The principal reviews flagged students. The principal’s designee administers the W-APT or MODEL language
proficiency assessments to screen flagged students. A review of multiple sources will be made which will include writing samples, portfolios, oral interviews and other teacher assessments to determine EL status.

Annually, all ELL’s will be administered the ACCESS for ELL’s by qualified personnel as stipulated in the 1991 Office for Civil Rights Memorandum.

Each year, the student’s achievement file is examined by the Language Assessment Committee made up of at least the following: the principal, special education director, teacher and school counselor. This committee will determine the status of EL students by using the following plan.

Criteria

If the ELL student possesses 4 of the 5 criteria below, AND achieves a composite score of Level 6 on the ACCESS for ELLs, he/she will no longer be considered EL:

Criterion I – The student’s achievement on the annual school standardized test will be at least grade level in math and reading.

Criterion II – The student’s achievement on the NECAP will be at or above the state average.

Criterion IV – Teachers’ assessment of the student’s reading ability will indicate satisfactory progress.
Criterion V - The teachers' assessment of the student's writing proficiency will indicate satisfactory progress.

Criterion VI - The student's score on a test of self-esteem will be at or above the score of the previous year.

Following is a sample exit chart that will be maintained on each student.

**LAU/ELL EXIT CHART**

<table>
<thead>
<tr>
<th></th>
<th>Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td>Significant Gain</td>
<td></td>
</tr>
<tr>
<td>Fall/ Spring</td>
<td>Fall/ Spring</td>
</tr>
<tr>
<td>Standardized Test-NWEA</td>
<td></td>
</tr>
<tr>
<td>NECAP</td>
<td></td>
</tr>
<tr>
<td>LAS</td>
<td></td>
</tr>
<tr>
<td>Reading Folder</td>
<td></td>
</tr>
<tr>
<td>Writing Folder</td>
<td></td>
</tr>
<tr>
<td>Self Esteem Test</td>
<td></td>
</tr>
<tr>
<td>ACCESS for Ell's Must have</td>
<td></td>
</tr>
</tbody>
</table>

MSAD #12/RSU #82
Each student, after reaching the non-EL status will continue to be monitored for one year.

M.S.A.D. #12/R.S.U. encourages teaching faculty members to obtain an ESL and/or Bilingual Education endorsement.

Legal Reference:

Federal Legislation:

- **No Child Left Behind (NCLB) Act of 2001**
  
  http://www.ed.gov/policy/elsec/leg/esea02/index.html (full text)
  

- **Title VI of the Civil Rights Act of 1964**
  
  http://www.usdoj.gov/crt/cor/coord/titlevistat.htm (full text)

- **Equal Education Opportunities Act of 1974** requires schools to “take appropriate steps” to assure equal access as stipulated in the Lau opinion below.
  
  http://www.law.cornell.edu/topics/education.html (full text)

- **Other Relevant Laws and Information Supporting ELL Students**
  
  
  http://www.idra.org/sce/Origin Issues.htm#Laws

Court Decisions:

- **Lau vs. Nichols (1974)** ruled that providing the same access to curriculum, instruction, and materials for students of limited English proficiency as is provided to English dominant students is not in effect equitable.
  
  http://www2.law.cornell.edu/cgi-bin/foliocgi.exe/historic/query=
  
  [group+414+u12Es2E+563/3A]*[group+citemenu/3A]*[level+case+
  
  citation/3A]*[group+notes/3A]/doc/[@1]/hit_headings/words=4/hits only? (full opinion)

- **Plyler vs. Doe (1981)**
  
  http://www2.law.cornell.edu/cgi-bin/foliocgi.exe/historic/query=
  
  [group+457+u12Es2E+2023/3A]*[group+citemenu/3A]*[level+case+
  
  citation/3A]* [group+notes/3A]/doc/[@1]/hit_headings/words=4/hits only? (full opinion)

- **Castañeda vs. Pickard (1981)**
  
tml (summary only)
http://www.ed.gov/about/offices/list/ocr/docs/leu1991.html

http://www.usdoj.gov/crt/cor/13166.htm (full text)

Adopted/Modified: December 15, 2011