

ALCESTER-HUDSON SCHOOL DISTRICT
K-12 Lau (EL) Plan for Serving English Language Learners (ELs)

EL Plan

The Lau (Lau v. Nichols. 1974) Plan for the Alcester-Hudson School district is designed to meet the instructional and developmental needs of English Language Learners. The goal of this plan is to outline the school district goal to provide equal educational access and instruction for students whose primary language is not English. Instructional assistance will occur in all four domains of language development: listening, speaking, reading, writing. It is the intent of the Alcester-Hudson School District to comply with all state and federal laws regarding English language instruction and to prohibit discrimination against students based on limited English language acquisition.

1. Enrollment and Identification

A. Home Language Survey

This survey will be given to all newly enrolled students within the Alcester-Hudson School District. (Attached)

Home Language Assessment Procedure

The HLS is designed to determine the students in the school system who come from environments where the primary language is not English. The completed HLS will be stored in the student's cumulative record.

- Parents/guardians of all new students complete this form at the time of enrollment.
- All questions on the HLS need to be completed.
- The EL coordinator and administrative personal are notified in the event if any of the four questions are answered with anything other than English.
- If it is determined that a student's home language is other than English, the designated ENL endorsed teacher will administer the WIDA Screening assessment.
- Student scores will be collected and documented with the implementation of appropriate instructional plans and/or LAP process.

B. The WIDA Screener

This assessment is administered to students identified within the first 30 days of the beginning of the school year by the designated assessment coordinator. Students who move to the school district during the school year, will be given the WIDA screener within two weeks of enrollment if the Home Language Survey indicates a language other than English.

Students scores on this test will range from Level 1 (Entering) to Level 6 (Reaching) and will be used to determine the child's qualifications for ESL services. Results of the WIDA assessment will be placed in the student's cumulative record.

Parents will be notified if their child is eligible for services and a copy of this written notification will be placed in the student's cumulative record.

Students who are identified as LEP will be identified in Infinite Campus.

Legal Responsibility: As a result of the Plyer v. Doe (457 U.S. 202, 1982) ruling, schools may not:

- Deny admission to a student during initial enrollment or at any other time on the basis of undocumented status
- Treat students differently to verify residency
- Engage in any practices that hinder the right of access to school
- Make inquiries of students or parents that may expose their undocumented status
- Require social security numbers. Parents without social security numbers who are applying for a free lunch/or breakfast program need only to state on the application that they do not have a social security number.

II. Language Acquisition Plan

- An annual LAP will be constructed or updated during the first month of school each year. Students will be placed in the proper instruction program with appropriate classroom accommodations based on their ACCESS level scores.
- This document will outline the instructional accommodations, modifications and services for each EL in the district.
- The committee for determining the LAP will include the classroom teacher, EL coordinator, EL teacher, administrator, and parent.
- Parent involvement in this process is required on a yearly basis. Parents will also be included for changes or modifications to the LAP.

Recommended guidelines for English Language Development Instruction

- Level 1 and Level 2 students
 - 60-135 minutes/day 5x per week
 - 300-675 minutes/week
- Level 3 and Level 4 students
 - 45-90 minutes/day 5x per week
 - 225-450 minutes/week

III. LAP Exit Criteria

The Alcester-Hudson School District recognizes research findings that English Language Acquisition for academic proficiency and may take from one to five years

The students must meet one of the following:

- Achieves a composite score of at least 5.0 on the ACCESS
- The student must have obtained a 4.0 or higher on the ACCESS and a 3 or 4 on the ELA State assessment.

Exit Procedure

- Notify parents with state-approved parent notification form showing exit status in language most understandable to parents/families. Place a copy of the notification in the student's cumulative record.

- Change student coding to “exited” so the student does not continue to generate unwarranted funding.
- Begin required two-year monitoring process.

IV. Monitoring Procedures for Students who exit the EL Program

Students who have met the exit criteria for EL identification are referred to as Monitored Former EL students.

A. An EL Program Monitoring form is completed for those students who exit the program. A meeting is scheduled to review student performance. This team should include the EL teacher, EL coordinator, classroom teacher, administrator, and parent. The EL teacher will continue to monitor grades and test scores and serve as a consultant on the student’s progress.

B. Documentation to be reviewed may include the following:

- ACCESS scores and WIDA Assessment
- State mandated tested
- Language Acquisition Plan
- Staff observation and professional judgment
- Classroom grades and work samples
- Other assessment data
- Attendance records
- IEP
- Parent observation and request

Exited students who demonstrate academic difficulty due to language proficiency may re-enter the ESL program. The WIDA assessment will be re-administered and such decision will be reviewed by the team.

V. Parental Communication

- Parent communication conducted/distributed in a language most easily understood by the parent
- Parents will be notified of student eligibility.
- Parents will be notified and sign the LAP.
- Parents will be notified of the results of the ACCESS test.
- Parents may waive their child’s participation in the ESL program services.
- LEP students who are not enrolled in the ESL program will benefit from all curriculum resources, supplemental resources, classroom instructional practices and modifications provided in the general education classroom. These practices will be aligned with both Common Core State Standards and WIDA English Language Proficiency Standards.

VI. Program Administration

The Alcester-Hudson School District will have and ENL endorsed teacher on staff to meet the needs of qualified students.

VII. Meaningful Access to all Academic, Co-circular and Extracurricular Programs

The Alcester-Hudson School District adheres to the law that all students receive an equitable educational opportunity. Services related to the following categories are available to all students.

- A collaborative referral process is in place to investigate, provide instructional intervention, and identify possible special education concerns.
- Counseling services for behavioral, emotional, academic, and career readiness is available.
- Extracurricular activities are available to all students.

VIII. Professional Development for Staff who Support ELs

- District and building administrators serve as district representatives and instructional support to teacher and paraprofessionals.
- District administrators and EL coordinator serve as resources in the creation and implementation of the LAP.
- Teachers of ELs are encouraged to attend DOE supported workshops and seminars.
- The Alcester-Hudson School belongs to the State Title III Consortium and participates in ongoing professional development and workshops.

IX. Annual English Language Proficiency Assessment (ACCESS) Administration

- Designated assessment staff participation in annual training.
- Designated assessment staff disseminates current scores to teachers of ELLs in by May 15 of each school year (if available). If not available by May 15, by the end of the school year.
- The ESL staff participates in appropriate training to interpret scores and implement appropriate instructional strategies.
- The results are utilized to guide instruction and programming.
- Parent notification of results will be mailed to parents at the end of each school year.

X. Parental Involvement

The Alcester-Hudson School District works collaboratively with parents at conferences and other parent meetings to discuss issues and concerns. Parents are invited and encouraged to participate in all school functions.

XI. LAP Evaluation

- All ELs will continue to make growth in English language acquisition as measured by the results of the annual ACCESS.
- The school district will conduct an annual English as a Second Language self evaluation

XII. Attachments

- A. Home Language Survey**
- B. Parent Notification Letter**
- C. LAP document**
- D. 2-year Monitoring Document**

