

ORANGE SOUTHWEST SCHOOL DISTRICT MULTILINGUAL LEARNER LAU PLAN

The Orange Southwest School District Lau Plan outlines the policies and procedures for how the District provides Multilingual Learner (ML) 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. The U.S. Supreme Court's 1974 decision in *Lau v. Nichols* was made to ensure that all students have equal access and that identical education does not constitute equal education under the Civil Rights Act of 1964. The Orange Southwest School District maintains a current Lau plan, and this plan describes what the school district will do to provide equitable access to education for Multilingual Learners (MLs). The OSSD Lau Plan will be posted on the website and be updated periodically to ensure compliance with state and federal statutes and regulations. Lau plans are working documents and should be updated regularly.

OUR MISSION

Orange Southwest School District ensures that all multilingual learners have access to a high quality education that prepares them for college, career, and beyond. The mission of the Multilingual Learner Program is to provide high-quality public education for multilingual learners by valuing and encouraging multilingualism, building community, and using best practices for multilingual learners in the classroom.

Language is deeply intertwined with culture. Losing one's proficiency in their native language often means losing a part of their culture and identity. Multilingualism prepares students to be global citizens. Multilingual programs can strive to provide school related information and resources in the native language of their students and their families . In addition, researchers have found that strengthening the home language can make it easier for a student to learn English. The phrase "Multilingual Learner" indicates that the student's home language is a valued asset for them and that our goal is multilingualism.

MULTILINGUAL LEARNERS

- In Vermont, a Multilingual Learner (ML) is a student living in a home in which a language other than English is spoken as a primary language by the student and/or by any caregivers, and who has limited English language proficiency based on results from the

WIDA Online Screener 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.
- Students identified as eligible for ML services , including students who have moved out of services and into monitoring, will be entered into our ML program and will have services/monitoring provided by a licensed ML teacher.

MULTILINGUAL LEARNER (ML) SCREENING AND IDENTIFICATION PROCESS

Step One: Registration

- At the time of registration, parents/ guardians of all new students, regardless of their home language, will complete the state-required Primary/Home Language Survey.
- If any other language is indicated on the Vermont Home Language Survey, the Director of Student Support Services and ML specialist are notified and provided with a copy of this survey.

Step Two: Review

- The ML teacher will review the Home Language Survey and conduct any necessary interviews.
- Student records will be reviewed to ascertain if prior WIDA ACCESS test scores exist and/or administer the WIDA Online Screener to determine if ML services are indicated.

Step 3: Notifying and Documenting

- If it is determined that this student is an ML student, the ML teacher will develop an ML Student Service Plan which outlines the nature of ML 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 ML status determination, as well as a copy of the ML 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 ML 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, assessment results, and all other documents used to determine eligibility will be put in the student's file.

- If it is determined that this student is an ML student, the Primary/Home Language Survey will be entered into the Vermont State Agency of Education online ML system.

MULTILINGUAL LEARNER PROGRAM

The goal of the OSSD ML program is to follow best practices in working with multilingual students and to be in compliance with federal, state and local law, policy and procedures.

Standards

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

ML Teacher Supports

ML teachers will provide the following support in compliance with the state mandated Multi Tiered System of Supports (MTSS) available to all students in OSSD. *(MTSS supports are italicized)*

Provide Tier I supports- Ensure all students access to the general education curriculum

- ML teachers collaborate with classroom and content teachers
- Classroom and content teachers provide first instruction and content objectives
- ML teachers provide support for students in the classroom using best practices to maximize student engagement, working closely with classroom teachers to maintain engagement when the ML teacher is not present.
- ML teachers share with classroom teachers the proficiency levels and ‘can do’ descriptors of ML students
- Content teachers create language objectives in addition to content objectives.

Provide Tier II supports- strategic interventions

- ML teachers monitor student progress in relation to ML WIDA standards and course learning targets
- ML teachers provide interventions in collaboration with the learning team

Provide Tier III supports- For newcomer students or those needing a targeted intervention

- ML teachers provide remediation (Tier III in response to larger gaps in literacy/language) as appropriate,utilizing a data driven intervention curriculum, but not during or in place of first instruction at the appropriate grade level

Distinguishing Language Difference from Disability

It can be challenging to distinguish language differences from disability at times. It is critical to not over refer or under refer multilingual students to special education who have ML service plans. [This resource](#) may be helpful for teams. A translator or liaison should be involved in any evaluations of students with ML Service Plans.

Monitoring Guidelines

Students who earn an overall score of 5.0 on the WIDA ACCESS test are monitored for 2 years. Below is how we will support students during the 2 year monitoring period.

Monitored supports include:

- Communicate the status change to the family and student at the start of the school year
- The ML teacher remains a member of the student's team
- Meet with the student's team throughout the year to check in on academic progress

Other supports provided as needed:

- The ML teacher may work with the student team to provide additional support as needed for the student to ascertain continued success
- The ML teacher can continue to support the student/family with cultural and translation needs

Additional support:

- If the team feels that the student is still struggling academically, the ML teacher and team can use data to provide other interventions if the issue is not language- based.

PARENT NOTIFICATION

- Parents will be notified of services annually through the development of an ML 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 ML 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 ML services.

STATE ASSESSMENTS

- Vermont regulations require that an ML student continue with ML programming until he or she earns an overall score of 5.0 or higher on the WIDA ACCESS assessment or that the school determines that the student is eligible to exit services based on other compelling local assessment data.
- ML students are required to take the WIDA ACCESS assessment annually
- All other state assessments are required to be completed by all ML students unless they qualify for an exemption as outlined by state or federal regulations. For example, currently, newcomer ML students are exempt from participation in the state assessment for English Language Arts if they have begun attending school for the first time the U.S. within one calendar year of the assessment window. The student is, however, required to take the state math and science assessment,
- ML students are required to take any locally administered assessments as determined by the student team.

CONTACT INFORMATION

Any questions regarding the OSSD Lau Plan can be directed to:

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