

Registering and Enrolling New Students from Multilingual Families

1. Welcome and immediately determine if an interpreter is needed. School offices or registration centers should have a language ID chart available at the desk for the family to refer to and indicate if they desire an interpreter to complete the registration paperwork. [Language Identification Card](#)
Interpreted written notices of parents rights to interpretation and translation services are available here:
<https://www.maine.gov/doe/learning/multilinguallearner/resources/interpretationtranslation>
2. The Language Use Survey should be a part of the registration packet for every student, along with the Migrant Survey and the McKinney Vento Screener Form. The [Language Use Survey](#) (LUS), available in 26 languages in addition to English, must be administered to every newly enrolled student (pre-Kindergarten through grade 12) and schools are required under federal civil rights laws to identify all students whose primary or home language is other than (or in addition to) English and who are not yet proficient in English. Because a student has a civil right to be identified and provided ESOL services (if eligible) parent/guardian consent is not required in the identification process. Parents/guardians may decline services, but schools are still obligated under civil rights law to meet the language-learning needs of all identified multilingual learners.
3. If a student's [Language Use Survey](#) reflects a primary/home language other than English (meaning that any of the three questions is answered with a language other than or in addition to English), an English language proficiency screener must be administered. In order to ensure consistent and equitable identification practices, school staff may not make subjective decisions about which students will and will not be screened.
4. See the [Identification and Placement Guidance](#) document for current required screeners and their corresponding identification thresholds by grade level, as well as details about logistics for administering the screening assessments. (Note that students whose only primary/home language other than English is American Sign Language are not eligible for multilingual learner status per federal policy. See this [priority notice](#) for more information.)

Per federal regulation, multilingual learners are required to be identified within 30 days of enrollment.

5. If a student is identified through the screener assessment as qualifying for ESOL services, then the following service provision guidelines should be followed. **MLs in English**

language proficiency levels one and two (as measured by WIDA assessments) should receive at least two periods of ESOL per day, and MLs above proficiency level two should receive at least one period of ESOL per day.

OCR recommends that schools adopt this minimum guideline for services for students who are MLs. A period is defined as the usual amount of time dedicated to any other content area, such as math or English language arts (ELA). In the case of block scheduling, a student who is an ML may have ESOL services every other day, similar to other content areas.

Note that ELA or other content area periods may serve as ESOL periods for students in level 4.0 or higher only if the teacher is ESOL-endorsed and/or the course is co-taught with an ESOL-endorsed teacher. Co-teaching is a structured system of co-planning, co-instruction, co-assessment, and reflection; co-teaching is not synonymous with push-in services. <https://www.maine.gov/doe/learning/multilinguallerner/services>

- Parents must be notified of the student’s eligibility for ESOL services within 30 calendar days of enrollment. [Sample English Learner Eligibility Parent Notification Form](#)
6. An Individual Language Acquisition Plan (ILAP) should be developed for the multilingual learner and the Language Assessment Committee should convene to explain the plan to the student, family, and staff, as outlined in the district’s Lau plan.
- [Maine DOE Lau Plan Template and Guidance](#)
 - [Sample Lau Plan](#)
 - [Individual Language Acquisition Plan \(ILAP\) Template](#)
 - [Sample Student Individual Language Acquisition \(ILAP\)](#)
7. Throughout this process, it is important to consider the student’s individual circumstances and past educational opportunities or in some cases, lack of educational opportunities. What are the student’s assets, interests, character traits? Are there any medical needs that need to be considered? Has the student experienced trauma in their past?