



Community Agreements

- Remain muted when not speaking.
- Work to develop community by ensuring your name is properly displayed. (Indicating your school district or organization is helpful.)
- Ask questions, share resources, and contribute to the conversation through the chat. There will be time to respond to your questions and contributions at the end of the presentation.
- Respect diversity of opinion and perspective.
- Please be present and minimize distractions.
- The sessions are not recorded. The PowerPoint will be available in the Professional Learning Section of the Maine DOE [Multilingual Learner Professional Learning](#) page.

Introductions

- Please type in the chat where you teach, what grade levels you work with, and if you are working in one school or multiple schools. If you want to include your years of teaching students who are identified multilingual learners, please do, but that is your choice.

Overview

1. How to effectively use the LAC meeting
 - a. Timeline
 - b. Members
 - c. Gathering information
 - d. Learning opportunities for the team
2. ILAP
 - a. Purpose
 - b. Examples
 - c. Using the WIDA ELD Standards
3. How to have effective parent conferences/communications
4. Student Data System/Synergy
Revisited for October 1st student count readiness

Language Acquisition Committee (LAC)

- The Language Acquisition Committee (LAC), required by and described in each district's Lau Plan, is a school/and or district-based team responsible for guiding and monitoring the placement, services, and assessment of students who are English Learners (ELs). The LAC may be comprised of content-area or general education classroom teachers of ELs, assessment specialists, school administrators, school counselors, ESOL staff, parents/guardians, and other members as appropriate (e.g., central office administrators, and school psychologists, person knowledgeable of native language/interpreter). If a student has identified special needs, then it is advisable to include the student's case manager or direct service provider.
- Should take place as soon as possible after identification and notification of parents.

Effective Uses Of LAC Meeting

- Determining initial student placement and educational programming –ILAP Development
- Setting social, emotional, and instructional goals
- Monitoring student progress and challenges
- Determining if different educational services or programming are required, than the initial placement indicated
- Communicating with families and listening to the families sharing of their thoughts, concerns and celebrations
- Documenting classroom updates, concerns, successes, and next steps

Effective Uses of the LAC Meeting

- An opportunity to educate the LAC about
 - Language acquisition stages
 - Best practices
 - The goals and outline of the ESOL program
- An opportunity to
 - Learn from/about the family

Good questions to ask about LAC Meetings

- Who is responsible for scheduling the LAC meeting?
- Who is responsible for setting up the interpreter?
- When is a good time for the meeting for parents/guardians?
- Which teachers, staff and administrators are required to be a part of the meeting? How is that communicated to them?
- Who will set up the meeting space and any technology required for the meeting?

Managing Family Communications/Family Meetings

- It is imperative that you communicate with families in a language that they can understand.
- Help your staff to understand how to use an interpreter. [Tips for Using Interpreters](#)
- How confident are you with using an interpreter or interpreting service? In the chat respond:
- 0 not confident
- 1 I can do it, but wish I had more confidence
- 2 confident
- 3 confident in facilitating a meeting involving an interpreter

Communications (continued)

- Translator and Interpreting Services Resources: *The listing does not suggest Maine Department of Education endorsement of any service provider listed* Translator and Interpreter Resources
- Translation apps: Talking Points, WhatsApp
- Translation-written communication
- Interpreting services-oral communications
- District “robocalls”-Does the robocall system have the capacity to translate messages? Example: school closings or delays
- Phone translation services-recommended that districts have an account for unexpected needs

Multilingual Learner Resources

The Maine DOE ESOL website has several new updates and offers a wide range of resources for educators and families.

- [Multilingual Learner Resources](#)
 - Terminology & Definitions
 - English Language Acquisition Service Provision and Staffing Guidance
 - ESOL Program Toolkit
 - Civil Rights & Lau Plans
 - Standards & Instruction
 - Interpretation & Translation
 - Multilingual Learners with Disabilities



Individual Language Acquisition Plan

Individual Language Acquisition Plan (ILAP)

A formal learning and support plan for the multilingual learner, created by the Language Acquisition Committee, that:

- Details English language proficiency goals
- Details supports and tools for engagement
- Considers social and emotional needs
- Monitors and reports summative and formative assessments
- Is shared with student's entire educational team and is placed in the cumulative folder

Lau Plan vs. Individual Language Acquisition Plan (ILAP)

Lau Plan

- District wide plan approved by school board
- Details how district will meet the federal requirements and guidance for Multilingual Learner Education
- Addresses topics such as:
 - Identification of students who are English learners
 - Exit criteria from ESOL services
 - Delivery of ESOL services
 - Administration of ACCESS for ELLs®
 - Enrollment of students who are immigrants and international students
 - Rights of students who are English learners to education
 - Students who are English learners and Special Education

ILAP

- Student specific plan
- Based on individual student needs and strengths
- Developed by the Language Assessment Committee
- Decisions of LAC are guided by the Lau Plan
 - Service provision guidelines
 - Identification procedures
 - Exit criteria, etc.
- Addresses topics such as the student's
 - English Language Proficiency (ELP) Scores
 - ELP Goals
 - ESOL Service Time
 - Classroom Supports
 - Areas of concern
 - Celebrations of growth and successes
 - Progress Monitoring

Student Data System

- Each student who is identified as a multilingual learner must be given an EL (ML) **Start Date** in your school's student data system.
- This information is uploaded to the state student data system, Synergy.
- This data is used to create student counts for funding purposes and to automatically create ACCESS for ELLs/Alternate ACCESS for ELLs test ordering.
- It is imperative that these counts are accurate and up-to-date by OCTOBER 15th.
- Coordinate with your school/district's student data system specialist(s) to ensure all ML students are correctly coded in both the local and state systems.

Timeline for the Identification Process

- Students must be screened and identified as MLs within 30 calendar days of enrolling.
- Plan carefully so that all newly enrolled students are screened and identified before October 15th, so they can be entered into the student data system and uploaded to Synergy by the October 15th count.

ESOL Listserv and Weekly Newsletter

- Subscribe to the [Maine DOE ESOL Listserv](#) for additional professional learning opportunities, the weekly newsletter, and important announcements.

Questions??

- We will try to answer questions written in the chat.
- ESOL-related questions may be sent to April Perkins, Rebecca Carey, and/or Robin Fleck.
- April.Perkins@maine.gov
- Rebecca.Carey@maine.gov
- Robin.Fleck@maine.gov
- Please feel free to send any questions related to ACCESS for ELLs or Alternate ACCESS for ELLs to: Jodi Bossio-Smith, Jodi.Bossio-Smith@maine.gov

Thank You!!

- Thank you for your interest and dedication to your students. These workshop sessions are designed to be of benefit to you. Our next session will be on Thursday, September 29th @ 3pm.
- Topics will include
 1. Supporting Multilingualism
Leverage Primary Language in the Classroom
 2. Asset-Based Approach
Creating Student Profiles
Activities: Getting to know students
Uses for instruction
 3. Identifying available resources
 4. AND BY REQUEST...WRITING ILAP GOALS

I look forward to meeting with you next time and plan to have time for participants to share their successes and challenges.

See you in two weeks!