

**REGIONAL SCHOOL UNIT NO. 2
LAU PLAN**

POLICY: ENGLISH AS A SECOND LANGUAGE / LAU PLAN

It is the policy of RSU #2 not to discriminate against limited English proficient students. According to the Equal Education Act (1974) the district must make an effort to do whatever is educationally appropriate to address the English and educational needs of the limited English-proficient student so that he/she can compete with his/her same age English background peers. Qualifying students will be identified and placed in programs and services in accordance with Lau Remedies and acceptable statutory guidelines. RSU #2 will strive to provide a linguistically and culturally rich learning and teaching environment.

A Language Assessment Committee (LAC) will be created to coordinate and oversee the educational program of limited English proficient students enrolled in RSU #2. The LAC will be composed of the guidance counselor, administrators, classroom teacher(s), parents when appropriate and English as a Second Language Teacher. English Second Language (ESL) consultants may be involved with the committee on an as needed basis. The LAC meetings will be scheduled and conducted by a Director of Special Education or an Administrator of RSU #2.

IDENTIFICATION OF LANGUAGE MINORITY STUDENTS:

1. A home language survey will be completed for all incoming students (pre-school, Kindergarten, and transfer students) when they enroll in the district. The survey is required and provided by the Maine Department of Education. The most recent version is available on the DOE website.
2. The ESL teacher will screen all home language surveys for newly-enrolled students to determine whether the students have a primary home language other than English.
3. Parents or guardians may be interviewed.
4. Previous school records will be checked by the ESL (English as a Second Language) teacher.
5. Teaching staff will be surveyed annually in September.

ASSESSMENT OF ENGLISH LANGUAGE PROFICIENCY:

1. The ESL teacher will assess all PHLOTE (Possible Home Language Other Than English) students who have not been previously assessed and found to be proficient in English, by administering the appropriate W-APT results (WIDA Assess Placement Tests) in accordance with State of Maine requirements.
2. An initial LAC meeting will be scheduled for each student who is assessed with the W-APT.
The LAC will include an RSU #2 administrator, a certified ESL teacher, at least one classroom teacher, a guidance counselor, a parent/guardian, and the student when she/he is 14 years or older. Others will be included when appropriate. At the initial LAC meeting it will be determined if the student should be considered an ELL (English language learner), based on the W-APT results and any other relevant data, such as: SAT, PSAT and MEA scores, NWEA scores and Title 1 scores. If the student is determined to

- be an ELL, the LAC will create an ILP (Individual Learning Plan) that states the type and level of services to be provided to the student by the ESL teacher.
3. All ELL students will be assessed annually with the WIDA ACCESS English proficiency tests in accordance with State of Maine requirements. Currently, a student must earn a composite score of Level 6 on the ACCESS for ELLs® to be considered English proficient (no longer an ELL).
 4. Students who exit the ELL program will be monitored for 2 years according to the requirements of the State of Maine. The ESL teacher will review all progress reports, report cards, and standardized testing to make sure that the student continues to be successful without English language learner services.
 5. For kindergarten and primary level students, the student competency in listening and speaking and English language readiness skills will be assessed.
 6. For grades 3-12, the students' aural-oral skills and reading and writing abilities will be assessed.
 7. One or more of the following tests may be given to those students identified as Limited English Proficiency [LEP]:
 - a. Language Assessment Scales [LAS];
 - b. Bilingual Syntax Measure [BSM];
 - c. Language Assessment Battery [LAB].

PLACEMENT INTO SPECIAL LANGUAGE SERVICES PROGRAM:

1. An ILP will be developed to meet the students' educational needs.
2. Instruction will be provided during school hours, with exceptions on an individual basis as agreed upon by/or requested by parents. Any exceptions will require a written note from parent(s) or guardian(s).
3. Instruction will not be during non-curricular classes, such as art, music or physical education.
4. Appropriate time allotment for each student will be decided on by the LAC.
5. Students will be placed in an ESL development program with the instructional content based on the individual need of the student.
6. Instructional materials provided will be on a per case basis.
7. ESL teacher/tutors will be responsible for keeping records of student progress, and will be placed in students' cumulative files.
8. Title 1 services may be provided to ESL children if they are determined eligible according to the needs assessment process used for all RSU #2 Title 1 students. They must have educational needs resulting from being "educationally deprived" i.e. children whose educational attainment is below the level that is appropriate for children of that age, not based solely from lack of proficiency in English. Title 1 should not replace an ESL Plan. It is a supplemental program to regular classroom instruction.

RECLASSIFICATION/EXIT CRITERIA:

A multi-criteria assessment will be made when determining if an LEP student will be reclassified as a Fluent English Proficient [FEP] student or when transferring student to another instructional program. This will consist of the following:

1. Teacher evaluation - Relevant staff will evaluate the student's general language proficiency by observing the student's oral performance in both formal and informal settings.
2. An objective evaluation will be made of the student's mastery of ESL skills. The ESL teacher/tutor will administer a criterion-based test to determine if the student has met the skill objectives.
3. An objective evaluation will also be made as to how the student is functioning in the four skill areas of listening, speaking, reading and writing compared to their English-speaking peers. This evaluation will be made jointly by the ESL teacher/tutor and relevant teacher.
4. If applicable, achievement test scores may also be used as a comparison with student's English-only peers.
5. After a student is reclassified as FEP, the LAC will determine a new part or full-time instructional placement. This could be placement into a standard classroom with daily or frequent English language support services, such as reading and writing instruction or content area tutoring.
6. A follow-up review will be made within 30 school days to see if the student is able to academically compete with English-only peers in an all English instruction. (Update the ILP.)
7. The LAC will monitor the newly classified FEP student for a period of three years. This will be done by annually monitoring academic grades, meeting with relevant teachers (to see if the FEP student is functioning substantially equivalent to his English-only peers) and a parent conference if needed.
8. The LAC will notify, in writing, the parent(s) or guardian(s) of the student of any new reclassification or instructional placement. Written notification should be in the primary language of parent(s) and will include information of their legal right to challenge the reclassification of their child.

PROGRAM EVALUATION

1. The Lau plan will be reviewed and revised as necessary, at least annually by Spec. Ed. Directors.
2. After the results of the ACCESS testing arrive in the district, an annual LAC meeting will be held to review the English proficiency of each English language learner, and to develop an ILP for the following school year.
3. The ESL teacher will assist the Directors of Special Education to gather all necessary data for reporting annually on the proficiency of ELL students in the district.

First Reading: 5/11/09
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