

**RSU 19
PO Box 40
Newport, Maine 04953**

**Lau Plan – A Plan Designed to Educate Students with
Limited Proficiency of the English Language**

RSU 19 consists of 8 towns in rural Central Maine. The school unit consists of approximately 2,500 students K-12, with 5 elementary schools, 2 middle schools, 1 K-8 school, and a high school. It is the unit's philosophy that all students be given an equal educational opportunity.

Congress, in the Equal Opportunity Act of 1974, acted to ensure that all public schools would comply with the obligation to provide all minority students who have limited English proficiency with an equal educational opportunity.

Consistent with the above statement, RSU 19 strives to remain in full compliance by providing appropriate educational practices for limited English proficient students.

I. Legal Foundations

- A. School systems must identify all students whose primary language is other than English, who have or may have difficulty performing ordinary class work in English, and who cannot learn or achieve on parity with their English dominant peers. Such LEP students must be placed in specifically designed language support programs. (Lau Guidelines)
- B. Any specially designed support or instructional program shall attempt to be consistent with all federal and state acts.
- C. This instructional program should be based on second language acquisition pedagogy and sound educational practices for meeting the individual needs of LEP students.
- D. School systems that provide English language development programs to LEP students should reclassify students from limited English proficiency (LEP) to fluent English proficiency (FEP) by specific multi-criteria reclassification procedures.

II. Language Assessment Committees

RSU 19 will establish a building level Language Assessment Committee in each school for the purpose of providing screening, identification, and support services for national minority students who are identified as having limited English proficiency.

III. Language Assessment Committee Membership

A. Ongoing Members

1. Principal (or designed) – Serves on all committees involving students with special needs.
2. Guidance Counselor – May serve in role of support person between home and school.
3. Chapter I Coordinator – Assists with the identified program coordination between ESL tutor and the Language Arts program.
4. Parents/Guardians – Will be ongoing for the period of time until the identified student exits the program, or for other reasons leaves school.
5. Language Department Chair - Will provide background knowledge of languages to assist identification and planning for students with limited English proficiency.

B. Temporary Members

1. The ESL tutor would serve based upon the identified needs of the student/matched with the skills of the tutor.
2. Classroom teacher (Language Arts) – The student’s language Arts teacher would serve on the Language Assessment Committee until the student moves on to the next grade level.

C. Rotating members

1. Speech clinicians, if such services are necessary.

IV. Language Assessment Committee Responsibility

- A. The ESL Instructor will go through the home language surveys to identify potential LEP students in the school (those students who have not already been identified by LAC survey, parents, mandatory special education screening, or teacher referral), make copies of those surveys that indicate minority language usage, and create a language assessment file for each student identified.

- B. The principal will notify parents in their native language of date and nature of upcoming English language proficiency testing.
- C. The school unit will be responsible for the administration of multi-criteria evaluation to potential LEP students (test-administration and score interpretation teaching available through our office), upon entrance.
 - Standardized English language proficiency test
 - Interview with parents in language they comprehend
 - Interview with child in a language they understand
 - Previous school records
 - Observation from teacher
- D. The Language Assessment Committee will be responsible for making decisions from multi-criteria evaluation about placement (grade level) and appropriate ERSL programming (i.e.: length of time, time of day, type [pull-out or in-class]), or a combination of the two.
- E. The Language Assessment Committee will meet on a regular basis to monitor student's language and academic progress (grade reports, standardized tests when applicable, parent and teacher observations).
- F. The Language Assessment Committee and Maine Department of Education consultant will meet with the appropriate staff to provide information about LEP students and ESL, and to: Discuss direction and instructional objectives for ESL tutor (if the tutor is not a certified teacher), and recommend revisions and additions for LAU plan.

V. Identification of Students

- A. To facilitate the identification and acceptable program placement of LEP students, the school unit should identify a suitable person or Language Assessment Committee to coordinate and oversee the educational program of LEP students enrolled in the school system. The person(s) will
 - 1. Conduct identification and language assessment activities;
 - 2. Identify appropriate program and instructional placement of student(s) classified as English proficient;
 - 3. Meet periodically with relevant bilingual, English as a second language, and standard curriculum staff to determine if student(s) is ready for partial or full-time mainstreaming;
 - 4. Develop and implement appropriate procedures for language proficiency reclassification of ESL students;
 - 5. Monitor the follow-up activities for partial and fully mainstreamed students;
 - 6. Make recommendations for instructional or other services for partially and fully mainstreamed students;

7. Develop a process for informing relevant bilingual, English as a second language or standard curriculum staff of LEP student progress
8. Establish a record keeping system for recording assessment results, instructional placement, reclassification procedures, and follow-up monitoring activities.

B. Identify Newly Registered LEP Students

1. Identify primary/home language of the student(s) with “LAU” Home Language Survey. The Department conducts this process annually.
2. Interview the student and/or parent(s) or legal guardian(s) in the primary/home language to determine grade level and academic experiences, native language learning experiences the student has had.
3. Review by Language Assessment Committee of all available educational documents or credentials.
4. Determine English language proficiency using acceptable procedures and instruments, administered by qualified certified bilingual or English as a second language instructor.
 - a. For kindergarten and primary level students, assess student’s listening and speaking competency, and English readiness skills.
 - b. For grades 2 through 12: assess the student’s aural-oral skills, and reading and writing abilities.

C. Identify Currently Enrolled LEP Students

1. Implement a standard curriculum classroom survey to identify students:
 - a. who have a primary/home language other than English (Home Language Survey);
 - b. who are not functioning on grade level; and
 - c. whose lack of academic achievement is due to limited English language proficiency.
2. Determine English language proficiency using acceptable procedures and instruments, administered by a qualified and certified bilingual or English as second language instructor. Assessment instruments and procedures should evaluate English listening/understanding speaking, reading, and writing abilities. Student achievement should be comparable to English-language of the same age and grade level.

D. Test Instruments Other than Home Language Survey
Listening, Speaking, Reading, & Writing

*LAS I	-	K-2
LAS II	-	3-5
LAS III	-	6-8
LAS IV	-	9-12

* LAS = Language Assessment

1. Unit-wide student assessment of unit's choosing.
2. State Assessments (NECAPS)

The identification process will be expedited at the earliest possible time. All efforts will be made to ensure appropriate identification and programming for LEP students.

VI. Record Keeping

Record keeping for identified language minority students will be kept as part of the cumulative file. The student's homeroom teacher will be responsible for maintaining the record, with input from the ESL tutor.

VII. Instructional Placement/Entrance Criteria

- A. Based upon the language and educational data collected by the
 1. home language survey or standard classroom survey,
 2. native language interview,
 3. review of available documents or credentials, and
 4. English language proficiency assessment activities.
- B. A limited English proficient student will be placed in a structured English as a second language development program. (Native language support when available will be provided.)

VIII. Classification and Determination of Needs for Language Support Services

- A. Definition of Classification
 - NEP – Non-English proficient
 - LEP – Limited English Proficient
 - TEP – Transitional English Proficient
 - FEP – Fluent English Proficient

- B. Guidelines for Time Allotments for ESL Services
 - 1. Instruction will occur during regular school hours. Exceptions will be on an individual basis. Any exception requires written permission from parent(s)/guardian(s).
 - 2. Instruction will not be provided during those classes deemed to be non-core curriculum classes, such as art, music, PE, computer, etc.
 - 3. Time allotments for ESL Services will be based upon identified need of individual student.

- C. Civil Rights Consideration

Comparable facilities, instructional materials, certified teacher, instruction during the school hours and sound educational practice and theory will be provided for all students identified as having limited proficiency of the English language.

IX. Staffing and Resources

- A. Teachers will possess endorsement for ESL as available (see Job Descriptions)

- B. Student/staff ratio will be determined by the LAC based on the identified needs of the individual student.

- C. Teachers will possess endorsements in content area to be taught.

- D. In the event that current staff do not possess necessary requirements:
 - 1. Every attempt will be made to secure new staff to meet the individual needs of the student.
 - a. Advertisement in newspapers
 - b. Notices sent to area colleges/universities.
 - c. Notices placed on the district web site.
 - 2. Training will be provided for existing staff in the form of in-service, college courses, tutoring, etc.
 - 3. Amount, type, and schedule of training will be determined by the LAC on an individual student's identified needs.
 - 4. Books and materials will be obtained on an individual student need basis from local budget funds.

X. Criteria for classification

A. Definition of Terms

1. Determine criteria which a LEP student would need to meet if he/she is to be reclassified as fluent English proficient (FEP). Criteria should be determined for fluent proficiency in English language skills of comprehension, speaking, reading, and writing.
2. Identify assessment instruments and activities which are linguistically and culturally relevant for teaching English Proficiency domains.
3. Districts are urged to supplement language assessment activities with additional data on student achievement and other relevant factors for ensuring LEP students are prepared to receive instruction only in English.

B. Assessment Instruments

1. Teacher evaluation: relevant instructional staff would evaluate a student's general language proficiency by observing the student's oral language performance in several formal and informal settings, and completing an observation-matrix profile.
2. Objective evaluation of a student's mastery of English as a second language skill objective: an ESL instructor would administer a criterion-referenced test for evaluating mastery of ESL features and skills. (Standardized test handouts)
3. Objective assessment of language proficiency: in an appropriate and valid English proficiency instrument(s), the student must at least meet the publisher's specified English speaking fluency score. (Standardized test handouts)
4. Objective assessment of English language arts abilities: including the four skills areas of listening, speaking, reading, and writing, the student must demonstrate achievement on parity with their English peers at the same age and grade level. (State Assessments - NECAPS)

XI. Program Evaluation

The evaluation will center on the rate of success of the program which is matched to the identified, assessed needs of the students. Does the exit data, as generated from the post-program evaluations, demonstrate that the student can work in an all English speaking classroom?

- A. As applicable, standardized test scores will be used to compare ESL student progress with their English-only speaking peers.
- B. The LAC will notify parent(s)/guardian(s) of the need to reclassify in their written native language. Legal rights to challenge the classification will be included.
- C. Following the established criteria for transitioning a student from LEP to FEP, the LAC will determine if a new placement is needed.
- D. A follow up review will occur within 2 weeks after a new classification in order to determine if the new placement is affording the student sufficient supports to function substantially equivalent with English-only speaking peers.
- E. The LAC will annually monitor student progress.