

MAINE SCHOOL ADMINISTRATIVE DISTRICT No. 59
COMPREHENSIVE PLAN
Lau PLAN

MSAD 59's Lau Plan is policy IHBEA:
Program for Limited English Proficient Students.

ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM

Rationale

ESL instruction will be provided for all students of limited English proficiency who qualify according to established district guidelines and as judged by the Language Assessment Committee. The legal basis for the program is the landmark 1974 U.S. Supreme Court decision, Lau vs. Nichols. The U.S. Supreme Court stated that school systems must take action to see that limited English proficient national origin minority students are able to benefit from an education conducted in English.

CLASSIFICATION OF STUDENTS WITH LIMITED ENGLISH PROFICIENCY

A. Language Assessment Committee

A Language Assessment Committee (LAC) will be established in each building to oversee the educational program of the Limited English Proficient (LEP) students in MSAD 59. The LAC will be comprised of the ESL staff, an administrator, the classroom teacher, the guidance counselor/home school coordinator, the parents and student (where appropriate). Other professionals and paraprofessionals may be included when necessary. The LAC meetings will be scheduled and facilitated by the director of Special Services in conjunction with the building administrator. The Director of Special Services will take notes and complete a student plan. Copies of the plan will be placed in the students' accumulative file and given to the parents/guardians.

The LAC responsibilities will include:

- a Identification of potential LEP students from Home Language Surveys, referrals from parents, teachers or other methods (i.e. Special Education testing).
- b To administer multi-criteria evaluations for potential LEP students annually (ACCESS for ELLS).
- c Create and maintain a record keeping system for language assessments for each student identified as a potential ESL student.
- d To facilitate the identification and acceptable program placement of students who are limited in English proficiency, the district should identify a suitable person and/or LAC (Language Assessment Committee) to coordinate and oversee the educational program of LEP students enrolled in the school system. The person(s) will:
 - 1 Assure appropriate program and instructional placement of students classified as limited English proficient: committee responsibility.
- e To meet at least annually (more if necessary) to monitor students language and academic progress and to monitor students who have been reclassified for at least two (2) years.

- 1 Make recommendations for classroom instructional or other services for partially and fully mainstreamed students and monitor the same: responsibility of committee through the Director of Special Services.
- 2 Develop a process for informing English as a second language or standard curriculum staff of ESL student progress: responsibility of committee through the ESL program.
- 3 Provide a system for recording assessment results, instructional placement, reclassification procedures, and follow-up monitoring activities: responsibility of committee to develop system, recording responsibility of the teacher.

B. Identification and Placement

Students will be identified as Limited English Proficient through the following methods:

- 1) Home Language Survey (developed by the State of Maine DOE).
- 2) Parent/student interviews
- 3) Teacher referrals
- 4) School records
- 5) Other school personnel

Students will be identified as quickly as possible upon registering. Students will be placed in age-appropriate mainstream classrooms. The instructional program type is Sheltered English Instruction. ESL staff will extend instruction into the classroom providing support to the LEP student. Mainstream teachers will support the LEP students in the achievement of the Maine Learning Results with the support of the ESL staff.

C. Instruction

1. The instructional program type is Sheltered English Instruction. ESL staff will extend instruction into the classroom providing support to the LEP student.
2. Mainstream teachers will support the LEP students in the achievement of the Maine Learning Results with the support of the ESL teacher.
3. Students in the ESL program will not be enrolled in special education or speech/language therapy programs **unless** these disabilities are identified.
4. Students usually will work within their own school either individually or in small groups according to their language proficiency.

D. Reclassification/Exit Criteria

- 1 Exit and partial exit decisions of students from ESL services will be based on multi-criteria

assessments including but not limited to ACCESS for ELLS that will review language skills in speaking, listening, reading and writing as well as performance in all content areas. Students will demonstrate fluency/proficiency on these assessments. Exit from services will occur when the student is able to competently perform in a mainstream setting.

2 Students who have been exited or partially exited from ESL services will be monitored for two (2) years. If, during that time period, the student experiences academic difficulty with language or content areas, the student may reenter ESL services if deemed necessary by the LAC.

E. Levels of proficiency as defined by ACCESS for ELLS are as follows:

- Level 1 Entering
- Level 2 Beginning
- Level 3 Developing
- Level 4 Expanding
- Level 5 Bridging
- Level 6 Reaching

Student needs to score at Level 6 in all areas of the ACCESS for ELLS **and** perform at grade level to be exited from the program.

F. Assessment

- 1 Assessments may be made
 - a Upon entry into the program
 - b While in the program
 - c To determine proficiency levels and areas of strength and weakness
 - d And/or as criteria to establish reclassification or exiting from ESL services

Each LEP student will participate in an annual WIDA administered secure test (ACCESS for ELLS) that will measure English Language Proficiency in mathematics, science and language arts. Some first year ELLS may be exempted from taking the language arts portion of the MEAs.

Accommodations or alternate assessments may be required for some students.

The following assessment will be used annually:

- a. ACCESS for ELLS (adopted by State of Maine, April 2005)

Other assessments may be used:

- a Pre-LAS
- b LAS-O (Language Assessment Scales)
- c LAS, 1, 2, 3 (Language Assessment Scales)
- d Quick informal assessments

G. Caveats

- 1. MEAs:
 - a ELLS who have been in the U.S. for less than one (1) year may be exempted

from taking the ELA portion of the MEAs.

b All ELLS may have appropriate accommodations according to the MEA accommodation list while taking the MEAs.

c Language minority parents will be provided with translators at meetings where appropriate

2. Grade Level Retention

a. Retention of a language minority student is only advisable when the student is lagging behind his/her peers socially and emotionally (and that may not always be appropriate).

b. An ELL will not be at grade level academically until he/she has had the opportunity to acquire and learn the English language skills necessary for success. It is not appropriate to retain a LEP student solely for the reason of limited English language proficiency. Each LEP child has unique needs and background experiences and must be given ample time from grade level to grade level to acquire English proficiency. The acquisition of a second language for cognitive/academic proficiency can take from five to seven years under optimal circumstances.

c. If a child is referred for retention, the LAC should be included in that process to ensure that language proficiency is not the sole reason for the referral.

3. Record Keeping

a. A separate ESL file will be maintained within the student accumulative file. It will be maintained by the ESL staff or Director of Special Services. Assessment information, student work, records from LAC meetings, correspondence between home and school, programming information and other pertinent information regarding the student will be contained in this file.

Adopted: 4/97

Revised: 1/08