

**Regional School Unit No. 18**  
**Oakland, Maine**  
**Lau Plan**

Adopted: January 18, 2012

**A. Policy Statement**

RSU #18 is committed to providing appropriate placement, along with curricular, instructional and other related services, to ensure that English Language Learners (ELLs) are able to participate effectively in the schools' educational programs. To accomplish this, RSU #18 will implement this Lau Plan, which details the procedural requirements and services to be provided to ELLs.

**B. Responsibility for Lau Plan Implementation**

**1. ELL Coordinator**

The Superintendent shall appoint an ELL Coordinator. The ELL Coordinator has overall responsibility for implementation of the Lau Plan for RSU #18, including participating in and providing support to the Building-Based Language Assessment Committees (LACs), establishing reasonable timelines for the provision of student services; filing all necessary state and federal reports concerning ELLs; and performing periodic program reviews. The ELL Coordinator shall report directly to the Superintendent or the Superintendent's designee.

**2. Building-Based Language Assessment Committees**

The Building-Based Language Assessment Committee (LAC) will be composed of an administrator/designee, the ELL Coordinator and a Guidance Counselor. Classroom teachers, ESL teachers/consultants and others will be asked to participate in meetings and committee activities as needed. Parents of ELL students and the student shall be invited to any meeting concerning their child(ren).

Building-Based LAC Meetings shall be scheduled and conducted by the ELL Coordinator.

The ELL Coordinator is responsible for reviewing home language surveys and other assessments used to screen and identify ELL students; classifying ELL students; determining appropriate placement, services and programming; monitoring and assessing student progress; and complying with parent notification and involvement requirements. The Building-Based LAC will designate a member of the Committee to serve as case manager for each student.

**C. Identification Process**

Limited English proficiency is not a disability covered by IDEA or Maine special education regulations. ELLs should not be placed in any special education program unless exceptionality is well-documented (including assessment of the student's native language skills) and appropriate procedures for special education services have been followed, independent of the ELL identification.

## **1. Screening**

### **a. Home Language Surveys: Incoming Students**

At kindergarten screening and whenever a student seeks to enroll in RSU #18 the student's parent shall be asked to complete a Home Language Survey.

### **b. Other Screening Methods**

In addition to the Home Language Survey, the following methods may be used to identify students who may be in need of ELL services and support:

- ⤴ Classroom teacher observations and referral;
- ⤴ Parent referral;
- ⤴ Student self-referral; and/or
- ⤴ Review of previous education records

### **c. Responsibility for Reviewing Surveys and Referrals**

The ELL Coordinator is responsible for reviewing Home Language Surveys and any referrals or requests for ELL Programs and support.

## **2. Assessment of ELL Status**

The ELL Coordinator uses multi-criteria assessments to identify students in need of ELL services and support. Objective, standardized measures of English proficiency and achievement testing are used, as well as information from less formal assessments, as follows:

- ⤴ WIDA ACCESS or Alternative ACCESS test;
- ⤴ W-APT or MODEL placement test;
- ⤴ Pre LAS or LAS;
- ⤴ Home Language Survey;
- ⤴ Parent and/or student interviews;
- ⤴ Teacher-developed devices (such as reading inventories, writing samples, etc.);
- ⤴ Teacher observations and recommendations;
- ⤴ Review of academic performance, student work and education records; and/or
- ⤴ Other criteria appropriate to the particular child.

## **3. ELL Identification**

The Building-Based LAC will review the multi-criteria assessments to determine the student's level of English language proficiency. Test cut-off scores are used in conjunction with the other data collected to determine the student's level of English language proficiency.

The following classifications are used:

- Level 1 – Entering
- Level 2 – Emerging
- Level 3 – Developing

Level 4 – Expanding  
Level 5 – Bridging  
Level 6 – Reaching

#### **D. Placement and Programming**

Once the student's English proficiency is determined the Building-Based LAC and/or the ELL Coordinator will consider the following factors in determining appropriate placement and programming to support the student in acquiring English language proficiency as well as to provide content area support to achieve Learning Results knowledge and skills:

- ⤴ Chronological age and grade of the student;
- ⤴ English language proficiency level;
- ⤴ Previous educational experiences;
- ⤴ Family history.

Placement and programming decisions are made on a case-by-case basis for each student, and might include one or more of the following:

- ⤴ ESL instruction provided within a mainstream classroom by an ESL teacher or educational technician;
- ⤴ Scheduled instruction within an ESL teacher's classroom in either a small group or one-on-one instruction by an ESL teacher or educational technician;
- ⤴ Classroom modifications appropriate for the student, directed by the Building-Based LAC and/or ELL Coordinator provided by the mainstream classroom teacher.

#### **E. Evaluation of Student Progress**

The Building-Based LAC will evaluate each ELL's progress and programming at least annually, in the spring (and more often if there are teacher, student and/or parent concerns that warrant a review). Each ELL will participate in the WIDA ACCESS for ELLs test scheduled by the Maine Department of Education. The student's language acquisition will be reviewed in conjunction with teacher observations, student work and other relevant factors such as parent observations.

#### **F. Reclassification and Exit from ELL Programs**

A reclassification of an ELL to another proficiency level or out of ELL programming may result from the annual spring evaluation, or at any other time when a member of the Building-Based LAC requests that the student's classification be reviewed. The decision to reclassify or exit a student from the program is made by the Building-Based LAC on the basis of the multi-criteria assessments used to identify and place the student (see Sections C.2 and C.3). In order to be dismissed from ELL services, a student must attain a Level 6 composite score on the ACCESS for ELLs test.

#### **G. Monitoring of Students Exiting ELL Programs**

A student who has been fully mainstreamed will be monitored by the Building-Based LAC for two years. If a student experiences language and/or academic difficulties, the student may be re-assessed in

accordance with the Lau Plan procedures to ascertain whether he/she is in need of more structured language support.

#### **H. Program Evaluation**

The ELL Coordinator is responsible for monitoring and evaluating the overall effectiveness of the Lau Plan, with the assistance of from the Building-Based LAC. An effective plan is one in which students are achieving proficiency in English and are able to participate meaningfully in RSU #18's programs. The ELL Coordinator will annually perform the following functions:

- ⤴ Review staff compliance with Lau Plan procedures and requirements;
- ⤴ Review student data to assess student progress in achieving English proficiency and participation in school programs;
- ⤴ Obtain feedback and suggestions from the Building-Based LAC, other staff, parents and students (if appropriate) concerning Lau Plan procedures and services provided to students;
- ⤴ Provide a report to the Superintendent regarding the findings of the program evaluation and any recommendations for improvements to Lau Plan procedures or educational programs and services provided to ELLs.

#### **I. Parent Notification and Involvement**

To the extent practicable, parent notices and information will be provided in a language the parents can understand. In addition, if practicable and appropriate, an interpreter will be provided to assist parents in communicating with school staff and at meetings of the Building-Based LAC to discuss the student's programming and progress in attaining English proficiency.

Parents shall be notified before their child's proficiency is assessed and shall be provided with the results of such assessments. If the student is identified as in need of ELL services, the parents shall be notified no later than 30 days after the beginning of the school year or within two weeks of the child's placement in the program as required by the No Child Left Behind Act. Parents shall be invited to attend and participate in all Building-Based LAC meetings pertaining to their child and shall be notified of school activities which are called to the attention of other parents.

If a parent does not want his/her child to have ELL services or support, he/she is required to sign a letter of refusal that shall be placed in the student's education record.

#### **J. Record Keeping**

All records pertaining to a student's ELL status, including screening, assessments, Building-Based LAC meeting minutes, programming, evaluations, and parent notices and forms shall be included in his/her cumulative folder. Appropriate record keeping is the responsibility of the student's case manager or guidance counselor (after a student has exited ELL programs and services.)

Program review materials and reports shall be maintained by the ELL Coordinator in accordance with RSU #18's record keeping policies and procedures.