

**PROGRAM FOR LIMITED ENGLISH PROFICIENT STUDENTS/  
LAU PLAN ADMINISTRATIVE PROCEDURE**

The Saco School Department recognizes its responsibility as delineated by federal and state legislation (see attached) to ensure equal educational opportunities for language minority students. The National Education Goals and the Improve America's Schools Act (IASA) stress the importance of shared educational objectives and collaboration among mainstream educators and adjunct programs such as Title 1, ESL, special education and migrant education. The Saco School Department has defined its vision as: "School, Home, Community—a collaborative adventure in lifelong learning." To these ends, this district will use the following procedures to identify, classify and instruct Limited English Proficient (LEP) students.

- A. **Language Assessment Committee** - to oversee and coordinate educational programming of LEP students:
1. The Language Assessment Committee will consist of ESL teacher, parent/guardian, regular education teacher, administrator or designee.
  2. Responsibilities of the committee include:
    - a. Identify Limited English Proficient (LEP) students using multi-criteria evaluations;
    - b. Develop an appropriate and effective language support program;
    - c. Monitor student progress at least annually;
    - d. Consult with parent/guardian on all decisions in a language they comprehend, and inform them of their right to appeal;
    - e. Determine when student meets exit or reclassification standards;
    - f. Monitor currently enrolled students for three years after exit; and
    - g. Make recommendations for placement in mainstream classrooms.

**B. Identification of Language Minority Students**

1. Home language survey:
  - a. Issued by Maine Department of Education (see attached), and
  - b. Administered by each school to all new registrants;
2. Classroom survey—teacher identification;
3. Parent identification; and
4. Previous school records.

**C. Assessment of English Language Proficiency and Academic Skills**

Within 10 days of screening, possible LEP students will be assessed for levels of basic language and academic proficiency, using the following multiple criteria:

1. Previous academic records (whenever possible) and determination of language proficiency and literacy level attained in student's first and other languages;
2. English literacy assessment;
3. Interview with student, family/guardian and/or sponsors;
4. Testing in content areas when appropriate;
5. Consultation with classroom teacher;
6. One or more of the following tests:
  - a. Language Assessment Scales (LAS); and
  - b. Woodcock English Language Proficiency Test.

**D. Reclassification/Exit Criteria**

A multi-criteria assessment will be made by the Language Assessment Committee when determining the extent to which LEP students have acquired the language

proficiency to gain full and meaningful access to challenging content area subjects without support.

1. Entrance Criteria:

- a. Below 50th local percentile on SAT or MEA;
- b. Below FEP on LAS/Below grade level norms on Woodcock Johnson;
- c. Writing sample assessed as below peer level;
- d. Reading inventory below peer level; and
- e. Referral by parent, teacher, self.

2. Exit Criteria:

- a. Above 50th percentile on SAT or MEA;
- b. Writing sample assessed as peer level;
- c. Reading inventory at peer level;
- d. Content area test scores, grades of average range (e.g., B); and
- e. Recommendation by parent, teacher, self.

**E. ESL Staff**

1. Hold State of Maine Certificate with ESL endorsement, or working towards it.
2. Administer multi-criteria evaluations used to determine eligibility and progress.
3. Communicate at least quarterly with parents regarding progress of student, in a language they comprehend.
4. Recommend revisions to the LAU Plan based on newly-enacted state or federal legislation pertaining to language minority students.

5. Recommend reclassification or exiting of students based on multi-criteria evaluations.
6. Provide cultural and language information to students, teachers, parents and classmates.
7. Ensure that high school students receive appropriate career and/or educational information and that all post-graduate opportunities are available to them.
8. Monitor currently enrolled students who have exited the ESL program for a period of three years; make a biennial follow-up of all reclassified ESL students; monitor students screened but not considered eligible for the ESL program for an appropriate period of time.
9. Maintain a language development portfolio on each student served by the ESL program.
10. Provide direct instruction to ESL students.
11. Review home language surveys and complete an annual data report for the Maine Department of Education.

F. **English as a Second Language Program**

1. Placement:
  - a. ESL students will be placed in mainstream classrooms where the learning environment is judged by the LAU Committee to be appropriate for second language acquisition.
  - b. Student's grade placement will be peer appropriate and grade retention will occur with consent of LAU Committee.
  - c. ESL students will be given thorough and informed consideration for eligibility in gifted and talented programs, academic achievement awards, college tracks and special education services.

2. Instruction:

- a. ESL staff will provide instruction in the mainstream environment whenever possible, providing support to the LEP student as well as to classroom teachers.
- b. “Pullout” instruction, when necessary, will be planned around non-curricular classes whenever possible.
- c. Amount of time spent with the ESL staff will be determined by the LAU Committee based on need of student.
- d. Services will take the form of one or more of the following models:

- Sheltered English
- ESL Literacy instruction
- Curriculum modifications
- Consultation with content area teachers
- Peer tutoring
- College preparatory instruction
- Cognitive Academic Language Learning Approach

3. Resources:

- a. Comparable space will be provided for instruction, testing and consultation.
- b. Comparable instruction materials will be provided.
- c. Counseling service providers will be informed of student’s family/cultural background.
- d. Translators (ions) will be provided whenever necessary to communicate with parents/guardians.

Adopted: May 21, 1996

Revised: \_\_\_\_\_