

# Cape Schools Open Minds and Open Doors

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## Cape Elizabeth School Department Lau Plan

### I. General Policy Statement

The Cape Elizabeth School Department is committed to ensuring that English Learners (ELs) are able to access and participate meaningfully in the district's educational programs. In accordance with federal law and School Board Policy IHBEA, the Cape Elizabeth School Department (CESD) will implement this Lau Plan, which delineates the procedures to be followed on behalf of its ELs.

### II. Responsibility for Lau Plan Implementation

The Superintendent will appoint a Lau Plan Coordinator to oversee implementation of the Lau Plan for the CESD, including procedures for screening, identification, placement, programming, assessment, exiting, and monitoring. The Lau Plan Coordinator will report directly to the Superintendent.

### III. Identification Process

Limited English proficiency is not a disability covered by the federal Individuals with Disabilities Education Act or Maine special education regulations. ELs will not be placed in special education programs without a separate determination of the need for such services. Further, living in a home in which another language is routinely spoken does not automatically identify a student as an EL.

#### A. Screening

##### 1. Language Use Survey

At Kindergarten screening and whenever a student enrolls in the Cape Elizabeth schools, the student's parent/guardian will be asked to complete the Maine Department of Education's Language Use Survey.

##### 2. Other Screening Methods

In addition to the Language Use Survey, the following methods may be used to identify students who may need English for Speakers of Other Languages (ESOL) services:

- a) Teacher referral;
- b) Parent/guardian referral;
- c) Student self-referral; and
- d) Review of prior education records, including any ESOL services.

## **B. Assessment**

### **1. WIDA Assessments**

Maine, along with 39 other states, is a member of the World Class Instructional Design and Assessment (WIDA) Consortium. The WIDA Consortium is dedicated to providing a linguistically and culturally appropriate system for supporting English learners in the K-12 classroom setting. WIDA assessments that may be administered to inform identification include the W-APT (Grade K), Screener (Grades 1-12), and MODEL (Grades K-12).

### **2. Other Assessments**

Other assessments that may be used to inform identification include:

- a) NWEA assessments;
- b) Classroom-based/course assessments;
- c) Teacher observations;
- d) Parent/guardian and student interviews; and
- e) Prior education records.

## **C. Formal Identification**

1. A certified (660 English-Second Language K-12) EL teacher will use results from the screening assessments to determine the student's level of English proficiency and identify ELs within 30 days of enrollment from the beginning of the school year or within two weeks of enrollment during the school year.
2. If a student has been identified as an EL, but a teacher, administrator, or parent/guardian believes that this identification is incorrect, a request for change in identification may be made.

## **IV. Placement and Programming**

- A. Once a student has been identified as an EL, the EL teacher, in consultation with a school administrator, guidance counselor, classroom teacher, and parent/guardian who together comprise the student's Language Acquisition Committee (LAC), will consider the following factors in determining appropriate placement and programming to support the student in achieving English proficiency and the

Maine Learning Results:

1. Student's chronological age;
2. Student's English proficiency level;
3. Student's educational background; and
4. Student's academic performance.

B. Placement and programming decisions are made on a case-by-case basis and will include at least one of the following:

1. Small group or one-on-one instruction with the EL teacher in a pull-out setting;
2. Small group or one-on-one instruction with an educational technician or volunteer under the supervision of the EL teacher in a pull-out setting;
3. ESOL support provided in a mainstream classroom by the EL teacher;
4. Curriculum/assessment modifications appropriate for the student and implemented by the classroom teacher.
5. Support, including curriculum/assessment modifications, provided through consultation by the EL teacher and mainstream teacher.

C. Student programming and ancillary ESOL services will be supported by dedicated cost centers within the school department's annual budget.

**V. Evaluation of Student Progress**

Each EL will have an Individual Language Acquisition Plan (ILAP) developed by the EL teacher, in consultation with the student's LAC. The ILAP will evaluate student progress and establish new goals, and will be updated annually until the student exits from ESOL services. The ILAP will be based on:

- A. Annual ACCESS for ELLs results;
- B. Student performance on other standardized and classroom-based assessments;
- C. Teacher observations; and
- D. Parent/guardian and student input.

**VI. Exit Criteria**

ELs may be exited from ESOL services once they have achieved an overall composite score of 4.5 on the ACCESS for ELLs.

**VII. Monitoring**

A student who has been exited from ESOL services will be monitored by the EL teacher

