

Cape Elizabeth Schools

LAU Plan

A. Policy Statement

Cape Elizabeth Schools are 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, the Cape Elizabeth Schools will implement this Lau Plan, which details the procedural requirements and services to be provided to ELLs.

B. Responsibility for Lau Plan Implementation

The Superintendent shall appoint a Lau Plan Coordinator. The Lau Plan Coordinator has overall responsibility for implementation of the Lau Plan for the Cape Elizabeth Schools, including providing support to Language Assessment Teams (LATs); establishing reasonable timelines for the provision of student services; filing all necessary state and federal reports concerning ELLs; and performing periodic program reviews. The Lau Plan Coordinator shall report directly to the Superintendent.

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.

I. Screening

a. Home Language Surveys: Incoming Students

At kindergarten screening and whenever a student seeks to enroll in Cape Elizabeth Schools, 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 Lau Plan Coordinator is responsibly for reviewing Home Language Surveys and any referrals or requests for ELL programs and support. If the determination is made that a student

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should receive further assessment of the need for services, a Language Assessment Team shall be formed.

d. Language Assessment Team

When a student is determined to need further assessment, the school administrator or the Lau Plan Coordinator shall assemble a Language Assessment Team (LAT) for the student, to be comprised of the building administrator; ESL teacher; classroom teacher; and the child's parent(s).

If the student is identified as needing ELL services and support, the LAT has ongoing responsibility for determining appropriate services, monitoring and assessing the student's progress, and complying with parent notification and involvement requirements.

The Lau Plan Coordinator shall designate a member of the LAT to be the Case Manager. The Case Manager is responsible for coordinating all LAT activities and ensuring the Lau Plan procedures are followed. The Case Manager may delegate specific responsibilities (such as taking minutes of LAT meetings and recordkeeping) to other members of the LAT, but he/she retains overall responsibility for the process. The Case Manager shall consult with the Lau Plan Coordinator as necessary.

2. Assessment of ELL Status

The LAT 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 placement test;
- IDEA Oral Language Proficiency Test;
- Standardized achievement test;
- 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 LAT will review the multi-criteria assessments to determine the student's level of English language proficiency. Test cut score levels are used in conjunction with the other data collected to determine the student's level of English language proficiency.

The following classifications are used:

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WIDA ACCESS for ELL's – English Language Proficiency Test

Entering: Knows and uses social language and minimal academic language with visual support

Beginning: Knows and uses some social English and general academic language with visual support

Developing: Knows and uses social English and general academic language with visual support

Expanding: Knows and uses social English and some technical academic language

Bridging: Knows and uses social English and academic language working with grade level material.

Reaching: Knows and uses social and academic language at the highest level measured by this test

D. Placement and Programming

Once the student's English proficiency is determined, the LAT 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 LAT and provided by the mainstream classroom teacher.

E. Evaluation of Student Progress

The LAT 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. The student's teacher for next year will be included in the spring meeting of the LAT.

F. Reclassification and Exit from ELL Programs

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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 LAT requests that the student's classification be reviewed. The decision to reclassify or exit a student from the program is made the LAT 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 Student Exiting ELL Programs

A student who has been fully mainstreamed will be monitored by the ELL teacher for three years. If a student experiences language and/or academic difficulties, the student may be re-assessed in accordance with Lau Plan procedures to ascertain whether he/she is in need of more structured language support.

H. Program Evaluation

The Lau Plan Coordinator is responsible for monitoring and evaluating the overall effectiveness of the Lau Plan. An effective plan is one in which students are achieving proficiency in English and area able to participate meaningfully in Cape Elizabeth Schools programs. The Lau Plan 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 staff, parents and students (if appropriate) concerning Lau Plan procedures and services provided to students;
- Provide a report 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, an interpreter will be provided to assist parents in communicating with school staff and at meetings of the LAT to discuss the student's programming and progress in attaining English proficiency.

Parents shall be notified before their child's English 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 ALT meetings pertaining to their child and shall be notified of school activities which are called to the attention of other parents.

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Parents have the right to refuse ELL services and support for their child. 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. Recordkeeping

All records pertaining to a student's ELL status, including screening, assessments, LAT meeting minutes, programming, evaluations, and parent notices and forms shall be included in his/her cumulative folder. Appropriate recordkeeping is the responsibility of the student's Case Manager or guidance counselor (after a student has exited ELL programs and services).