



WOCSD LAU Plan

Section 1: Legal Foundation for Providing Effective Educational Services to English Learners

Federal Legislation

- **Every Student Succeeds Act (2015)** provides for strong accountability for the education of all children and for certain provisions specific to limited English proficient students, especially under Titles I and III of the Act. The No Child Left Behind Act (NCLB) also provides funds to states and local schools and universities to carry out the intent of the Act.
<http://www.ed.gov/policy/elsec/leg/esea02/index.html> (full text)
<https://www2.ed.gov/policy/elsec/leg/essa/index.html> (U.S. Department of Education's official ESSA website)
- **Title VI of the Civil Rights Act of 1964** prohibits discrimination on the basis of national origin (and other civil rights).
<http://www.usdoj.gov/crt/cor/coord/titlevistat.htm> (full text)
- **Equal Education Opportunities Act of 1974** requires schools to "take appropriate steps" to assure equal access as stipulated in the Lau opinion below.
<http://www.law.cornell.edu/topics/education.html>

Supreme Court Decisions

- **Lau vs. Nichols (1974)** ruled that providing the same access to curriculum, instruction, and materials for students of limited English proficiency as is provided to English dominant students is not in effect equitable:
http://www.law.cornell.edu/supct/html/historics/USSC_CR_0414_0563_ZS.html
- **Plyler vs. Doe (1981)** ruled that all students in public schools must be appropriately served, including any students who may not be documented as legal immigrants:
http://www.law.cornell.edu/supct/html/historics/USSC_CR_0457_0202_ZO.html
- **Castañeda vs. Pickard (1981)** case precedent requires schools to use a three-pronged approach to assure that they are following the spirit of the above decisions vis-à-vis: a practice grounded in sound educational theory; effective implementation of an appropriate program; assurance that the program is working through an evaluation and subsequent program modification to meet this requirement.
<http://web.stanford.edu/~hakuta/www/LAU/IAPolicy/IA1bCastanedaFullText.htm>

Section 2: English Learner Identification

Action Required by Federal Law and/or State Policy	In specific detail, when and how is this action accomplished in the SAU? Include the job title of the person responsible for ensuring that each action is completed.
Administration of the Maine DOE Language Use Survey Language	The Language Use Survey is administered by either the secretary or the Guidance Department to all students upon registration in the district.
Translation/Interpretation Services Provided to Parents/Guardians	To the extent possible information will be provided to parents/guardians in a language that they can understand using interpretation and/or translation services as necessary.
Referral of all Potential English Learners for Screening	If there is a language specified other than English on the Language Use Survey then it is forwarded to the EL teacher. This survey is then filed in the student's cumulative folder by the registering staff.
Administration of English Language Proficiency Screener	If a language other than English is on the Language Use Survey then the EL teacher will administer the EL Screener within 30 days of enrollment. <i>(see the following chart below for specific details)</i>
Language Acquisition Committee Meeting to Develop Program of Services for Identified English Learners*	The Language Acquisition committee meets yearly to develop a program for English Learners. This committee consists of the EL teacher, classroom teacher, parent/guardian and administrator. Other service providers may be included (guidance counselor, interpreters).

* Identification of English learners must occur within 30 days of enrollment.

English Language Proficiency Screening Assessment Requirements		
Grade	Screening Assessment	Minimum Score Required to be Non-EL
1st Semester K	Kindergarten W-APT	Listening and Speaking: 29
2nd Semester K/1st Semester 1st grade	Kindergarten W-APT	Listening and Speaking: 29 Reading: 14 Writing: 17
1st Semester K	Kindergarten MODEL	Oral Language Proficiency Level 6.0
2nd Semester K/1st Semester 1st grade	Kindergarten MODEL	Composite Proficiency Level 6.0
2nd Semester 1st grade-12th grade	WIDA Screener Online	Composite Proficiency Level 4.5

Section 3: Development of Individualized Language Acquisition Programs

All English learners will have an individualized educational program to meet their English language acquisition and academic content learning needs. Our Language Assessment Committee (LAC), made up of the school administrator, EL Teacher, Classroom Teacher, Parent, and others as needed has ongoing responsibility for determining appropriate services, monitoring and assessing the student’s progress and complying with parent/guardian notification and involvement requirements.

The EL teacher shall serve as the case manager. The case manager is responsible for coordinating all Language Assessment Committee activities, and ensuring that Lau Plan procedures are followed, and updating an English learner’s program annually (at minimum). The case manager may delegate specific responsibilities (such as taking minutes of Language Assessment Committee meetings and record keeping) to other members of the Language Assessment Committee, but the case manager retains overall responsibility for the process.

The program options include Direct Services with an EL endorsed teacher in a pull-out setting. Push-in services are also provided if needed to help enhance content material. Students are also encouraged to pursue biliteracy by participating in the Maine Seal of Biliteracy program and/or other World Language classes offered in the District.

The typical amount and frequency of services by proficiency level:

Proficiency Level	Amount of Direct Service
Newcomer - 2.9	Daily up to 90 minutes a day
Level 3.0-3.4	90 minutes weekly up to 45 mins daily
Level 3.5-3.9	60 minutes weekly up to 45 mins daily
Level 4.0-4.4	60 minutes weekly up to 30 mins daily

If parents/guardians of English Learners opt to decline services then the EL teacher will monitor the student’s progress by checking classroom grades and consulting with classroom teachers to make sure that their language needs are being met. If the LAC decides that this program is not meeting the student’s needs then they will reconvene to create a program that will do this.

All records pertaining to a student’s English proficiency status, including screening, assessments, Language Assessment Committee meeting minutes, programming, evaluations, and parent/guardian notices and forms shall be included in his/her cumulative folder. Appropriate record keeping is the responsibility of the EL teacher.

Section 4: Meaningful and Equitable Access to Academic and Extracurricular Programs

English Learners are entitled to equitable access to all academic and extracurricular programs that their schools offer, such as college preparatory classes, Advanced Placement, dual enrollment, Gifted and Talented, Career and Technical Education, pre-kindergarten, athletics, academic/career counseling, performing and visual arts, clubs, honor societies, and others.

English Learners will be served in the same way as all other students in regards to Special Education, Gifted and Talented, Advanced Placement classes and all extracurricular activities offered in the District.

Section 5: Equitable Personnel, Facilities, and Materials

English learners will be provided with sufficient, qualified teaching staff to meet their language learning and academic content acquisition needs. The EL teacher will have a 660 endorsement and will oversee services provided through the EL program.

English Learners are taught in equitable facilities and materials provided for the education of English Learners is the same as their non-English Learner peers. We ensure that English Learners are not unnecessarily segregated from their non-English Learner peers as they have a program that provides them equitable access to the content learning and English in the mainstream setting as their non-English Learner peers.

Section 6: Annual English Language Proficiency Test Administration

If a student is identified as an EL, then that student must be administered ACCESS for ELLs or Alternate ACCESS for ELLs annually until that student attains the State's definition of English language proficient, which is a composite proficiency level score of 4.5 on ACCESS for ELLs or a P2 on Alternate ACCESS for ELLs.

The District ensures the administration of ACCESS for ELLs and Alternate ACCESS for ELLs by providing appropriate technology if needed, a proper testing environment and necessary accommodations (as mentioned in an ILAP, IEP or 504). Test administrators will have completed the State mandated protocol to administer ACCESS for ELLs or Alternate ACCESS for ELLs.

Students whose parents sign a waiver exempting them from EL services are still required to take ACCESS for ELLs or Alternate ACCESS for ELLs yearly until English language proficiency is attained.

Section 7: Exit and Monitoring

When an English Learner meets Maine's definition of English language proficiency on ACCESS for ELLs/Alternate ACCESS (currently an overall composite proficiency level of 4.5, or level P2 on Alternate ACCESS), the student is exited from English Learner status. Note that no other criteria may substitute for a score of proficient on ACCESS for ELLs/Alternate ACCESS. Local Education Agencies (LEAs) must monitor the academic performance of all former English learners to ensure that English language support services are no longer needed. If educators suspect that a student is no longer proficient in English, the WIDA Screener Online may be re-administered to determine English learner status. A student who scores below an overall composite score of 4.5 must be reentered into English learner status, provided English language acquisition support services, and administered ACCESS for ELLs/Alternate ACCESS annually until exiting again.

A student who has been fully mainstreamed will be monitored by the EL Teacher for two 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 they are in need of more structured language support. If a student who was screened for English Learner status upon enrollment but did not qualify, he/she is provided an opportunity for rescreening and is entered into English Learner status when necessary either through teacher, parent, or self-referral.

Section 8: Ongoing Program Evaluation

We will regularly evaluate the effectiveness of the program for English Learners and make modifications if the desired outcomes, both academic and linguistic, are not being achieved. Our program evaluation is built into the District Comprehensive Action Plan. The EL teacher will help to monitor and evaluate the overall effectiveness of the Lau Plan. An effective plan is one in which students are achieving proficiency in English and are able to participate meaningfully in all of the District's programs. The EL teacher will annually perform the following functions:

- Review program for compliance with Lau Plan procedures and requirements;
- Help collect longitudinal data collection and analysis methods, including data on former English Learners, as part of ensuring that long-term outcomes are comparable to those of students who were never English Learners;
- Obtain feedback and suggestions from staff, parents/guardians and students (if appropriate) concerning Lau Plan procedures and services provided to students;
- Provide a report to the Curriculum Coordinating Council regarding the findings of the program evaluation and any recommendations for improvement to Lau Plan procedures or educational programs and services provided to EL.

Section 9: Meaningful Communication with Parents/Guardians

We have an obligation to ensure meaningful communication with parents with a primary/home language other than English in a language they can understand and to adequately notify parents of English Learners of information about any program, service, or activity of a school district or State Education Agency that is called to the attention of non-English Learner parents. This essential information includes but is not limited to information regarding: language assistance programs, special education and related services, IEP meetings, grievance procedures, notices of nondiscrimination, student discipline policies and procedures, registration and enrollment, report cards, requests for parent permission for student participation in District or school activities, parent-teacher conferences, parent handbooks, gifted and talented programs, magnet and charter schools, and any other school and program choice options.

The parents/guardians of English Learners are offered interpretation/translation services upon entering the EL program. If a parent/guardian should accept these services then the EL teacher or trained staff will contact appropriate providers to assist the families in a language that they can understand. To the extent possible translation/interpretation services are provided for and not limited to such purposes as registration/meetings/conferences/phone calls and medical information that needs to be communicated.

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