**Plan of Service**

For English Learners

Name of School District:

Superintendent/Authorized Rep:

Email: Phone:

Program Coordinator:

Email: Phone:

The district hereby assures the Alaska Department of Education & Early Development that:

1. The district will use the provisions Alaska Regulation 4 AAC 34.055, the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), and Title VI of the Civil Rights Act of 1964 in the development of the plan of service, evaluation, and any modifications for the provision of services to English learners.
2. The district will ensure that it is not in violation of any State or Federal law regarding the education of English learners.
3. The district will use state-approved methods including the Home Language Survey, Language Observation Checklists, and the state-approved English language proficiency screener assessment to screen and identify students who are English learners.
4. The district will annually assess English language proficiency of all identified English learners using the state-approved assessment of English language proficiency test in grades K-12 adopted by reference in 4 AAC 04.155.
5. The district will be responsible for taking appropriate steps to help ensure English learners attain English proficiency and develop high levels of academic achievement in English.
6. The district will monitor the academic progress of former English learners who have met exit requirements in accordance with Alaska Regulation 4 AAC 34.055(d).
7. The district will implement the Plan of Service in the school year following the year of submission.
8. The Plan of Service may be in effect for up to five years. The district assures that it will annually review the plan and update as needed to reflect current information. The district will file changes to an existing Plan of Service with the department before implementation of the change.

CERTIFICATION: I certify that, to the best of my knowledge and belief, the information in this Plan of Service is true and correct, and that the district will comply with the above assurances.

Signature of Superintendent/Authorized Representative: Date:

Title: Expiration Date of Plan:

# INSTRUCTIONS

Each school district with a school that is attended by at least eight English learners is required to file a Plan of Service. The Plan of Service requirements are based on Alaska Regulation 4AAC 34.055, Title VI of the Civil Rights Act of 1964, and the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). Districts receiving Title III-A funds will address those requirements in this plan.

**Instructions**

Enter the plan’s expiration date on the cover page. The Plan of Service (POS) is due on **July 1st**, and may be valid for up to 5 years, provided that all elements are up to date. The POS must be reviewed annually and revised as appropriate to reflect any changes or updated elements. The Plan becomes effective in the school year following the adoption of the plan.

Submit a completed and signed Plan of Service **by May 1st** to**:**

**Electronically:** eli.barsy@alaska.gov

**Mail to**: Eli Barsy, English Learner/Title III Program Manager

Alaska Department of Education & Early Development

333 Willoughby Ave., 9th Floor, State Office Building

P.O. Box 110500, Juneau, AK 99811-0500

**Please complete each item below.**

1. Describe the district’s educational goals for English learners. These goals must address both English language development and strategies for academic success.

1. Describe the effective programs and activities, including language instruction educational programs (LIEPs) the district is implementing that will help English learners increase their English language proficiency and meet the challenging State academic standards. Name the language of instruction, other than English, used in each program. See Appendix B for the descriptions of LIEPs.

1. State the number of teachers and paraprofessionals who provide language instruction educational programs to English learners, including the qualifications and certifications of any who have ESL endorsements or credentials.

*Note*, if the district receives Title III-A funds, please describe how the district ensures that all teachers in any language instruction educational program for English learners that is funded under Title III-A are fluent in English and any other language used for instruction, including having written and oral communication skills (ESEA Section 3116(c)).

1. Describe the professional development provided for district and school personnel that serve English learners. The professional development need not be limited to teachers who teach exclusively English learners, but may be provided to all teachers who have English learners in their classrooms, to enable them to teach those English learners effectively.

*Note*, that providing effective professional development to teachers and school leaders of English learners is a requirement for districts who receive Title III-A funds. Regardless of the specific participants, such activities must be effective and fully meet the requirements of Section 3115(c)(2) of the ESEA.

1. Describe the district’s plan for monitoring the academic progress of former English learners after they are no longer identified as English learners.

*Note*, an English learner remains identified as an English learner until, as a result of testing on the annual assessment of English language proficiency, (s)he has met the exit criteria in accordance with 4 AAC 34.055 (d).

1. Describe how the district will annually evaluate the effectiveness of the program in meeting students' English-language development needs, in achieving student academic progress goals, and reflecting any identified need for program modification.

1. Describe how the district will promote parent, family and community engagement in the education of English learners. Include the district’s means of outreach to parents of English learners informing them they can be engaged in the education of their children.

1. Describe the district’s procedures for annual parent notification. Notification must include the reasons for identification, the level of English proficiency, the methods of instruction to be used in the English language acquisition program, and how the program will meet the educational strengths and needs of the child. Please include a sample notification letter with your submission of this Plan of Service.

*Note*, for districts receiving Title III-A funds or using Title I-A funds for language instruction programs for English learners, please see Appendix C for a full list of parental notification requirements and applicable timelines.

# Appendix A: Definitions

**Definition of an English** **learner** *[§8101 (20)]*

The term “English Learner,” when used with respect to an individual, means an individual:

1. who is aged 3 through 21;
2. who is enrolled or preparing to enroll in an elementary school or secondary school;
3. (i) who was not born in the United states or whose native language is a language other than English;
	1. (I) who is a Native American or Alaska Native, or a native resident of the outlying areas (Virgin Islands, Guam, American Samoa, or Northern Mariana Islands); and
		1. who comes from an environment where a language other than English has had a significant impact on the individuals level of English language proficiency; or
	2. who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
4. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:
	1. the ability to meet the challenging State academic standards;
	2. the ability to successfully achieve in classrooms where the language of instruction is English; or
	3. the opportunity to participate fully in society.

**Definition of an Immigrant Student** *[§3201(5)]*

The term “immigrant children and youth” means individuals who:

1. are aged 3 through 21;
2. were not born in any state; and,
3. have not been attending one or more schools in any one or states for more than 3 full academic years.

*“State” is defined in Section 3201(13) of the ESEA to include the 50 States, the District of Columbia, and Puerto Rico. Therefore, students born in Puerto Rico cannot be included as “immigrant” students under Title III.*

*Note,* that immigrant children and youth may or may not be identified as English learners. It is not a requirement to be an English learner to qualify as an immigrant student.

# Appendix B: Language Instruction Educational Programs

The definitions below are from the [National Clearinghouse of English Language Acquisition website](http://www.ncela.gwu.edu/files/uploads/5/Language_Instruction_Educational_Programs.pdf) at http://www.ncela.gwu.edu/files/uploads/5/Language\_Instruction\_Educational\_Programs.pdf. L1 represents the student’s home or primary language of influence. L2 represents the language the student is trying to learn, or English. If you are using a program other than one listed below, provide a description of the program and include information indicating how research shows that it is proven to be effective for English learners.

## **Sheltered English instruction**

The goal is increasing proficiency in English while learning content in an all-English classroom instructional setting. Students from various linguistic and cultural backgrounds can be in the same class. Instruction is adapted to students’ proficiency in English, and is supported by visual aids and L1 support as available.

## **Sheltered Instruction Observational Protocol (SIOP)**

 is a fully developed prototype of this program. Sheltered English instruction is not in itself a complete language acquisition program, and should be used in conjunction with specific language acquisition support for English learners.

## Structured English immersion (SEI)

The goal is fluency in English, usually serving only English language learners in the classroom. All instruction is in English, adjusted to the proficiency level of students so subject matter is comprehensible. Teachers should have some receptive skills in the students’ home language(s) and generally use sheltered instructional techniques.

## Specially Designed Academic Instruction in English (SDAIE)

A specific prototype of Sheltered English Instruction (see above).

## Content-based English as a second language (ESL) program (or Push-in ESL)

The goal is fluency in English. Students are served in a mainstream classroom, receiving instruction in English with some native language support if needed. The ESL teacher or an instructional aide provides clarification, translation if needed, and uses ESL strategies.

## Pull-out English as a Second Language (ESL) or English language development (ELD)

The goal is to develop fluency in English. ELL students leave mainstream classroom part of the day to receive ESL instruction, often focused on grammar, vocabulary, and communication skills, not academic content. There typically is no support for students’ home languages.

## Two-way immersion program or Two-way bilingual program

The goal is to develop strong skills and proficiency in both home language (L1) and English (L2)—for this reason, may also be called **dual language program**. Includes students from L2 background and students with L1 background. Instruction is in both languages, typically starting with a smaller proportion of instruction in L2, and gradually moving to half of the instruction in each language. Students typically stay in the program throughout elementary school.

## Heritage language program or Indigenous language program

The goal is literacy in two languages. Content taught in both languages, by teachers fluent in both languages. Typically targets non-English speakers with weak literacy skills in L1 Known by the name Indigenous Language Program particularly in American Indian educational communities, the program supports endangered languages and serves students with weak or no receptive and productive skills in the language.

## **Developmental bilingual program**

This program is also known as Late exit transitional program, or Maintenance bilingual education program. The goal is to develop some skills and proficiency in L1 and strong skills and proficiency in L2 (English). Content taught in both languages, with teachers fluent in both languages. These programs may also be called dual language programs. Instruction at lower grades is in L1, gradually transitioning to English; students typically transition into mainstream classrooms with their English-speaking peers. The variations among programs focus on different degrees of literacy in L1, but students generally do continue to receive some degree of support in L1 after the transition to L2 classrooms.

## Transitional bilingual program

This program is also known as Early exit bilingual program or Early exit transitional program.The goal is to develop English proficiency skills as soon as possible, without delaying learning of academic core content. Instruction begins in L1, but rapidly moves to English (L2). Students typically are transitioned into mainstream classrooms with their English-speaking peers as soon as possible.

# Appendix C: Title III-A Requirements

## Program Activities

Required Activities*[§3115 (c)]*

1. a district receiving funds under Section 3114(a) shall use the funds:
	* 1. to increase the English proficiency of English Learners by providing effective language instruction educational programs that meet the needs of English learners and demonstrate success in increasing:
			1. English language proficiency; and
			2. student academic achievement
		2. to provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that is:
			1. designed to improve the instruction and assessment of English learners;
			2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
			3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
			4. of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher, as appropriate; and
		3. to provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English learners, which –
			1. shall include parent, family, and community engagement activities; and
			2. may include strategies that serve to coordinate and align related programs.

### Authorized Activities *[§3115 (d)]*

1. a district may use the funds to achieve one of the purposes described in subsection (a) by undertaking 1 or more of the following activities:
	* 1. Upgrading program objectives and effective instructional strategies.
		2. Improving the instructional program for English learners by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures.
		3. Providing to English learners –
2. tutorials and academic or career and technical education for limited English proficient children; and
3. intensified instruction which may include materials in a language that the student can understand, interpreters, and translators.
	* 1. Developing and implementing effective preschool, elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
		2. Improving the English language proficiency and academic achievement of English learners.
		3. Providing community participation programs, family literacy services, and parent and family outreach and training activities to English learners and their families:
4. to improve the English language skills of English learners; and
5. to assist parents and families in helping their children to improve academic achievement and becoming active participants in the education of their children.
	* 1. Improving the instruction of English learners, which may include English learners with a disability, by providing for:
6. the acquisition or development of educational technology or instructional materials;
7. access to, and participation in, electronic networks for materials, training, and communication; and
8. incorporation of the resources described in subparagraphs (A) and (B) into curricula and programs, such as those funded under this subpart.
	* 1. Offering early college high school or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education.
		2. Carrying out other activities that are consistent with the purposes of this section.

District Plan *[§3116]*

The district verifies the current Plan of Service submitted shall -

1. describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards;
2. Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under this subpart assist English learners in
	1. Achieving English proficiency based on the State’s English language proficiency assessment under section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in section 1111(c)(4)(A)(ii) and
	2. Meeting the challenging State academic standards;-
3. A description of how the eligible entity will promote parental, family, and community engagement in the education of English learners;
4. Contain assurances that –
	1. Each local educational agency that is included in the eligible entity is complying with section 1112(e) prior to, and throughout, each school year as of the date of application;
	2. The eligible entity is not in violation of an State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
	3. The eligible entity consulted with teachers, researchers, school administrators, parents, and family members, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
	4. The eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.

Teacher English Fluency *[§3116(c)*]

Districts shall certify that all teachers in any language instruction educational program for English learners funded under Title III-A are fluent in English and any other language used for instruction, including having written and oral communication skills.

Parent Information & Notification*[§1112(e)(3)(A)(i-viii)]*

*Notification of identification as EL and program placement:*

* + 1. NOTICE. - Each local educational agency using funds under this part or title III to provide a language instruction educational program as determined under title III, shall not later than 30 days after the beginning of the school year inform parents of an English learner identification for participation or participating in such a program of –

the reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;

the child’s level of English proficiency, how such a level was assessed, and the status of the child’s academic achievement;

the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;

how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;

how such program will specifically help their child learn English and met age-appropriate academic achievement standards for grade promotion and graduation;

the specific exit requirement for the program,, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools;

in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section 614(d) of the Individuals with Disabilities Education Act; and

information pertaining to parental rights that includes written guidance –

detailing the right that parents have their child immediately removed from such program upon their request;

detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and

assisting parents in selecting among various programs and methods of instruction, if more than 1 program method is offered by the eligible entity.

* + 1. SPECIAL RULE APPLICABLE DURING THE SCHOOL YEAR. — For those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during such school year, the local educational agency shall notify the children’s parents during the first 2 weeks of the child being placed in a language instruction educational program consistent with subparagraph (A).

Parental Participation*[§1112(e)(3)(C)]*

(i) IN GENERAL.—Each local educational agency receiving funds under this part shall implement an effective means of outreach to parents of English learners to inform the parents regarding how the parents can—

 (I) be involved in the education of their children; and

(II) be active participants in assisting their children to—

(aa) attain English proficiency;

(bb) achieve at high levels within a well-rounded education; and

(cc) meet the challenging State academic standards expected of all students.

(ii) REGULAR MEETINGS.— Implementing an effective means of outreach to parents under clause (i) shall include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under this part or title III.

Basis for Admission or Exclusion *[§1112(e)(3)(D)]*

A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status.