



Plan of Service For English Learners

Name of School District: Petersburg School District

Superintendent/Authorized Rep: Erica Kludt-Painter

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Program Coordinator: Eliza Warmack

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Phone: 877-526-7656 ext.

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.

Erica Kludt-Painter

Superintendent

Signature of Superintendent/Authorized Representative

Erica Kludt-Painter

Title

Date

7/1/2025

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 July 1st** to:

Electronically: Kelsey.smiley@alaska.gov

Mail to: Kelsey Smiley, English Learner/Title III Program Manager
Alaska Department of Education & Early Development
801 West 10th Street, Suite 200
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.

English Language Proficiency Goals

English language proficiency goals are determined for each student based on their performance on the ACCESS for ELLs[®] (Assessing Comprehension and Communication in English State-to-State for English Language Learners), or the ALTERNATE ACCESS for ELLS designed for students with significant cognitive disabilities. Alaska English Learners in kindergarten are administered the Kindergarten ACCESS for ELLs. More information can be obtained through the [WIDA website](http://www.wida.wisc.edu/) (<http://www.wida.wisc.edu/>). Alaska has adopted the 2007 WIDA ELD Standards whose purpose is to guide teachers in instruction that will assist ELs in gaining proficiency in English. WIDA also has available the 2012 Amplified Standards which includes additional topics with connections to academic content standards. Both sets of standards are intended to be used together to guide instruction. Both the ELD Standards and the Amplified Standards are available on [WIDA's English Language Development page](http://wida.wisc.edu/teach/standards/eld) (wida.wisc.edu/teach/standards/eld). Each student's current proficiency level in each language area (speaking, listening, reading, and writing) is reviewed at the beginning of the school year and proficiency goals are established for the year using the Alaska ELP Standards. Language growth goals are set for a ¼ - ½ level gain per year, depending on the grade level and initial English language proficiency level of the student. For students with Individual Education Plans (IEPs), the goals are set according to student needs in cooperation with the supervising special education teacher. For all students,

language areas with the greatest need are targeted most intensively through individual and small group language instruction using the grade level curriculum as context.

Overall language proficiency growth is measured annually on the Alaska ELP assessment, the ACCESS for ELLs. District- and classroom-level assessments also measure language growth over time and are used to evaluate student language progress by classroom teachers and the EL coordinator. These include the annual statewide assessment, PEAKS Assessment for English/Language Arts and Math for 3rd thru and 10th grade students, the Alaska Science Assessment for grade 4,8, and 10, regular classroom content assessments, writing and math assessments, MAPs growth measurements in reading, math, in grades 2-10 and reading, math and language grammar grades 3-10, MAP Fluency grades K-3, paraprofessional observation, and student and parent observation.

ACADEMIC GOALS:

Grade level academic goals are outlined in the school district's grade level curriculum, and students are assisted in meeting those goals through various strategies. The school district provides one-on-one and small group assistance to LEP students in which content is presented in a scaffolded way. For example, vocabulary may be pre-taught and practiced in meaningful contexts prior to reading a content passage; semantic maps may be used to show concepts, timelines, or relationships in content areas; writing tasks may include explicit grammatical instruction for that student's language proficiency level; or math may be explained and practiced using manipulatives to demonstrate concepts kinesthetically. Gaps in curriculum knowledge are addressed using the Response to Intervention (RTI) model in order to bring students up to their current academic grade level. For example, students reading below grade level are given reading instruction at their actual reading level as well as participating in core grade level instruction with supports. The RTI model is used for all content areas, with the school district's aim to bring our EL students' academic skills up to grade level during their tenure in the EL program. The academic strategies for success implemented for each LEP student are based on assessment results, EL teacher and classroom teacher observation, paraprofessional observation, and parent and student input.

Progress toward academic goals is measured by the annual PEAKS and Alaska Science assessment (3-10); the Alaska ELP assessment; classroom content assessments (K-12); monitoring assessments such as MAP Growth (2-12) and Fluency (K-2), twice- yearly writing assessments; EL teacher, classroom teacher, and paraprofessional observation; student self-evaluation; and parent observation.

Both language and academic goals are revisited each grading period, and instructional strategies are updated as needed. Using the Alaska ELP assessment, the WIDA ACCESS for Els assessment, the program coordinator charts language progress over time. The coordinator also provides a language learning report card supplement each grading period to parents, students, classroom teachers, and paraprofessionals.

2. 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.

Petersburg School District uses a structured English immersion program with bilingual assistance provided for beginning level students when resources are available. LEP students are in the regular education classroom for the majority of their day. While in the classroom, they receive individualized and small group help from the EL coordinator and EL paraprofessionals, and they may also be pulled out for individualized or small group assistance as needed. The EL coordinator also provides English language development classes for intermediate proficiency middle and/or high school students and coordinates study hall sessions for middle and high school EL students to facilitate academic learning.

During the 2019-2020 school year, 100% of academic instruction was provided in English.

- a. **EL Assistance: Reading, writing, listening, and speaking are taught in the classroom through the regular education curriculum. The EL paraprofessionals work in the classroom under the direction of the classroom teacher and the EL program coordinator. Goals specific to the student's language and academic goals inform the instruction. To better meet student needs, instruction may occur in the classroom, on a pull-out basis, or a combination of the two.**
- b. **The EL coordinator provides language development classes for middle and/or high school students to enrich their vocabulary bank, improve their reading and writing abilities, increase their grammatical knowledge, improve their listening and speaking abilities, and work on skills and strategies for English language development, academic content learning, and assessment.**
- c. **The EL coordinator facilitates study hall sessions for middle and high school LEP students to further assist them in learning academic content. The coordinator works closely with classroom teachers to provide scaffolding in content-areas.**
- d. **Bilingual Assistance: When bilingual paraprofessionals are available, content subjects may be translated for beginning proficiency students. Unfortunately, these resources are very limited in our community. The bilingual paraprofessionals would work both in the classroom and on a pull-out basis under the direction of the classroom teacher and the EL coordinator. Goals specific to the student's needs inform the instruction, with content understanding being the primary focus. During the student's school day, bilingual support would be combined with EL support to ensure the student is receiving both content and English language input.**

The percentage of time a student receives academic instruction in his/her native language is dependent on these factors: the student's proficiency level, the availability of bilingual paraprofessionals, and the parents' wishes concerning bilingual assistance. During 2019-2020, there was not a need for students to receive bilingual academic instruction.

3. 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.

Title 1 Teacher and special education teachers, district-wide, provide teacher support for EL kids. All classroom teachers K-12 provide support to individual students. Paraprofessionals also provide support and at times, direct instruction, on goals. (I know we should not use names, but perhaps job titles? IE Reading support teacher and Special Education teachers)

The Title 1 teacher has an ESL endorsement, as well as the Special Education Coordinator. There are also regular education classroom teachers who currently have the ESL endorsement on their credential.

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)).

4. 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.

The school district does not receive Title III-A funding because we have so few LEP students. The school district does not provide specific professional development for the EL coordinator or paraprofessionals, but there are WIDA self-paced eModules available for teachers, paraprofessionals and EL Coordinator. Additionally, some in-services are directly applicable to LEP student programs, such as RTI training and literacy training.

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

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).

Students who have reached overall proficiency on the Alaska WIDA ACCESS for ELs assessment are placed in the monitoring phase of the EL program (M1, M2, M3 and M4). During this phase, the EL

Coordinator monitors the student carefully to ensure that language development is keeping pace with curriculum demands. The coordinator will:

- Check student grades periodically during each grading period.
- Communicate with classroom teachers about student performance.
- Communicate with students and parents about student performance.
- Monitor district report cards for satisfactory performance at the end of each grading period.
- Monitor standardized assessments for continued grade-level achievement.
- Continue to provide assistance, such as in study hall or reading intervention, to support student achievement during the four-year transition or monitoring phase.

If a student is not achieving at grade level, the EL coordinator will reassess the student using the approved WIDA Screener, with parent permission, no sooner than one semester after exiting. If the student scores within the eligibility range on the WIDA Screener, the parents will be contacted with the results, and the student will be readmitted into the program, with parent permission.

6. 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.

Petersburg City Schools assesses the EL program on five levels:

- student achievement consistent with the plan of service
- program processes
- program documentation
- school/home communication
- program staffing and resource needs

To evaluate the program, we make ongoing adjustments during the year based on strengths and weaknesses observed in the program. We also hold a meeting of building administrators, teachers, and paraprofessionals at the end of each year to look at each of these five areas.

- A. **Student Achievement:** the program is evaluated to determine if it is meeting its achievement goals as stated in the plan of service. To do this, we look at English proficiency test scores, standardized test scores, report cards, district and school assessment measures, and teacher observation.
- B. **Program Processes:** We evaluate the structure of the program by reviewing the following processes:
 - (i) the identification process
 - (ii) the student assessment process
 - (iii) how well we match services to student needs
 - (iv) the appropriateness of the level of staffing and resources
 - (v) the transition and monitoring process
- C. **Program Documentation:** We review files and make sure documentation is occurring in a complete, organized, and timely fashion.

- D. Communication:** We review communication procedures and any positive or negative comments from staff, parents, and students.
- E. Needs:** We review the staffing and resource needs of the program during the last year and project the needs for the following year; a budget adjustment request is submitted to the district superintendent if needed.

If the evaluation of the EL program is satisfactory, it will continue as planned.

- 7. 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.

Parents and families are encouraged to participate in the education of their child in similar ways that all parents and families are encouraged. They are included in all school bulletins, emails, invitations to specific events, outreach to be volunteers, Remind App (which can be translated into the home language),

Parents are involved in the creation and adjustment of their child's language learning program through notification of options and dialogue during conferences and meetings. They also are able to contact the program coordinator at any time with any concerns. Parents are invited to help in the classroom and to provide any special activities, such as sushi-making or cultural instruction, that they wish to share. Parents are also invited/encourage to participate in adult ELL classes periodically offered within the community.

Community members are encouraged to participate in adult ELL classes offered periodically within the community. Also, many community members who are involved are relatives of students in the program, and they participate in many of the students' school activities.

8. 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.

The District notifies parents of EL students, both newly qualified and returning students, at the beginning of the school year with an individual English Learner Plan for each student. If the student is returning, the plan states the level of English proficiency based on the latest results of the WIDA ACCESS assessment from the previous spring, the program details for instruction, with strategies and goals for meeting the needs of the student. For newly identified students, the plan states the WIDA Screener results and the plan for the year, with program details for instruction, strategies and goals for meeting the needs of the student. Sample plans are attached.

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:

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C)
 - (i) who was not born in the United States or whose native language is a language other than English;
 - (ii)
 - (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
 - (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - (iii) 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
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:
 - (i) the ability to meet the challenging State academic standards;
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) 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.

Program Activities

Required Activities [§3115 (c)]

- (c) 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:
 - A) English language proficiency; and
 - B) 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:
 - A) designed to improve the instruction and assessment of English learners;
 - B) 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;
 - C) effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
 - D) 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 –
 - A) shall include parent, family, and community engagement activities; and
 - B) may include strategies that serve to coordinate and align related programs.

Authorized Activities [§3115 (d)]

- (d) 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 –
 - A) tutorials and academic or career and technical education for limited English proficient children; and
 - B) intensified instruction which may include materials in a language that the student can understand, interpreters, and translators.
 - 4) Developing and implementing effective preschool, elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
 - 5) Improving the English language proficiency and academic achievement of English learners.
 - 6) Providing community participation programs, family literacy services, and parent and family outreach and training activities to English learners and their families:
 - A) to improve the English language skills of English learners; and
 - B) to assist parents and families in helping their children to improve academic achievement and becoming active participants in the education of their children.
 - 7) Improving the instruction of English learners, which may include English learners with a disability, by providing for:
 - A) the acquisition or development of educational technology or instructional materials;

- B) access to, and participation in, electronic networks for materials, training, and communication; and
 - C) incorporation of the resources described in subparagraphs (A) and (B) into curricula and programs, such as those funded under this subpart.
- 8) Offering early college high school or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education.
 - 9) 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
 - a. 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
 - b. 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 -
 - a. 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;
 - b. 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;
 - c. 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
 - d. 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:

- (A) 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 -
 - (i) the reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;
 - (ii) the child's level of English proficiency, how such a level was assessed, and the status of the child's academic achievement;
 - (iii) 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;

- (iv) how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
 - (v) how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
 - (vi) 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;
 - (vii) 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
 - (viii) information pertaining to parental rights that includes written guidance –
 1. detailing the right that parents have their child immediately removed from such program upon their request;
 2. 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
 3. assisting parents in selecting among various programs and methods of instruction, if more than 1 program method is offered by the eligible entity.
- (B) 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.

EL Plan
Student:
Date:
Grade:

WIDA scores (Spring 2020)

Listening:

Speaking:

Reading:

Writing:

Composite:

Last spring, (STUDENT) took the WIDA test to determine his English language levels. He has made so much growth in the last year!

2020-2021 Plan

(STUDENT) will work with Mrs. Warmack for ___ minutes every morning on conversation and pronunciation. He will be in a reading group with (teacher) for ___ minutes to 1 hour each day. As long as is necessary he will also be pulled for ___ minutes to work on sounds with (teacher).

This year, we will focus on developing English speaking skills, vocabulary, and reading comprehension. In (STUDENT's) reading group he works hard and is almost on grade level for fluency! Once he learns more vocabulary and gets comfortable speaking in English he will quickly excel.

Please feel free to contact me with any questions. I am looking forward to working with your student this year!

Sincerely,

Eliza Warmack

Email: ewarmack@pcsd.us

Common Questions:

How does my student finish this program?

To exit the English language program students must score a 4.5 overall composite score and 4.0 or higher in listening, speaking, and reading. Writing must have a score of at least 3.8. Students in our school district will continue to be monitored for 4 years after they achieve exit level scores.

More information

For all students, language areas with the greatest need are targeted most intensively through individual and small group language instruction using the grade level curriculum as context. For students with Individual Education Plans (IEPs), the goals are set according to student needs in cooperation with the supervising special education teacher. Parents can decline EL services at any time.

What if I think my student needs more English instruction?

Once a student has achieved exit scores on the WIDA test they are moved into monitoring status for 4 years. If teachers/family feel that they need more English instruction they can be retested, with the approved WIDA Screener, no earlier than one semester after exit from the program, and can return to the program if they score below proficient in English.

How can I participate in school activities and support my child?

We welcome family engagement and can provide forms or information in your home language. We can arrange for translators to attend conferences and events.

I give permission for my child to participate in the English Language Program for the 2019-2020 school year.

Parent Name: _____

Parent Signature: _____ **Date:** _____

EL Plan
Student:
Date:
Grade:

WIDA Screener scores: (STUDENT) took the WIDA Screener to determine his English
Listening: language levels. (STUDENT's) scores were below proficient, and the
Speaking: student qualified for services in the EL program. (Student) will
Reading: work with Mrs. Warmack for ___ minutes every morning
Writing: on_____. He will be in a reading group
Composite: with (teacher) for ___ minutes to 1 hour each day. As long as is
necessary he will also be pulled for ___minutes to work on
_____ with (teacher).

This year, we will focus on developing English speaking skills, vocabulary, and reading comprehension. In (STUDENT's) reading group he works hard and is almost on grade level for fluency! Once he learns more vocabulary and gets comfortable speaking in English he will quickly excel. Please feel free to contact me with any questions. I am looking forward to working with your student this year!

Sincerely,

Eliza Warmack
Email: ewarmack@pcsd.us

Common Questions:

How does my student finish this program?

To exit the English language program students must score a 4.5 overall composite score and 4.0 or higher in listening, speaking, and reading. Writing must have a score of at least 3.8. Students in our school district will continue to be monitored for 4 years after they achieve exit level scores.

More information

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