



Plan of Service For English Learners

Name of School District: Mat-Su Borough School District

Superintendent/Authorized Rep: Chasitie Cork, Director of Federal Programs

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Program Coordinator: Chasitie Cork, Director of Federal Programs

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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 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 (Appendix D), Language Observation Checklists (Appendix E), 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: Chasitie Cork

Date: 6/30/25

Title: Director of Federal Programs

Expiration Date of Plan: 6/30/2028

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: eli.barsy@alaska.gov

Mail to: Eli Barsy, 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.

The district's vision is to maintain high standards of teaching and learning for all students. MSBSD Goal 1 is to improve student success, achievement, and performance. These goals guide the English Learners' Plan of Service. Using school success data, the following goals are set to be achieved by 2028.

District Educational Goals

Students who are ELs in the MSBSD attained an 81.82% graduation rate, with the state target being established at 67.01%, and an 87.5% 5-year graduation rate, with the state target being established at 67.91%. Though the district's graduation rate for English Learners far exceeded the state target average for the EL subgroup, the district's goal is to increase both 4- and 5-year graduation among the population of English learners with incremental increases yearly, with final attainment rate meeting or exceeding 90%.

2022-2023 data showed a 73.53% graduation rate and a 91.18% 5-year graduation rate, showing that goal has been met for 5-year graduation rate within the first year. Both groups met the state's interim target.

2023-2024 data showed 77.78% graduation rate and 84.38% 5-year graduation rate. The five-year rate decreased, but the 2023-2024 graduation rate increased and exceeded the interim target.

Current data on participation in and achievement on the state assessment is an area of greater concern in helping English learners reach district goals. For instance, the participation rate goal on these standardized assessments is set for 95%, yet approximately only 80% of English learners took the exams. The Plan of Service

establishes a goal of 3%-point increase annually, with a final participation rate reaching the state target of 95% by the end of 5 years. The other drastic measure on reaching the goal of student success, achievement, and performance lies in state assessment proficiency. Current data for English learners is that 9.83% were proficient or advanced on the ELA STAR, while 11.76% were proficient on the Math STAR assessment. With that in mind, the plan of service for English learners will be created to show substantial growth, with a 30% achievement rate by the end of FY 24, and then have a 5% growth each year for the following four years so that by spring semester of 2028, where 50% of all English learners will be expected to be proficient or advanced on the assessment.

2022-2023 accountability shows that the participation rate for ELA was 77.32% and 84.03% for Math. There was growth in the achievement of both content assessments. ELA showed 12.71% of ELs were proficient or advanced, and in math there were 20.83% proficient or advanced. The established annual growth percentage was close to 5% in ELA and surpassed that percentage in math.

2023-2024 accountability shows that the participation rate for ELA was 73.89% and 75.74% in math. Neither participation goals were met. There was growth in achievement on the state assessment, with ELA having a 13.65% proficiency rate and Math having a 22.66 % proficiency rate.

English Language Development Goals

In order for English learners to attain the lofty goals for growth in overall student achievement, they must also improve in the area of English language development skills. By utilizing the data from the school success indicators, the area of English Learner Progress did not meet the target established by the state, with only 46.33% of students reaching their growth targets based on the ACCESS assessment. Therefore, the goal for growth for English learners will be established at 60% on the ACCESS test for English learners by the end spring 2024 assessment. Subsequent years would require a 5%-point growth each year, resulting in 80% of English learners showing growth by the spring of 2028.

The EL progress did not meet the interim target established by the state. There were several newer arrivals who made the scores lower than desired due to the increase in student numbers with lower proficiency scores.

However, 7.75% of ELs did achieve proficiency, which is a substantial reclassification rate.

Again, in 2023-2024 the EL Progress did not meet the interim target of the state. The rate was lower than the previous year at 39.79%. However, this year there was a significant increase in recently arrived English learners that had no prior English education before arriving in American schools. The target would be expected to be maintained while learners work on meeting progress. 6.4% of students did achieve proficiency.

Strategies for Academic Success

In order for students who are language learners to be successful in the educational setting, there are many areas in which MSBSD will focus on helping improve outcomes for all ELs. Current population realities include recent arrival English learners (RAEL), students who have been in American schools for a few years, and long-term English learners (LTEL). Strategies will be based on individual student needs as listed in the English learner academic plan (ELAP) in order to meet the specific need of each student. However, the general categories of support for English learners in MSBSD will include an assortment of the following:

- Goal setting for students – Students and parents will be invited to communicate at the beginning of each year to discuss academic and post-academic goals for the students. Input will be included in the students' English Learner Plan (ELAP) and shared with pertinent individuals. Progress towards goals will

be discussed quarterly or at times when grade checks show the student is in need of more support in reaching their yearly goals.

- Data meetings and progress monitoring – Progress monitoring data will be shared when it is deemed necessary for a student struggling in a specific area during school PLC and data meetings.
- Tutoring and technology supports – There are AI translation technologies available for RAEL and the students whose proficiency level would significantly impact their content learning. Students are welcome to attend tutoring before or after school if the individual school offers sessions.
- Professional development for faculty and staff – EL Coordinators have specific training or certification in English language learning. The EL Coordinators are experts in the district for meeting the needs of ELs and the necessary scaffolding and interventions to help them be academically and linguistically successful. Therefore, professional development and learning opportunities will be provided to staff at all schools on improving outcomes for English learners. Each school is expected to receive trainings in utilizing the WIDA Can-Do Descriptors for the proficiency levels as well as best practices in working with English learners based on sheltered instruction strategies.
- Utilization of dual language instruction at specified immersion schools – There are two dual immersion programs in MSBSD. Those schools provide instruction to those students in their L1 for a significant portion of their day. Studies have indicated that dual immersion programs often have higher levels of academic success because of the ability to utilize L1 throughout content areas.

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.

MatSu Borough utilizes sheltered instruction as the LIEP. *Sheltered English Instruction* will provide the best way to support the English learners district wide. Teachers will be provided trainings in effective sheltered English strategies with inclusion support provided from EL Coordinators. With an expansive district with different levels of ELs throughout all schools, this LIEP will ensure that all students are afforded the differentiated, leveled supports necessary to acquire English and content knowledge. There are two schools that offer a *Two-way Immersion Program* in a different target language. In those schools, a two-way immersion program is offered for ELs with sheltered English supports in an inclusion setting.

The language of the instruction throughout the district is English. There are two immersion programs at Fronteras Immersion School and Beryozova Immersion School where the language of instruction is English and Spanish or Russian, respectively.

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.

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)).

MSBSD is creating a program where two EL Coordinators will provide services and instructional supports as they train staff in highly effective strategies to use with ELs in the general classroom. Coordinators for the program have experience in working with English language development and an Alaska ESL or bilingual endorsement. The EL Coordinators speak languages other than English as well. There are four tutor advisors that will serve schools with the largest population of low proficiency ELs, and they will follow the students' ELAP plans while working with them in an inclusion setting.

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.

Professional development is an ongoing offering in MSBSD. The district's move to PLC Mondays has all schools working on student standards which includes strong opportunities to support curriculum, assessment, and instruction. EL Coordinators will be a part of the PLC process at schools throughout the district. They will provide on-going professional trainings in small instructional settings to give learning opportunities in sheltered instruction based on what each teacher/grade/school needs. The use of the PLC model should have a big impact on achievement of ELs with frequent professional training on English language development. The following other PD opportunities exist for EL Coordinators as well as for classroom/content teachers and administrators.

- WIDA conference and personal learning
- Alaska DEED professional learning opportunities
- Professional learning from outside vendors on practices for improving outcomes of English learners
- District- based training for schools, such as: EL Strategies for Differentiating Instruction in the Classroom; Using the Can-Do Descriptors in the classroom; Vocabulary Development for ELs
- English language development and sheltered instruction for the classroom teachers
- Cultural understandings and responsiveness trainings
- Mobile Mind self-paced courses on EL best practices

Professional learning will be provided to the paraeducators in the program as well. At the beginning of the year, they will all receive in-depth instruction on scaffolding techniques, positive reinforcement and behavior management, and other pertinent information needed to support student learning.

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).

MSBSD ensures that students reclassified from the program to monitoring status are performing successfully in the general educational program. In order to ensure these students are being successful, there are several steps that will be utilized to track student outcomes in their coursework.

- If any student falls below a C, the EL coordinators will hold meetings with the appropriate school-based personnel to develop an EL support plan.
- For students that do not have grades assigned to coursework but instead are on the standards-based grading system, the EL coordinator will check in monthly with school personnel to see if there are issues/concerns on the students' progress towards mastery.
- Regardless of on-going achievement data, there is a formal review every quarter as well as documentation with the core teachers.

Students who have not received services due to having parents refuse services will also have data tracked.

- If any student that is a parent refusal is failing classes, the EL coordinators will reach out to the appropriate school personnel.
- EL coordinators will provide the appropriate school-based staff with a list of students that were parent refusals for EL services.
- If a student with parent refusal for services continues to fail in their mastery of content classes, the EL coordinators will reach out to the parents to offer information as to the benefits of services and the opportunity to switch their children to being active ELs who receive services.
- The EL coordinators will hold learning opportunities with the teachers of struggling students to utilize best practices for English learners if the students cannot receive direct services.

As the district moves into a highly effective PLC model, coordinators will work with classroom teachers and school-based personnel to review student performance data obtained from common formative assessments, district-adopted screeners, and curriculum based measures. By following the PLC model, all students will have a community of support through a multiple tiers of support framework. This will promote and facilitate the effective monitoring of all students K-12 who have been reclassified as M1-4. Monitoring students that are showing at-risk data will be addressed by offering additional supports listed above. Additionally, EL coordinators will monitor the progress of students listed as refusal in the EL program. Any refusal that is struggling will be noted by the EL coordinators, and parent outreach will ensue to offer services for the student.

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.

Based on the continuous improvement cycle of FY23, there are areas of program modification that inform this Plan of Service for the subsequent years. Yearly reviews could provide data that suggests further needs for modifications in the plan of service. Professional learning in the areas of sheltered instruction will impact the general population in all schools.

Effectiveness of the changes of the new plan will come from data based on the school success report from the state as well as frequent reviews of academic goals through the PLC process and data meetings. Multiple measures of improvement and achievement will be applied. These data include assessment data such as MAP, iReady, and mClass, which will lead to final STAR assessment scores. Additionally, the proficiency level descriptor from ACCESS will help establish a benchmark level for the students so there is a focus on the areas of most needed support.

Course grade tracking will happen frequently as well as mid-term and quarterly reviews which will help students stay on the trajectory to obtain credits and graduate. Growth data will be utilized from beginning of year to end of year and will guide program supports and modifications. All outcomes will be compared to the student's established goal from the beginning of the year and tracked quarterly in the ELAP. This growth data would be

provided through a collection of work samples as well as grades, attendance records, progress monitoring, and screening reports.

Other measures of program effectiveness will be based on the percentage of students that are reclassified yearly from L1/LP to M/1. Data on English learners will be kept by the amount of time of targeted instruction is provided per student. Finally, yearly survey feedback will be requested from students and families as well as school faculty and administration.

Outcomes of yearly reviews will guide the district's budget for Title III-A each year, ensuring that more learning opportunities are available for families and students. These may include English learning opportunities for adults and students, and more professional learning throughout the district regarding EL practices.

Note: The district will accept the state's allowable recommendation that a kindergarten student that scores a 5 on the WIDA kindergarten screener for listening and speaking before March 1 will have the spring Language Observation Protocol assigned to teachers after March 31 to determine if administering the full screener is appropriate, or if the student should remain 'not EL' to verify there would be no need to reclassify the student as an English learner. Based on the results from the Language Observation Checklist-A, the full kindergarten screener will or will not be administered. If there are 5 or more "no" selections, then the full screener will be administered.

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.

Family engagement opportunities will be planned for families based on school community. By focusing on specific geographical areas of MSBSD, it is posited that more parents will be able attend due to proximity to their homes. New families and students in the MSBSD will be invited to tour schools and learn pertinent information needed for adjustment to the American school system. Additional opportunities throughout the year will focus on mini-workshops offered by individual schools, such as parental rights, cultural norms, school-based computer programs (i.e., ParentVue or School Café), and community programs that can support them (i.e., food bank). Plans will be initiated to have specific family invites where students can share their learning with other language learners, such as performance nights. If possible, ESL night classes will be offered with there is sufficient staffing and interest. Community partnerships in this area will be sought out as well, and the parents will be informed of the multiple opportunities available to them in the community.

A district events and services coordinator will support the planning and initiation of the events. Information regarding the events will be offered in multiple languages through district-wide communication software/apps.

Additional communication with parents will be provided through typical methods of communication that include:

- Parent-Teacher Conferences and Meetings
- EL website: Updates will be made in a timely fashion. Video snippets regarding student learning will periodically be uploaded to the website. Pertinent information for families will be posted to the website, with all being translated into the most common languages in the district and a translatable website
- EL Info share: EL program benefits and information will be made available at any district events that provide information on different district programs.
- EL strategy share: Monthly strategy suggestions will be shared throughout the district in the monthly Teacher Post electronic newsletter.

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.

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

Students who are new to the district will be screened within the first 30 days at the beginning of the school year. After August, any new student will be screened within two complete school weeks. District staff at the appropriate school is responsible for completing the screeners. Based on the state guidelines, students will be identified as English learners based on those screener scores. Parent notifications will be sent out by the English learner department housed in Federal Programs of the MatSu Borough School District within a week of receiving the screener score.

Additionally, students will be considered for continuing education in the EL department or reclassified to monitor status based on the annual WIDA Access for ELs. WIDA scores are received in May through WIDA's DRC. Score reports will be printed and sent out at the beginning of August each year by US mail to the parent/guardian address on file in the district's student information system. This process will occur in the English learner department housed in Federal Programs of the MatSu Borough School District.

Parent notifications will follow all the state guidelines as provided in Appendix C. Specifically, parent notifications letters (Appendices F-H) will inform parents of their child's placement, continuation of services, or exit from English learner services. The following information will be in place to ensure parents are kept informed of their child's progress toward English language proficiency:

- Parents/guardians will be notified of student identification and qualification for services within 30 days of initial identification through screening. This notification is communicated via letter, detailing the student's identification, assessment results, program options and their benefits, parental rights, and parental rights to refuse or withdraw students from services.
- Parents/guardians receive notification of annual ACCESS scores. This notification is delivered in the form of a parent/guardian report. This report is prepared by Data Recognition Corporation in cooperation with WIDA. The EL department will mail the parent/guardian report in early August of each year. Included in the mailing is a translated copy of the report and a parent information bulletin explaining the test scores.
- Parent/guardians are consulted in the development of the English Learner Academic Plan (ELAP) for their students. Additionally, they are notified if the student qualifies for EL accommodations on standard assessments. They have the right to request changes to the ELAP or the accommodations.
- Communication will be conducted in the language most easily understood by the parent/guardian. An interpreter or translation will also be provided as requested by the parent/guardian for district communication. The district has interpreter/translator contracts with the Alaska Institute for Justice, Language Interpreter Center.

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.

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 a 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.