



PLAN OF SERVICE

for

Limited English Proficient Students

State of Alaska
Department of Education & Early Development

Due Annually On April 15th

Name of School District: Mt. Edgecumbe High School, 1330 Seward Ave.

City & State: Sitka, Alaska Zip: 99835

Superintendent/Authorized Representative: William Hutton Phone: 907-966-3201

Email: billh@mehs.us

Program Director: Arleen Casey Phone: 907-966-5259

Email: arleenc@mehs.us

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 I will comply with the attached assurances.

Signature of Superintendent/Authorized Representative

September 9, 2015

Date

William Hutton

Title

2020

Expiration Date: (A Plan may be valid for up to 5 years).

How to submit plan: Please send electronically to Patricia.Adkisson@alaska.gov
Required signature pages may be faxed to 465-2989 or mailed to:

Alaska Department of Education
ATTN: Bilingual/ Title III-A Education Program
Division of Teaching and Learning Support
801 West 10th Street, Suite #200
P.O. Box 110500
Juneau, AK 99811-0500



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Name of School District: Mt Edgecumbe School District

Superintendent/Authorized Rep William Hutton

Email: billh@mehs.us

Phone: 907-966-3201

Program Coordinator: Arleen Casey

Email: arleenc@mehs.us

Phone: 907-966-5259

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

1. The school district will choose an educational approach to ensure that LEP students acquire English language proficiency in order to effectively participate in district academic programs. The district will provide a program of services and an instructional model for effective participation of LEP students consistent with the district's obligation to provide equal educational opportunity to LEP students. If the district receives Title III-A funds, the Plan provides research-based program and instructional methods that are effective for LEP students.
2. The district will use appropriate methods such as a Parent Language Questionnaire, Language Observation Checklists, and the State approved English language proficiency screener assessment to screen and identify students who are limited English proficient.
3. The district will assess the educational progress of LEP students using the state academic content assessments in grades 3-10 and will annually assess English language acquisition using the state English language proficiency test in grades K-12.
4. The district will provide an appropriate number of qualified instructional staff consistent with the district student-staff ratio and resources necessary to provide services to LEP students.
5. The district will monitor the progress of LEP students to determine when an LEP student has achieved sufficient proficiency in English under 4 AAC 34.055(d) to be transitioned into a classroom where instruction is not tailored for LEP students.
6. The district will monitor the LEP student's academic success in the district's regular program.
7. The district will rely upon Alaska Regulation 4 AAC 34.055, the Elementary and Secondary Education Act, 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 LEP students.
8. The district will ensure that it is not in violation of any state or federal law regarding the education of LEP students.
9. 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.

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.

William Hutton

Signature of Superintendent/Authorized Representative

9/9/15

Date

Superintendent

Title

2020

Expiration Date of Plan

INSTRUCTIONS

Each school district with a school that is attended by at least eight LEP pupils 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 No Child Left Behind Act of 2001. Districts receiving Title III-A funds will address those requirements in this plan. While developing their programs to serve Limited English Proficient (LEP) students, districts are encouraged to refer to the resources at these sites:

- Office for Civil Rights Programs for English Language Learners: Resource Materials for Planning and Self-Assessments at <http://www.ed.gov/about/offices/list/ocr/ell/index.html>
- The National Clearinghouse for English Language Acquisition at <http://www.ncela.gwu.edu/>

While establishing the educational theory and program approach, each district should take its individual circumstances into account.

Note: The Elementary & Secondary Education Act, amended as the No Child Left Behind Act, and the Alaska regulations use the term "limited English proficient" or LEP students. Other terms that are considered synonymous with this term are English learners (ELs), English language learners (ELLs), and English as a second language learners (ESLs). The term limited English proficient or LEP will be used in this document.

How to submit plan: Please send electronically to patricia.adkisson@alaska.gov

Required cover page with signature pages may be scanned and emailed or faxed to 465-2989 or mailed to:

Alaska Department of Education & Early Development

ATTN: English Language Learner/ Title III-A Program

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

Instructions

Enter the information directly after each element, or submit a separate document that includes these required elements. Attach the signed cover page and assurances.

1. Enter the plan's expiration date on the cover page. The Plan of Service (POS) is due on April 15, 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.
2. Describe the district's educational goals for limited English proficient (LEP) students. These goals must address both English language development and strategies for academic success.

English Language Proficiency (Development) Goals:

Mt. Edgecumbe will meet or exceed the percentage of LEP students statewide expected to make progress in learning English, and the percentage of students expected to attain proficiency in English during the program year, for all students identified as ELL students according to Annual Measurable Achievement Objectives (AMAOs). This will be accomplished through a Structured English Immersion Program, supplemented with Sheltered Instruction Observation Protocol. **This will follow the current definition of "making progress" in learning English as defined in the Alaska State Consolidated Federal Programs Application Instructions and Handbook.**

Subject Matter Instruction Goals:

Mt. Edgecumbe will target success for all ELL students through English classes and Content Reading. These classes give students the opportunity to achieve and progress at a speed that encourages growth in the English language. In addition, all Mt. Edgecumbe teachers will be provided training in SIOP to develop their instructional expertise working with ELL students to master English Language Proficiency Standards within their content areas.

Academic Staff's Program of Services:

Mt. Edgecumbe will target **Sheltered Instruction Observation Protocol (SIOP)** method of integrating content and language instruction for all mainstream teachers as described later in this plan.

Adequate Yearly Progress of State Content Assessments:

Consistent with each year to date since the adoption of Alaska State Assessments, Mt. Edgecumbe students will meet the State academic targets associated with the current accountability system for our public schools. Additionally, all LEP students meeting exit criteria will be monitored for two years thereafter.

RDU Component Services

As a division of the Alaska Department of Education and Early Development, Mt. Edgecumbe maintains an RDU/Component contribution to the Department's mission. The school serves all students equally under mission, core services, end results, strategies to achieve results, and activities to advance strategies.

Contribution to the Department's Mission-

To provide an academic residential high school for Alaskan students.

Core Services-

Mt. Edgecumbe High School (MEHS) provides a quality secondary educational alternative in a residential setting for students from, annually, more than 100 Alaska communities. Admissions preference is given to students who have no access to, or limited access to, secondary education in their local communities, or who would particularly benefit from placement in a residential setting. Some of these students would otherwise be placed in foster care or other state-sponsored programs.

Mt. Edgecumbe offers both academic and residential services to over 400 students. Mt. Edgecumbe is a licensed residential child care facility; services include housing, food service, academic program, cultural and recreation activities, and general supervision seven days per week, 24 hours per day. Academic services include a comprehensive secondary educational program largely college preparatory in nature and designed to ensure students have numerous post-secondary choices upon graduation.

3. Describe the district's procedures for identifying students with limited English proficiency, in accordance with the Guidance for Limited English Proficient (LEP) Student Identification and Assessment (Revised December 2013), available at the following link: <http://education.alaska.gov/nclb/KeyComponentsNCLB.html>. Include a description of how the district uses forms such as the Parent Language Questionnaire, the Language Observation Checklist, and the state-approved assessment for identification of English language proficiency (W-APT or MODEL). See Appendix A for the definition of a limited English proficient student.

Mt. Edgecumbe uses the student's school records as the primary tool for English language learner identification. Our students come from within the state, and have past language background records. Most have previously been identified as either LEP or not. If identified in a prior school as LEP, the language test results are requested.

Mt. Edgecumbe also uses the **Parent Language Questionnaire** (Home Language Survey), distributed by the Alaska Department of Education and Early Development in the annual Bilingual/Bicultural Education Plan of

Service for Limited English Proficient Students, in the Mt. Edgecumbe new student enrollment packet - as one required document for enrollment. This parent/guardian questionnaire covers: student language background, family language background, and parent/guardian verification of language use. The parent/guardian questionnaire is the secondary tool employed for English language learner identification.

In addition to student records and the parent/guardian questionnaire, **parent/guardian referrals and educator referrals** are used. In instances of educator referrals, the **Language Observation Checklist (Part A)** is completed by teachers of a referred student. The Language Observation Checklist (Part A) is the tool employed for initial English language learner identification. Significant incompletes in content based or English language courses will be used as an additional indicator for ELL screening.

Once a student has been initially identified as a possible English Language Learner, the student is tested using the state approved English language proficiency intake/identification assessment.

For a flow chart of this complete process, including identification and enrollment, refer to the Mt. Edgecumbe High School Bilingual/ELL Program chart in Appendix D in this program plan of service.

4. Describe the district's procedures for annual parent notification and submit a sample of the letter with this Plan of Service. Notification must include information about the child's identification as LEP, ELP assessment results, the benefits of the program being offered, other program options available, parents' rights to visit the program, and parents' rights to withdraw the student from the program. For districts receiving Title III-A funds or using Title I-A funds for language instruction programs for LEP students, please see Appendix C for timelines and notification requirements.

The Parent Language Questionnaire (Home Language Survey) is included in the new enrollment packet and a cover letter emphasizes the need to not only complete each document but their importance relative to services available for students. This form is included in this plan of service after Definition of Language Instruction Programs. Additionally, reference MT. EDGECUMBE PARENT NOTIFICATION LETTERS – ELL SERVICES, FORM A, and FORM B.(See Appendix D)

The parent's rights of withdrawal are addressed in the parent notification letter (ELL Services, Form A, and Form B): "You have the right to remove your child from this program at any time or to refuse the placement of your child in this program. If you do not want your child in this program and to you do not want your child to receive the English language services of this program, please contact the Academic Principal at Mt. Edgecumbe High School: 907-966-3200."

5. Describe the district's curriculum, program of services, instructional model(s) and activities for LEP students and how the services will ensure English language acquisition and academic content achievement. Include a description of the amount and percentage of time academic instruction is provided in English and in the student's native language, if applicable. See Appendix B for the descriptions of language programs instructional model(s).

Mt. Edgecumbe's student population is 15-20 % English language learners; from a range of different native languages and dialects. The goal of Mt. Edgecumbe's Language Instruction Program is acquisition of English language skills so that LEP students can succeed in an English-only mainstream classroom. Therefore, all content instruction at Mt. Edgecumbe is in English. The student's home language is not developed through instruction at Mt. Edgecumbe. This is a **Structured English Immersion** program in which 100% of the students' academic instruction is in English. The intent of the Structured English Language program at Mt. Edgecumbe is help prepare all Mt. Edgecumbe students with the knowledge and skills necessary for transition to college or some other form of post-secondary training. The focus is on achievement of Alaska Content and Performance Standards, and higher-order content classes in math, science, foreign language, English, and other content areas. Mt. Edgecumbe's Structured English Immersion approach best provides for meaningful participation in

of ELL students in the school's educational program and meets the needs of students to prepare for post-secondary education. Over the last twenty years, ninety percent of Mt. Edgecumbe graduates attend some form of post-secondary education, with a high percentage attending college.

Mt. Edgecumbe teachers have little time to learn strategies and few professional development opportunities in the school's 24/7 boarding school environment. Professional development in the **Sheltered Instruction Observation Protocol (SIOP)** method of integrating content and language instruction for mainstream teachers has been provided as a supplemental plan of service strategy for ensuring success for Mt. Edgecumbe High School ELL students. This strategy aims to foster academic achievement and an environment of inclusion for ELL students in all content classrooms. In addition, staff has been trained in Project CRISS (Creating Independence through Student-Owned Strategies). Strategies contained within the CRISS model are literacy strategies teachers and students can learn to engage as needed.

All academic classroom teachers have been trained to integrate **English Language Proficiency Standards** (listening, speaking, reading and writing) to enable ELL students to meet their respective discipline's content and performance standards and communicate appropriately. The SIOP model allows teachers to deliver content in a way that is understandable for ELL students while at the same time promoting their English language development; addressing ELP standards parallel to their content and performance standards. Teachers are integrating content and language objectives, adapting content, using a variety of techniques to make concepts clear, using various strategies to clearly explain and clarify performance tasks, and providing meaningful activities to integrate lesson concepts; in this way, all instructional lessons have content and language objectives.

SIOP is based on research into best practices, and takes into account the special language development needs of English language learners, which distinguishes it from high-quality non-sheltered teaching. The SIOP model is drawn from the CAL/CREDE (Center for Applied Linguistics / Center for Research on Education, Diversity and Excellence) research study. Research findings indicate that students whose teachers implemented the SIOP model outperformed similar students whose teachers were not trained in the model (Echevarria & Short, 2003). There are eight components of the SIOP model: lesson preparation, building background, comprehensive input, strategies, interaction, practice/application, lesson delivery, and review and assessment.

All classes at Mt. Edgecumbe High School are designed to meet the needs of every student. If a student is identified as an ELL, the student **may receive extra help to meet his/her educational goals through our Content Reading classes, and tutorial assistance programs.** These classes and tutorials give students the opportunity to achieve and progress at a speed that encourages growth in the English language. In addition, all teachers at Mt. Edgecumbe are provided training in helping students master English Language Proficiency Standards in their content areas.

6. Briefly describe the district's plan to meet the requirement that all LEP students be assessed annually in all domains (listening, speaking, reading and writing) using the approved State of Alaska English Language Proficiency assessment (ACCESS for ELLs). Describe the district's procedure for annually assessing the academic content achievement of LEP students.

All Mt. Edgecumbe ELL students are assessed annually, in the spring, using the state approved English Language Proficiency test to include: listening, speaking, reading and writing. In addition, students are assessed with the appropriate mandated State assessments. Student progress (student proficiency) will be reported annually in the NCLB Consolidated Report according to their proficiency level and the appropriate ELP reporting codes denoted in this report. This will include both the number of students who have made progress (reference definition of making progress under item number one) in the Edgecumbe cohort and number of students who attained proficiency according to current definitions and AMAOs.

In addition, these students will be monitored for successful completion of their standards based content and

language courses, and all other courses meeting academic requirements toward graduation.

7. Describe the professional development provided for teachers and paraprofessionals that serve LEP students. Note that providing professional development to instructors of LEP students is a requirement of Title III-A funds.

Professional development in Sheltered Instruction Observation Protocol (SIOP) has been provided for all Mt. Edgecumbe teachers by the Northwest Regional Education Laboratory's Equity Center.

The Project CRISS model, Project CRISS staff and the staff of AKRAC (Alaska Regional Comprehensive Assistance Center) have provided professional development in the integration of literacy strategies. Mt. Edgecumbe has undergone a complete standards-based curriculum adoption incorporating the integration of literacy strategies and cultural standards in the content areas.

The core of Mt. Edgecumbe's program is providing all academic teachers with instructional strategies for English language acquisition as described and illustrated throughout this plan of service. All teachers at Mt. Edgecumbe are provided training in helping students master English Language Proficiency Standards in their content areas.

Annual teacher evaluations assess a teacher's application of literacy strategies in their instructional practices.

8. State the number of teachers and paraprofessionals who provide English language acquisition programs to LEP students, including the qualifications and certifications of any who have ESL endorsements or credentials. If Title III-A funds are received in the district, describe how the district determines that teachers are fluent, having both written and oral communication skills in English and any other language used for instruction.

The core of Mt. Edgecumbe's program is providing all academic teachers with instructional strategies for English language acquisition as described and illustrated throughout this plan of service. All teachers at Mt. Edgecumbe are provided training in helping students master English Language Proficiency Standards in their content areas. Beyond the day-time academic environment, for Mt. Edgecumbe students, in addition to adjusting to a full English language learning environment, there are a range of adjustments associated to moving some distance from home and to a residential living environment. There are many resources in place that help ease this residential transition, including the services of a cultural coordinator. Many Native dance groups, clubs, social activities and cultural events exist and occur at Mt. Edgecumbe.

There are twenty-six academic content teachers, with seven of those staff directly involved in providing English language acquisition programs to students.

If a student is identified as an ELL, the student may receive extra help to meet his/her educational goals through our Content Reading classes, and tutorial assistance programs. These classes and tutorials give students the opportunity to achieve and progress at a speed that encourages growth in the English language.

9. Describe the district's plan for monitoring the academic progress of former LEP students for two years after they are no longer identified as LEP. Former LEP students in grades 3-10 must be monitored *at least* on the state Standards Based Assessments. The district must establish local criteria for monitoring the academic progress of former LEP students in grades not tested on the SBAs (K, 1, 2, 11 and 12).

An LEP student remains identified as an LEP student until, as a result of testing on the annual assessment of English language proficiency (ACCESS for ELLs), (s)he has met the following criteria:

1. a composite score of 5.0 or higher; and

2. a score of 4.0 or higher in each tested domain – reading, writing, speaking, and listening.
(Students in grades 1-12 must take Tier B or Tier C. There is no tier designation for Kindergarten students.)

The local criteria for monitoring the progress of former LEP students is for all students to meet or exceed the minimal requirements for passing the state academic content assessments. In addition to meeting the requirements of passing State assessments, the monitoring of students includes students passing all their required standards based courses for graduation to include the following credits: 4 English ♦4 Social Studies ♦3 Science ♦3 Math ♦2 Computer Technology ♦2 Wellness ♦1 Pacific Rim Studies ♦1 World Language ♦ 4 Electives, Total Credit Requirements for graduation: ♦4 year student = 24 credits required ♦3 year student = 23 credits required ♦2 year student = 22 credits required ♦1 year student = 21 credits required.

Once a student is exited from ELL status, and transitioned into monitoring status, any transitional issues should be minimal, or non-existent. Due to the structure of Mt. Edgecumbe's English Immersion program, the weight of any transition(s) occurs upon a student's entrance into Mt. Edgecumbe's residential learning environment and not upon their exit from ELL status.

Mt. Edgecumbe encourages every student's full involvement and participation in all academic, extra-curricular, and residential living programs and options available. All students have access to a full program of evening and weekend tutorial assistance.

10. Describe the district's procedures to ensure equal access for LEP students to the full range of district programs, including special education, Title I, gifted and talented programs, and nonacademic and extracurricular activities.

Mt. Edgecumbe encourages every student's full involvement and participation in all academic, extra-curricular, and residential living programs and options available. The academic counselor works with students to ensure a program of study that will fulfill Mt. Edgecumbe's 24 credit graduation requirement (which includes four credits of English and one credit of Foreign Language) while accommodating their participation in supplemental courses designed to give students the opportunity to achieve and progress at a speed that encourages their individual growth in the English language: Content Reading. The academic staff involved in extra-curricular activities, provide multiple opportunities and encouragement for all students to participate in the range of extra-curricular options available. The residential, recreational and resiliency staff offer a wide range of extra-curricular, recreational, cultural, and residential-living experiences and activities open to all students. These activities occur after school, in the evenings and on weekends. All students have equal access to a full program of tutorial assistance. Gifted students have full access to college courses within the University of Alaska Southeast- Sitka campus that is fully integrated within the Mt. Edgecumbe High school campus.

11. 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.

The success of Mt. Edgecumbe's language instruction program is measured through overall student success rate and graduation rate as reported within Mt. Edgecumbe's annual report card.

The core measure is student success in the regular academic program; including successful completion in both English Language courses and content-based courses. Similarly, student success rate in supplemental ELL (Content Reading) courses is equally important.

All ELL students will annually tested in reading, writing, listening and speaking using the State approved English Language Proficiency Test. The measurements of both the number of students who have made progress in the Edgumbe cohort and number of students who attained proficiency by one or more levels per year will be monitored. The success rate according to these proficiency measures, and proficiency on the state academic content assessments, will be correlated with the content and instructional practices of Mt. Edgumbe's supplemental ELL courses, to include Content Reading.

Academic staff implementation of SIOP instructional practices will be monitored through teacher observations during regular classroom evaluations. The statistics of ELL student proficiency are reported annually in the NCLB Consolidated Report. In the event of identified needs for program improvement, Mt. Edgumbe's academic and administrative team, to include all highly qualified language teachers and specialists will review relative data and make any necessary plan of service improvements and verify those improvements with Mt. Edgumbe's Advisory School Board.

12. Describe how the district provides for parent and community involvement. Include the district's means of outreach to parents of LEP students informing them they can be involved in the education of their children.

Mt. Edgumbe's Bilingual/Bicultural Education Plan of Service will be reviewed annually by the administrative team and an academic staff team composed of highly qualified English language teachers, and a reading specialists. Mt. Edgumbe's Bilingual/Bicultural Education Plan of Service is made available to parents on Mt. Edgumbe's website. This is the most efficient means of availability given the distance students' parents/guardians. Parents are notified of the plan of service location through parent newsletters and parent teleconferences. In addition, the Bilingual/Bicultural Education Plan of Service is reviewed by Mt. Edgumbe's Advisory School Board.

13. **For Title III-A Districts only:** If your district receives Title III-A funds, include a description of the district's plan to meet the Alaska Annual Measurable Achievement Objectives (AMAO's) for English Language Proficiency. Please refer to the following link for information on the Alaska AMAOs:
http://education.alaska.gov/nclb/pdf/Title_III_Objectives_AMAOs.pdf.

14. **For Title III-A Districts only:** Districts receiving Title III-A funds who failed to meet AMAOs for two consecutive years must complete an improvement plan which addresses strategies for achieving targets not met including contributing factors for each target not met. The district has been separately notified of which targets were not met (making progress in learning English, attaining proficiency in English, or meeting the AMO targets in reading, writing, math and graduation rate for the LEP subgroup).

If the district has been notified that it has failed to meet the AMAOs for two consecutive years, please describe the factors that contributed to the district not meeting the AMAO targets and include strategies in this Plan of Service for meeting those targets as applicable.

15. **For Title III-A Districts only:** For districts that have failed to meet AMAO targets for 4 years in a row, federal law requires EED to provide technical assistance to those districts. It also requires EED to choose one of the following options [3122(b)(4)]:
- **Require the district to modify the curriculum, program, and method of instruction; or**
 - **Determine whether the district will continue to receive Title III funds and require that the district replace educational personnel relevant to its failure to meet the AMAOs.**

If the district has been notified by EED that it has failed to meet the AMAO targets for 4 years in a row, following the technical assistance provided by EED, outline the modifications to the curriculum, program, and method of instruction that are being made to address the AMAO targets not met.

APPENDIX A: DEFINITIONS

Limited English proficient student [4AAC 34.090, NCLB 9101(25)]

In order to be identified as an LEP student, a student must meet all parts (A-D) of the following definition of an LEP student.

The term “limited English proficient”, when used with respect to an individual, means an individual –

- A) who is between 3 and 21 years old;
- B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- C) who falls into one or more of the following categories of individuals:
 - (i) an individual not born in the United States or whose native language is a language other than English;
 - (ii) an American Indian, Alaska Native, or a native resident of the outlying areas (Virgin Islands, Guam, American Samoa, or Northern Mariana Islands) 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; *and*
- D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the
 - (i) ability to obtain a proficiency level of proficient or advanced, as described in 4 AAC 06.739, on the state assessments in reading and writing;
 - (ii) ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

Immigrant Children and Youth [NCLB 3301(6)]

The term immigrant children and youth' means individuals who —

- (A) are aged 3 through 21;
- (B) were not born in any State; and
- (C) have not been attending one or more schools in any one or more States for more than 3 full academic years.

Note that immigrant children and youth may or may not be identified as LEP students. It is not a requirement to be an LEP student to qualify as an immigrant student.

APPENDIX B: DEFINITION of LANGUAGE INSTRUCTION PROGRAMS

The definitions below are from the National Clearinghouse of English Language Acquisition website at [http://www.ncela.gwu.edu/files/uploads/5/Language Instruction Educational Programs.pdf](http://www.ncela.gwu.edu/files/uploads/5/Language%20Instruction%20Educational%20Programs.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 LEP students*.

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 LEP students.

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 (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 (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

Plan of Service

The district verifies that a current Plan of Service for instructional programs for LEP students is in place and that teachers, researchers, school administrators and, if appropriate, education related community groups were involved in the development of the plan.

NCLB REFERENCE: 3116(B)(5)

The district verifies that the Title III-A Plan of Service and language instructional programs have been based on scientifically based research on teaching LEP children.

NCLB REFERENCE: 3116(D)(3)

Standards & Assessments

The district verifies that the district provides language instruction programs linked to the State English language proficiency standards so that all LEP students can meet the annual measurable achievement objectives (section 3122) for making progress in learning English.

NCLB REFERENCE: 3116(B)(3)(A)

The district verifies that the district annually assesses the English proficiency of all LEP children participating in Title III-A programs.

NCLB REFERENCE: 3116(D)(2)

The district verifies the district has ensured that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.

NCLB REFERENCE: 3116(D)(4)

Parent Information & Notification

Notification of identification as LEP and program placement:

The district will inform parents of limited English proficient children identified for participation in a language instruction program not later than 30 days after the start of the school year, or within 2 weeks of placement in a program if the child is identified during the school year, of the following (in an understandable and uniform format and, to the extent practicable, in a language the parent can understand):

- The reasons for the identification and need for placement;
- The child's level of English proficiency, how it was assessed and the child's level of academic achievement;
- The method of instruction used in their child's program and the methods of instruction used in other available programs including how such programs differ;
- How the program selected will meet the education needs of the child;
- How the program will help their child learn English and meet age appropriate academic achievement standards for grade promotion and graduation;
- The specific exit requirements of the program; the expected rate of transition from the program into classrooms not tailored for LEP students, and the expected rate of graduation from secondary school for such program (if funds are used in secondary schools);
- How the program meets the IEP objectives of a child with a disability; and
 - Information pertaining to parental rights including written guidance explaining the right to have their child removed from the program upon request, the options to decline enrollment or choose another program if available, and assisting parents in choosing from available programs.

NCLB REFERENCE: 3302(a, c & d)

Notification of failure to meet AMAOs (for Title III-A districts only):

If a district that receives III-A funds has failed to make progress on the Alaska Annual Measurable Achievement Objectives (AMAOs), the district will, not later than 30 days after such failure occurs, inform parents of LEP children of the district's AMAO results.

NCLB REFERENCE: 3302(b & c)

Parent Involvement Outreach

The district will implement an effective means of outreach to parents of limited English proficient students to inform the parents how they can be involved in the education of their children, and be active participants in assisting their children to attain English proficiency and meet State academic achievement standards. The district must send notice of and provide opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents of LEP students.

NCLB REFERENCE: 3302(e)(1-2)

Nondiscrimination

Districts shall not admit or exclude any children from Title III-A programs based on a surname or language-minority status.

NCLB REFERENCE: 3302(f)

Fluency Certification

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

NCLB REFERENCE: 3116(c)

Required use of Funds

The district shall use Title III-A funds to increase the English proficiency of limited English proficient children by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs in increasing —

- English language proficiency; and
- student academic achievement in the core academic subjects

NCLB REFERENCE: 3115(c)(1)

The district shall use Title III-A funds to provide high-quality professional development to teachers (including classroom teachers that are not teaching language instruction education programs) and educational personnel who are involved in the instruction of LEP students.

Professional development shall be:

- designed to improve the instruction and assessment of limited English proficient children;
- designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for LEP students;
- based on scientifically based research demonstrating effectiveness of professional development in increasing children's English proficiency or the subject matter knowledge, teaching knowledge and teaching skills of such teachers; and
- of sufficient intensity and duration to have a positive and lasting impact on teachers' performance (not one day or short-term workshops and conferences, unless they are one component of a professional development plan to meet the needs of the individual teacher).

NCLB REFERENCE: 3115(C)(2)



APPENDIX D - Attachments

PARENT LANGUAGE QUESTIONNAIRE (Home Language Survey)

Mt. Edgecumbe High School District This form is required by state and federal law.

Identification of students who may have limited proficiency in the English language enables the school to provide appropriate learning programs for the student. Please complete this form and return it to the school office as soon as possible. If you have questions or need help with the form, please contact us at 966-3200

Student Name: _____
(Last Name, First Name)

Place of Birth: _____ **Date of Birth:** ____/____/____
Month Day Year

School: _____ **Grade:** _____ **Gender:** ☐ Female ☐ Male

PART I: STUDENT LANGUAGE BACKGROUND

- What is the first language learned by the student? ☐ English ☐ Other _____
Specify _____
- What language(s) does the student currently use in the home? ☐ English ☐ Other _____
Specify _____
- Is this student participating in a student exchange program? ☐ Yes ☐ No
- When did the student first attend a school in the United States (if known)? ____/____/____
Month Year

PART II: FAMILY LANGUAGE BACKGROUND (Please complete all columns)

	Mother/Guardian	Father/Guardian	Other Significant Adult* Relationship:
1. Home community and State			
2. First language learned			
3. Language(s) spoken to the student			
4. Language(s) spoken in the adult's home			

* Other significant adult could be a grandparent, aunt, uncle, daycare provider, etc. who has contributed to the student's language development.

PART III: PARENT VERIFICATION OF LANGUAGE USE (Please check appropriate box)

	Only the other language, no English	Mostly the other language, some English	The other language & English equally	Mostly English, some of the other language	Only English
A. When the student speaks with family , he/she speaks:					
B. When the student speaks with friends , he/she speaks:					

Parent/Guardian Signature:	Phone Number:
Printed Name:	Date:



LANGUAGE OBSERVATION CHECKLIST

PART A

This form must be completed by English speaking teacher(s) in collaboration with program staff familiar with the student.

Student Name: _____ **Alaska Student ID #** _____
(Last Name, First Name)

School: _____ **Grade:** _____ **Language:** _____
(home language other than English)

Compared to *Standard English-speaking* students of the same age, does the student consistently exhibit any of the following characteristics when listening, speaking, reading or writing?

CHARACTERISTICS	Oral		Written	
a. Uses pronouns, genders correctly.	Yes	No	Yes	No
b. Uses tenses correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Uses singular & plural forms correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Uses prepositions correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Understands teacher directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Uses appropriate sentence structure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Uses developmentally appropriate vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

READING – PLEASE CHECK ONE: <input type="checkbox"/> Non-reader (not reading) <input type="checkbox"/> Developing reader (reading below grade level) <input type="checkbox"/> Fluent (at or above grade level)	COMMENTS: _____ _____ _____
WRITING – PLEASE CHECK ONE: <input type="checkbox"/> Non-writer (not writing) <input type="checkbox"/> Developing writer (writing below grade level) <input type="checkbox"/> Fluent (at or above grade level)	COMMENTS: _____ _____ _____
ORAL – PLEASE CHECK ONE: <input type="checkbox"/> Non-speaker (non-English speaker) <input type="checkbox"/> Developing speaker (speaks below grade level) <input type="checkbox"/> Fluent (at or above grade level)	COMMENTS: _____ _____ _____

Date (Month/Day/Year)	Printed Name	Signature	Position
<hr/>			
	Printed Name	Signature	Position

MT. EDGECUMBE PARENT NOTIFICATION LETTER – ELL SERVICES

(Date)

Dear Parent(s) or Guardian(s),

_____ was recently given the State approved English language proficiency screener assessment. Alaska and federal NCLB regulations require that all districts identify ELL (English Language Learners) students. This assessment tests the level of English language proficiency so that all students are placed in the appropriate classes.

A student who scores below the test's recommended levels in speaking, listening, reading or writing, is identified as an ELL student. Your child has been identified as an English Language Learner according to the most recent Language Survey administered this fall.

All classes at Mt. Edgecumbe High School are designed to meet the needs of every student. If a student is identified as an ELL, the student may receive extra help to meet his/her educational goals through one or all of the following classes and programs: Content Reading, HSGQE Math and tutorials. These classes and programs give students the opportunity to achieve and progress at a speed that encourages growth in the English language. In addition, all teachers at Mt. Edgecumbe are provided training in helping students master English Language Proficiency Standards in their content areas.

The state of Alaska requires that a student pass a language proficiency assessment in the spring before releasing the student from the program. Students will be exited from the ELL status and their academic progress monitored for two years upon passing the spring language assessment.

You have the right to remove your child from this program at any time or to refuse the placement of your child in this program. If you do not want your child in this program and to you do not want your child to receive the English language services of this program, please contact the Academic Principal at Mt. Edgecumbe High School: 907-966-3200.

Sincerely,

ELP Test Coordinator
Superintendent
Principal

MT. EDGECUMBE PARENT NOTIFICATION LETTER – FORM B – CONTINUE ELL SUPPORT

(Date)

Dear Parent(s) or Guardian(s),

_____ - was recently given the _____ Language Assessment. Alaska and federal laws and regulations require that all districts test all identified ELL (English Language Learners) students. This assessment tests the level of English language proficiency so that all students are placed in the right classes.

A student who scores below the test's recommended levels in speaking, listening, reading or writing, is identified as an ELL student. Your child has previously been identified as an English Language Learner, and, according to the most recent Language Survey administered this spring, **continues to need support**. The state of Alaska requires that a student pass a language proficiency exam before being released from ELL status, and then be monitored for two years.

All classes at Mt. Edgecumbe High School are designed to meet the needs of every student. If a student is identified as an ELL, the student will receive extra help to meet his/her educational goals through Tutorials and one or all of the following classes: Literature & Composition and/or Content Reading. These classes give students the opportunity to achieve and progress at a speed that encourages growth in the English language. In addition, all teachers at Mt. Edgecumbe are provided training in helping students master English Language Proficiency Standards in their content areas.

The state of Alaska requires that a student pass a language proficiency assessment in the spring before releasing the student from taking this language assessment. Students will be exited from the ELL status and their academic progress monitored for two years upon passing the spring language assessment.

You have the right to remove your child from this program at any time or to refuse the placement of your child in this program. If you do not want your child in this program and you do not want your child to receive the English language services of this program, please contact the Academic Principal at Mt. Edgecumbe High School: 907-966-3200. Your student will still be required to take the spring language assessment.

Sincerely,

ELP Test Coordinator
Superintendent
Principal

MT. EDGECUMBE PARENT NOTIFICATION LETTER – FORM A – PASSED ASSESSMENT – MONITORING STATUS NOW

(Date)

Dear Parent(s) or Guardian(s),

_____ was recently given the _____ Language Assessment. Alaska and federal laws and regulations require that all districts test all identified ELL (English Language Learners) students. This assessment tests the level of English language proficiency so that all students are placed in the right classes.

A student who scores below the test's recommended levels in speaking, listening, reading or writing, is identified as an ELL student. Your child had previously been identified as an English Language Learner, but this spring **passed** the Language Survey. The state of Alaska requires that a student pass a language proficiency exam before being released from ELL status, and then be monitored for two years.

All classes at Mt. Edgecumbe High School are designed to meet the needs of every student. If a student is identified as an ELL, the student may receive extra help to meet his/her educational goals through Tutorials and one or all of the following classes: Literature & Composition and/or Content Reading. These classes give students the opportunity to achieve and progress at a speed that encourages growth in the English language. In addition, all teachers at Mt. Edgecumbe are provided training in helping students master English Language Proficiency Standards in their content areas.

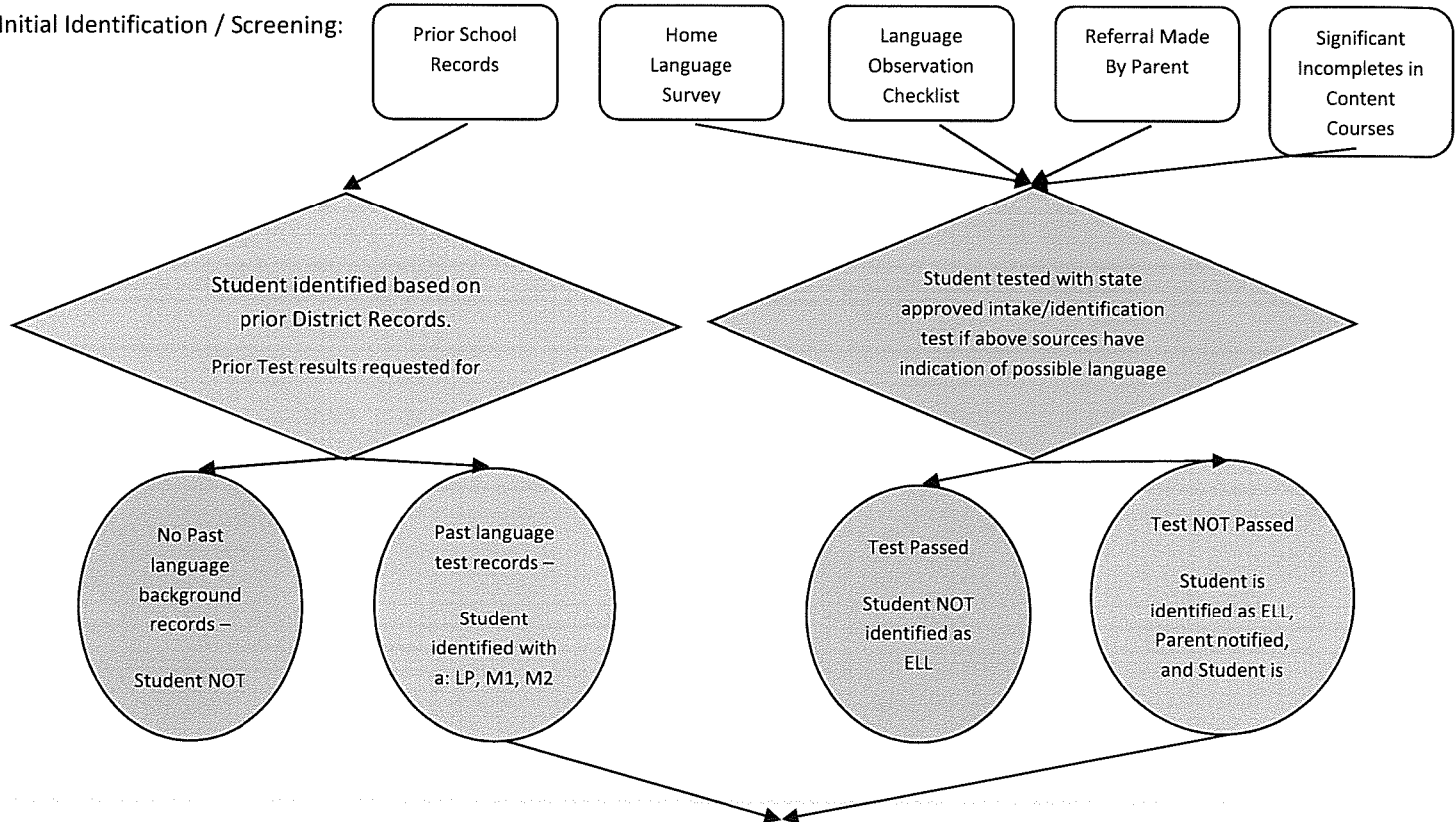
The state of Alaska requires that a student pass a language proficiency assessment in the spring before releasing the student from the program. Your student has been exited from ELL status. Their academic progress will be monitored for two years or until they graduate from High School.

Sincerely,

ELP Test Coordinator
Superintendent
Principal

Mt. Edgecumbe High School Bilingual/ELL Program 2012-2017

Initial Identification / Screening:



Program of Services:

Students identified as L1 and LP are served in Structured English Immersion and Sheltered Instruction Observation Protocol (SIOP) by all language and content area teachers using the state English Language Proficiency standards. If severity warrants, student is enrolled in our Content Reading classes, and tutorial program.

Students identified as M1 and M2 are monitored for academic progress for one or two years.

Procedure for Annually Assessment:

