



THE STATE  
*of* **ALASKA**  
GOVERNOR MIKE DUNLEAVY

**Department of Education  
& Early Development**

DIVISION OF INNOVATION &  
EDUCATION EXCELLENCE

333 Willoughby Ave., 9<sup>th</sup> Floor, SOB  
P.O. Box 110500  
Juneau, Alaska 99811-0500  
Main: 907.465.2800  
Fax: 907.465.2806

May 8, 2023

Virva Elliot, FNSBSD, ELL Program Coordinator  
520 Fifth Ave  
Fairbanks, AK 99701

Dear Virva,

The Alaska Department of Education & Early Development has reviewed and approved your district's Plan of Service for English Learners for the effective dates of 7/1/2023 through 6/30/2028. A POS may be modified by submitting a revised POS if requirements or regulations change in any way that would require a modification, or if the district chooses to make changes to their Plan for serving EL students.

Thank you for your continuing efforts to help all Alaska students meet the challenging State academic and English language proficiency standards. Please contact me if you have questions or concerns.

Sincerely,

A handwritten signature in black ink, appearing to read "Eli Barsy".

Eli Barsy  
English Learner/Title III-A Program Manager

cc: Karen Melin, Chief School Administrator

Brianna Gray, Executive Director of Student Support Services

Chane Beam, Executive Director of Teaching and Learning

Courtney Preziosi, ESEA Administrator

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## Plan of Service For English Learners

Name of School District: Fairbanks North Star Borough School District

Superintendent/Authorized Rep: Karen Melin

Email: karen.melin@k12northstar.org

Phone: (907) 452-2000 ext. 11401

Program Coordinator: Virva Elliott

Email: virva.elliott@k12northstar.org

Phone: (907) 452-2000 ext. 11467

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

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

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

Signature of Superintendent/Authorized Representative: Karen Melin

Date: 4.12.23

Title: Chief School Administrator

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 1<sup>st</sup>** to:

**Electronically:** [eli.barsy@alaska.gov](mailto:eli.barsy@alaska.gov)

**Mail to:** Eli Barsy, English Learner/Title III Program Manager  
Alaska Department of Education & Early Development  
801 West 10<sup>th</sup> 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.

#### Educational Goals

The English Language Learner (ELL) Program of the Fairbanks North Star Borough School District (FNSBSD) provides an educational program for English Learner (EL) students that assists them in developing English language proficiency through culturally and linguistically responsive content instruction. Meaningful access to the curriculum and comprehensible input are the primary focus of the specialized assistance and support that EL students receive. With specialized assistance, support, and instruction, ELs are expected to achieve the same level of subject matter content mastery as their native English-speaking peers. It is also the goal that EL students will graduate in the same proportion as the district's aggregate high school population.

The FNSBSD is committed to the statewide reading goals outlined in the Alaska Reads Act, taking into consideration the specific needs of English Learners. Reading instruction in our district is grounded in the five components presented in Alaska's Reading Playbook which is based on the Science of Reading: phonemic awareness, phonics, vocabulary development, fluency, and comprehension. When considering ELs, oral language development and English vocabulary development are essential parts of reading instruction. Additionally, it is important to model fluent English reading and explicitly teach English comprehension, both in listening and reading. The differences in phonemes and orthography between the student's first or primary language and English are also to be included when instructing ELs in reading English.

FNSBSD's ELL Program supports and encourages the continued use and development of home languages among the students' families and language community members. However, proficiency in languages other than English is not measured nor explicitly taught as part of the ELL Program in the schools.

### **English Language Development Goals**

The goal of the ELL Program is academic English language proficiency. English language proficiency is measured annually in Alaska's adopted English Language Proficiency (ELP) assessment, WIDA ACCESS for ELLs. Students must meet the state defined criteria to exit from EL status.

In addition to individual EL students achieving academic English language proficiency, the goals of the ELL Program are measured in terms of the EL student's achievement in Alaska's annual content assessments, AK STAR and Alaska Science. Our district also measures individual student growth throughout the school year utilizing interim assessments such as Amplify mClass (grades K-3) and Measures of Academic Progress (MAP) (grades 3-10).

### **Strategies for Academic Success**

Academic English Language Proficiency and content mastery are achieved through language development accommodations and differentiation in the classroom teachers' instruction as well as in the teachers' evaluation of student learning. FNSBSD is committed to providing a well-rounded instructional program to meet the academic needs of all students, including ELs. Implementation of a student-centered personalized learning model throughout the district ensures that each student achieves their highest potential. FNSBSD educators utilize the elements of personalized instruction to reach the educational goals for all students including ELs:

- Education aligns to specific student needs and learning goals
- Frequent data collection informs instructional decisions and groupings
- Ongoing student reflection encourages ownership of learning
- Instructional materials allow for differentiated path, pace, and performance tasks

FNSBSD supports continuous professional development opportunities and ongoing implementation coaching for mainstream classroom teachers and ELL Program staff in a variety of research-based strategies that foster academic language development. These strategies include but are not limited to Sheltered Instruction Observation Protocol (SIOP), cooperative learning and Thinking Maps. Classroom teachers are provided training opportunities in various instructional strategies as well as coaching or consultation with a certified ELL Specialists. ELL Tutor/Instructors are also provided training to be able to support classroom teachers in the implementation of the strategies outlined in the EL student's English Learner Plan.

Students who enter FNSBSD with no or very limited English may also receive native language support from Bilingual Assistant or Language Interpreters for a limited part of the day. Language interpreting support focuses on oral interpretation of the content area subject matter. Language interpreting is in addition to and not in lieu of other language and academic language development strategies provided by the classroom teacher in consultation and collaboration with ELL Program staff.

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.

The FNSBSD ELL Program staff, in consultation with each student's content teachers and other instructional staff, selects one or more of the following Language Instruction Education Programs based on the needs and grade level of the student.

### **Content-based English as a Second Language (ESL) Program, supported by Sheltered Instruction Observational Protocol (SIOP).**

The primary language instruction educational program (LIEP) in FNSBSD, available to students in all grade levels and in all schools, is the Content-based English as a Second Language (ESL) Program, supported by Sheltered Instruction Observational Protocol (SIOP). This program supports the district's personalized learning approach by providing supports to mainstream classroom teachers in their efforts to employ best practices with EL students in all classrooms. Examples of evidence-based strategies utilizing best practices with EL students, in addition to SIOP, are cooperative learning, Thinking Maps, and differentiated instruction. Training and continuous professional development in the use of these strategies is available to mainstream classroom teachers. ELL Program certified staff provides instructional coaching support to classroom teachers in best practices with EL students and may co-plan and/or co-teach lessons as needed to ensure that the needs of the EL students are met. ELL Program paraprofessional staff assists teachers in the implementation of support strategies and provides tutoring support for EL students in mainstream classrooms. Classroom teachers can also select to utilize a SIOP lesson plan template to guide their planning to ensure supports for ELs are in place throughout each instructional unit.

### **English Language Development (ELD)**

Students in elementary schools, including those enrolled in K-8 schools and select other middle grades programs, who are in the entering to the beginning levels of English Language Proficiency, as measured by the WIDA English Language Proficiency assessments, receive additional English Language Development support to meet their social-instructional and basic academic language needs, as outlined in each student's Individual English Learner Plan developed in collaboration with the classroom teachers, ELL Program certified teachers and/or ELL Program paraprofessionals. In the personalized learning model, student learning, including English Language Development, takes place in the mainstream classrooms where students receive the personalized instruction they need. ELL Program paraprofessional staff supports the English Language Development working with small groups of students in the mainstream classrooms using district approved materials as instructed by the ELL Program certified staff and the classroom teachers. As per specific student needs this support may also take place outside the mainstream classrooms.

### **English as a Second Language (ESL) program is utilized at middle schools and high schools in conjunction with Sheltered English instruction.**

Sheltered English language instruction is provided by certified teachers with training in ELL support strategies during specific class periods in middle schools and high schools. The Sheltered English classes include both English as a Second Language classes and grade level specific Sheltered English classes. English as a Second Language instruction is also provided at middle schools. Middle and high schools may also utilize the Pull-out ESL model, having ELL program staff work with students on developing English proficiency outside the mainstream classroom.

### **Specially Designed Academic Instruction in English (SDAIE)**

Academic Skills and Support class offered at the secondary grade levels in select schools is designed to support English Learners' Academic English development while ensuring success in all content areas by teaching the necessary skills for students to succeed in an academic setting, and to introduce students to American culture and expectations in the school as well as outside the school system, for success after high school graduation. The curriculum and instruction are highly personalized and utilize small group and cooperative learning activities. The goal is for students to integrate skills learned in the Academic Skills and Support class into their core academic areas.

### **Use of Primary or First Language**

FNSBSD's Language Instruction Programs minimally use the primary or first language of the students. ELL Program bilingual ELL Tutor/Instructors, Bilingual Assistant, or Language Interpreters provide interpreting

support for newcomer non-English speaking students (who are identified as entering to the low beginning levels of English Language Proficiency) in content area classes. Language interpreting is strictly in addition to and not in lieu of the English language instruction program and is provided on “as available and as feasible” basis ranging from 4 hrs/week for primary grade level newcomer ELs to up to 8 hrs/week for high school newcomer ELs. ELL Program staff providing primary or first language support facilitate the student's transition to the all English-speaking environment and ensure access to the curriculum while learning English. Language interpreting support is gradually decreased over time as the student becomes more proficient in English. Language interpreting services are provided initially for one semester and, except for students with extenuating circumstances, can continue up to a maximum of four semesters. Primary students typically require fewer semesters of language interpretation support than secondary students. Language interpreting is always combined with the content-based ESL program.

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)).*

#### **Certified Teachers providing language instruction to English Learners (4.8 FTE)**

ELL Program staff in a certified instructional position (ELL Specialist, Language Acquisition Specialist, or English teacher teaching ELL classes) providing direct student support is required to hold a valid Alaska teaching certificate with an English and/or ESL endorsement. A valid Alaska teaching certificate with a language-related endorsement *and* a TESOL or Bilingual/Multicultural certificate may be considered in lieu of an ESL endorsement. Master's degree in Education with an emphasis in applied linguistics or cross-cultural education is preferred. Four of the six currently employed ELL Program staff in certified instructional positions hold Master's Degrees in ESL or TESOL, and three of these four employees also have an ESL endorsement on their Alaska Type A Teaching Certificates. Other two staff hold ESL related certifications in other states in addition to their Alaska English endorsement. There are 19 additional certified teachers in the school district who hold an English as a Second Language (18) or an English as a Foreign Language (1) endorsement.

Fluency in English is determined by the employee meeting all the qualifications in the job description as well as demonstrating English proficiency on the written application and oral interview process. College credits and Alaska Type A teaching certification is verified by the Human Resources Department.

#### **ELL Tutor/Instructors (15.61 FTE) and Bilingual Assistant Spanish (0.5 FTE)**

All ELL Tutor/Instructors and the Bilingual Assistant Spanish meet the qualifications in their respective job descriptions and the federal standards for Highly Qualified (Associates degree, 48 college credits, or passing score on the ParaPro assessment or other qualifying examinations as determined by the State of Alaska). Qualifications are verified by the Human Resources Department. The application process requires demonstrating English proficiency on the written application and oral interview. An additional writing sample may be requested during the interview (e.g., summarizing a content-based paragraph in English). Candidate Oral Fluency Assessment in English is completed at the time of the interview. Some paraprofessionals are fluent in a language other than English. The other language may be the employee's native language or fluency may be verified through a Post-Secondary degree (associates, bachelors, masters, PhD. or equivalent) obtained in the other country.

**Temporary Language Interpreters (hired as needed to support newcomer students and families)**

Typically, the FNSBSD's ELL Program has approximately 10 Language Interpreters on staff. Language Interpreters demonstrate English proficiency on the written application and during the oral interview process. To assess proficiency in the language other than English, candidates translate a content selection from English into the other language. Fluency and accuracy are observed and discussed.

**Summer Programs Staff**

Staff for Summer Programs sponsored by the ELL Program and funded through the Title III-A grant is hired from the existing FNSBSD paraprofessional staff and certified teachers. All FNSBSD paraprofessional staff meet the English Language Proficiency requirements and FNSBSD only hires certified teachers who meet the state certification requirements, which include passing scores on one of the State approved basic competencies assessments of Reading and Writing in English.

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

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

The Fairbanks North Star Borough School District's ELL Program provides ELL professional development opportunities for ELL Program paraprofessional staff, ELL Program certified staff and other non-ELL district staff as appropriate.

**ELL Program paraprofessionals and ELL Program certified teachers** meet at least quarterly and are provided with professional development. Mandatory trainings include ELL Program procedures and documentation, WIDA Standards, State approved screening assessments (WIDA Screener, WIDA Screener Kindergarten), WIDA ACCESS for ELLs test administrator certification training, testing accommodations for ELLs, and parent outreach & engagement. Trainings also include topics as per needs assessments, such as Sheltered Instruction Observation Protocol (SIOP), WIDA trainings, cooperative learning strategies, Thinking Maps and Thinking Maps Path to Proficiency, introduction to new curriculum materials and their ELL components, specific topics related to language acquisition, technology-based resources (Imagine Learning, ELlevation, PowerSchool, iPad apps, etc.), and technology supports for English Learners. New ELL program paraprofessionals will also receive training on the foundations of tutoring and best practices for ELs.

**Classroom teachers** and ELL Program staff collaborate during the development of the EL students' support plans, engaging in an embedded, relevant opportunity to confirm understanding of WIDA standards and to augment the practice of evidence-based ELL instructional strategies in the mainstream classroom. FNSBSD ELL Program utilizes the ELlevation platform for the development of EL students' support plans, including embedded professional development on best practices for ELs. Certified ELL staff provides instructional coaching to classroom teachers on Sheltered Instruction Observation Protocol (SIOP), ELlevation, Imagine Learning, and other programs and strategies to support ELL students throughout the school year.

Fairbanks North Star Borough School District's Teaching and Learning Department provides opportunities throughout the school year for certified staff to fulfill professional learning goals that benefit ELL students. At a minimum, classes, trainings, workshops, and/or PLC topics include: implementation of district adopted materials; training in teaching reading such as LETRS, supporting district's implementation of Alaska Reads Act; knowledge and use of differentiated instruction in the classroom; implementation of Thinking Maps strategies across curriculum; training on interventions; training in understanding data in assessments including MAP and mClass;



and training on using data to guide instruction. Non-certified instructional staff participates in professional development with certified instructional staff during districtwide in-service days as appropriate.

Various summer programs sponsored by the ELL Program also provide opportunities for ELL Program paraprofessionals, ELL Program certified teachers, and classroom teachers to collaborate to enhance and/or refine ELL instructional strategies and to pilot new programs and materials.

**The ELL Program Language Interpreters** meet at least three times each year, covering topics such as the Language Interpreter Manual, ELL Program required documentation, EL Testing Accommodations, parent outreach and involvement, effective teacher-interpreter collaboration strategies, and paraprofessionals in the classroom.

**Non-instructional staff** is also provided ELL-specific professional development in topics such as: resources for working with limited English speaking students and families; ELL Program requirements and updates; ELL Testing Accommodations; Language Line (on demand telephone service for language interpreting); working with immigrant students and their families, including refugees; and other topics as applicable. The staff in these professional development presentations include principals, counselors, nurses, secretaries, test coordinators, Special Education staff, EEO staff, and other district administrators as applicable to the position.

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).

EL students who meet fluent English language proficiency standards as determined by the State defined criteria on the annual WIDA *ACCESS for ELLs* Assessment are exited from ELL Program Services. Students are monitored for continued academic achievement and success for four school years after achieving the exit criteria. For monitoring purposes, these students are tagged in PowerSchool and in ELlevation as monitoring status students (M1, M2, M3, or M4) and Exited Student Monitoring forms are sent through ELlevation to the students' English teachers each December and each May. The monitoring forms may be sent to other content area teachers as well to gain additional insight. Teachers complete and submit the monitoring forms online through ELlevation. Students who have failing grades or other concerns are flagged for follow-up.

Additionally, students in grades 3-10 are monitored based on the state content assessments. Students who are proficient or advanced in English Language Arts and Math are considered 'making academic progress'. Students who are not proficient in one or more of the content areas assessed are considered 'not making academic progress', which triggers the follow up process.

For students who are considered 'not making academic progress' or who are flagged for follow-up through ELlevation monitoring, the ELL staff meets with the content area teacher(s) to review the student's needs. The objective of the meeting is to determine to what extent English language proficiency is a contributing factor or a barrier to the student's success. As a result of this follow-up, the student may be considered for re-entry into the ELL Program for continued academic and English language development support. At this point the parent/guardian and the ELL Program Director are contacted. If it is determined that the language barrier is a contributing factor to the student not making academic progress, the student is re-screened for ELL Program eligibility by administering either the WIDA Screener or the WIDA MODEL.

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.

The Fairbanks North Star Borough School District maintains a commitment to achievement and as such, this requires identifying goals, collecting relevant data, and having a process for ongoing evaluation of the progress towards meeting these goals.

ELL Program staff utilizes ELlevation to set goals for individual students in the beginning of each school year based on the results of ACCESS for ELLs, the WIDA Screener (Online or Paper) or the WIDA Screener for Kindergarten, and then tracks students' progress towards these goals quarterly. The goals are domain specific and based on the WIDA Can-Do-Descriptors. Semi-annual progress monitoring forms are also sent out through ELlevation to teachers of all active LP students who are receiving only Content-based ESL support, and as per ELL staff consideration to teachers of active LP students who are receiving another type of language instruction support in addition to Content-based ESL support. The progress monitoring forms give immediate information on the progress and needs of the students and individual students' support plans can be adjusted as needed. Sample progress monitoring forms are included as attachments.

ELL Program staff also continuously monitors students' grades in PowerSchool to ensure that EL students are able to meet grade level expectations in all core content areas. If a student is experiencing difficulty in an academic area, school ELL Program staff will consult with classroom and content area teachers to determine appropriate additional supports the student may need to ensure success.

The Director of the ELL Program also analyzes districtwide achievement in the state standards-based assessments and modifies the program based on identified needs. This evaluation also includes staying abreast with current research and best practices as the demographics and the needs of the EL students change. Continuous data analysis on graduation success of EL students is part of the evaluation process. Stakeholder input and feedback from parents, principals, other school district staff, and community organizations are also taken into consideration when making decisions regarding program adjustments.

#### *Long-term EL Review Process*

EL students are expected to meet fluent academic English proficiency standards and exit from ELL Program support services within four to seven years after entering the program, depending on the initial ACCESS for ELLs assessment scores, as determined in Alaska's ESSA State Plan. EL students who have not attained fluent English proficiency on the WIDA ACCESS for ELLs within the student specific time period are considered to be students *at risk*.

The ELL Program recognizes that long-term EL students have specific academic needs. Therefore, the status and progress of EL students who do not meet proficiency within the expected timeframe and, each subsequent year thereafter, are specifically reviewed by a team to evaluate the student's support services plan. The school site ELL staff meets with the team of educators most closely involved with the EL student's daily instruction to review the amount and types of services the student is receiving. If the student also has an individual education plan (IEP), this discussion should take place during the student's IEP meeting when possible. As a result of this meeting, changes to the quantity or quality of support services are made.

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.

Along with well-established parent and community outreach efforts, the Fairbanks North Star Borough School District's ELL program seeks original and innovative opportunities to connect with the parents, families and the general community of the EL students. Established routines to promote parent, family and community engagement in the education of English learners include:

#### *Enrollment*

The ELL staff is available in the school office during times of enrollment and can therefore explain program goals and services to parents at the earliest possible time. Interpreters are also provided to schools during enrollment as available. All schools have access to the Language Line, a service that provides on demand translation by phone. Home Language Survey allows parents to indicate their language preference for home-school communication.

#### *Parent & Family Events and Meetings*

Parents and guardians of EL students are invited to attend ELL Parent & Family Nights. Topics include instructional supports available at home through technology, a review of a specific curriculum such as Math, or introduction to a curriculum strategy such as Thinking Maps. Parents and guardians of EL students are invited to attend meetings to review and provide input into program activities. FNSBSD's annual America's Cultures Celebration, a collaboration between ELL and ANE Programs, recognizes Fairbanks' diverse cultural heritages with singing, dancing and student recognition. This celebration is a long-standing tradition. Attendance typically reaches 250-300 students, family members and staff.

ELL Program staff also participates in school-based parent & family engagements events, such as start-of-the-year events and transition nights provided to incoming high school freshmen. The ELL families who attend the event are able to meet the ELL staff with whom their student will be working at the high school the following year. Other non-ELL families and other school staff use this opportunity to learn more about the ELL Program as well.

#### *International Friendship Day*

International Friendship Day, taking place each October in Fairbanks, is a long-standing community event that celebrates the community's cultural and linguistic diversity. The FNSBSD's ELL Program reserves a table every year to participate and to make personal contact with ELL families, students and others interested in learning more about the ELL Program and the support services it provides.

#### *Summer Programs*

The ELL Program sponsored summer programs provide parents with opportunities to visit with their students and celebrate their students' achievements. Through their experience with the summer programs, parents become more aware and familiar with opportunities for involvement during the regular school year.

#### *Non-ELL Program staff are informed*

School personnel and administrators receive regular updates on ELL Program requirements and the ELL Program staff is available to explain program requirements to staff members at anytime. The ELL Program Director meets with principals and testing coordinators as needed to review existing or to explain new program requirements.

#### *Translation and Interpretation*

FNSBSD considers it important to provide parents with translation and interpreting support; an obvious barrier to EL parent's involvement at schools. FNSBSD places importance on providing parents information in a language

they understand. Many forms and documents have been translated and are available for district personnel to use; not only forms associated with the ELL Program, but also forms used by other district staff. Efforts to ensure translated documents are available and used is a focus for the ELL Program.

Bilingual Assistant or one of the Language Interpreters attend meetings with parents whenever possible, but scheduling conflicts are unavoidable. Therefore, the district encourages school staff to become familiar and comfortable with the telephone on-demand translation services to which the district subscribes. Due to the sensitive nature of some educational meetings (discipline hearings, special education, academic achievement and challenges), the neutral third-party interpreter over the phone is oftentimes preferable to the live interpreter in the room.

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 C for a full list of parental notification requirements and applicable timelines.*

After the state approved screening assessment is scored, a notification letter with the assessment results is sent to the parents. If the assessment indicates that the student is not proficient in English, the parents are sent the initial notification letter, outlining the type of support services the student will be provided. The Parent Notification of Services letter includes a separate form for the parents to complete should they choose to waive ELL Program support services. If the screening assessment indicates that the student is fluent English proficient, and therefore not eligible for support services, a letter notifying the parents of this status is sent. The ELL Program Records Manager sends out one of these two letters within 30 days of enrollment if in the beginning of the school year and within 14 days of enrollment thereafter. The parent notification letters are generated through ELlevation and automatically translated into the student's home language (translations are available in 34 languages).

Once the annual assessment results are available (early June), the score reports for all students who participated in the ACCESS for ELLs are uploaded into PowerSchool for parents to access through the Parent Portal. Students who have achieved fluent academic English proficiency on the annual ELP assessment are exited from ELL Program services and are monitored for four years; parents/guardians are notified of this new status for their ELL student in late June. For students who are continuing in the ELL Program from the previous year, a continuing notification letter is sent to parents at the beginning of the first semester.

The initial and continuing parent notification letters include all the information as required in ESSA including: the reasons for identification; the level of English proficiency, how it was assessed and the status of the child's academic achievement; the methods of instruction to be used in the English Language Learner program and how the program will meet the educational strengths and needs of the child; how the program will help their child learn English and meet academic achievement standards for grade promotion and graduation; the exit requirements for the program; how the program meets the objectives of the IEP should the student be dual identified with the Special Education Program; and information about waiving services if they choose to decline ELL support. All parent notification letters are generated through ELlevation and are automatically translated into the parent's home language (translations are available in 34 languages). A separate addendum is attached to each initial or continuing parent notification letter outlining the services available in FNSBSD for ELL Program eligible students. The addendum is also available in Spanish and can be translated to other languages upon request.

**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](http://www.ncela.gwu.edu/files/uploads/5/Language_Instruction_Educational_Programs.pdf). L1 represents the student's home or primary language of influence. L2 represents the language the student is trying to learn, or English. If you are using a program other than one listed below, provide a description of the program and include information indicating how research shows that it is proven to be effective for English learners.

### **Sheltered English instruction**

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

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

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

### **Structured English immersion (SEI)**

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

### **Specially Designed Academic Instruction in English (SDAIE)**

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

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

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

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

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

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

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

### **Heritage language program or Indigenous language program**

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

### **Developmental bilingual program**

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

### **Transitional bilingual program**

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

**Program Activities**

**Required Activities [§3115 (c)]**

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

**Authorized Activities [§3115 (d)]**

- (d) a district may use the funds to achieve one of the purposes described in subsection (a) by undertaking 1 or more of the following activities:
  - 1) Upgrading program objectives and effective instructional strategies.
  - 2) Improving the instructional program for English learners by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures.
  - 3) Providing to English learners –
    - A) tutorials and academic or career and technical education for limited English proficient children; and
    - B) intensified instruction which may include materials in a language that the student can understand, interpreters, and translators.
  - 4) Developing and implementing effective preschool, elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
  - 5) Improving the English language proficiency and academic achievement of English learners.
  - 6) Providing community participation programs, family literacy services, and parent and family outreach and training activities to English learners and their families:
    - A) to improve the English language skills of English learners; and
    - B) to assist parents and families in helping their children to improve academic achievement and becoming active participants in the education of their children.



- 7) Improving the instruction of English learners, which may include English learners with a disability, by providing for:
  - A) the acquisition or development of educational technology or instructional materials;
  - B) access to, and participation in, electronic networks for materials, training, and communication; and
  - C) incorporation of the resources described in subparagraphs (A) and (B) into curricula and programs, such as those funded under this subpart.
- 8) Offering early college high school or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education.
- 9) Carrying out other activities that are consistent with the purposes of this section.

#### **District Plan [§3116]**

The district verifies the current Plan of Service submitted shall -

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

#### **Teacher English Fluency [§3116(c)]**

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

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

*Notification of identification as EL and program placement:*

- (A) NOTICE. - Each local educational agency using funds under this part or title III to provide a language instruction educational program as determined under title III, shall not later than 30 days after the beginning of the school year inform parents of an English learner identification for participation or participating in such a program of –
  - (i) the reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;

- (ii) the child's level of English proficiency, how such a level was assessed, and the status of the child's academic achievement;
  - (iii) the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
  - (iv) how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
  - (v) how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
  - (vi) the specific exit requirement for the program,, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools;
  - (vii) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section 614(d) of the Individuals with Disabilities Education Act; and
  - (viii) information pertaining to parental rights that includes written guidance –
    1. detailing the right that parents have their child immediately removed from such program upon their request;
    2. detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
    3. assisting parents in selecting among various programs and methods of instruction, if more than 1 program method is offered by the eligible entity.
- (B) SPECIAL RULE APPLICABLE DURING THE SCHOOL YEAR. — For those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during such school year, the local educational agency shall notify the children's parents during the first 2 weeks of the child being placed in a language instruction educational program consistent with subparagraph (A).

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

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

- (I) be involved in the education of their children; and
- (II) be active participants in assisting their children to—
  - (aa) attain English proficiency;
  - (bb) achieve at high levels within a well-rounded education; and
  - (cc) meet the challenging State academic standards expected of all students.

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

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

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



## Notification of English Language Program Continuation

### Student Information

Student	Atlas Pup	Grade Level	6	School	Randy Smith Middle School
ELL Status:	LEP	Student ID#	10012	Entered ELL	4/7/2020

Our school district provides a program of language instruction for ELLs to attain English proficiency, and meet the same challenging academic content and student achievement standards expected of all students. Upon enrollment, a language other than English was noted on your child's Home Language Survey. According to state and federal law, our school district is required to assess the English language proficiency of your child in listening, speaking, reading, and writing. Based on the results of the ACCESS for ELLs, a state-approved assessment for measuring English language proficiency, your child continues to be eligible for services for English Language Learners. Below, please find results that have informed our decision, information about our language programs, and your rights as a parent.

### English Language Proficiency Tests

Test Name & Date	Results																							
ACCESS for ELLs 3/21/2022	Composite						Listening						Speaking						Oral					
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	2.1						2.5						1.5						2.0					
	(200)						(200)						(200)						(200)					
	Reading						Writing						Comprehension						Literacy					
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	2.1						1.8						2.5						1.9					
	(200)						(200)						(200)						(200)					

### Proficiency Level Descriptors

The ACCESS for ELLs test results are ranked into the following categories

1	2	3	4	5	6
<b>Entering</b>	<b>Emerging</b>	<b>Developing</b>	<b>Expanding</b>	<b>Bridging</b>	<b>Reaching</b>
Knows and uses minimal social language and minimal academic language with visual support	Knows and uses some social English and general academic language with visual support	Knows and uses social English and some specific academic language with visual support	Knows and uses social English and some technical academic language	Knows and uses social and academic language working with grade level material	Knows and uses social and academic language at the highest level measured by this test

### Academic Achievement

You can find additional academic achievement information for your child in PowerSchool Parent Portal. If you do not yet have a PowerSchool Parent Portal account and need help setting it up, or if you would prefer to receive the information on paper, please contact your child's school.

Teachers of English Language Learners provide a variety of specialized services until students demonstrate skills in English sufficient for them to succeed academically in the regular classroom.

## ELL Services

Academic Period	ELL Services	Provider	Schedule
2022/2023 - Year	Content-based English as a Second Language (ESL) Program	Ms. Teacher	4x/Week for 0:45

While the rate of English language development (ELD) varies between students, many exit the ELD program in 4-7 years.

## Exit Criteria

Your child's English language development will be assessed annually until he/she meets specific academic achievement requirements.

Exit Criteria Category	Exit Criteria Standard
Overall	Score of 4.5 on the ACCESS.

Students who exit the program are monitored for academic success for 4 years.

All children, regardless of English proficiency, are eligible to participate in all school-wide programs. If your child has an Individualized Education Plan (IEP), or a 504 plan, the language instruction educational program will be utilized in coordination with your child's existing plan. Your child currently has an IEP.

Throughout the school year, you will have many opportunities to learn about your child's progress in academics and learning English. I encourage you to attend parent-teacher conferences and school events to support your child's academic success.

Your efforts will help us meet the 2022/2023 expected rate for graduation of 90%.

## Parental Rights

You have the right to immediately remove your child from the program upon request. You have the right to choose another program or method of instruction for your child (see Addendum to Parent Notification Letter for program options). You have the right to assistance by a District representative in assisting you with selecting a program.

If you have any questions about your child's placement or the type of program options available to you, please contact Virva Elliottt at (907) 452-2000 ext. 11467.

<input type="checkbox"/>	Yes, I approve of this placement for my child.
<input type="checkbox"/>	No, I would like to decline this placement for my child and will contact the school to discuss the options available for my child's English language development. I understand that my child will be tested annually on a state-approved ELP assessment until he/she attains English proficiency.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Phone Number: \_\_\_\_\_

**Please return the signed letter in the envelope provided.**



# Notification of Initial English Language Program Placement

## Student Information

Student	Hershey Pup	Grade Level	9	School	Lathrop High School
ELL Status:	LEP	Student ID#	145000	Entered ELL	4/24/2023

Our school district provides a program of language instruction for ELLs to attain English proficiency, and meet the same challenging academic content and student achievement standards expected of all students. Upon enrollment, a language other than English was noted on your child's Home Language Survey. According to state and federal law, our school district is required to assess the English language proficiency of your child in listening, speaking, reading, and writing. Based on the results of the WIDA Screener, a state-approved assessment for measuring English language proficiency, we are pleased to inform you that your child is eligible for services for English Language Learners. Below, please find results that have informed our decision, information about our language programs, and your rights as a parent.

## English Language Proficiency Tests

Test Name & Date	Results																							
WIDA Screener 4/24/2023	Composite						Listening						Speaking						Oral					
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	3						3						3						3.0					
	Reading						Writing						Literacy											
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6						
	3						3						3.0											

## Proficiency Level Descriptors

The WIDA Screener test results are ranked into the following categories

1	2	3	4	5	6
<b>Entering</b> Knows and uses minimal social language and minimal academic language with visual support	<b>Emerging</b> Knows and uses some social English and general academic language with visual support	<b>Developing</b> Knows and uses social English and some specific academic language with visual support	<b>Expanding</b> Knows and uses social English and some technical academic language	<b>Bridging</b> Knows and uses social and academic language working with grade level material	<b>Reaching</b> Knows and uses social and academic language at the highest level measured by this test

## Academic Achievement

You can find additional academic achievement information for your child in PowerSchool Parent Portal. If you do not yet have a PowerSchool Parent Portal account and need help setting it up, or if you would prefer to receive the information on paper, please contact your child's school.

Teachers of English Language Learners provide a variety of specialized services until students demonstrate skills in English sufficient for them to succeed academically in the regular classroom.

## ELL Services

Academic Period	ELL Services	Provider	Schedule
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2022/2023 - Year

ESL/Sheltered English  
Instruction (secondary)

Mr. ELL Teacher

4x/Week for

While the rate of English language development (ELD) varies between students, many exit the ELD program in 4-7 years.

### Exit Criteria

Your child's English language development will be assessed annually until he/she meets specific academic achievement requirements.

Exit Criteria Category	Exit Criteria Standard
Overall	Score of 4.5 on the ACCESS.

Students who exit the program are monitored for academic success for 4 years.

All children, regardless of English proficiency, are eligible to participate in all school-wide programs. If your child has an Individualized Education Plan (IEP), or a 504 plan, the language instruction educational program will be utilized in coordination with your child's existing plan. Your child currently has an IEP.

Throughout the school year, you will have many opportunities to learn about your child's progress in academics and learning English. I encourage you to attend parent-teacher conferences and school events to support your child's academic success.

Your efforts will help us meet the 2022/2023 expected rate for graduation of 90%.

### Parental Rights

You have the right to immediately remove your child from the program upon request. You have the right to choose another program or method of instruction for your child (see Addendum to Parent Notification Letter for program options). You have the right to assistance by a District representative in assisting you with selecting a program.

If you have any questions about your child's placement or the type of program options available to you, please contact Virva Elliott at (907) 452-2000 ext. 11467.

<input type="checkbox"/>	Yes, I approve of this placement for my child.
<input type="checkbox"/>	No, I would like to decline this placement for my child and will contact the school to discuss the options available for my child's English language development. I understand that my child will be tested annually on a state-approved ELP assessment until he/she attains English proficiency.

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Phone Number: \_\_\_\_\_

**Please return the signed letter in the envelope provided.**



## Addendum to FNSBSD ELL Program Parent Notification Letter

# FNSBSD English Learner Student Supports

### Educational Goals

The English Language Learner (ELL) Program of the Fairbanks North Star Borough School District (FNSBSD) provides an educational program for English Learner (EL) students that assists them in developing English language proficiency through content instruction. Meaningful access to the curriculum and comprehensible input are the primary focus of the specialized assistance and support EL students receive. With specialized assistance, support, and instruction, ELs are expected to achieve the same level of subject matter content mastery as their native English-speaking peers. It is also the goal that EL students will graduate in the same proportion as the district's aggregate high school population.

The FNSBSD is committed to the statewide reading goals outlined in the Alaska Reads Act, taking into consideration the specific needs of English Learners. Reading instruction in our district is grounded in the five components of the Science of Reading: phonemic awareness, phonics, vocabulary development, fluency, and comprehension.

FNSBSD's ELL Program supports and encourages the continued use and development of home languages among the students' families and language community members. However, proficiency in languages other than English is not measured nor explicitly taught as part of the ELL Program in the schools.

### English Language Development Goals

The goal of the ELL Program is academic English language proficiency. English language proficiency is measured annually in Alaska's adopted English Language Proficiency (ELP) assessment, WIDA ACCESS for ELLs. In addition to individual EL students achieving academic English language proficiency, the goals of the ELL Program are measured in terms of the EL student's achievement in Alaska's annual content assessments (AK STAR and Alaska Science). Our district also measures individual student growth throughout the school year utilizing interim assessments such as Amplify mClass (grades K-3) and Measures of Academic Progress (MAP) (grades 3-10).

### Language Instruction Education Programs

The table below outlines the Language Instruction Education Programs available in FNSBSD. For more specific guidance on English Learner (EL) student supports in FNSBSD, see the FNSBSD Plan of Service for English Learners (available at [www.k12northstar.org/ELL](http://www.k12northstar.org/ELL)).

Language Instruction Education Program	Description
<b>K-12: Content-based English as a Second Language (ESL) Program supported by Sheltered Instruction Observational Protocol (SIOP)</b>	The primary language instruction educational program (LIEP) in FNSBSD, available to students in all grade levels and in all schools, is the Content-based English as a Second Language (ESL) Program, supported by Sheltered Instruction Observational Protocol (SIOP). This program supports mainstream classroom teachers in their efforts to employ best practices with EL students in all classrooms, meeting each student's individual academic language needs. Examples of evidence-based strategies utilizing best practices with EL students, in addition to SIOP, are Cooperative Learning, Thinking Maps, and Differentiated Instruction (DI). ELL Program certified staff provides instructional coaching support to classroom teachers in best practices with EL students and may co-plan and/or co-teach lessons as needed to ensure that the needs of the EL students are met. ELL Program paraprofessional staff assists classroom teachers in the implementation of support strategies and provides tutoring support for EL students in mainstream classrooms, as outlined in each student's Individual English Learner Plan (IELP).
<b>K-8: English Language Development (ELD)</b>	Students in elementary schools, including those enrolled in K-8 schools and select other middle grades programs, who are in the entering to the beginning levels of English Language Proficiency, as measured by the WIDA English Language Proficiency assessments, receive additional English Language Development support to meet their social-instructional and basic academic language needs, as outlined in each student's IELP developed in collaboration with the classroom teachers and ELL Program staff. Student learning, including English Language Development, takes place in mainstream classrooms where students receive the personalized instruction they need. ELL Program paraprofessional staff supports English Language Development by working with small groups of students in mainstream classrooms using district-approved materials as instructed by the certified teachers. As per specific student needs this support may also take place outside the mainstream classrooms.
<b>Middle and High Schools: English as a Second Language (ESL) in conjunction with Sheltered English Instruction</b>	Sheltered English language instruction is provided by certified teachers with training in ELL support strategies during specific class periods in middle schools and high schools. The Sheltered English classes in high schools include both English as a Second Language classes and grade level specific Sheltered English classes. English as a Second Language instruction is also provided at middle schools. Middle and high schools may also utilize the Pull-out ESL model, having ELL Specialists work with students on developing English proficiency outside the mainstream classroom.
<b>Secondary Schools: Specially Designed Academic Instruction</b>	Select district secondary schools offer a class, Academic Skills and Support, designed to support English Learners' Academic English development while ensuring success in all content areas by teaching the necessary skills for students to succeed in an academic setting, and introducing students to American culture and expectations in the school as well as outside the school system, for success after high school graduation. The curriculum and instruction are highly personalized and utilize small group and cooperative learning activities. The goal is for students to integrate skills learned in the Academic Skills and Support class into their core academic areas.

### Language Interpreting Support

Students who enter FNSBSD with no or very limited English may also receive first or primary language interpreting support for a limited part of the day ("as available and as feasible", up to 4-8 hours/week). Language interpreting is in addition to and not in lieu of other language and academic language development strategies provided by the classroom teacher in consultation and collaboration with ELL Program staff.