

Yukon Flats School District

ENGLISH LEARNER DISTRICT

PROCEDURES

School Year: 2024-2025

Revision Date: 3/24/2025

Overview

District and Schools' Civil Rights Obligations to English Learner Students and Limited English Proficient Parents

Under Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974 (EEOA), public schools must ensure that EL students can participate meaningfully and equally in educational programs. Responsibilities of districts and schools include the following:

- Identifying and Assessing All Potential EL Students
- Providing Language Assistance to EL Students
- Monitoring and Exiting EL Students from EL Programs and Services
- Ensuring Meaningful Communication with Limited English Proficient Parents

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.

Procedures

Identifying Potential English Learners

Yukon Flats School District identifies in a timely manner EL students in need of language assistance services.

1. A home language survey (HLS) is sent home and completed by the parents.
2. If a response other than English is indicated on the HLS, the student is advanced to a State-approved screener assessment.
 - a. A Language Observation Checklist (LOC-A) may be used by the teacher if there is an indication the Home Language Survey does not accurately reflect the student's language background.

**ATTACH A COPY OF THE HOME LANGUAGE SURVEY TO BE USED.*

Determining Which Students are English Learners

Yukon Flats School District assesses all potential ELs within 30 days of enrollment with a State-approved screener assessment to determine if they are in fact ELs.

For students in Kindergarten, our district uses the **WIDA Screener for Kindergarten** [].

For students in grades 1 through 12, our district uses the **[WIDA Screener]**.

Informing Parents of their Child's Identification

Yukon Flats School District ensures that schools annually inform parents and guardians in a timely manner, and in an understandable format, their child's ELP level and EL program options.

1. Once students are identified as an EL, parents are notified within 30 days of the start of the school year.
 - a. For students that enroll after the start of the school year, parents are notified within two weeks.
2. Notification letters address the following:
 - a. the reasons for the identification and need for placement;
 - b. the child's level of English proficiency, how it was assessed, and the level of academic achievement;
 - c. the method of instruction used and other programs available including how such programs differ;
 - d. how the program selected will meet the educational needs of the child;
 - e. how the program will help the child learn English and meet age appropriate academic achievement standards;
 - f. the specific exit requirements of the program and the expected rate of transition from such program or graduation rate if from a secondary school;
 - g. how the program meets the objectives of the EL of a child with a disability; and
 - h. information pertaining to parental rights including written guidance detailing the right of parents to have their child removed from the program, to decline enrollment in a program or choose another program, and to receive assistance in selecting a program.

The district ensures that parent notification letters are available to parents in an understandable format and language by *Describe district procedures for ensuring notifications are available in an understandable format.*

**ATTACH A SAMPLE NOTIFICATION LETTER.*

Providing English Learners with a Language Assistance Program

A list of program types and brief descriptions can be found at the end of this document. They should be referenced to help determine which programs to select below.

Yukon Flats School District offers EL services and programs until ELs are proficient in English and can participate meaningfully in educational programs without EL support.

Yukon Flats School District provides the following EL programs:

- ☒ Sheltered English instruction
- ☒ Sheltered Instruction Observational Protocol (SIOP)
- ☐ Structured English immersion (SEI)
- ☐ Content-based English as a second language (ESL) program (or Push-in ESL)
- ☐ Pull-out English as a Second Language (ESL) or English language development (ELD)
- ☐ Two-way immersion program or Two-way bilingual program
- ☐ Heritage language program or Indigenous language program
- ☐ Developmental bilingual program
- ☐ Transitional bilingual program

Tracking the Progress of English Learners

Yukon Flats School District annually assesses, during the state WIDA Access for ELL test window, each EL student's oral language, reading and writing skills using the State-approved English language proficiency assessment, ACCESS for ELLs or for students with significant cognitive disabilities, the Alternate ACCESS for ELLs.

One trained teacher in each school with and ELL or the District ELL Coordinator assesses ELLs during the state window.

Monitoring English Learner Progress in Core Content Areas

Yukon Flats School District annually assesses all ELs in grades 3-10 on the statewide standards-based assessments.

Each ELL takes the statewide standards-based assessment in the school in which they are enrolled.

Exiting English Learners

Yukon Flats School District exits eligible EL students from a Language Instruction Education Program (LIEP) within the school year they have met the following exit criteria on ACCESS for ELLs:

1. a composite score of 4.5 or higher on tier B/C (no tier designation for Kindergarten);

Monitoring Former English Learners

Yukon Flats School District monitors the academic progress of each student who was identified as an EL for four years after the student is no longer identified as an EL.

Yukon Flats School District uses the following data to monitor former ELs:

- ☒ MAP scores
- ☐ AimsWeb scores
- ☒ State content assessment in ELA and/or math
- ☒ Alaska Science Assessment scores
- ☐ Student grades
- ☐ District-determined local criteria:

Re-Identifying Former English Learners

Yukon Flats School District makes recommendations for re-identification, not less than one semester after exiting EL status, for those students in monitoring who exhibit academic difficulties attributed to a “persistent language barrier”. After recommendation, the student is advanced to a State-approved screener assessment to determine English language proficiency levels.

Yukon Flats School District uses the following data to determine recommendation for re-identification:

- ☒ MAP scores
- ☐ AimsWeb scores
- ☒ State content assessment in ELA and/or math
- ☒ Alaska Science Assessment scores
- ☐ Student grades
- ☒ Teacher recommendations

These procedures were adopted by the **Yukon Flats School District** on **2024/2025** and will be in effect for the period of

Debbe Lancaster

Printed Name of Superintendent

DocuSigned by:

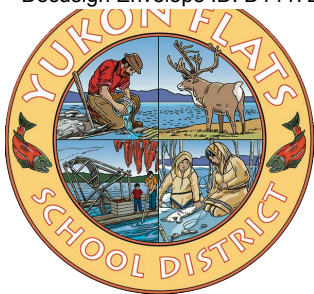
Debbe Lancaster

5/8/2025

Signature of Superintendent

Date

This form should be placed in the student's cumulative file.



PARENT LANGUAGE QUESTIONNAIRE (Home Language Survey)

Yukon Flats School District

District ID # _____

(school) grade: _____

Date of Birth _____

If a language other than English is part of a student's language background, state and federal law require us to test his/her English proficiency.

Student name: _____ Place of birth: _____
(last name, first name)

Has this student attended school outside of the U.S.? ☐ no ☐ yes, in _____
(country)

Circle grades completed outside of the U.S.: K 1 2 3 4 5 6 7 8 9 10 11 12

Date student first entered a U.S. school _____ Participating in an exchange student program? ☐ no ☐ yes

1. What is the primary language used in the home, regardless of the language spoken by the student?
☐ English ☐ other _____
2. What is the first language this student learned to speak? ☐ English ☐ other _____
3. What is the language most often spoken by the student? ☐ English ☐ other _____

If English is the only language above, please sign and date at the bottom of the form. If a language other than English is written above, please complete the entire form.

A. What language(s) does this student speak? ☐ English ☐ other _____
*Do NOT include languages that your child is learning/has learned in school.

B. What language(s) does this student understand? ☐ English ☐ other _____

C. What was the first language spoken by mother/guardian? ☐ English ☐ other _____

D. What was the first language spoken by father/guardian? ☐ English ☐ other _____

E. Is there another adult who influenced this student's language development? ☐ no ☐ yes

relationship to student _____ language spoken _____

Parent/Guardian signature _____ **Date** _____

Parent/Guardian printed name _____



YFSD Parent Notification of Initial EL Services



Student name: _____

Dear Parents/Guardians:

Based on your responses to the Home Language Survey that was sent home recently,) your child was administered an English language proficiency screener to assess her/his level of academic English to determine if your child is a candidate for English language support services. She/he has been identified as needing additional instruction to achieve English proficiency.

Your child's screener score was:

_____ out of _____.

Additionally, your child's current academic achievement is

_____.

Our District uses the following method(s) of language instruction: _____.

Your child will receive additional instruction using a _____ method, which will meet the educational strengths and needs of your child by _____.

This program will help your child learn English and meet academic achievement standards by

_____.

Each Spring, your child's academic English will be assessed using the ACCESS for ELLs assessment. She/he will be assessed in four language domains: Listening, Speaking, Reading, and Writing. Your child will be exited from this program when they meet the following proficiency requirements on ACCESS for ELLs:

Overall Composite Proficiency Level – 4.5 or above

Most English learner students transition out of these programs in four to seven years, depending on their initial level of English proficiency, as measured by ACCESS for ELLs.

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, if more than one option is available. You have the right to assistance by a District representative in assisting you with selecting a program.

For more information, please contact:

Name _____

Title _____

Phone _____

Email _____



Parent Notification of Continuing EL Services



Student name: _____

Dear Parents/Guardians:

Based on your child's most recent scores on the English language proficiency assessment, ACCESS for ELLs, she/he continues to be eligible for additional instruction to achieve English proficiency.

Your child's most recent ACCESS for ELLs scores were:

Listening	Speaking	Reading	Writing	Overall

Additionally, your child's current academic achievement is *(describe GPA, standardized test scores, reading level, interim assessment scores, etc.)* _____.

Our District uses the following method(s) of language instruction: *(list and explain the methods offered and how they compare with each other)*. _____.

Your child will continue to receive additional instruction using a _____ method, which will meet the educational strengths and needs of your child by *(describe how this program will meet the needs of the child)* _____. This program will help your child learn English and meet academic achievement standards by *(describe how this program will help the child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation)* _____.

Each Spring, your child's academic English will be assessed using the ACCESS for ELLs assessment. She/he will be assessed in four language domains: Listening, Speaking, Reading, and Writing. Your child will be exited from this program when they meet the following proficiency requirements on ACCESS for ELLs:

Overall Composite Proficiency Level – 4.5 or above

Most English learner students transition out of these programs in four to seven years, depending on their initial level of English proficiency, as measured by ACCESS for ELLs. *(If the child is in high school, also describe the expected rate of graduation.)*

If the child has an individualized education program (IEP), include how this program meets the objectives of the IEP.

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, if more than one option is available. You have the right to assistance by a District representative in assisting you with selecting a program.

For more information, please contact:

Name _____

Title _____

Phone _____

Email _____