



# Iditarod Area School District ENGLISH LEARNER DISTRICT PROCEDURES

School Year: 2023-2024

Revision Date: 09/15/2023

## 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

**Iditarod Area 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. SEE ATTACHED DOCUMENT FROM REGISTRATION FORMS**

### Determining Which Students are English Learners

**Iditarod Area 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

**Iditarod Area 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.*

Dear Parent or Guardian,

Your student was identified for the English Language Learners (ELL) program based on the language information provided on the Home Language Survey, (HLS) which was completed at your student's initial registration with the Iditarod Area School District (IASD). IASD is responsible for identifying and determining if students who have had the influence of a language other than English in their background qualify for the ELL program. Your student's most recent English language proficiency assessment indicates that they meet the criteria for the program. Their overall score from this assessment is marked above. To view your student's test history, please contact our Testing Department.

Thank you,

Dr. PJ Ford Slack

## 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.*

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

**Iditarod Area School District** provides the following EL programs: If needed, we will use the following 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)
- X ☐ 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

**Iditarod Area School District** annually assesses, between February 1 and March 31, 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.

*If any students are identified as EL on their Home Language Survey, the WIDA test will be administered.*

### Monitoring English Learner Progress in Core Content Areas

**Iditarod Area School District** annually assesses all ELs in grades 3-10 on the statewide standards-based assessments.

*AkStar (Reading, Math, Science) will be administered to all students, including EL students, in April of each year.*

### Exiting English Learners

**Iditarod Area 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

**Iditarod Area 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.

**Iditarod Area 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: **[Describe]**

### Re-Identifying Former English Learners

**Iditarod Area 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.

**Iditarod Area 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 recommendation



These procedures were adopted by the **Iditarod Area School District** on **09/15/2023** and will be in effect for the period of **2023**.

PJ Ford Slack, PhD

Printed Name of Superintendent

PJ Ford Slack PhD

Signature of Superintendent

9/15/2023

Date

## Language Instruction Educational Program (LIEP) Types.

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.

Use these definitions to help determine which program model(s) to select in the procedures above. 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)**

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.



# New Student Information

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## Place of Birth

Country of Birth required

United States of America 

City of Birth required

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## Ethnicity and Race Report

This form is to be filled out by the student's parents or guardians, and both questions **MUST** be answered. Part A asks about the student's ethnicity and Part B asks about the student's race.

### Part A - Ethnicity

Is the student Hispanic / Latino? required

*A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.*

- Select - 

### Part B - Race

- **American Indian or Alaskan Native:** A person having origins in any of the original peoples of North and South America including Central America, and who maintains a tribal affiliation or a community attachment.
- **Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including for example, Cambodia, China, India, Japan,



- **Black or African American:** A person having origins in any of the black racial groups in Africa.
- **Native Hawaiian or other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **White:** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

PREVIEW MODE  
No Data Will Be Saved



**IDITAROD AREA SCHOOL DISTRICT**  
Iditarod. The Heart of Alaska

What is your students primary Race? required 

- Select -



## Home Language Survey

Primary language used in the home? required

English



Language most often spoken by this student? required

English



First language this student learned to speak? required

English



Does your student speak a language other than English or is there a language other than English spoken in the home? required 

☒ Yes

☐ No

**Parents:** Please answer all questions. Your cooperation in filling out this Parent Questionnaire is appreciated. This document is used to comply with the Federal and

State Regulations mandated in Bilingual Programs. Thank you very much for your cooperation. If you have any concerns, please contact your school principal.

## PART I – LANGUAGE BACKGROUND

### A. Child Information:

Child's Full Name: required

1. First language learned by the child: required

- Select - 

2. Was the child's first (primary) language ever a language other than English? required

- Select - 

### B. Mother Information:

Mother's Full Name: required

1. First language learned by the mother: required

- Select - 

2. Language(s) mother speaks to the student: required

- Select - 

Additional Language(s) mother speaks to the student:

*Additional Language (Optional)*

- Select - 

3. Language(s) mother speaks in the home: required

- Select - 

Additional Language(s) Mother speaks in the home:  
*Additional Language (Optional)*

- Select - 

### C. Father Information:

Father's Full Name: required

1. First language learned by the father: required

- Select - 

2. Language(s) father speaks to the student: required

- Select - 

Additional Language(s) father speaks to the student:

*Additional Language (Optional)*

- Select - 

3. Language(s) father speaks in the home: required

- Select - 

Additional Language(s) father speaks in the home:

*Additional Language (Optional)*

- Select - 

### D. Other Household Member Information:

Does anyone else in your home speak a language other than English? required 

☐ Yes

☐ No

### PART II – PARENT VERIFICATION OF LANGUAGE



1. When your child speaks with family members he/she uses: required

- ☐ English only
- ☐ Mostly English and some other language
- ☐ English and some other language equally
- ☐ Mostly the other language and some English
- ☐ Only the other language

2. When your child speaks with friends he/she uses: required

- ☐ English only
- ☐ Mostly English and some other language
- ☐ English and some other language equally
- ☐ Mostly the other language and some English
- ☐ Only the other language

### PART III – OPTIONS ABOUT LANGUAGE TEACHING

1. Do you think your child would benefit from being taught in your language? required

- Select - 

2. Would you like your language taught in school? required

- Select - 

Comments:



Transferred From: required

- Select -

▼

Has this student ever attended school before? required

- Select -

▼

Did student attend pre-school? required

- Select -

▼

Additional Information

Has your student ever tested/enrolled in Special Education? required

☐ Yes

☐ No

Is your student newly immigrated to the US (In the past year)? required ⓘ

☐ Yes

☐ No