Yupiit School District

Federal Programs Standard Operating Procedures

updated January 29, 2024

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1. PURPOSE: To ensure compliance with mandated parent notification required under ESSA Sec. 1112.

2. AUTHORITY: Superintendent or designee

3. RESPONSIBILITY: State and Federal Grants Director, Business Manager or designee

   a. In compliance with the requirements of the Every Students Succeeds Act, parents must be notified of a teacher’s professional qualifications under the following circumstances:

   b. Regular Education Teachers in all districts- When students have been assigned or taught for four or more consecutive weeks by a teacher who does not meet ‘in-field’ state certification requirements at the grade level and subject area in which the teacher has been assigned.

   c. Special Education Teachers in all districts- Districts should use the following criteria to determine when to send 20 Day Notifications for special education teachers:

      i. Special education teachers who do not issue grades- 20 Day Notifications must be disseminated if the teacher does not hold special education certification.

      ii. Special education teachers who issue grades-

         1. Special Education Certification- 20 Day Notifications must be disseminated if the teacher does not hold special education certification, and/or

         2. Content Certification or Equivalent- the teacher does not hold ESSA in-field equivalent for the subject area and grade level band in which the teacher issues grades.

4. GENERAL PROCEDURES:

   a. Notifications should occur within ten business days following the four consecutive weeks.

      o Name of the district and/ or school/program; and,

      o Statement that the teacher has not met State certification for the grade level(s) and/ or subject area(s) in which the teacher is assigned. Grade level and/or subject area must be identified.

   • In Alaska, notification requirements apply to ONLY teachers in Title I, Part A schools/programs.

   • Maintain records of all notifications.

   b. Best Practices for the 20 Day Parent Notification

      i. Develop written procedures for compliance, which include a timeline and person, by position, responsible for verifying notification content, verifying dissemination of notification, and maintaining notification documentation.

      ii. Notify parents in a format that will ensure that all parents have the opportunity to receive the information.
iii. Ensure the notification includes school/program/LEA name and a point of contact by position.
MCKINNEY-VENTO YOUTH IDENTIFICATION & REQUEST FOR SERVICES

1. **PURPOSE:** To establish a uniform procedure for identifying McKinney-Vento youth and request services

2. **AUTHORITY:** Superintendent or designee

3. **RESPONSIBILITY:** Federal Programs Director

4. **PROCEDURES:** The following are procedures for identifying McKinney-Vento youth and request services

**Intake Process - initial**

1. Receive referral from student enrollment form, school staff, community agency, or directly from the student/family. School enrollment should be immediate and without barriers. School Secretaries should not wait for shot records, birth certificates, or other documents prior to enrollment.

2. Attempt to contact student/family within 24 hours of referral, or, as expeditiously as possible when extraordinary circumstances are present.
   a. *If the referral is for a McKinney-Vento, unaccompanied youth,* contact the student directly; a face-to-face or video conference meeting at the school should be the first means attempted; these can be arranged with the help of the school Principal, Aipa Ateneq, or school secretary.
   b. *If the referral is for a student that is part of a family unit,* contact the legal guardian of that student instead of the student themselves.
   c. When attempting to make contact, utilize all appropriate means of contact found in PowerSchool (phone first, then email if listed).
   d. *If unable to make contact, document methods, dates, and times of attempt(s)*
   e. If unable to leave message or make contact, touch base with referral source to identify alternate ways to reach family

3. When contact is made:
   a. Explain program intent/purpose and rights under McKinney-Vento
   b. Use the **YSD McKinney-Vento Interview Questionnaire** to obtain information from family about current housing situation: where, how long in situation, how long intended, etc.
Determine if students is eligible for services under the McKinney-Vento definition of “McKinney-Ventoness”

A. If Student/Family Does Qualify as McKinney-Vento eligible

*During the Phone/Intake Meeting*
1. Inform parents/guardians/unaccompanied McKinney-Vento youth of their rights under the McKinney-Vento Act (last page of the Interview form)
2. Have parents/guardians/unaccompanied McKinney-Vento youth complete and sign the **YSD McKinney-Vento Qualification Form** (last page of the Interview form)
3. Complete YSD McKinney-Vento Intake Sheet for each identified student
4. Prioritize needs for that family/student
5. Coordinate with student/family and develop a plan to obtain services/supplies

*After the Phone Call/Intake Meeting*
1. Enter each identified student into the PowerSchool so that the system will denote students that qualify for services for “need to know” staff
2. Verify information with the district data (OASIS) manager.
3. Obtain Federal Program Director signature and file the YSD forms for appropriate fiscal year.

B. If Student/Family Does Not Qualify as McKinney-Vento eligible
1. Provide student/family with the contact numbers of district and community resources that may be able to assist them in meeting their current needs
FOSTER CARE STUDENT IDENTIFICATION & REQUEST FOR SERVICES

1. **PURPOSE:** To establish a uniform procedure for identifying foster care students and request services

2. **AUTHORITY:** Superintendent or designee

3. **RESPONSIBILITY:** Federal Programs Director and Foster Care Liaison

4. **PROCEDURES:** The following are procedures for identifying foster care students and request services

**Intake Process - initial**

1. Foster Care Liaison receives referral from student enrollment form, school staff, community agency, or directly from the student/family. School enrollment should be immediate and without barriers. School Secretaries should not wait for shot records, birth certificates, or other documents prior to enrollment.

2. Attempt to contact student/family within 24 hours of referral.
   a. Contact the legal guardian of the student instead of the student themselves.
   b. When attempting to make contact, utilize all appropriate means of contact found in PowerSchool (phone first, then email if listed).
   c. **If unable to make contact, document methods, dates, and times of attempt(s)**
   d. If unable to leave message or make contact, touch base with referral source to identify alternate ways to reach family

3. When contact is made:
   a. Explain program intent/purpose and rights under Foster Care for students.
      1. Remaining in school of origin
      2. Determining students best interest
      3. Transportation to school (or school of origin)
      4. Immediate enrollment
After the Phone Call/Intake Meeting
1. Foster Care Liaison enters each identified student into the PowerSchool so that the system will denote students that qualify for services for “need to know” staff
2. Verify information with the district data (OASIS) manager.
3. Provide following information to OCS POC by email and cc: Federal Program Director.
   a. School name and address
   b. Enrollment effective dates (most recent)
   c. Current grade level
   d. Individual Education Plan (IEP) effective dates (most recent)

Weekly Review
OCS agrees to send weekly as per current MOA, a list of children and youth in foster care. Information shared including:
- Child or youth name
- Date of birth
- Date of removal from the home
- Name and address of placement provider
- Current placement details (begin date, end date, end reason)
- Discharge date and reason
- Child legal status
- Parental rights legal status
- OCS point of contact
- Guardian ad !item name
- Child's Alaska Native/American Indian status

Semi-annual Review
The YSD Foster Care Liaison will maintain contact with OCS as per current MOA to provide the following information regarding all foster students identified by January 15th and June 15th of each year and in accordance with 20 U.S.C. § 1232g(b)(1) (L) the following information regarding children and youth in foster care:
- School name and address
- Enrollment effective dates (most recent)
- Current grade level
- Individual Education Plan (IEP) effective dates (most recent)
- School District point of contact
- Attendance data
- Program participation (in specific remedial or other programs)
- Graduation status
- Date Diploma/GED/Dropped Out/Not Yet Applicable (due to age)
Federal Programs Standard Operating Procedure

Migrant Education (Title I-C) Plan of Service

Yupiit School District (YSD) uses the following Federal Programs Standard Operating Procedures (FSOP) to manage the Migrant Education Program (MEP) through the Federal Programs Department. Funding for the MEP is through Title I-C funding from the US Dept. of Education flowing thru the State of Alaska Dept. of Education & Early Development. This SOP serves as the district’s MEP Quality Control Plan and the district’s MEP Identification and Recruitment Plan (ID&R).

YSD’s MEP program is composed of the following organizational structure. Recruitment of MEP students is done locally at each site by a MEP Recruiter. The MEP recruiter provides information to the YSD MEP Records Manager who works directly with the Alaska Department of Education & Early Development (DEED) to maintain accuracy of records. The YSD Federal Programs Director provides guidance to the MEP program working directly with the Records Manager and Recruiters to ensure site, district, and state collaboration to support ME students in YSD.

Identification and recruitment plan

- The following protocols and procedures are intended for YSD employees with fully or partially funded FTEs using Title I-C funds.
- Identification is defined as actively looking for and finding migratory children and youth, regarding the MEP.
- Recruitment means contacting family or youth and obtaining the necessary information to document a child’s eligibility and enroll them into the MEP, regarding the MEP.

1. Professional Development
   - Attend annual migrant education fall training.
   - Review all training materials to better understand the necessary information needed to make eligibility determinations for the MEP.
2. Identify and Recruit Migratory Children
   - Become familiar with locations where migratory families and youth live and work.
   - Be able to explain the MEP to parents/guardians.
   - Use district resources to develop a list of potential families of migratory children to interview.
   - Interview all current eligible migratory children to verify eligibility and update information.
   - Interview families of potential migratory children.
   - Follow ethical standards and confidentiality laws.
   - Implement state quality control procedures.

3. Fill out the Required Paperwork
   A. Certificate of Eligibility (COE)
      - Complete a COE on all families that appear to meet eligibility requirements.
      - Keep accurate records of all contacts made.
   B. Annual Recertification of No New Moves (ARC)
      - Complete an ARC on all families that did not make a new move but still have eligibility.
      - Keep accurate records of all contacts made.

4. Obtain Signatures
   A. On the COE
      - The interviewee must sign the COE first.
      - The recruiter signs the COE after the interviewee.
      - Submit the completed COE to the YSD records manager for review and to obtain the designated SEA signature.
   B. On the ARC
      - The recruiter signs the ARC after interviewing the family.
      - Submit the completed ARC to the YSD records manager for review and to obtain the designated SEA signature.

5. Follow Up
A. The COE is reviewed by DEED staff and eligibility status is determined; however, if DEED has additional questions before an eligibility determination can be made, the records manager is notified. The records manager in turn contacts the recruiter for more information.

B. Recruiters stay in contact with the records manager until all potential families of migratory children have been contacted, interviewed, and all eligibility decisions have been made.

**Service Delivery Plan**

1. Performance Targets – YSD uses the performance targets that the State has adopted for all migratory children through Title I-A for:
   a. English language arts (ELA);
   b. mathematics;
   c. high school graduation;
   d. the number of school dropouts;
   e. school readiness; and
   f. other performance targets that the State identifies for migratory children

2. Needs Assessment – The YSD Migrant Education Parent Committee identifies and assesses:
   a. the unique educational needs of migratory children that result from the children’s migrant lifestyle; and
   b. other needs of migratory children that must be met in order for them to participate effectively in school.

3. Measurable Program Outcomes (MPOs) – MPO will be determined annually based on feedback from the Migrant Education Parent Committee. The MPOs will be determined at the beginning of the school year in GMS and assessed at the end of the school year during state reporting.

4. Service Delivery (SD)- The YSD SD plan describes YSD’s strategies for achieving the performance targets and MPOs described above. YSD’s service delivery strategies address:
   a. the unique educational needs of migratory children that result from the children’s migrant lifestyle, and
   b. other needs of migratory children that must be met in order for them to participate effectively in school.
5. Evaluation – YSD’s plan describes to what degree the program is effective in relation to the performance targets and measurable outcomes.

6. Priority for Services - A description of how YSD gives priority to migratory children who have made a qualifying move within the previous 1-year period and
   a. who are failing, or most at risk of failing, to meet the challenging State academic standards, or
   b. have dropped out of school.

7. Parent and Family Engagement – YSD’s plan includes information on YSD’s MEP Parent Advisory Committee.

8. Identification & Recruitment and Quality Control - A description of YSD’s plan for identification and recruitment activities and its quality control procedures.

9. Student Records - A description of YSD’s plan for requesting and using migratory child records and transferring migratory child records to schools and projects in which migratory children enroll.

**Quality control plan**

YSD’s Migrant Education Program’s quality control goals are to:

- identify and recruit all eligible migratory children and youth, including preschool migratory children and migratory children who have dropped out of school,
- ensure that proper migratory eligibility determinations are made by YSD MEP personnel; and
- ensure that YSD and DEED maintain strong and accurate documentation.

Quality Control Procedures

1. Analysis and Accuracy of Migrant Reports
   - The YSD Records Manager will work directly with site Recruiters to ensure that COEs and ARCs are completed accurately and correctly entered into the Alaska Migrant Database.
   - Any discrepancies between reports generated by the YSD and DEED will be reported to DEED immediately.

2. Staff Training
   - Statewide training - Recruiters, records managers, designated SEA reviewers, and new migrant program coordinators are required to receive annual MEP training on identification and recruitment.
B. Local training - All YSD staff involved with the district’s MEP will be given training by the Federal Programs Director regarding local procedures and issues. YSD will ensure that new manuals and training materials are given to all MEP staff. Local migrant training may will include all MEP staff and other district staff including the following: principals, teachers, counselors, registrars, and paraprofessionals.

3. YSD Migrant Staff Communication and Coordination
   A. There should be effective workflow and communication between migrant staff members. The roles and responsibilities of each staff member should be understood by everyone in the program.
   B. YSD’s communication and coordination steps include:
      - All migrant staff understand the district’s migrant program including the program structure, purpose, requirements, services offered, and families served.
      - Migrant staff know their individual job requirements and understand how they fit into the workflow of the program.
      - The lines of communication within the district and with DEED should be clear.
      - YSD MEP staff workflow structure ensures the district’s program meets all requirements for State and Federal migrant regulations and laws.

4. Accuracy of Eligibility Determinations
   A. The Alaska Migrant Education Program has several layers of review prior to a child being approved as eligible for the program. Every Certificate of Eligibility (COE) and Annual Recertification of No New Moves (ARC) must be quality reviewed by the recruiter, records manager, and designated SEA reviewer. By signing a COE or ARC, each district staff member ensures that the COE or ARC is complete, filled out correctly, and that the information meets the MEP eligibility requirements. Recruiters and records managers do not determine final eligibility.
   B. After the COE or ARC data is entered into MIS2000 and uploaded, DEED’s eligibility specialist reviews the information to ensure that it meets all eligibility requirements. DEED makes the final eligibility determination on all COEs and ARCs. For more information on the appeals process. Children
new to the MEP are not eligible for services until the COE is approved by DEED.

- Each COE is reviewed by YSD’s Records Manager.
- Training occurs each fall and additional training can be provided on a case-by-case basis, if necessary.
- The Eligibility Specialist at DEED reviews each COE. If corrections are needed or information is unclear, the COE is sent back to YSD for revision. It is reviewed again by the Eligibility Specialist once it is returned.
- If needed, the eligibility specialist will bring COE questions to the ID&R specialist and/or data specialist at DEED. If questions still exist regarding child eligibility, the COE will go to a team meeting for team review. Team meetings are held weekly.
- If there are questions or doubts regarding eligibility or other unusual factors at the district level, the YSD Records Manager or Recruiters will contact DEED.
- Children are not eligible for services in the Migrant Education Program until the COE is approved by DEED.

5. Quality Control Plan

YSD has established this Federal Program Standard Operating Procedure as the document that establishes a quality control process for ensuring the integrity and accuracy of the identification and recruitment policies and procedures of YSD’s MEP. This includes:

- Maintaining accurate migratory child data records in MIS2000 with all required data elements;
- Resolving data discrepancies;
- Sending and receiving migratory child records;
- Validating and verifying all information on COEs and migratory child records;
- Entering information into MIS2000 in a timely manner; and
- Validating and verifying all information reported to the MEO.

6. Identification and Recruitment Plan (ID&R)
YSD has established this Federal Program Standard Operating Procedure as the document that establishes a quality control process for ensuring the integrity and accuracy of the identification and recruitment policies and procedures of YSD’s MEP. This includes:

- Important roles within ID&R are the recruiter and the records manager. Coordination between these two positions is crucial for a successful ID&R process.
- YSD utilizes local site-based Recruiters and a Records Manager based at the district office. The two positions work closely during fall recruitment and collaborate on identification tasks and COE reviews.
- The recruiter works directly with families and the community.
- The records manager usually works with records, reports, and the migrant database.
- The duties are divided between the two positions as follows:
  i. MEP Recruiter – responsible for identification, recruitment, and COE completions.
  ii. MEP Records Manager – responsible to review and verify COEs and submit them through MIS2000 to DEED, conduct enrollment and withdrawal activities, generate migrant lists and reports, and maintain the student records files. The Records Manager may also follow-up with families for clarification of information on COEs and ARCs.

**Records retention plan**

1. Physical Records Maintenance
   - Before school year 2020-2021, districts were required to store hard copy, paper copies of migrant files. YSD will continue storing physical copies of migrant records required until they meet the requirements for records destruction.
   - Physical records will continue to be kept in a secure, locked location in the district office to prevent unauthorized access to student data.

2. Electronic Records Retention
   - Beginning in school year 2021-2022, EED is allowing districts to store their migrant records electronically.
   - AS 40.21.150(6) defines a record in relation to the MEP.
• Uniform Guidance (2 CFR §200.335) states that when original records are paper, electronic versions may be substituted through the use of duplication or other forms of electronic media provided that they are subject to periodic quality control reviews, provide reasonable safeguards against alteration, and remain readable.

3. General Electronic Records Maintenance

A. Electronic records must be reliably and securely maintained:
   • Electronic records will be maintained in their electronic form to preserve the context and structure of records and facilitate access to them are best accomplished in the electronic environment.
   • Records created and maintained within reliable electronic recordkeeping systems will serve, in most cases, as the official record copy.

B. Electronic records will be preserved without loss of any vital information for as long as required by law and policy:
   • The future usability of electronic records will be ensured through the development of migration or conversion strategies designed to update hardware, software and storage media.
   • Electronic records will include or be linked to the essential metadata describing content and structure of the business record and the context of its creation.

C. Electronic records will be accessible and retrievable in a timely manner throughout their retention period:
   • Electronic records must be easily accessible in the normal course of business.
   • Electronic records must be searchable and retrievable for reference and secondary uses including audits, legal proceedings, and historical research.

D. Access to electronic records will be controlled according to well-defined criteria. Recordkeeping systems must ensure that electronic records are protected from unauthorized access:
   • School districts must take measures to prevent unauthorized access to private and confidential electronic records by identifying records that are subject to restrictions.
   • Records must be accessed to the minimum amount necessary to perform a business activity or function.

4. YSD’s data migration plan for 2021-2022

YSD will abide by the following guidelines regarding federal and state’s changes in retention of ARCs and COEs:
- Securely store all new COEs (and move maps, if applicable) containing one or more ink signatures at least until approved by the MEO.
- Securely store all new COEs (and move maps, if applicable) until the end of the school year.
- When uploading ink-signed COEs and/or move maps to the Web System, YSD will use one of the following file naming conventions:
  - COEs – COE ID # followed by the last name(s) of the children included (Example: AKo-21-123456Lastname)
  - Move Maps – COE ID #, followed by the last name(s) of the children included, followed by the word “Map” (Example: AKo-21-123456-LastnameMap)
- YSD will maintain COEs and ARCs prior to 2021-2022 for the entirety of their retention period (10 years).
- Migrant reports are not affected by these changes and must also be retained for their required retention period (5 years).

5. Destroying Old Records
- COEs/ARCs are kept for a total of 10 years. YSD will only have COEs and migrant paperwork dating back to the school year ten years prior in their files.
- Older COEs/ARCs will be shredded, even if the family still has active children in the program.

Plan for meeting DEED deadlines
- The district Federal Programs Director will utilize an electronic calendar to track DEED deadlines as they are announced by DEED and updated through DEED’s electronic communications with YSD.
- The district Federal Programs Director will maintain close communication with the MEP Records Manager and Recruiters about important deadlines and ensure that reports are submitted to DEED prior to deadlines.
YUPIIT SCHOOL DISTRICT
ENGLISH LEARNER DISTRICT PROCEDURES

School Year: 2023-2024
Revision Date: 08/30/23
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) who was not born in the United States or whose native language is a language other than English;
   - (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

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

1. A home language survey (HLS) is completed by the parents during enrollment.
2. The Registrar will provide the Title III Coordinator with the Online Enrollment page that has the Home Language Survey for all students enrolling in the district.
3. 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.
4. The Home Language Survey is not a stand-alone document, it is embedded in the online enrollment form that must be completed for each new student. It asks the parents/guardians to answer 3 questions:
   a. What is the student’s home language?
   b. What is the student’s primary language?
   c. What was the student’s first language?
5. Any of the answers to the questions above that indicate a language other than English flags a student to be further assessed for English Language Proficiency.
6. All students flagged for assessing English Language Proficiency will be screened with a State approved screener to determine if the student is English Language Proficient or if they are identified as English Language Learner.
7. An English Language Screener Coversheet will be completed for each identified student (see Appendix B).
8. The students’ Home Language Survey, Screener results and the English Language Screener Coversheet will be attached to PowerSchool Student Information System.
9. The District Test Coordinator will enter all students’ EL status and home language in PowerSchool in the State/Province – AK EL page.

Determining Which Students are English Learners

**Yupit 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

**Yupit 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 using the **DEED Parent Notification Letter template**. The District Test Coordinator’s contact information is included at the end of each letter. The District Test Coordinator attends a community meeting at each site to be available to meet with all parents of students receiving EL Services.

**SAMPLE NOTIFICATION LETTER INCLUDED AT THE END OF DOCUMENT.**
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.

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

Yupiit School District provides the following EL programs which are reviewed annually by an advisory committee composed of stakeholders: Parent representatives, Teacher representatives, Administration representative and any changes approved by the regional school board:

- 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

Yupiit 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.

1. Testing Rosters are uploaded to DRC WIDA Testing platform
2. Testing materials ordered, inventoried and distributed to sites
3. All staff identified by the Site Testing Coordinator as ACCESS Test administrators complete the WIDA online training, sign Test Security Agreements, and participate in district-led test training.
4. The District Test Coordinator works with each Site Test Coordinator to create a schedule for testing in the AK State defined ACCESS testing window, each schedule allows for make-up testing sessions for students who are absent or for inclusion in regularly scheduled testing sessions for testing students who are frequently absent.
5. The Site Test coordinator and the District Test Coordinator monitor student participation.
6. The District Test Coordinator completes an observation of ACCESS test administration.
7. The District Test Coordinator tests identified Kindergarten students and identified Kindergarten students who passed the screener in the fall.
8. The District Test Coordinator codes the master student roster with Summer OASIS code information for identified students who did not participate in ACCESS testing. The Master student roster is emailed to the person designated to complete the summer OASIS.
9. The District Test Coordinator distributes ACCESS Reports to parents along with the Parent Notification of EL Services letter.
10. The District Test Coordinator distributes and explains the data from ACCESS Roster reports along with Can-Do Name Charts, to teachers during an in-service early in the school year. Teachers complete the Can-Do Name Charts and use the data to differentiate English Language Learner supports to their students during regular instruction (Sheltered Language Instruction)
Monitoring English Learner Progress in Core Content Areas

Yupiit school District annually assesses all ELs in grades 3-10 on the statewide standards-based assessments.

1. All 3rd grade – 9th grade students enrolled in Yupiit School District during the AK STAR assessment window are scheduled for taking the AK STAR annual summative assessment. All 5th, 8th, and 10th grade students enrolled in Yupiit School District during the AK SCIENCE assessment window are scheduled for taking the AK SCIENCE assessment.

2. All schedules allow for make-up sessions for absent students.

3. Only staff who are trained in test administration and have signed a test security agreement can administer AK STAR and AK SCI.

4. The Site Test coordinator and the District Test Coordinator monitor student participation.

5. The District Test Coordinator completes an observation of ACCESS test administration.

6. The District Test Coordinator codes participation per DEED.

7. The District Test Coordinator distributes AK STAR and AK SCIENCE test results by DEED deadlines to parents, teachers, and the regional school board.

8. The District Test Coordinator provides data literacy professional development opportunities to district administration and teachers.

Exiting English Learners

Yupiit 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

Yupilt 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.

Yupilt 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

Yupilt 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.

Yupilt 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 Yupilt School District on 08/30/2023 and will be in effect for the period of 2023-2024 School Year.

Annual review and modification of Title III ELL Procedures will be scheduled every March for the following school year by Title III Coordinator and/or Federal Programs Director.

George Scott Ballard
Printed Name of Superintendent

[Signature]
Signature of Superintendent

1/29/2024
Date
Appendix A: Sample Parent Notification Letter:

**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:

<table>
<thead>
<tr>
<th>Language Domain</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
<th>Overall</th>
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<tbody>
<tr>
<td>Scale Score</td>
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<tr>
<td>Proficiency Level</td>
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</table>

Our District uses the following method(s) of language instruction: 1. *Teachers and Para-educators use Sheltered English instruction to integrate language and content instruction by using strategies including the use of visual aids, modeling, demonstrations, graphic organizers, vocabulary previews, predictions, adapted texts, cooperative learning, peer tutoring, multicultural content, and native language support.* 2. *Teachers use English Language Learner differentiation guides and mini-lessons included in the district adopted ELA and Math programs.* 3. *Teachers use OFF2CLASS to build English Language skills.*

Your child will continue to receive additional instruction using the Sheltered English Instruction method, which will meet the educational strengths and needs of your child by *allowing your child to access the vocabulary and concepts of academic content.* This program will help your child learn English and meet academic achievement standards by *providing your child with the vocabulary and grammar of academic English.*

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** Clare Robyt  
**Phone** (907) 825-2025  
**Title** YSD Curriculum and Assessment Coordinator  
**Email** crobyt@yuquit.org
Yupiit School District

English Language Status

Student Name:

AKSID:

Home Language Survey: (Attached)

LOC A if used (Attached)

Screener & Results: (Attached)

LEP STATUS:
Language Instruction Educational Program (LIEP) Types.

The definitions below are from the National Clearinghouse of English Language Acquisition website at http://www.nceela.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.