

## ALTERNATIVE LANGUAGE SERVICES

### Purpose

The purpose of this policy is to address the requirements of Title III, its associated regulations, and case law. It defines the responsibilities of the district in identifying English Language Learners who are currently enrolled in the district and assures that consistent and appropriate services are provided to these students

### A. Definitions

1. Alternative Language Service Program or ALS Program means a research-based language acquisition instructional service model used to achieve English proficiency and academic progress of identified students.

2. Alternative language services or ALS means language services designed to meet the educational needs of all language minority students so that students are able to participate effectively in the regular instructional program.

3. Evidence-based language instruction education program” means evidence-based methods, recommended by the State Superintendent, that meet the “Non-regulatory Guidance: Using Evidence to Strengthen Education Investments” developed by the U.S. Department of Education.

4. Language instruction educational program” means an instructional course:
- a. in which the student learning English is placed for the purpose of developing and attaining English proficiency, while meeting challenging state academic standards;
  - b. that may make instructional use of both English and a child’s native language to enable the child to attain and develop English proficiency; and
  - c. that may include the participation of English proficient children if the course is designed to enable all children to become proficient in English and a second language.

5 Student learning English” means an individual who:

- a. has sufficient difficulty speaking, reading, writing, or understanding the English language, and whose difficulties may deny the individual the opportunity to
  - i. learn successfully in classrooms where the language of instruction is English; or
  - ii. participate fully in society;

b. was not born in the United States or whose native language is a language other than English and who comes from an environment where a language other than English is dominant; or

c. is an American Indian or Alaskan native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such individual's level of English language proficiency.

B. Services for Students with Limited English Proficiency As required by Utah State Board of Education and federal Title III regulations, the district shall provide alternative language services for students learning English.

C. Teacher Qualifications

1. A Utah educator who is assigned to provide instruction in a language acquisition instructional program shall comply with the state's ESL endorsement requirements. Utah Administrative Rules R277-520

2. A Utah educator whose primary assignment is to provide English language instruction to an ELL/LEP student shall have an ESL or Bilingual endorsement consistent with the educator's assignment.

D. Alternative Language Services Program

The district shall establish a written alternative language services plan that:

1. includes an identification program for students learning English, including a home language survey and a language proficiency for program placement, that is implemented with student registration;

2. uses a valid and reliable assessment of a student's English proficiency in listening, speaking, reading, and writing.

3. provides language acquisition instructional services based on Utah State Board-approved Utah English Language Proficiency Standards;

4. establishes student exit criteria from ALS programs or services; and

5. includes the count of students learning English, by classification prior to July 1 of each year.

E. Language Acquisition Instructional Services The district, and each school, shall:

1. determine what type of Title III ALS services are available and appropriate for each student identified in need of ALS services, including:

- a. dual immersion;
  - b. English as a Second Language (ESL) content-based instruction; and
  - c. sheltered instruction;
2. implement an approved language acquisition instructional program designed to achieve English proficiency and academic progress of an identified student;
  3. ensure that all identified ELL/LEP students receive English language instructional services, consistent with the Utah English Language Proficiency Standards;
  4. provide adequate staff development to assist an ELL/LEP teacher and staff in meeting AMAOs; and
  5. provide necessary staff with:
    - a. curricular materials approved under applicable Utah State Board of Education regulations; and
    - b. facilities for adequate and effective instruction.

#### F. Alternative Language Program Improvement

If the district, or a school in the district, does not meet AMAOs, the district shall develop and implement plans to satisfy AMAOs. The district shall also use evaluations of student achievement and services to assess the program's success or failure and shall modify a program or services that are not effective in meeting the AMAOs.

#### G. Communication with Parents and Community

Each school in the district shall provide interpretation and translation services as needed for parents at registration, IEP meetings, parent-teacher conferences, student disciplinary meetings, etc. The District shall provide the following notices in connection with its alternative language program:

1. The district shall notify parents of students who are not proficient in English regarding the district's responsibility:
  - a. to identify students learning English;
  - b. to assess students' English proficiency;
  - c. to provide English language acquisition instruction to students learning English whose level of English proficiency warrants such services; and

d. to provide interpretation and translation services for parents at registration, IEP meetings, SEOP meetings, student disciplinary meetings, etc.

2. The district shall provide an annual notice to the parent(s) of each student who is placed in a language instruction program which includes:

a. the student's level of English proficiency;

b. how that level was assessed;

c. the status of the student's academic achievement;

d. the methods of instruction proposed to increase language acquisition, including using both the student's native language and English if necessary;

e. specifics regarding how the methods of instruction will help the child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation; and

f. the specific exit requirements for the program, including:

i. the student's expected rate of transition from the program into a classroom that is not tailored for a student learning English; and

ii. the student's expected high school graduation date if funds appropriated consistent with this rule are used for a secondary school student.

4. The notices shall be provided annually to the parent of a student placed in a language instruction educational program at the beginning of the school year or no later than 30 days after identification. If a student has been identified as requiring ALS services after the school year has started, the District shall notify the student's parent within 14 days of the student's identification and placement.