

DESCRIPTOR TERM: Instructional Program	Millard District Policy File Code: 5120 Approved: 10-12-17
---	---

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. **Annual Measurable Achievement Objectives or AMAOs** means English language proficiency performance targets established by the state superintendent consistent with Title III requirements for public school students who are receiving language acquisition services in the state of Utah as required by 20 U.S.C. § 6842.
4. **English Language Learner/Limited English Proficient or ELL/LEP** means an individual:
 - a. who has sufficient difficulty speaking, reading, writing, or understanding the English language, and whose difficulties may deny the individual the opportunity to:
 - (1) learn successfully in classrooms where the language of instruction is English; or
 - (2) participate fully in society;
 - b. who 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. who 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 the individual's level of English language proficiency.
5. **Language Acquisition Instructional Program**" means an instructional program for students for the purpose of developing and attaining English proficiency, while meeting state academic content and achievement standards.

Utah Administrative Rules R277-716-2 (2016)

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 identified as English Language Learners, who are limited in their English language proficiency.

Utah Administrative Rules R277-716-4 (2016)

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 ELL/LEP student find process, including a home language survey that is implemented with student registration;
2. uses a valid and reliable assessment of an ELL/LEP student's English proficiency in listening, speaking, reading, writing, and comprehension;
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 ELL/LEP student count, by classification prior to July 1 of each year.

Utah Administrative Rules R277-716-4(1) (2016)

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.

Utah Administrative Rules R277-716-4.A(2)&B(3) (2006)

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.

Utah Administrative Rules R277-716-4(2) (2016)

G. Communication with Parents and Community

1. 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.
Utah Administrative Rules R277-716-4(7)(c) (2016)
2. The district shall notify parents of students who are not proficient in English regarding the district's responsibility:
 - a. to identify ELL/LEP students;
 - b. to assess student's English proficiency;
 - c. to provide English language acquisition instruction to ELL/LEP students whose level of English proficiency warrants such services; and
 - d. to provide interpretation and translation services for parents at registration, IEP meetings, parent-teacher conferences, student disciplinary meetings, etc.
3. The district shall provide an annual notice to the parent(s) of each student who is placed in the district's Alternative Language Service 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 an ELL/LEP student; and
 - ii. the student's expected high school graduation date.

4. In the event that the annual State Title III Accountability Report from the Utah State Board of Education states that the district has failed to meet the levels of progress required by the state board, the district shall within thirty (30) days of receipt of the report notify parents of ELL/LEP students of that finding.

Utah Administrative Rules R277-716-4 (7),(8),&(9) (2016)