

I-13: Administrative Procedures Alternative Language Services



REFERENCES

[Board Policy I-13](#)

DEFINITIONS

Alternative Language Services or ALS: Language services designed to meet the educational needs of students learning English so that they are able to participate effectively in the regular instruction program.

Alternative Language Services Program or ALS Program: An evidence-based language instruction educational program used to achieve English language proficiency and academic progress of identified students.

English Learner/Limited English Proficient/Multilingual Learner/Student Learning English: 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 such individual's level of English language proficiency.

Language Instruction Educational Program: An instructional course:

- A. in which a student learning English is placed for the purpose of developing and attaining English language proficiency, while meeting 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 participating children to become proficient in English and a Second language.
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PROCEDURES FOR IMPLEMENTATION

I. Identification and Assessment

- A. As part of the student's registration process, each school shall implement measures to find and identify students learning English. These measures will include:
 1. Designating an Alternative Language Services (ALS) site coordinator to assist designated staff with the identification of the primary home language or the first language spoken by the student.
 2. Requiring designated staff to enter the Primary Home Language Other Than English (PHLOTE) survey information.
 3. Referring PHLOTE students to the designated ALS site coordinator for assessment and program placement. The WIDA Screener will be used to measure the English language proficiency of identified PHLOTE students. If it is unclear whether a student uses a language other than English, staff will be responsible for making that determination by direct contact with the student's parent.
 - a. Procedures and training must be implemented to ensure that students learning English are not misidentified as students with disabilities due to their inability to speak and understand English.

II. Placement

- A. Students identified as English learners (EL)/multilingual learners (MLL) qualify for ALS services, which may include sheltered instruction; ESL content-based instruction; English language development (ELD) services; and/or dual immersion services. Students will be provided appropriate ALS services based on their language ability level. The instructional sheltering and ELD services will be designed to enable students to achieve full proficiency in English, to access the Utah Core, to achieve high academic standards, and to meet the district's graduation requirements.
 - B. Elementary EL/MLL students are to receive forty-five minutes of ELD instruction each day based on their WIDA ACCESS level of language proficiency. Secondary EL/MLL students are to be placed in a grade level language arts class and an ELD class based on their language proficiency level on the WIDA ACCESS.
 - C. Additionally, the appropriate research-based Tier I instruction model(s) as outlined in the ALS Master Plan and Manual for Implementation must be selected and implemented by the school. The use of instructional sheltering strategies and WIDA standards will guide the Tier I instruction for all EL/MLL students in all content areas.
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- D. A parent notification letter is required annually, no later than thirty (30) days from the start of the school year for all students placed in a language instruction educational program. For students who were not identified at the beginning of the year, the notification letter must be sent within 14 days of the student's identification and placement.
1. The required parental notification will include:
 - a. the student's level of 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 student 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 classroom that is not tailored for a student learning English; and
 - ii. the student's expected high school graduation date if the student is a secondary student.
 2. The notification as well as all written notices and communications with parents of EL/MLL students will be provided in the parents' preferred language to the extent practicable, including utilizing interpreter services when appropriate.
 - a. The school must provide interpretations and translation services for a parent at:
 - i. registration;
 - ii. an Individualized Education Program (IEP) meeting;
 - iii. a meeting to develop or review a College and Career Readiness Plan;
 - iv. a parent-teacher conference; and
 - v. a student disciplinary meeting.
- E. Parents or guardians have the right to decline services for their child, however, declining services does not exempt students from taking assessments to measure English language proficiency. EL/MLL students whose parents have declined services will still be provided with an Individual Language Plan (ILP) to ensure that they are making appropriate progress and growth in English proficiency.

III. Reclassification and Exiting the ALS Program

- A. An EL/MLL student will be reclassified and exit the ALS program when the student has demonstrated proficiency in understanding, speaking, reading, and writing in English. This proficiency is demonstrated by reaching a score of Bridging Five (5) or Reaching Six (6) on the WIDA ACCESS for grades 1-12, and a score of 29-30 for Kindergarten students, using the beginning Kindergarten assessment.
- B. Parents will be notified by letter that their student is ready to exit the program and enter into the monitoring phase. Documentation of the exit must be filed in the ALS folder.
- C. Schools will meet with parents of exited students to write recommendations for continued support during the monitoring phase. Schools will use the USBE Exit Rubric and Conversation Guide when writing recommendations.
- D. The academic progress of former EL/MLL students who have exited the program will be monitored by the school's ALS coordinator or designated staff, beginning with the next school year following exit. Monitoring is a collaborative process between the ALS site coordinator and the exited/reclassified student's teacher(s). Formal monitoring is to be done at least once per semester, for four consecutive school years. Monitoring efforts are to be documented using the Digital Monitoring format on Illuminate or hard-copy Monitoring Form provided in the Alternative Language Services Master Plan and Manual for Implementation.

IV. Required Annual Reporting to Parents

- A. In addition to the annual parental notification outlined in Section II.D. above, the district will also annually provide information to all parents of EL/MLL students about the district's overall growth score related to EL/MLL progress.
 1. The district will send out this notification within 30 days of receiving USBE's annual accountability report, which is typically received by the district in mid-late September each year.

No district employee or student shall be subjected to discrimination in employment or any district program or activity on the basis of age, color, disability, gender, gender identity, genetic information, national origin, pregnancy, race, religion, sex, sexual orientation, or veteran status. The district is committed to providing equal access and equal opportunity in its programs, services and employment including its policies, complaint processes, program accessibility, district facility use, accommodations and other Equal Employment Opportunity matters. The district also provides equal access to district facilities for all youth groups listed in Title 36 of the United State Codes, including scouting groups. The following person has been designated to handle inquiries and complaints regarding unlawful discrimination, harassment, and retaliation: Tina Hatch, Compliance and Investigations/Title IX Coordinator, 440 East 100 South, Salt Lake City, Utah 84111, (801) 578-8388. You may also contact the Office for Civil Rights, Denver, CO, (303) 844-5695.