

# **Alternative Language Services**

## ***Master Plan and Manual for Implementation***

Updated August 2024



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## **I. Introduction and Other Information**

The *Alternative Language Services (ALS) Master Plan and Manual for Implementation* has been produced to guide and assist administrators, teachers, paraprofessionals, and students regarding the options available to guardians and the expectations the district holds for each school and classroom in the district. It offers a practical guide for all staff to ensure that consistent and coherent services are provided to every Multi-Language Learner (MLL) in the district. It is the goal of the Salt Lake City School District (SLCSD) that all students are members of an inclusive school community and that students attain optimal linguistic and academic success. The plan describes how MLLs are identified, the different program options available to them, and how they become proficient in English and have full access to a challenging and rigorous academic curriculum.

### *The Purpose of Providing Education Services for English Learners*

Utah has become more ethnically and racially diverse. Salt Lake City School District is a minority majority school district that has consistently maintained 60% students of color. Much of this diversity results from the children of recent immigrants and refugees, who speak languages other than English in their home, coming to SLCSD. English learners are defined as students who do not have enough proficiency in English to be able to benefit adequately from mainstream classrooms. Our students have various educational needs ranging from gifted and talented programs to Special Education Services.

### *Title I and Title III*

The purpose of the Elementary and Secondary Education Act (ESEA) Title I is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education. It focuses on “meeting the educational needs of low-achieving children in our Nation’s highest-poverty schools, limited English proficient children, migratory children, children with disabilities, [American] Indian children, neglected or delinquent children, and young children in need of assistance” (Title I, 101). Under NCLB, Title III supplements Title I by targeting instruction in English language development to improve academic achievement for MLLs. The overall purpose of Title III funding is to ensure that our MLLs develop English language skills and master the rigorous academic content standards (Forte & Faulkner-Bond, 2010). The majority of MLL students in SLCSD receive both Title I and Title III services, especially in elementary schools. The overlap in services highlights the critical link between Title I and Title III, although the programs serve distinct purposes. Under the “Every Student Succeeds Act”, Title III serves to support, establish, implement, and sustain effective language instruction educational programs for all MLLs as well as develop and enhance the capacity of schools to provide effective English language instruction through research-based professional development. Lastly, Title III promotes and encourages parental, family and community participation in language instructional education programs for guardians, families, and communities of English learners.

### *Salt Lake City School District Mission and Vision*

The SLCSD vision and mission statements capture the aspirations of the district for all our students, including English learners. The vision of the Salt Lake City School District is *Excellence and equity: every student, every classroom, every day.*

The mission statement for the district is *Salt Lake City School District cultivates a love of learning in a diverse and inclusive school community, committed to educational excellence and*

*integrity. In collaboration with families and community, we hold high expectations for all students, respond effectively to individual needs, and provide a safe, healthy environment in which every student can learn the academic, problem-solving, and social skills required for success in college, career, and life.*

#### *Nondiscrimination Policy*

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, 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 34 of the United States Code of Federal Regulations, 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, 440 East 100 South, Salt Lake City, Utah 84111, (801) 578-8388. Individuals may also contact the Office for Civil Rights, Denver, CO, (303) 844-5695.

#### *The Role of District ALS Administration*

District ALS staff shall provide leadership, direction, accountability, and responsibility in the development, implementation, and maintenance of the Alternative Language Services program. District ALS administration is responsible for:

1. Providing updated information on status, number, and progress of MLL students to the Board of Education for consideration in district-level strategic planning.
2. Providing updated information on status, number, and progress of MLL students to each school for inclusion in school-level strategic planning.
3. Assisting all schools in the development of ALS programs which comply with state and federal requirements and meet the needs of MLL students by disseminating copies of the district plan and policy to principals, conducting professional development for all school staff members on requirements of the plan, and assisting with the development of an ALS component for individual school plans.
4. Establishing a district level ALS Advisory Team with representation of appropriate stakeholders in the school community.
5. Holding regular meetings of the ALS Advisory Team to review the district ALS program and recommend changes to district policy and the *ALS Master Plan and Manual for Implementation*, as needed.
6. Meeting with other district personnel to coordinate federal, state, and other programs to meet the needs of MLL students.
7. Reporting progress annually to the Board of Education.
8. Providing professional development for principals and teachers regarding the ALS program, including review of the master plan.
9. Disseminating information regarding research-based models of instruction to teachers,

administrators, and other appropriate staff members through the district.

10. Consulting with school personnel regarding implementation of ALS services to meet the needs of MLL students.

## **II. Enrollment, Identification and Assessment**

All elementary, middle, and high school principals shall designate an ALS site coordinator. The ALS site coordinator ensures that MLL students at the site are appropriately assessed and provided with language assistance program services. ALS site coordinators should keep the appropriate documentation mentioned throughout this master plan. ALS site coordinators in collaboration with the assessment and evaluation department will be responsible for administering tests and language assessments under the guidance of the ALS district director or supervisor. ALS site coordinators and district ALS coaches will collaborate with teachers, other professional staff, and administrators to address instructional and/or classroom issues for MLL students; modeling English communication for the purpose of developing student ability to communicate effectively in the English language; participating in a variety of meetings for the purpose of conveying and/or gathering information required to perform functions; responding to inquiries from teachers, guardians, administrators and others to resolve issues, provide information and/or give direction; and using data to track and monitor the progress of MLL students.

Schools must accurately identify MLL students in a timely, valid, and reliable manner so that students can be provided the opportunity to participate meaningfully and equally in the district's educational programs.

### **A. Enrollment**

- School registrars/secretaries shall input student information in the student information system (Power School) exactly as the information appears on the birth certificate.
- Schools must enroll students regardless of residency or immigration status.
- Registration information will be gathered, and the Home Language Survey (HLS) (Appendix 1) shall be given to determine if the student has a Primary or Home Language Other than English (PHLOTE).
- The purpose of the HLS (is to determine if a language other than English is used in the student's home. Prior to completing the HLS, guardians are to receive an explanation regarding its purpose and uses, as well as the possibility that their child may be given an assessment to measure their English language proficiency level.
- Each registrar/secretary shall identify the primary and home language of all students from the responses given by the guardians/guardians during registration and upon enrollment. Students will be included on the PHLOTE list if responses during the registration process indicate a language other than English is spoken by the student or parent.
- Schools must provide notices within thirty days from the beginning of the school year to all guardians of MLL students regarding the MLL student's identification and placement in a language instruction educational program. Schools must, to the extent practicable, translate such notices in a language that the parent can understand and, if written

translations are not practicable, offer free oral interpretation of the written information.

- New PHLOTE students shall be referred to the ALS site and district coordinator upon enrollment.
- Schools shall refer in-district transfer students to the ALS site and district coordinator.
- District ALS staff will provide annual training for school registrars and ALS site coordinators. ALS site coordinators will also be responsible for attending monthly meetings with the district ALS Supervisor/Coordinator to discuss MLL issues at school sites.

## **B. Identification and Assessment**

- The PHLOTE determines whether students should be given a screening assessment for placement in ASL programs.
- If a parent's response to the questions about primary home language use indicates that the student or another person in the home uses a language other than English, the school, within 30 days, should administer an English language proficiency assessment screener, the WIDA Screener, as required by the Utah State Board of Education (USBE).
- The Notification of Initial English Language Program Placement (Appendix 2) shall be placed in the ALS file and uploaded in Ellevation.
- If a student is new to the district, the school should contact the student's former school to find out if the student has already been identified as an English Learner.

## **C. Parent Communication Regarding Eligibility**

By law, guardians must be informed if their student is receiving supplemental services outside of the general education program. Guardians also have the right to waive these services. The following guidelines ensure that parent communication is in compliance with law and policy:

- Initial English proficiency assessment scores and the date the assessment was given are to be shared with the parent/guardian and student and then shared with appropriate personnel.
- A parent notification letter of Initial English Language Program Placement or English Language Program Continuation (Appendix 2 or 3) is required annually, no later than 30 days from the start of the school year for all students receiving language services. For those students who have not been identified at the beginning of the school year, they must be assessed during the first two weeks and parent, or guardians notified of placement in a language instruction education program. Initial Placement and Continuation of Services letters shall be saved in Ellevation and placed in student files.
- Schools must provide student test results for all assessments, as required by state mandates.
- If guardians choose not to have their child participate in language services, the Initial Placement or Continuation of Services letter must be signed by the parent and placed in

the ALS file and uploaded into Ellevation each year.

- If Guardians refuse services, an Individual Language Plan must be developed, and copies provided to guardians.
- Anecdotal records including grades, interim test results and other data to indicate student's progress (e.g., reading and math scores, district testing, etc.) should be shared with guardians and appropriate faculty to inform the ILP.
- When a student exits ALS services, notification must be provided to the parent and the Notification of English Language Program Exit letter (Appendix 4) will be placed in the student's file.
- The Former ELL Monitoring Form (Appendix 5) will be used to review progress twice a year following a student's exit from the program for four years.

### **III. Standards for MLL Students, Monitoring, and Exiting**

#### **A. Standards - WIDA English Language Development Standards Framework**

The USBE adopted English Language Proficiency (ELP) standards from World Class Instruction Design and Assessment (WIDA) in order to ensure equal access to curriculum content for all students, and to help educators determine if a student is performing at the appropriate level for his/her language proficiency. Proficiency is measured annually with the WIDA ACCESS assessment.

- MLL students' level of English proficiency (listening, speaking, reading, writing, and comprehension) shall be assessed by the district assessment team and the ALS staff. Testing results are kept in the student's ALS file and uploaded in Ellevation at the school site.
- The district assessment and ALS staff shall communicate the test results to schools and the scores shall be kept in PowerSchool and Ellevation.
- The school secretarial staff or ALS district or site coordinator shall communicate to guardians if the student will receive ASL services based on the Annual WIDA ACCESS. Guardians shall be provided with a Continuation of Services letter. A copy of the WIDA ACCESS report shall also be sent to the parent. A copy of the Continuation of Services letter and the report shall be placed in the ALS file.

#### **B. Monitoring and Exiting**

Students are not to be exited from the ELD services until they have demonstrated proficiency in English. Students in grades K-12 are considered proficient when they have earned a score of 4.2 or greater Composite score AND a 3.5 or greater in Speaking on the WIDA ACCESS. Once a student has demonstrated proficiency, guardians and/or guardians shall receive notification that the student is to exit ASL services and enter a four-year monitoring phase. Student progress shall be reviewed twice per year for four years.

The ALS site coordinator, in collaboration with teachers and counselors, use the Monitoring form in Ellevation to access progress of students who have exited the ALS program. The students' SEOP, report card, and records of academic assessment results shall be considered. If a former MLL student experiences insufficient academic progress, the student will be referred to the

Student Services Council (SSC) to determine appropriate steps to remediate identified academic deficiencies. Recommended interventions may include, but are not limited to, strategies such as:

1. Use of recommended in-class instructional techniques.
2. Tier II Intervention in the specific content area.
3. Provision of tutoring and/or academic counseling.
4. Re-entry into the ALS program with parent consent.

#### **IV. Providing MLL Students with a Language Assistance Program**

By law, guardians must be informed if their student is receiving supplemental services outside of the general education program. Guardians also have the right to waive these services by submitting a signed Initial Placement or Continuation of Services letter.<sup>39</sup>

Alternative Language Services (ALS) include all forms of support for English language learners and are a requirement under federal and state legislation overseen by the Office for Civil Rights and the Department of Education. ALS is a service beyond general education classroom instruction in the core curriculum areas and should be specific to the needs of MLLs. Alternative language services are distinct from those services provided to non-MLL students, although in some skill areas instruction might look similar, and in some highly-impacted schools, services might occur simultaneously in the same classroom through extensive use of differentiated instruction.

ALS instructional programs help students gain English language proficiency while learning academic content and skills. The secondary ALS program ensures that MLL students have a pathway to graduate high school on time and have equal access to high-level programs and instruction to prepare them for college and career. ELD instruction is in addition to English language arts instruction, although these skills do overlap in many areas.

In the mainstream classroom, where English Learners are integrated with English-only peers, educators guarantee meaningful, systemic, and systematic strategic instruction to meet the needs of all learners, applying techniques that benefit all students, but are imperative for MLLs. This instruction includes the use of strategies to support sheltered instruction and acquisition of academic language. Use of the USOE-adopted WIDA English Language Development Standards Frameworks can facilitate understanding and acquisition of the academic language throughout the content areas of language arts, social studies, math, science, and social and instructional language.

Ongoing training and support will be provided by district English language development specialists, district literacy coaches, district ALS coordinator, and site-based ALS coordinators. Support will focus on building capacity in teachers, administrators, and staff to enable MLLs to attain English language and grade-level content proficiency.

**A. Providing Alternative Language Services to MLL Students Elementary level (Grades K-6):** students will receive ALS services in their school of residence/choice from qualified staff. (See Staffing Requirements in Section V.)

1. Forty-five minutes of ELD instruction will be provided in classrooms or in a pull-out program by qualified teachers. During ELD instruction, students are grouped by language proficiency level. The district-adopted curriculum for ELD is Wonders English language



Development, a research-based program that supports systematic English language acquisition. Lexia Learning, an online program may be used in addition, to provide students with extended instruction. Refer to SLCS D Elementary English Learner Service Pattern (Appendix 6).

2. English learners are taught grade-level core content, which is made accessible through use of SIOP, Ellevation Strategies, academic language support and WIDA standards. English learners receive core instruction in the general education classroom, with grade-level peers.
3. Dual Language Immersion is available in the district utilizing and supported by the Utah State Board of Education. The program follows the 50/50 model, in which students receive 50% of the day in English instruction, and 50% of the day in the target language, which is Spanish.
4. Gifted and Talented/Early College Programs are valuable opportunities to which all students should have equitable access. Many English learner students have proven their ability to learn language; this is a tremendous talent and skill. Further, MLL students are just as likely to be gifted and motivated as English-Only students. Educators referring students for such accelerated programs must be mindful to represent all categories of the student population, including students that are not yet proficient in English.

**Middle level (Grades 7-8):** MLL students will be served at their middle school of residence/choice by qualified teachers. The middle school service plan will include a continuum of ALS services at each school (Appendix 7). As a required supplement, ALS should function in coordination with general educational services. Coordination consists of collaboration between ELD instructors and general education instructors in planning core-related content and skill instruction. English language learning of students served by ALS is then the responsibility of a coordinated team of teachers, focused on students' academic and language needs. In this way, support is provided in a research-based English education instructional program such as ELD in addition to Sheltered Instruction in the general education classroom, as well as additional English language and academic interventions and enrichment as needed/possible.

Services *must* include:

- ELD classes based on the student's language proficiency level. The district- adopted curriculum is Vista, a research-based program.
- Grade-level core content made accessible through use of SIOP, Ellevation Strategies, academic language support and WIDA standards. English learners receive core instruction in the general education classroom, with grade- level peers.

Services *may* include:

- ESL Language Arts courses with qualified teachers for year 1-2 students at level 1 and 2.
- Approved ESL core curriculum courses as outlined in the Middle School Course Progression (Appendix 7) with qualified teachers for year 1-2 students at level 1 and 2.

**High school level (Grades 9-12):** MLL students will be served at their high school of residence/choice. Coordination of services is increasingly critical as students begin to work

toward the completion of graduation credit. Specific English Language Development instruction is required in addition to the core curriculum. This instruction can take various forms approved by the state and school district. The instruction must be proven to be specific to the needs of the MLL students. The high school service plan will include a continuum of ALS services at each school (Appendix 7).

Services *must* include:

- ELD classes based on the student's language proficiency level. The district- adopted curriculum is Vista, a research-based program.
- Grade-level core content made accessible through use of SIOP, Ellevation Strategies, academic language support and WIDA standards. English learners receive core instruction in the general education classroom, with grade- level peers.

Services *may* include:

- ESL Reading courses with qualified teachers.
- ESL Language Arts courses with qualified teachers for year 1-2 students at level 1 and 2.
- ESL core curriculum courses with qualified teachers for year 1-2 students at level 1 and 2.

Secondary schools must be particularly careful to ensure that MLL students are provided with opportunities to be career and college ready. The following process will help to ensure equitable access for MLL students as they enter secondary schools:

1. Review transcript (if available) of new MLL students and begin Student Education Occupation Plan (SEOP) process by meeting with student, parent, and interpreter (if necessary) to explain graduation requirements and SEOP.
2. Meet with student, parent, and interpreter (if necessary) to check student progress and review and/or revise the SEOP.
3. Explain the following options to students whose graduation is in jeopardy:
  - a. attendance at regular high school through completion of academic year of nineteenth birthday
  - b. summer courses offered by the school or district
  - c. attendance at after school or evening courses
  - d. transfer to Horizonte Instructional Center. Only juniors and seniors will be given the opportunity to transfer to the Horizonte Instructional Center.

### **ALL Level (K-12)**

Each school will address the needs of MLL students as part of their School Improvement Plan (SIP) and submit to the School Leadership Team, Superintendent, and Board of Education for approval, upon completion of the following steps:

1. Consult with district ALS staff for information regarding appropriate models and programs.
2. Review current school ALS accountability section in SIP.

3. Review data, including the number of MLL students per grade, languages spoken, English proficiency levels, and student performance data relative to the effectiveness of current program models and services.
4. Review all teachers and staff endorsements and degree of training.
5. Consider approved models of instruction appropriate for MLL student population at the school, considering implications related to training, staffing, materials needed, and methods to evaluate progress.
6. Select an approved instructional model.
7. Consider the needs of MLL students when making program and staffing decisions, as it relates to funding.

SLCSD schools implement ALS programs in a manner that ensures that MLL students have comparable access to educational facilities, programs, and services that are made available to all students. MLL students are assigned to appropriate classes according to their English proficiency level as assessed by the WIDA ACCESS and academic needs in accordance with the following guidelines:

1. The number of MLL students assigned to the regular elementary classroom should not exceed 50% (or a percentage equal to the representative school population) of the total number of students in each class.
2. To the extent that resources and facilities allow, the following guidelines for staffing with qualified personnel should be considered:
  - a. ELD courses for students at the Entering (1) level should not exceed fifteen students.
  - b. ELD courses for students at the Beginning (2) level should not exceed twenty-five students.
  - c. ELD courses for students at the Developing (3) and Expanding (4) Formerly (A – Advanced) level should not exceed thirty students.

#### **B. Providing instructional materials necessary for implementation of the ALS Program**

It is the responsibility of the district ALS department to work in conjunction with the Teaching and Learning department to identify multicultural, culturally relevant, and linguistically sensitive instructional materials to correlate with district and state curriculum. Through the district curriculum adoption process English language development and primary language materials will be selected, purchased and disseminated to classroom teachers, as needed. The programs currently adopted are Wonders for English Learners for elementary schools and English 3-D and World English for secondary schools. The Teaching and Learning department provides professional development for teachers on effective use of adopted materials, as well as supplements and instructional tools such as pacing guides or additional lesson supports.

#### **V. Staffing and Supporting MLL Student Programs**

The faculty and staff at all schools are charged with providing ALS instructional programs in accordance with ESSA and Title III guidelines. All faculty oversee and advocate for implementation of Sheltered Instruction in the general education setting under the direction of and determined by the site administrator. ELD teachers, ESL content teachers, counselors, and

supervising administrators are required to meet all highly qualified criteria for ESSA ESL providers. ALS site coordinators are expected to attend regular monthly meetings regarding roles, responsibilities, strategies, and program implementation for MLLs. The ALS site coordinator oversees and coordinates data and record keeping efforts at the site and under the direction of the site administrator. The ALS site coordinator oversees and coordinates student placement in appropriate core curriculum and English Language Development classes and are always represented on the Student Services Committee (SSC) when intervention and accommodation decisions are made for MLLs. The ALS site coordinator must also be represented in the development of Individualized Education Plans for special education MLL students. The Teaching and Learning department oversees and coordinates annual language proficiency testing at the site under the direction of and determined by the site administrator.

The general education faculty is expected to be highly qualified under ESSA in their subject area(s) as well as knowledgeable and current in best practices for MLLs. Beginning in 2001, all educators in SLCSD must complete the full ESL endorsement program as a condition of employment and are accountable to provide meaningful English language and academic support for their MLL students. General education and enrichment faculty and staff must be aware of the English language proficiency levels of their students as well as the English Language Development Standards Framework for MLL students of all levels. All data at the site regarding enrichment, intervention, and after school programs should be disaggregated to include MLL and migrant student information to monitor achievement, equity, access, and work toward Annual Measurable Objective (AMO) and Annual Measurable Achievement Objective (AMAO) targets for each subgroup and aggregate at the school. Faculty must also complete Migrant Assessment and Performance System (MAPS) forms for migrant students in their classrooms under the guidance of Equity Department.

Salt Lake City School District continues to make a concerted effort to ensure that all educators are able to meet the needs of English learners. The district agreement with the teacher's association specifies the following requirements for all teachers:

1. Ensure that MLL students are appropriately placed into ALS programs with services provided by qualified staff.
  - a. Employees hired prior to 2001-2002: Staff includes personnel who have been trained in Specially Designed Academic Instruction in English (SDAIE) or Sheltered Instruction Observation Protocol (SIOP), acceptable models endorsed by experts (Center for Applied Linguistics and Center for Research on Education, Diversity, & Excellence) in the field and approved by the U.S. Department of Education and the Office of English Language Acquisition, Language Enhancement & Academic Achievement for Limited English Proficient Students (OELA).
  - b. Employees hired in 2001-2002 and after: Qualified staff includes staff members who are endorsed in dual immersion/ESL or pursuing such an endorsement.
  - c. As a condition of contract, staff hired after July 1, 2006, must complete the following coursework and training within the timelines noted according to their specific roles.
2. All elementary teachers, secondary core teachers, and core content area coaches/specialist are required to obtain an ESL or Dual Immersion endorsement prior to the expiration of the 4th year of their contract in these roles within the Salt Lake City School District. A 5th year is available for teachers required to receive additional endorsements (e.g., Math,

ELA, Science) during the same period. As the key individuals responsible for delivering core curriculum instruction, it is imperative that these educators do so in a manner that provides meaningful access to content for English learners, while supporting student needs for developing English language proficiency and furthering academic language development. Additionally, educators need an understanding of the assets students and families bring to their schools and how to integrate these sources of knowledge as part of everyday instructional practice. Educators who view diversity as an asset rather than a deficit are better able to advocate on behalf of diverse communities. (For more information, see the SLCSD ESL Endorsement Information Page.)

3. Secondary Elective Teachers have the option to complete the entire endorsement or an SLCSD Modified Endorsement (3 classes) to the expiration of the 3rd year of their contract in these roles within the Salt Lake City School District. As individuals responsible for delivering specialized curricula, it is imperative that these educators deliver instruction in a manner that provides meaningful access to content for English Learners, while supporting student needs for developing English language proficiency and academic language development. Additionally, educators need an understanding of the assets students and families bring to schools and how to integrate these sources of knowledge as part of everyday instructional practice. Educators who view diversity as an asset rather than a deficit are better able to advocate on behalf of diverse communities. (For more information, see the SLCSD ESL Endorsement Information Page.)
4. Principals, assistant principals, counselors, and psychologists have the option to complete the entire endorsement or an SLCSD Modified Endorsement (3 classes) prior to the expiration of the 3rd year of their contract in these roles within the Salt Lake City School District. As instructional leaders, principals and assistant principals need to have an understanding of English language development and second language acquisition to support teachers in their effort to meet the educational needs of English learners. Additionally, educational leaders need an understanding of the assets students and families bring to schools and should be able to integrate these sources of knowledge into the entire school community. Educational leaders who view diversity as an asset rather than a deficit are better able to advocate on behalf of diverse communities. Counselors are responsible for assets-based coalition building and helping to establish a climate of respect and affirmation.

Counselors play a significant role in advocating for student access and success. Psychologists are responsible for understanding individual student needs and advocating for student access, and in doing so, they need an awareness of issues related to English learners. These three courses provide counselors and psychologists with the tools to fulfill such responsibilities. (For more information, see the SLCSD ESL Endorsement Information Page.)

5. Speech pathologists have the option to complete the entire endorsement or an SLCSD Modified Endorsement (2 classes) prior to the expiration of the 3rd year of their contract in these roles within the Salt Lake City School District. In doing so, they need an awareness of issues related to English learners. Knowledge of Second Language Acquisition provides speech therapists with the tools to distinguish between language difference and speech difficulty. Having a better understanding of cultural and linguistic diversity will enable speech therapists to advocate on behalf of English learners and

implement approved models for provision of ALS services based on the English language acquisition needs of the MLL students enrolled in each school. (For more information, see the SLCSD ESL Endorsement Information Page.)

SLCSD staffs qualified personnel to ensure that MLL students have access to all programs offered at the school. Continuing efforts are made to fill positions with qualified staff to effectively address the needs of identified MLL students according to the previously outlined requirements:

- a. Teachers who teach English Language Development must have or be pursuing an ESL Endorsement.
- b. Teachers who teach a Dual Language Immersion class or course must have or be pursuing a Dual Language Immersion Endorsement (if available).
- c. All tutors and assistants providing ALS support to MLL students work under the supervision of qualified staff.

## **VI. Providing Meaningful Access to All Curricular and Extracurricular Programs**

### **A. Core Curriculum**

MLL students are entitled to instruction in the schools' core curriculum (e.g., reading/language arts, math, science, and social studies). This includes equal access to the school's facilities, such as computer, science, and other labs and facilities to ensure that MLL students can participate meaningfully in the education programs. Schools shall employ appropriate language scaffolds and supports in core instruction so that MLL students can participate meaningfully as they acquire English. Students shall have equal opportunities to meaningfully participate in all programs whether curricular, co-curricular, or extracurricular.

### **B. Specialized and Advanced Courses and Programs**

SLCSD does not categorically exclude MLL students from gifted and talented education or other specialized programs such as Advanced Placement (AP), honors, or International Baccalaureate (IB courses). The district ELP supervisor and/or school psychologists shall provide multiple means of obtaining referrals for these programs among the MLL populations in an on-going effort to identify eligible MLL students.

## **VII. Avoiding Unnecessary Segregation of MLL Students**

ALS programs may not unjustifiably segregate students on the basis of national origin or MLL status. Schools shall educate students in the least segregated manner as consistent with the goal of the effective education programs selected by the district. All students must have access to the core curriculum, to graduation requirements, extracurricular activities, and all components of the general education system. MLLs must have opportunities during the day to interact with peers of all language proficiency backgrounds and abilities. According to USBE policy, MLLs must receive accommodations outlined in ALS plans for ELD and instructional settings and applicable assessments.

The ALS director shall, on an annual and ongoing basis, monitor the district's MLL programs to

assess whether these programs unnecessarily segregate MLL students and, if so, rectify noncompliance.

### **VIII. Evaluating MLL Students for Special Education Services and/or 504 Services**

The Teaching and Learning and Special Education Department will meet periodically to ensure that all MLL students who are eligible for disability-related services are receiving all necessary services simultaneously, being appropriately evaluated, and that the student's IEP or 504 plan contains current and relevant information. Both departments will work together to ensure that guardians are appropriately notified of information pertaining to their child in a language and in a manner that they can understand, which may include interpreting or translating information for guardians. Students shall not be placed in special education solely based on limited English proficiency, and MLL students shall not be required to go through a waiting period before being referred for a special education evaluation.

MLL students who are going to be evaluated or tested for special education or related services shall be evaluated or tested by staff who are qualified to administer special education tests in the languages required for the child (whenever appropriate and feasible). For more information about testing and evaluating MLL students for special education, please see the district's special education manual.

#### **A. Individuals with Disabilities Education Act (IDEA)**

Under the IDEA, the district has a responsibility to identify, locate, and evaluate all children who may have disabilities and who need special education and related services, regardless of the severity of their disability. The district will ensure that the assessments and other evaluation materials used to evaluate a child with a disability are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer. This is true even for those MLL students whose guardians have opted their children out of MLL programs. A student cannot be determined to be a child with a disability if the determinant factor is limited to English proficiency and if the student does not otherwise meet the definition of a child with a disability under the IDEA. Special education does not supersede ALS services. Once the district determines that an MLL student is a child with a disability under IDEA, the district is responsible for determining, through the development of an IEP at an IEP team meeting, the services necessary for a Free and Appropriate Public Education. The IEP team should consider, among other factors, the language needs of the child with limited English language proficiency and include professionals with expertise in language acquisition on the IEP team, as well as appropriately communicate this information in IEP team meetings to guardians or guardians.

Language assistance services and disability-related services shall be provided to an MLL student who has been evaluated and determined to be eligible for both types of services unless it is inappropriate to provide dual services due to the documented nature of the student's disability. MLL students shall be promptly evaluated for disability related services, and the services shall not be delayed on account of a student's MLL status and/or level of English proficiency. An individual language plan (ILP) shall document and address the special education or disability related services to address MLL students' language related needs if language needs are being met in a special education setting. The ILP will be created by the ALS team, including ALS coordinator, general education teacher(s), special education teacher, and counselor.

The district will not:

1. Deny MLL services to MLL students with disabilities;
2. Evaluate MLL students for special education services only in English when the native and dominate language is not English;
3. Fail to include staff qualified in MLL instruction and second language acquisition in placement decisions;
4. Fail to provide interpreters to MLL guardians at IEP meetings to ensure that MLL guardians understand the proceedings.

#### **B. Section 504 of the Rehabilitation Act (504)**

504 covers not only students with disabilities who have been found to be eligible for services under the IDEA, but also students who meet Section 504's broader definition of disability. As with IDEA, section 504 evaluations of students must measure whether an MLL student has a disability and not reflect the student's proficiency in English. When administering written or oral evaluations to determine whether an MLL student has a disability under Section 504, the district must administer those evaluations in an appropriate language to avoid misclassification whenever possible. If an evaluation in the appropriate language is not available, the district must use evaluation and assessment tools that will rule out English language proficiency in determining whether the student has a disability. Language assistance services and disability- related services shall be provided to an MLL student who has been evaluated and determined to be eligible for both types of services unless it is inappropriate to provide dual services due to the documented nature of the student's disability. MLL students shall be promptly evaluated for disability related services, and the services shall not be delayed on account of students' MLL status

and/or level of English proficiency. The 504 plan shall document and address the special education or disability related services to address MLL students' language related needs.

The district will not:

1. Deny MLL services to MLL students with disabilities;
2. Evaluate MLL students for special education services only in English when the native and dominate language is not English;
3. Fail to include staff qualified in MLL instruction and second language acquisition in placement decisions;
4. Fail to provide interpreters to MLL guardians at IEP meetings to ensure that MLL guardians understand proceedings.

#### **IX. Meeting the Needs of MLL Students Who Opt Out of MLL Programs**

The district has an obligation to serve all MLL students. Guardians also have the right to decline or opt their children out of a school's ELD services program. A parent's decision to opt out of ELD services must be knowing and voluntary, and in the parent's primary language when applicable and possible. MLL students whose guardians decline ELD services will sign the Initial Placement Letter or Continuation of Services Letter (see Appendix 2 or 3). School administrators and staff in the district should make guardians aware of the benefits of ELD services offered and subsequently respect a parent's decision if that decision is to decline ELD



services. Each school site shall maintain the appropriate documentation regarding the parent's decision in both Ellevation and in the student's file. If a student opts out of services, the ALS team will develop an Individual Language Plan (ILP) and school sites should verify that MLL students who opted out of the school district's ELD services are making appropriate progress and growth in English proficiency. The sites shall review information to see if the MLL student who opted out struggles in one or more subjects due to language barriers, and the site will take steps to meet with the guardians of the child, inform the parent of the lack of progress, and offer guardians further opportunities to enroll the student in the MLL services at any time (see Appendix 8). If the parent continues to decline MLL program or services, additional steps shall be taken to ensure the child continues to progress.

#### **X. Assessment and Accountability, Evaluating Effectiveness**

##### **A. To determine degree of ALS program implementation at each school, the district shall:**

1. Conduct an annual review of ALS program implementation at each school by considering the following indicators:
  - a. degree of student, parent, and community involvement
  - b. training levels of staff members (administrators, certificated, and classified)
  - c. availability of instructional materials and resources
  - d. identification, placement, and exiting procedures for students
  - e. establishment of program related instructional objectives
  - f. allocation of resources
2. Review formal and informal assessment procedures at school level.

##### **B. To compile and analyze data to evaluate program effectiveness the District ALS staff, Information Systems, and the Assessment departments shall:**

1. Establish and maintain a data base that allows for comparison of MLL students, former MLL students and non-MLL students, including but not limited to:
  - a. student attendance,
  - b. academic performance,
  - c. course-taking/completion, grade point average, and drop-out/graduation rates (for secondary students),
  - d. other data sources, and
  - e. demographic data to allow for disaggregation.
2. Evaluate the extent to which current MLL students are gaining English language proficiency in listening, speaking, reading, and writing.
3. Review data with principals and school staff to guide annual update of school ALS plans.
4. Compare the progress of MLL, non-MLL and former MLL students in literacy, academic performance, and attendance/drop-out/graduation rates. Insofar as possible, disaggregate data to examine program effectiveness by grade level, school, and program model in order to generate data for program improvement.

5. Compile reports which incorporate the results of summative and formative evaluations into recommendations for future implementation in reference to program, staffing, instruction, assessment, fiscal resources, etc. Review ALS Master Plan and Manual for Implementation and make recommendations for changes as needed.
6. Report to Board of Education.

## **XI. Meaningful Communication with Guardians of MLL Students**

English learners enter Salt Lake City schools having formed their own cultural and linguistic identities. They bring rich diversity, multiple perspectives, background knowledge, and lived experiences that effective teachers can use to enhance learning in the classroom. Teachers provide culturally responsive instruction and draw from the knowledge that students bring with them, they play an essential role in helping students learn English and academic content, as well as aspects of the new culture while at the same time helping them maintain respect for their own language and culture.

Research demonstrates the importance and benefits of parent and family engagement in the education of their children. Studies suggest engaging guardians and families builds a link between the school and the community. Students are more likely to be successful academically and behaviorally if guardians and families are well informed, encouraged, and engaged in their education. SLCSd believes it is critical to a school's success to involve guardians at every level. We will work towards greater involvement and participation of all families/guardians in the district and school activities through a deliberate set of activities aimed at increasing involvement.

One element of the district board-approved Student Achievement Plan is family and school collaboration. To increase meaningful participation of families in their students' education, the district has appointed a Family and School Collaboration Supervisor whose primary responsibility is to work with families and complete the goals in the Student Achievement Plan.

The Family and School Collaboration Supervisor also works with the Teaching and Learning and Equity Department to consistently review and be a resource to:

- Provide ideas for schools for increasing parent involvement;
- Provide support outreach efforts for families of MLLs;
- Provide specific support for guardians of MLLs such as defined parent education events and or home visits;
- Provide help to schools to create a welcoming school culture and environment for the culturally and linguistically diverse guardians and families;
- Encourage guardians to recommend suggestions for the district reflecting cultural/historical events; and
- Invite guardians to participate in all school events in their native language (whenever appropriate and feasible).

School principals shall identify guardians needing translation using the Home Language Survey indicating language preference for school to home communication. School principals shall keep a record of the languages spoken by the guardians in the school community. School principals,

with the assistance from the district translations department shall communicate with guardians in their language when appropriate and feasible by providing translation of documents and meetings regarding their students' education, including student progress reports and conferences, consent forms, notices, and meetings regarding student discipline. In schools with concentrations of language minority students, translations are to include student and parent handbooks, school newsletters and information about school programs, school committee and community meetings, and ALS program materials whenever appropriate and feasible. School principals are encouraged to communicate with community members in their language(s), including notice of meetings and information about schools and programs as practical (whenever appropriate and feasible).

Schools will encourage community participation on school committees such as SCC (School Community Counsel) and SSC (Student Services Committee). Schools will work with the district to provide adult bilingual literacy classes for community members and solicit community members as volunteers in student programs and/or assemblies

## *Appendices*

1. Home Language Survey (done online at registration)
2. Notice of Initial English Language Placement
3. Notice of English Language Continuation
4. Notice of English Language Exit
5. Former EL Monitoring Forms
6. Elementary MLL Service Pattern
7. Secondary English Learner Course Progression
8. Individualized Language Plan

## Appendix 1: Home Language Survey

**\*\*To be completed online during online registration\*\***

### Home Language Survey

(To Be Completed by Parent/Guardian, Trained Designated School  
Personnel with Translation Services Provided mandated by state law)

School: \_\_\_\_\_ Student ID#: \_\_\_\_\_

Student's Last Name: \_\_\_\_\_ Student's First Name: \_\_\_\_\_

Purpose: The Home Language Survey (HLS):

1. Identifies a student whose home language is not English; and,
2. Identifies a student who will be tested on the skills of listening, speaking, reading, and writing in academic English for additional support.

**This information cannot be used for immigration matters or reported to immigration authorities.**

Parents/Guardians/Family Members:

1. The English proficiency test determines if your student needs a language support services program along with the regular education program.
2. Your child is entitled to these language support services as a Civil Right.
3. If your student qualifies for language services, you can opt out of the Language Service program offered by the school through the Annual Notification Letter.
4. You **cannot** opt out of the annual English proficiency assessment since it provides teachers with information for a more personalized educational experience for your student.

School Responsibilities:

1. At registration, Utah uses a standard form of the Home Language Survey (HLS) that identifies a student with a language other than English. This does not mean that the student lacks proficiency in English comparable to English speaking peers.
2. Students must be tested for services within 30 days of registration or within 10 school days of entry into school, if during the year.

**Required questions to target the most relevant information include the following:**

1. What is the primary language used in the home, regardless of the language spoken by the student? \_\_\_\_\_
2. What is the language most often spoken by the student? \_\_\_\_\_
3. What is the language that the student first acquired? \_\_\_\_\_
4. What language do you prefer for school-to-home information? \_\_\_\_\_
5. Does your family come from a refugee background? \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix 2: Notice of Initial English Language Placement (Sample Letter)

### Notification of Initial English Language Program Placement

#### Student Information

Student	Aaron Training	Grade Level	Unk	School	Training School
MLL Status:		Student ID#	training063		

Our school district provides a program of language instruction for MLLs to attain English proficiency, and meet the same challenging academic content and student achievement standards expected of all students. Upon enrollment, a language other than English was noted on your child's Home Language Survey. According to state and federal law, our school district is required to assess the English language proficiency of your child in listening, speaking, reading, and writing. Based on the results of the

\_\_\_\_\_ a state-approved assessment for measuring English language proficiency, we are pleased to inform you that your child is eligible for services for English Language Learners. Below, please find results that have informed our decision, information about our language programs, and your rights as a parent.

#### English Language Proficiency Tests

No English Language Proficiency Tests available

#### Proficiency Level Descriptors

No English Language Proficiency Tests available

#### Standardized Test Results

No Standardized Test Results available

Additional factors used to determine your child's program eligibility

Teachers of English Language Learners provide a variety of specialized services until students demonstrate skills in English sufficient for them to succeed academically in the regular classroom.

#### MLL Services

No MLL Services available

While the rate of English language development (ELD) varies between students, many exit the ELD program in exitrate years.

#### Exit Criteria

Your child's English language development will be assessed annually until he/she meets specific academic achievement requirements.

Exit Criteria Category	Exit Criteria Standard
Composite	WIDA Access Level 4.2+
Speaking	WIDA Access Level 3.5+

Students who exit the program are monitored for academic success for 4 years.

All children, regardless of English proficiency, are eligible to participate in all school-wide programs. If your child has an Individualized Education Plan (IEP), or a 504 plan, the language instruction educational program will be utilized in coordination with your child's existing plan.

Throughout the school year, you will have many opportunities to learn about your child's progress in academics and learning English. I encourage you to attend parent-teacher conferences and school events to support your child's academic success.

Your efforts will help us meet the year expected rate for graduation of percent%.

	Yes, I approve of this placement for my child.
	No, I would like to decline this placement for my child and will contact the school to discuss the options available for my child's English language development. I understand that my child will be tested annually on a state-approved ELP assessment until he/she attains English proficiency.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Phone Number: \_\_\_\_\_

## Appendix 3: Notice of English Language Continuation (Sample Letter)

### Notification of English Language Program Continuation

#### Student Information

Student	Aaron Training	Grade Level	Unk	School	Training School
MLL Status:		Student ID#	training063		

Our school district provides a program of language instruction for MLLs to attain English proficiency, and meet the same challenging academic content and student achievement standards expected of all students. Upon enrollment, a language other than English was noted on your child's Home Language Survey. According to state and federal law, our school district is required to assess the English language proficiency of your child in listening, speaking, reading, and writing. Based on the results of the \_\_\_\_\_, a state-approved assessment for measuring English language proficiency, your child continues to be eligible for services for English Language Learners. Below, please find results that have informed our decision, information about our language programs, and your rights as a parent.

#### English Language Proficiency Tests

No English Language Proficiency Tests available

#### Proficiency Level Descriptors

No English Language Proficiency Tests available

#### Standardized Test Results

No Standardized Test Results available

Additional factors used to determine your child's program eligibility

Teachers of English Language Learners provide a variety of specialized services until students demonstrate skills in English sufficient for them to succeed academically in the regular classroom.

#### MLL Services

No MLL Services available

While the rate of English language development (ELD) varies between students, many exit the ELD program in exitrate years.

#### Exit Criteria

Your child's English language development will be assessed annually until he/she meets specific academic achievement requirements.

Exit Criteria Category	Exit Criteria Standard
Composite	WIDA Access Level 4.2+
Speaking	WIDA Access Level 3.5+

Students who exit the program are monitored for academic success for 4 years.

All children, regardless of English proficiency, are eligible to participate in all school-wide programs. If your child has an Individualized Education Plan (IEP), or a 504 plan, the language instruction educational program will be utilized in coordination with your child's existing plan.

Throughout the school year, you will have many opportunities to learn about your child's progress in academics and learning English. I encourage you to attend parent-teacher conferences and school events to support your child's academic success.

Your efforts will help us meet the year expected rate for graduation of percent%.

	Yes, I approve of this placement for my child.
	No, I would like to decline this placement for my child and will contact the school to discuss the options available for my child's English language development. I understand that my child will be tested annually on a state-approved ELP assessment until he/she attains English proficiency.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Phone Number: \_\_\_\_\_



## Appendix 4. Notice of English Language Exit (Sample Letter)

### Notification of English Language Program Exit

#### Student Information

<b>Student</b>	Aaron Training	<b>Grade Level</b>	Unk	<b>School</b>	Training School
<b>MLL Status:</b>		<b>Student ID#</b>	training063		

Upon enrollment, a language other than English was noted on your child's Home Language Survey. According to state and federal law, our school district is required to assess the English language proficiency of your child in listening, speaking, reading, and writing. Based on the results of the \_\_\_\_\_, a state-approved assessment for measuring English language proficiency, we are pleased to inform you that your child has demonstrated English language proficiency and is not eligible for services for English Language Learners. Below, please find results that have informed our decision, information about our language programs, and your rights as a parent.

#### English Language Proficiency Tests

No English Language Proficiency Tests available

#### Proficiency Level Descriptors

No English Language Proficiency Tests available

#### Standardized Test Results

No Standardized Test Results available

Additional factors used to determine your child's program exit

Students who exit the program are monitored for academic success for 4 years.

Throughout the school year, you will have many opportunities to learn about your child's progress in academics and learning English. I encourage you to attend parent-teacher conferences and school events to support your child's academic success.

Your efforts will help us meet the year expected rate for graduation of percent%.

	Yes, I approve of this placement for my child.
	No, I would like to decline this placement for my child and will contact the school to discuss the options available for my child's English language development. I understand that my child will be tested annually on a state-approved ELP assessment until he/she attains English proficiency.



## Appendix 5. Former EL Monitoring Form (Sample)

### Former ELL Monitoring Form

Math- Secondary Exited Student Monitoring • 10/03/2023

Test ID #: training295

Student: Training, Anesteysa;

<b>Teacher Name</b>	Michelle Grutter	<b>Due Date</b>	4/15/2023
<b>Teacher Subject</b>	Secondary Math - 10	<b>Submitted Date</b>	10/3/2023

This student is a former English Language Learner (ELLs) who has exited the ELL program. All former ELLs are required to be "monitored" for four years after they exit the program. As this student's classroom teacher, your feedback is invaluable. Please answer the questions below to provide feedback on how this student is performing academically.

#### Student Information

<b>Student Name</b>	Training, Anesteysa	<b>Grade Level</b>	11	<b>Student #</b>	training295
<b>Local ID</b>	training295	<b>School</b>	Training School	<b>Exited Monitoring Status</b>	Monitored Year 1

#### Monitoring Questions

1. Academic Performance						
	Never	Seldom	Sometimes	Often	Always	Have not encountered this student in class
Completes Assignments				•		
Participates in Class				•		
Self Advocates for Support			•			
Participates in Group Work			•			
2. English Language Development Skills						
	Never	Seldom	Sometimes	Often	Always	Have not encountered this student in class
Struggles with Oral Expression			•			
Struggles with Written Expression		•				
Struggles with Listening Comprehension		•				
Struggles with Reading Comprehension		•				

#### Recommendation

As a classroom teacher for this student, I have been able to monitor academic progress during the indicated period and have submitted these

answers and comments. Based on my observations, I recommend that (check option below):

Select one	
<input checked="" type="checkbox"/>	<b>Continue</b> - Student is making adequate progress and should continue to be monitored until fully exited
<input type="checkbox"/>	<b>Recommend to SSC</b> - Recommend to SSC
<input type="checkbox"/>	<b>Recommend for Reading Intervention</b> - Recommend for Reading Intervention
<input type="checkbox"/>	<b>Provide opportunities for small groups</b> - Provide opportunities for small groups
<input type="checkbox"/>	<b>Have not encountered this student in class</b> - Recommend attendance intervention

Comments

## Signatures

**Michelle Grutter:**  
Secondary Math - 10 \_\_\_\_\_ Michelle Grutter \_\_\_\_\_ Date: \_\_\_\_\_ 10/3/2023 \_\_\_\_\_


## Appendix 6: Elementary English Learner Service Pattern

All elementary students in SLCSO receive a designated block of Tier I instruction for English language arts (please see the chart below for the recommended time allocation, in minutes, for Tier I instruction). Differentiated instruction beyond the English language arts block is designed to meet the needs of all learners. In addition to Tier I English language arts, differentiated instruction is provided to homogeneous groups of students to extend learning, provide extra practice and support, or to provide intervention for struggling students with identified skill gaps.

Arts Tier I Instruction (See Time Guidelines Below)	45-Minutes of Differentiated Instructional Block
All Students          <b>Language Arts Tier I Wonders</b>	ELD for English Learners <ul style="list-style-type: none"> <li>• <b>Wonders for ELs (20-25 Minutes, by WIDA Level)</b></li> <li>• <b>Lexia English or Lexia Core5 (20-25 Minutes)</b></li> </ul>
	Non-ELs <ul style="list-style-type: none"> <li>• <b>On-level, Enrichment, or Intervention/ Tier II</b></li> <li>• <b>Lexia Core5 or Lexia PowerUp</b></li> <li>• <b>Independent Work Supporting Small Group Instruction</b></li> </ul>

SLCSO English Language Arts Tier I Instruction							
Grade	Total Tier I Min –Max	Phonological Awareness	Phonics & Vocabulary	Writing	Oral Language	Comprehension	Fluency
<b>Half Day K</b>	90-100	10-15	30	20	10-15	20	
<b>Full Day K</b>	120-130	10-15	40	30	10-15	30	
<b>Grade 1</b>	125-170	10-15	30	30-60	10-15	30	15-20
<b>Grade 2</b>	115-160		30-35	30-60	10-15	30	15-20
<b>Grades 3-6</b>	105-140		30	30-60		30	15-20

English learners must receive 45 minutes of protected English Language Development instruction in addition to Tier I instruction. “Protected” means this time must be without interruption of other pull outs. This time can be split during the day between Wonders and Lexia, if needed in the class schedule. Models for this block are based on school needs.

ELD Non-Negotiables: 45 Minute Block of Differentiated Instruction	
<ul style="list-style-type: none"> <li>• 45 minutes of protected English Language Development instruction in addition to grade level Tier I instruction</li> <li>• Teacher direct instruction using Wonders ELD materials for a minimum of 20 minutes</li> <li>• Homogeneous groupings of ELs for targeted instruction by WIDA Level</li> <li>• ESL endorsed teachers deliver ELD instruction</li> </ul>	

### ALS/ELD Department:

- Dr. Chelsea Malouf, Director of Literacy and Alternative Language Services, (801) 578-8288
- Monty Eyink, Coordinator Alternative Language Services, (801) 578-8241
- Michelle Grutter, Elementary ELD Education Specialist, (801) 578-8239
- Dr. Kenna Rodgers, Secondary ELD Educational Specialist, (801) 578-8220

## Appendix 7: Secondary English Learner Course Offerings

The SLCSD Secondary EL course offerings are designed to support students who are English Language Learners (ELL) in middle and high school settings. The course offerings selected for individual students should be differentiated based on the student's time in U.S. schools, WIDA levels, and prior school experience. The purpose for providing a variety of EL course offerings is to support students in developing competencies in academic and disciplinary language and literacy, and to ensure that all students are academically successful and prepared during their high school experience. Placement in EL courses is fluid and should reflect WIDA levels, classroom performance, and/or ongoing assessments. **Students cannot be enrolled in ELD and EL content classes for more than half of their classes at a given time. Exceptions for individual students can be submitted in writing for approval by the district ALS Coordinator.**

### English Learner Course Offerings: Parameters and Considerations

In addition to the required ELD instruction, EL content classes may be offered to secondary students as a form of sheltered instruction for a limited time. Students who are eligible for EL content classes must **test at WIDA level 1 or 2 AND be new the U.S. schools in the last two years**. Students who have been enrolled in U.S. schools for more than two years must be enrolled in mainstream, grade level content classes even if they continue to test at WIDA level 1 or 2. Alternately, students who test at WIDA level 3 or 4 must be enrolled in mainstream, grade level content classes even if they have been in U.S. schools for less than two years. MLL students who do not qualify for EL content classes should receive instruction and support in acquiring disciplinary language in mainstream, grade level content classes.

Requirements and parameters of EL content classes offered to eligible students:

Class		Content / Courses	Curriculum	Teacher Certifications
ELD	Required for ALL L1-4	WIDA Standards for Language Development	Vista Higher Learning	ESL Endorsed
EL ELA	Optional for Y1-2 L1-2	ELA Core <ul style="list-style-type: none"> <li>Lang Arts 6, 7, or 8 I EL</li> <li>Lang Arts 9, 10, 11, or 12 I EL</li> <li>Lang Arts 9, 10, 11, or 12 II EL</li> </ul>	Study Sync	ELA and ESL Endorsed
EL Science	Optional for Y1-2 L1-2	Science Core <ul style="list-style-type: none"> <li>Science 6, 7, or 8 EL</li> <li>Bio EL</li> <li>Earth + Space Sci EL</li> </ul>		Science and ESL Endorsed

EL Math	Optional for Y1-2 L1-2	Math Core <ul style="list-style-type: none"> <li>• Math 6, 7 or 8 EL</li> <li>• Sec Math I EL</li> <li>• Sec Math II EL</li> </ul>	ST Math???	Math and ESL Endorsed
EL Social Studies	Optional for Y1-2 L1-2	SS Course Core <ul style="list-style-type: none"> <li>• World History I EL</li> <li>• World Geo I EL</li> </ul>	???	SS and ESL Endorsed
EL Reading	Optional for SLIFE	<ul style="list-style-type: none"> <li>• Reading I EL</li> </ul>	Reading Horizons	Reading and ESL Endorsed

### Students with Limited or Interrupted Formal Education (SLIFE): Additional Needs and Considerations

Students with Limited or Interrupted Formal Education (SLIFE) *"are English language learners who have experienced interrupted education due to war, civil unrest, migration, or other factors; who have never had the opportunity to participate in any type of schooling before entering school in the United States; or who have experienced limited education in their home countries due to lack of resources or trained teachers, the type of schooling they participated in, or other circumstances"* (DeCapua & Marshall, 2010).

Because SLIFE students have had limited or interrupted educational opportunities, they often lack strong literacy skills in their primary language. As a result, many SLIFE students will benefit from dedicated reading instruction in addition to dedicated ELD and EL content courses. The appropriate reading instruction for SLIFE students will vary based on the individual student's background and prior schooling experiences, but often beginning reading skills such as print awareness, phonics, and decoding are beneficial. If offered, reading instruction for SLIFE students must supplement and not supplant ELD and content classes.

## Appendix 8: Individualized Language Plan

<b>Test ID #:</b>	training203	<b>Student Meeting Report</b>	<b>Student:</b> Training, Angelin
<b>Date:</b>	10/3/2023	<b>SALT LAKE DISTRICT Schools</b>	<b>Report:</b> SDC02Standard
<b>Time:</b>	6:56 PM		<b>Page:</b> 1

**Purpose:** Individual Language Plan (ILP) Meeting      **Created By:** Michelle Grutter      **Meeting Date:** 10/3/2023  
**Training, Angelin # training203**

<b>School:</b> Training School	<b>Enrolled US:</b> 8/3/2008	<b>Years in US Schools:</b> >5
<b>Grade Level:</b> 11	<b>ELL Entry US:</b> 8/3/2008	<b>IEP:</b> Yes
<b>LEP Status:</b> EL	<b>HLS Date:</b>	<b>SIFE:</b> No
<b>Gender:</b> F	<b>Parent Refused ESL:</b> No	<b>ELL Teacher:</b>
<b>DOB:</b> 7/6/2003	<b>Asylee/Refugee:</b> No	
<b>LTEL :</b> No		

### ELP Assessment Results

No ELP test results exist for this student.

### Standardized Test Scores

No Standardized Test scores exist.

### Action Items

	Deletions	Additions	Decision
<b>Instructional Scaffolds :</b>	None	None	<ul style="list-style-type: none"> <li>• Reading: Build background knowledge pertinent to text (i.e. anticipation guides, maps, virtual field trips, picture books)</li> <li>• Reading: Organize text in chunks; Number lines or paragraphs</li> <li>• Reading: Prompt students to formulate questions out of headings / subheadings</li> <li>• Reading: Do multiple reads / assisted reads of a text (i.e. model read, echo read, choral read, partner read, &amp; FORI routines)</li> <li>• Reading: Explicitly teach how to summarize text</li> <li>• Vocabulary: Teach Tier 2 words from text before reading</li> <li>• Vocabulary: Provide multiple opportunities to use new words (drawings, Frayer model, text talk, list group label, word sorts)</li> <li>• Writing: Provide writing exemplars</li> <li>• Writing: Teach how to unpack a writing prompt (TPA—task, purpose, audience)</li> <li>• Writing: Provide opportunities to talk first and then write (verbal rehearsal of ideas)</li> <li>• Speaking: Provide success criteria for structured, academic conversations</li> <li>• Speaking: Teach conversation stems or talk moves; Provide discussion cards</li> <li>• Speaking: Kagan structures (Rally Robin; Think, write, pair, share; Inner circle / outer circle; Give one, get one; fish bowl)</li> </ul>

### Purpose of the ILP

☒ Parent Opt-Out

### ILP Goals

One or more goals for each domain score below level 5 was selected to support the student's continued English language development. \*\*At the conclusion of the meeting, print a Goal Report (under the Goals tab in the Student Profile) and provide a copy of Goal Report and Meeting Notes to parent/guardian, teachers not in attendance, and add to the student's cumulative file (yellow folder).

☒ Yes

### Scaffolds

Based on the student's domain scores, scaffolds have been assigned to support the student's English Language development

☒ Yes

### Meeting Notes

**Meeting Participants**  
**Author:** Michelle Grutter    **Date:** 10/3/2023

Student, parents, ELA teacher, and school administrator

### Attendee Signatures: