

515: Alternative Language Services Policy

1. Purpose:

The purpose of this policy is to address the requirements of Title III funding and implement procedures for identifying students learning English who are currently enrolled at SGA to provide evidence-based language instruction that meets Title III funding eligibility requirements.

2. Definitions:

2.1 "Alternative language services program" or "ALS program" means an evidence-based language instruction educational program used to achieve English proficiency and academic progress of identified students so that they can participate effectively in the regular instruction program.

2.2 "Immigrant children and youth" for purposes of this policy means individuals who are ages 3 through 21, who were born outside of the United States, and have not been attending one or more schools in any one or more states of the United States for more than three full academic years.

2.3 "Language instruction educational program" means an instructional course in which a student learning English is placed, for the purpose of developing and attaining English proficiency, while meeting challenging state academic standards 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 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.

2.4 "Student learning English" means an individual who has sufficient difficulty speaking, reading, writing, or understanding the English language, and whose difficulties may deny the individual the opportunity to learn successfully in classrooms where the language of instruction is English or participate fully in society, 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 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.

2.5 "TESOL" means Teachers of English to Speakers of Other Languages.

2.6 "Title III" means federal provisions for providing language instruction to students learning English and immigrant children and youth under [20 U.S.C. 6801, et seq.](#)

3. Procedures:

3.1 SGA will use the USBE provided assessment tests to identify students learning English who

Board Rule R277-716, Utah Code 53G-7-221

qualify for an ALS program.

3.2 SGA shall retain documentation of services or programs used to serve students and documentation of required parent notification.

3.3 Following receipt of Title III funds, SGA shall:

3.3.1 Maintain records that include the identification process for students learning English, including a home language survey;

3.3.2 Identify a language proficiency for program placement, implemented with a student's registration;

3.3.3 Use a valid and reliable assessment of a student's English proficiency in listening, speaking, reading, and writing;

3.3.4 Provide an evidence-based language instruction educational program based on Board-approved Utah English Language Proficiency Standards;

3.3.5 Determine what type of Title III ALS services are available and appropriate for each student identified in need of ALS services, including dual immersion, ESL content based, and sheltered instruction;

3.3.6 Implement an approved language instruction educational program designed to achieve English proficiency and academic progress of an identified student;

3.3.7 Ensure that all identified students learning English receive English language instructional services;

3.3.8 Provide adequate staff development to assist a teacher and staff in supporting students learning English and provide necessary staff with curricular materials and;

3.3.9 Provide a target proficiency for a student to exit the program.

3.4 Following evaluation of student achievement and services, SGA shall analyze results and determine the program's success or failure and modify a program or services that are not effective.

3.5 SGA faculty and staff will receive training that ensures students learning English are not misidentified as students with disabilities due to their inability to speak and understand English;

3.6 SGA faculty and staff shall review the assessment results of a student's language proficiency in English and other language prior to initiating evaluation activities, including:

3.6.1 Selecting additional assessment tools;

3.6.2 Conducting assessments for IDEA eligibility determination and educational programming in a student's native language when appropriate;

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3.6.3 Using nonverbal assessment tools when appropriate;

3.6.4 Ensuring that accurate information regarding a student's language proficiency in English and another language is considered in evaluating assessment results and;

3.6.5 Considering results from assessments administered both in English and in a student's native language.

3.7 SGA Administration will ensure that all required written notices and communications with a parent who is not proficient in English are provided in the parent's preferred language, including utilizing interpretation services, and coordinating the language instruction educational program and special education and related services to ensure that the IEP is implemented as written.

3.8 SGA shall provide information and training to staff that limited English proficiency is not a disability and if there is evidence that a student with limited English proficiency has a disability, the staff shall refer the student for possible evaluation for eligibility under IDEA.

3.9 SGA shall notify a parent who is not proficient in English of the school's required ALS activities.

3.10 SGA shall provide information about required and optional school activities in a parent's preferred language.

3.11 SGA shall provide interpretation and translation services for a parent at registration, an IEP meeting, an SEOP meeting, a parent-teacher conference, and a student disciplinary meeting.

3.12 SGA shall provide annual notice to a parent of a student placed in a language instruction educational program at the beginning of the school year or no later than 30 days after identification.

3.13 A required notice shall include the student's English proficiency level, how the student's English proficiency level was assessed, the status of the student's academic achievement, the methods of instruction proposed to increase language acquisition, including using both the student's native language and English if necessary, 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 the specific exit requirements for the program.

4. Teacher Qualifications:

4.1 A teacher who is assigned to provide instruction in a language acquisition instructional program shall comply with state ESL endorsement requirements.

4.2 A teacher whose primary assignment is to provide English language instruction to a student learning English shall have an ESL endorsement, through an approved program based on the TESOL Standards; an advanced degree or certification in teaching English as a Second Language, including an approved competency program consistent with Board rule; or a bilingual endorsement consistent with the educator's assignment.

5. Miscellaneous Provisions:

5.1 If SGA generates less than \$10,000 from the count of students learning English, SGA may join a consortium with other similar LEAs.

5.2 A consortium described shall designate a fiscal agent and shall submit all budget and reporting information from all of the member LEAs of the consortium.

5.3 Each member of a consortium shall submit plans and materials to the fiscal agent of the consortium for final reporting.

5.4 A fiscal agent of a consortium described in this section shall assume all responsibility of an LEA under Section [R277-716-4](#).

5.5 No LEA or consortium may withhold more than two percent of Title III funding for administrative costs in serving students learning English.