



Policy Number: 3450

Dated: 01/24/2023

## **POLICY ALTERNATIVE LANGUAGE SERVICES**

### **PURPOSE**

American Leadership Academy wishes to comply with the requirements of Utah Administrative Code R277-716-4(E). In order to prepare Limited English Proficient students to function in a global society, the Board of Trustees understands the duty to provide the necessary services to ensure equal access to all educational opportunities.

### **DEFINITIONS**

1. "Alternative language services program" or "ALS program" means a research-based language acquisition instructional service model used to achieve English proficiency and academic progress of identified students.
2. "Alternative language services" or "ALS" means language services designed to meet the education needs of all language minority students so that students are able to participate effectively in the regular instruction program.
3. "Annual measurable achievement objectives" or "AMAOs" means English Language Proficiency Performance Targets established consistent with Title III requirements for public school students who are receiving language acquisition services in the state of Utah.
4. "English Language Learner/Limited English Proficient" or "ELL/LEP" means an individual:
  - a. Who has sufficient difficulty speaking, reading, writing, or understanding the English language, and whose difficulties may deny the individual the opportunity to learn successfully in classrooms where the language of instruction is English; or
  - 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 dominate; 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.
5. "Language acquisition instructional program" means an instructional program for students for the purpose of developing and attaining English proficiency, while meeting state academic content and achievement standards.

### **SERVICES FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY**

As required by State Board of Education regulations and federal Title III, the school shall provide alternative language services for students who are ELL/LEP.

## **ALTERNATIVE LANGUAGE SERVICES PROGRAM**

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

1. Includes an ELL/LEP student find process, including a home language survey and a language proficiency for program placement that is implemented with student registration.
2. Uses a valid and reliable assessment of an ELL/LEP student's English proficiency in listening, speaking, reading, writing, and comprehension.
3. Provides language acquisition instructional services based on State Board approved Utah English Language Proficiency Standards.
4. Establishes student exit criteria from ALS programs or services.
5. Includes the ELL/LEP student count, by classification, prior to July 1 of each year.

## **LANGUAGE ACQUISITION INSTRUCTIONAL SERVICES**

The school shall:

1. Determine what type of Title III ALS services are available and appropriate for each student identified in need of ALS services, including dual immersion, ESL content-based, and sheltered instruction.
2. Implement an approved language acquisition instructional program designed to achieve English proficiency and academic progress of an identified student.
3. Ensure that all identified ELL/LEP students receive English language instructional services, consistent with the Utah English Language Proficiency Standards.
4. Provide adequate staff development to assist an ELL/LEP teacher and staff in meeting AMAOs.
5. Provide necessary staff with curricular materials approved under applicable State Board regulations.

## **ALTERNATIVE LANGUAGE PROGRAM IMPROVEMENT**

If the school does not meet AMAOs, the school shall develop and implement plans to satisfy AMAOs. The school shall also use evaluations of student achievement and services to assess the program's success or failure.

## **COMMUNICATION WITH PARENTS**

The school shall notify parents who are not proficient in English regarding the school's responsibility:

1. To identify ELL/LEP students;
2. To assess students' English proficiency;
3. To provide English language acquisition instruction to ELL/LEP students whose level of English proficiency warrants such services; and
4. To provide interpretation and translation services for parents at registration, IEP meetings, SEOP meetings, parent-teacher conferences and student disciplinary meetings.

The school shall provide an annual notice to the parent(s) of each student who is identified as an ELL/LEP learner and provide details regarding the following:

1. The student's level of English proficiency;
2. How that level was assessed;
3. The status of the student's academic achievement;
4. The methods of instruction proposed to increase language acquisition, including using both the student's native language and English if necessary;
5. 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.

**REFERENCES**  
**R277-716**