

## **Special Programs: *Alternative Language Program***

### **Definitions—**

“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.

“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.

“Annual measurable achievement objectives” or “AMAOs” means English Language Proficiency Performance Targets established by the Superintendent consistent with Title III requirements for public school students who are receiving language acquisition services in the state of Utah as required by [20 U.S.C. § 6842](#).

“English Language Learner/Limited English Proficient” or “ELL/LEP” means an individual:

- (a) who has sufficient difficulty speaking, reading, writing, or understanding the English language, and whose difficulties may deny the individual the opportunity to:
  - (1) learn successfully in classrooms where the language of instruction is English; or
  - (2) participate fully in society;
- (b) who was not born in the United States or whose native language is a language other than English and who comes from an environment where a language other than English is dominant; or
- (c) who is an American Indian or Alaskan native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such individual's level of English language proficiency.

“Language acquisition instructional program” means an instructional program for students for the purpose of developing and attaining English proficiency, while meeting state academic content and achievement standards.

[Utah Admin. Rules R277-716-2 \(April 7, 2016\)](#)

### **Services for Students with Limited English Proficiency—**

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

[Utah Admin. Rules R277-716-4 \(April 7, 2016\)](#)

**Alternative Language Services Program—**

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

- 1) includes an ELL/LEP student find process, including a home language survey 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; and
- 5) includes the ELL/LEP student count, by classification, prior to July 1 of each year.

[Utah Admin. Rules R277-716-4\(1\) \(April 7, 2016\)](#)

**Language Acquisition Instructional Services—**

The District and each school shall:

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

[Utah Admin. Rules R277-716-4A\(2\), B\(3\) \(April 3, 2006\)](#)

**Alternative Language Program Improvement—**

If the District or a school in the District does not meet AMAOs, the District shall develop and implement plans to satisfy AMAOs. The District shall also use

evaluations of student achievement and services to assess the program's success or failure and shall modify a program or services that are not effective in meeting the AMAOs.

[Utah Admin. Rules R277-716-4\(2\) \(April 7, 2016\)](#)

### **Communication with Parents and Community—**

Each school in the District shall provide interpretation and translation services as needed for parents at registration, IEP meetings, SEOP meetings, parent-teacher conferences, and student disciplinary meetings.

[Utah Admin. Rules R277-716-4\(7\)\(c\) \(April 7, 2016\)](#)

The District shall provide the following notices in connection with its alternative language program:

- 1) The District shall notify parents who are not proficient in English regarding the District's responsibility
  - a. to identify ELL/LEP students;
  - b. to assess students' English proficiency;
  - c. to provide English language acquisition instruction to ELL/LEP students whose level of English proficiency warrants such services; and
  - d. to provide interpretation and translation services for parents at registration, IEP meetings, SEOP meetings, parent-teacher conferences and student disciplinary meetings.
- 2) The District shall provide an annual notice to the parent(s) of each student who is placed into the District's English language acquisition program which includes
  - a. the student's level of English proficiency;
  - b. how that level was assessed;
  - c. the status of the student's academic achievement;
  - d. the methods of instruction proposed to increase language acquisition, including using both the student's native language and English if necessary;
  - e. specifics regarding how the methods of instruction will help the child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation; and
  - f. the specific exit requirements for the program, including:
    - i) the student's expected rate of transition from the program into a classroom that is not tailored for an LEP student; and
    - ii) the student's expected high school graduation date if funds appropriated consistent with this rule are used for a secondary school student.
- 3) In the event that the annual State Title III Accountability Report from the State Board of Education states that the District has failed to meet the levels of progress required by the State Board of Education, the District shall within 30 days of receipt of the report notify parent(s) of ELL/LEP students of that finding.

[Utah Admin. Rules R277-716-4\(7\), \(8\), \(9\) \(April 7, 2016\)](#)

**Consortium for Alternative Language Services—**

If the District generates less than \$10,000 from its ELL/LEP student count, it may form a consortium with other educational entities to deliver alternative language services as provided for by State Board of Education rule.

[Utah Admin. Rules R277-716-6 \(April 7, 2016\)](#)