



Document Name: Alternative Language Policy

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1.0 Purpose

Wasatch Waldorf Charter School ("WCS") is committed to providing a quality learning experience for all of its students, including those who have difficulty speaking, reading, writing, or understanding the English language. WCS shall provide services consistent with the requirements in Utah Administrative Rule R277-716 for the teaching and evaluating of students who meet the definition of English Language Learner (ELL)/Limited English Proficient (LEP) students. The purpose of this policy is to outline the components of WCS's program for students with limited English proficiency.

2.0 Definition

2.1 "English Language Learner/Limited English Proficient (ELL/LEP)" means an individual:

- who has sufficient difficulty speaking, reading and writing or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or which may deny the individual the opportunity to participate fully in society; or
- 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.

2.2 **"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.

3.0 Policy Content

3.1 ALTERNATIVE LANGUAGE PROGRAM PLAN

WCS shall develop an Alternative Language Program plan to include the following components, at a minimum:

- A method to identify students with language barriers that would qualify them for the program.
- An alternative language program budget plan, as appropriate if receiving Title III funding .
- A detailed plan for delivering student instruction to all students that meet ELL/LEP criteria.
- Alternative language assessments to determine the proficiency and program needs of students who have language barriers.
- Appropriate procedures for identifying ELL/LEP students who may have a disability. ●
- A method to validate the program's effectiveness.

3.2 Parent Involvement and Notification.

3.2.1 WCS will notify parents who are not proficient in English of school-required activities. WCS will provide information about optional school activities in the parents' preferred language to the extent practicable, upon request.

3.2.2 WCS will provide interpretation and translation services for parents at registration, IEP meetings, SEOP meetings, parent-teacher conferences and student disciplinary meetings, upon request.

3.2.3 WCS will provide annual notice to parents of students placed in language acquisition programs at the beginning of the school year or no later than 30 days after identification. If a child has been identified as requiring ALS services

after the school year has started, parent notification shall take place within 14 days of the student's identification and placement. The required notice shall include:

- (a) the student's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;
- (b) the methods of instruction proposed to increase language acquisition, including using both the student's native language and English if necessary;
- (c) specifically, how the methods of instruction will help the child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- (d) the specific exit requirements for the program including:
 - (i) the expected rate of transition from the program into classrooms that are not tailored for LEP students and
 - (ii) the expected graduation from secondary school(s) if funds appropriated consistent with this rule are used for secondary school students.

3.2.4 WCS will provide notice to parent(s) of ELL/LEP students in addition to other required parent notification if WCS fails to meet English Language Proficiency Performance Targets established by the USOE consistent with Title III requirements for public school students who are receiving language acquisition services in the state of Utah as required by Title III, Section 3122. Notice shall be provided within 30 days of the school's receipt of the annual State Title III Accountability Report from the USOE.

3.3 Teacher Training and Qualifications

- (a) Educators whose primary assignment is to provide English language instruction to ELL students shall have an ESL or ESL/Bilingual endorsement consistent with the assignment. (b) Educators who are assigned to provide instruction in language acquisition programs shall comply with the State ESL Endorsement requirements provided in R277-520.



- (c) WCS will provide information and training to staff that limited English proficiency is not a disability. If there is evidence that students with limited English proficiency have disabilities, they shall be referred for possible evaluation for eligibility under IDEA.

(R277-716)

4.0 Relevant Procedures, Guidelines & Restrictions

5.0 Appendices