

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)

Dropout Prevention and Recovery

At-Risk Coordinator—

The District shall designate one or more at-risk coordinators to collect and disseminate data regarding dropouts in the District and to coordinate the District's program for students who are at high risk of dropping out of school.

Identification of "Designated students"—

The District shall identify all students: who have withdrawn from school before earning a diploma, and who have been dropped from average daily membership, and whose graduating class (when entering grade 9) have not yet graduated. The District shall further identify students who are at risk of meeting these criteria.

Utah Code § 53A-15-1903 (2016)

Utah Code § 53A-15-1902(3) (2016)

Dropout Reduction Plan—

The District shall provide dropout prevention and recovery services to designated students, including:

1. Engaging with or attempting to engage with designated students;
2. Consulting with designated students and develop a leaning plan to identify:
 - a. Barriers to regular school attendance;
 - b. An attainment goal through enrollment in education programs; and
 - c. Means for achieving the attainment goal through enrollment in one or more of the programs described below in Flexible Enrollment Options.
3. Monitoring a designated student's progress toward reaching the designated student's attainment goal; and
4. Providing tiered interventions for a designated student who is not making progress toward reaching the student's attainment goal.

The District shall provide dropout prevention and recovery services throughout the calendar year to students who become designated students while enrolled within the District. The District shall provide dropout prevention and recovery services to students who reside within the District who were enrolled in a charter school that does not include grade 12 and become designated in the summer after the student

completes academic instruction at the charter school through the maximum grade level at the charter school.

Utah Code § 53A-15-1903(1)(a)-(c) (2016)

Flexible Enrollment Options—

The District shall provide flexible enrollment options for a designated student that are tailored to the designated student's learning plan and include two or more of the following:

1. Enrollment in a traditional program in a school within the District;
2. Enrollment in the District in a nontraditional program;
3. Enrollment in a program offered by a private provider that has entered into a contract with the District to provide educational services; or
4. Enrollment in a program offered by another local educational agency.

Utah Code § 53A-15-1903(2)(a) (2016)

Designated Student Enrollment Options—

A designated student may enroll in:

1. A program offered by the District;
2. The Electronic High School; or
3. The Statewide Online Education Program.

The District shall make its best effort to accommodate a designated student's choice of enrollment.

Utah Code § 53A-15-1903(2)(b) (2016)

Third-Party Dropout Prevention and Recovery Services—

Beginning with the 2017-18 school year (unless a District is in its first three years), a District shall enter into a contract with a third party to provide dropout prevention and recovery services for any school year in which the District meets the following criteria:

1. The District's graduation rate is lower than the statewide graduation rate; and
2. The District's graduation rate has not increased by at least 1% on average over the previous three school years, or during the previous calendar year, at least 10% of the District's designated students have not reached the students' attainment goals or made a year's worth of progress toward the students' attainment goals.

If a District is required to enter into a third party contract to provide dropout prevention and recovery services, the District shall ensure that:

1. The third party has a demonstrated record of effectiveness engaging with and recovering designated students;
2. The contract with the third party requires the third party provide the services described the Dropout Reduction Plan and regularly report progress to the District.

Utah Code § 53A-15-1903(3)-(5) (2016)

Annual Reporting—

The District shall annually submit a report to the State Board of Education on dropout prevention and recovery services, including:

1. The methods the District or third party uses to engage with or attempt to recover designated students under the Dropout Reduction Plan;
2. The number of designated students who enroll in a program described in the Flexible Enrollment Options as a result of the District's efforts to engage with or attempting to recover a designated student;
3. The number of designated students who reach the designated students' attainment goals; and
4. Funding allocated to provide dropout prevention and recovery services.

Utah Code § 53A-15-1903(6) (2016)

“Attainment Goals” Defined—

Attainment Goal means:

1. A high school diploma;
2. Utah High School Completion Diploma, as defined in State Board of Education rule;
3. An Adult Education Secondary Diploma, as defined in State Board of Education rule; or
4. An employer-recognized, industry-based certificate that is likely to result in job placement and is included in the State Board of Education's approved career and technical education industry certification list.

Utah Code § 53A-15-1902(1) (2016)

Gifted and Talented Students

Placement and Education of Gifted and Talented Students—

As required by the State Board of Education, the District shall provide for the education of gifted and talented students as follows:

- 1) The District shall use assessments as directed by the State Board of Education to identify students who are considered gifted or talented under the criteria established by the State Board of Education.

- 2) The District shall establish a process for appropriately placing students identified as gifted or talented.
- 3) The District shall develop a plan for educating gifted and talented students, which contains the elements required by the State Board of Education. This plan shall be submitted annually to the State Board of Education for review.

Health Care Occupation Programs

Notice of clinical experience component—

Prior to a student registering in any health care occupation program offered by or through District schools which includes a clinical experience segment, the student's parent or legal guardian shall be given written notice that the program includes a clinical experience segment in which the student will observe and perform specific health care procedures which may include personal care, patient bathing, and bathroom assistance. A similar notice shall also be provided to the student's parent or legal guardian before the student participates in the clinical experience segment.

[Utah Code § 53A-15-202\(5\) \(2017\)](#)

Written Consent to Student Participation in Clinical Experience—

Prior to a student's registering in or participating in a health care occupation program which includes a clinical experience segment, the student's parent or legal guardian must have provided specific written consent to the student's registration and participation in the clinical experience. This written consent shall specifically state that the student will observe and perform specific health care procedures, which may include personal care, patient bathing, and bathroom assistance.

[Utah Code § 53A-15-202\(5\) \(2017\)](#)

Financial and Economic Literacy Passport

Each elementary school shall provide the following to the parents or guardian of a kindergarten student during kindergarten enrollment:

1. a financial and economic literacy passport, a document that tracks mastery of financial and economic literacy concepts and completion of financial and economic activities developed by the State Board of Education; and
2. information about higher education savings options, including information about opening a Utah Educational Savings Plan account.

[Utah Code Ann. § 53A-13-110\(3\) \(2017\)](#)