



Spectrum Academy Board of Directors		
Policy: <i>Alternative Language Services (Title III)</i>		
Approved: 11/17/21	Revised:	Monitoring: As Needed

Purpose

Title III is a part of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA). The purpose of Title III is to help ensure that English learners (ELs) attain English language proficiency and meet state academic standards. Federal funding is provided through various grant programs to assist state education agencies (SEAs) and local education agencies (LEAs) in accomplishing this. Some funds are offered to entities other than SEAs and LEAs, and SEAs and LEAs also offer subgrants to other entities.

Definitions

1. *Alternative Language Services (ALS)*: Alternative Language Services are designed to ensure academic rigor, cultural relevance, positive learning environments, and ongoing English language learning for students learning English as a Second or Other Language.
2. *English Language Learner (ELL)*: Students who come from non-English speaking homes and who are learning English. Although many ELL students have developed basic communication skills in English, they still struggle with academic language. This disconnect can make classroom instruction difficult, and it requires modified instruction in the student’s academic courses.
3. *English as a Second Language (ESL)*: The teaching of English to speakers of other languages who live in a country where English is an official or important language
4. *Every Student Succeeds Act (ESSA)*: The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015, and represents good news for our nation’s schools. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation’s national education law and longstanding commitment to equal opportunity for all students.
5. *Individualized Alternative Language Services Plan (IALSP)*: A plan designed by the ALS team to outline student present levels with English proficiency based upon language screeners and/or proficiency assessments, create an instructional plan for participating in the Accelerated Language program, and monitor for effectiveness.
6. *Individualized Education Program (IEP)*: An IEP is a legal agreement drafted by the members of a K-12 IEP team that lays out the special education instruction, supports, and services a student needs to thrive in school



7. Local Education Agency (LEA): A public authority within a state that maintains administrative control of public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state.
8. Multilingual (ML) Students: Multilingual Learner (formerly English Language Learner; see ELL definition above). A student whose first language or home language is something other than English.
9. Office of Civil Rights (OCR): A federal entity that ensures equal access to education and to promote educational excellence through vigorous enforcement of civil rights in our nation's schools.
10. Proficiency Levels: The five language proficiency levels outline the progression of language development implied in the acquisition of English as an additional language, from 1, Entering the process, to 6, Reaching the attainment of English language proficiency.
11. Title III: A part of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA). The purpose of Title III is to help ensure that English learners (ELs) attain English language proficiency and meet state academic standards. Federal funding is provided through various grant programs to assist state education agencies (SEAs) and local education agencies (LEAs) in accomplishing this. Some funds are offered to entities other than SEAs and LEAs, and SEAs and LEAs also offer subgrants to other entities.
12. Title IV: The newly enacted bipartisan Every Student Succeeds Act (ESSA) includes a flexible block grant program under Title IV, Part A, Student Support and Academic Enrichment Grants, which is authorized at \$1.65 billion in FY 2017. Title IV, Part A authorizes activities in three broad areas:
 - a. Providing students with a well-rounded education (e.g. STEM, arts, civics, IB/AP, health and physical education).
 - b. Supporting safe and healthy students (e.g. school mental health, drug and violence prevention, training on trauma informed practices, health and physical education).
 - c. Supporting the effective use of technology (e.g. professional development, blended learning, technology devices)
13. Title III Case Manager: Educators who either hold an ESL endorsement or have demonstrated mastery of specially designed instruction and are responsible for ensuring compliance with Spectrum's ALS policy. This includes supporting families with language needs (i.e. translation and interpretation) and service implementation.
14. Total English Immersion: NEEDS DEFINITION
15. World-Class Instructional Design and Assessment (WIDA): A trusted, comprehensive approach to supporting, teaching and assessing multilingual learners. WIDA designs language development standards for early childhood and K-12 multilingual learners.



Policy

1. Identification of English Learners

- a. The Local Education Agency (LEA) is responsible for the initial identification of all students who have a primary home language other than English.
- b. Students must be identified immediately upon enrollment at the start of the school year. After that time, students will need to be identified as they enroll.
- c. This is accomplished by printing the “Home Language Survey” report that is included in the registration process.
- d. The Alternative Language Services team will initiate an ALS Eligibility Referral for each student who has identified as being eligible for Alternative Language Services.

**Please note: Students can only be referred for identification based on the answers to the above questions, and not on surname, ethnicity or personal knowledge or opinion.*

- e. In addition to identifying potential students who may qualify for Alternative Language Services based on parents/guardians reporting the Home Language Survey that a language other than English is used, the following processes will be used:
 - i. Observations of student language use in academic and social settings
 - ii. Observations of parent language use
 - iii. Discussion of screener with parents/guardians prior to administration
 - iv. Teacher, service provider, or administrator referral to the ALS team for language screening
- f. Students with a referral will be tested by the ALS team using a language proficiency screener which will allow the school to begin providing services to the student.

2. Language Assessment

There are two types of assessment that are given:

- a. Placement Test (currently WIDA-ACCESS Placement Test or WIDA Screener)
 - i. This test is given upon receiving an identification form from the school.
 - ii. A Spectrum Academy tester is sent to test the new student to determine his/her initial language proficiency level in order for the school to begin immediate ALS support if eligible.
 - iii. LEAs are required to administer the Screener within 30 calendar days of enrollment within the first month of school, and within 10 calendar days of enrollment thereafter.



- iv. Students will be tested using various components of the WIDA Standards Framework through four language domains: listening, speaking, reading, and writing.
 - v. Results for this assessment are provided to schools by the Assessment Coordinator
 - vi. Results for the assessment are mailed to parents.
- b. Annual Language Testing (WIDA ACCESS)
- i. This test is given annually during the testing window between January and March.
 - ii. This test is administered under the direction of the Assessment Coordinator and Academic Director.
 - iii. Students will be tested using various components of the WIDA Standards Framework through four language domains: listening, speaking, reading, and writing.
 - iv. This test is given following all guidelines for USBE testing.
 - v. Results for this assessment are provided to teachers and parents annually per the USBE schedule.
3. Communication with Parents
- a. Parents receive notification from the Assessment Coordinator as follows:
 - i. Yearly Notification of Participation: Parents receive this letter each year while their student is participating in the ALS program. This letter updates the student's progress and provides parents with the current scores from the state language proficiency assessment.
4. Alternative Language Service Delivery
- a. Individualized Alternative Language Services Plan (IALSP)
 - i. All IALSPs must be reviewed by the Title III Case Managers.
 - ii. Services will be provided to students on an individualized basis with explicit instruction time designated for work on an accelerated language program with time frames as prescribed by the program.
 - iii. Classroom teachers will facilitate instruction on the accelerated language program in collaboration with the assigned Title III Case Manager 2-4 times per month.
 - b. Opt-Out/Refusal of Individual Alternative Language Services Plan
 - i. Parents have the right to decline Alternative Language Services.
 - ii. Opt-out/refusals are included on the Yearly Notification to Parents letter.
5. School Alternative Language Services Team

The purpose of the ALS team is to help teachers build capacity and to ensure shared responsibility with all staff for the academic success of all culturally and linguistically



diverse students. The team is composed of Title III Case Managers, Principal, Assessment Coordinator, and Academic Director. Title III Case Managers either hold an ESL endorsement or have demonstrated mastery of specially designed instruction. Duties include, but are not limited to:

- a. The team will conduct the initial review of all students who are newly identified or have been previously identified as eligible for Alternative Language Services within the first term of each school year.
- b. The team will create ALS Eligibility Referral forms for all newly identified students and send information to the Assessment Coordinator.
- c. The Assessment Coordinator will arrange for initial testing with the WIDA-ACCESS Placement Test or WIDA Screener.
- d. The team will communicate with families of the status of the assessment and the purpose of developing an Individualized Alternative Language Services Plan.
- e. Given parent permission, the team will develop an IALSP with consideration of grade level standards and the Individualized Education Program as appropriate.
- f. The team will monitor the implementation of the IALSPs in a monthly meeting.

6. Placement, Exit, & Monitoring

- a. Placement: Screenings are conducted yearly to ensure access and placement to all new students who qualify for services. Participation in the ALS program is optional
- b. Exit: Students enter the monitoring phase of service when they have tested to a Level 5 or 6 on the language proficiency test as determined by the Utah State Board of Education.
 - i. An exit interview from direct services involving school, parents, and students, will be conducted by a member of the ALS team no later than the first parent teacher conferences in the year monitoring begins.
 - ii. A monitoring plan is determined at this meeting.
- c. Monitoring: Following exit from the ALS program, students are monitored each grading period.
 - i. Language Arts, Mathematics, and Science teachers fill out a rating form for each student being monitored by a Title III Case Manager.
 - ii. Students are monitored for four years.

7. Program Evaluation

A program evaluation of the Alternative Language Services program is conducted annually by the Executive Directors. It includes data for a minimum of three years. Subgroups to be included in the program evaluation comparison:

- a. ML students receiving direct services
- b. Non-ML students who have never received services
- c. Former ML students who have been exited from the program



Areas to be included in the program evaluation:

- d. Attendance
- e. Drop-out rate
- f. Retention rates
- g. Special Education services
- h. Graduation rates
- i. Discipline

Data Analysis Expectations:

- j. Attendance rates similar to non-ML students
 - k. Drop-out rates similar to non-ML students
 - l. Retention rates similar to non-ML students
 - m. Special Education services proportional to non-ML students
 - n. Graduation rates similar to non-ML students
8. Alternative Language Services Documentation
- a. [Home Language Survey - English](#)
 - b. [Home Language Survey - Spanish](#)
 - c. [Yearly Parent Notification - English](#)
 - d. [Yearly Parent Notification - Spanish](#)
 - e. [Alternative Language Services Opt-Out Form - English](#)
 - f. [Alternative Language Services Opt-Out Form - Spanish](#)
 - g. [Individualized Alternative Language Services Plan](#)
 - h. [Exit Letter to Parents - English](#)
 - i. [Exit Letter to Parents - Spanish](#)
9. State and Federal Guidance
- a. Title VI of the Civil Rights Act of 1964: “No person shall, on the basis of race, color, or national origin, be excluded from participation in the educational program offered by the school district.”
 - b. Lau v. Nichols: A 1974 United States Supreme Court case in which the Court held that “students who understand little or no English are denied equal opportunities when English is the sole medium of instruction and there are no systematic efforts to teach that language to non-English speaking children or language assistance to enable them to participate in the instructional program of the district.”
 - c. Equal Education Opportunities Act of 1974: This civil rights statute prohibits states from denying equal education opportunity to an individual on account of, “his or her race, color, sex, or national origin.” It specifically prohibits states from, “denying equal educational opportunity by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.”
 - d. Casteñeda Standards (<http://www.ncela.gwu.edu/expert/faq/07court.html>): This case is reputed to be the most significant court decision affecting language



minority students after Lau. In responding to the plaintiffs' claim that Raymondville, Texas Independent School District's language remediation programs violated the Equal Educational Opportunities Act (EEOA) of 1974, the Fifth Circuit Court of Appeals formulated a set of basic standards to determine school district compliance with EEOA. The "Castañeda test" includes the following criteria: (1) Theory: The school must pursue a program based on an educational theory recognized as sound or, at least, as a legitimate experimental strategy; (2) Practice: The school must actually implement the program with instructional practices, resources, and personnel necessary to transfer theory to reality; (3) Results: The school must not persist in a program that fails to produce results.

- e. Plyler v. Doe: In accordance with Plyler v. Doe, a Supreme Court ruling in 1982, public schools are prohibited from denying immigrant students access to a public education. The ruling states that undocumented children have the same right to a free public education as U.S. citizens and permanent residents. Public schools are prohibited from adopting policies or taking actions that would deny students access to education based on their immigrant status.
- f. ESSA - (from <https://www.transact.com/blog/essa-basics-what-are-title-i-and-title-iii>): "The largest funding allocation (in ESSA), Title I, earmarks funds to improve basic programs and ensure economically and socially disadvantaged students receive equal opportunity for access to a quality education.

Examples of programs eligible for Title I funding include academic support for low performing students, additional teachers and paraprofessionals that focus on mathematics and English language arts support, and preschool programs.

Title III provides funding to support EL students and their families. This funding has three main requirements related to ELs:

- i. Provide programs for ELs to attain English proficiency and acquire content knowledge.
 - ii. Provide professional development to teachers and school leaders in the area of educational strategies to best meet the academic and language needs of ELs.
 - iii. Deliver activities that promote EL parent, family and community engagement.
- g. OCR Policy: The program must ensure that EL students are provided the opportunity to learn English in a timely manner, and have meaningful access to the district's educational programs. The following components are essential: Identification, Assessment, Placement and Program Participation, Transition and Exit, Monitoring and Program Evaluation.

10. Alternative Language Resources



- a. [English Language Development Standards Framework](#) (PDF)
- b. [Can Do Descriptors Pre-K-K](#) (PDF), [Can Do Descriptors 1](#) (PDF), [Can Do Descriptors 2-3](#) (PDF), [Can Do Descriptors 4-5](#) (PDF), [Can Do Descriptors 6-8](#) (PDF), [Can Do Descriptors 9-12](#) (PDF)
- c. [Utah English Language Learner Identification and Placement Guidance Document](#) (PDF)