Alternative Language Services

Master Plan
and
Manual for Implementation

November 2016

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I.   Introduction and Other Information

The *Alternative Language Services (ALS) Master Plan and Manual for Implementation* has been produced to guide and assist administrators, teachers, paraprofessionals, and students regarding the options available to parents and the expectations the district holds for each school and classroom in the district. It offers a practical guide for all staff to ensure that consistent and coherent services are provided to every English learner (EL) in the district. It is the goal of the Salt Lake City School District (SLCSD) that all students are members of an inclusive school community and that students attain optimal linguistic and academic success. The plan describes how ELs are identified, the different program options available to them, and how they become proficient in English and have full access to a challenging and rigorous academic curriculum.

The Purpose of Providing Education Services for English Learners

Utah has become more ethnically and racially diverse. Salt Lake City School District is a minority majority school district that has consistently maintained 60% students of color. Much of this diversity results from the children of recent immigrants and refugees, who speak languages other than English in their home, coming to SLCSD. English learners are defined as students who do not have enough proficiency in English to be able to benefit adequately from mainstream classrooms. Our students have a variety of educational needs ranging from gifted and talented programs to Special Education Services.

Title I and Title III

The purpose of the Elementary and Secondary Education Act (ESEA), Title I is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education. It focuses on "meeting the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, [American] Indian children, neglected or delinquent children, and young children in need of assistance" (Title 1, 101). Under NCLB, Title III supplements Title I by targeting instruction in English language development as a way to improve academic achievement for ELs. The overall purpose of Title III funding is to ensure that our ELs develop English language skills and master the rigorous academic content standards (Forte &Faulkner-Bond, 2010). The majority of EL students in SLCSD receive both Title I and Title III services, especially in elementary schools. The overlap in services highlights the critical link between Title I and Title III, although the programs serve distinct purposes. Under the "Every Student Succeeds Act", Title III serves to support, establish, implement and sustain effective language instruction educational programs for all ELs as well as develop and enhance the capacity of schools to provide effective English language instruction through research-based professional development. Lastly, Title III promotes and encourages parental, family and community participation in language instructional education programs for parents, families and communities of English learners.

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Salt Lake City School District Mission and Vision

The SLCSD vision and mission statements capture the aspirations of the district for all of our students, including English learners. The vision of the Salt Lake City School District is: Excellence and equity: every student, every classroom, every day.

The mission statement for the district is: Salt Lake City School District cultivates a love of learning in a diverse and inclusive school community, committed to educational excellence and integrity. In collaboration with families and community, we hold high expectations for all students, respond effectively to individual needs, and provide a safe, healthy environment in which every student can learn the academic, problem-solving, and social skills required for success in college, career, and life.

Nondiscrimination Policy

No district employee or student shall be subjected to discrimination in employment or any district program or activity on the basis of age, color, disability, gender, gender identity, genetic information, national origin, pregnancy, race, religion, sexual orientation, or veteran status. The district is committed to providing equal access and equal opportunity in its programs, services and employment including its policies, complaint processes, program accessibility, district facility use, accommodations and other Equal Employment Opportunity matters. The district also provides equal access to district facilities for all youth groups listed in Title 36 of the United States Codes, including scouting groups. The following person has been designated to handle inquiries and complaints regarding unlawful discrimination, harassment, and retaliation: Tina hatch, Compliance and Investigations, 440 East 100 South, Salt Lake City, Utah 84111, (801) 578-8388. Individuals may also contact the Office for Civil Rights, Denver, CO, (303) 844-5695.

The Role of District ALS Administration

District ALS staff shall provide leadership, direction, accountability, and responsibility in the development, implementation, and maintenance of the Alternative Language Services program. District ALS administration is responsible for:

1. Providing updated information on status, number, and progress of EL students to the Board of Education for consideration in district-level strategic planning.
2. Providing updated information on status, number, and progress of EL students to each school for inclusion in school-level strategic planning.
3. Assisting all schools in the development of ALS programs which comply with state and federal requirements and meet the needs of EL students by disseminating copies of the district plan and policy to principals, conducting professional development for all school staff members on requirements of the

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plan, and assisting with the development of an ALS component for individual school plans.

4. Establishing a district level ALS Advisory Committee with representation of appropriate stakeholders in the school community.

5. Holding regular meetings of the ALS Advisory Committee to review the district ALS program and recommend changes to district policy and the *ALS Master Plan and Manual for Implementation,* as needed.

6. Meeting with other district personnel to coordinate federal, state, and other programs to meet the needs of EL students.

7. Reporting progress annually to Board of Education.

8. Providing professional development for principals and teachers regarding the ALS program, including review of the master plan.

9. Disseminating information regarding research-based models of instruction to teachers, administrators, and other appropriate staff members through the district.

10. Consulting with school personnel regarding implementation of ALS services to meet the needs of EL students.

II. Enrollment, Identification and Assessment

Each Title I elementary school principal shall designate an ALS site coordinator for their school. Non-title I schools may be supported by a district ALS coordinator. All middle and high school principals shall designate an ALS site coordinator. The role of the ALS site coordinator is to ensure that EL students at the site are appropriately assessed and provided with a language assistance program services. ALS site coordinators should keep the appropriate documentation mentioned throughout this master plan. ALS site coordinators in collaboration with the literacy coach will be responsible for: administering tests and language assessments under the guidance of the EL district director or supervisor; collaborating with teachers, other professional staff and administrators in addressing instructional and/or classroom issues for EL students; modeling English communication for the purpose of developing student ability to communicate effectively in the English language; participating in a variety of meetings for the purpose of conveying and/or gathering information required to perform functions; responding to inquiries from teachers, parents, administrators and others to resolve issues, provide information and/or give direction; and using data to track and monitor the progress of ELL students.

Schools must accurately identify EL students in a timely, valid, and reliable manner so that students can be provided the opportunity to participate meaningfully and equally in the district's educational programs.

A. Enrollment
- School registrars/secretaries shall input student information in the student information system (Power School) exactly as the information appears on the birth certificate.
- Schools must enroll students regardless of residency or immigration status.

- Registration information will be gathered and the Home Language Survey (HLS) Appendix 1 shall be given to determine if the student has a Primary or Home Language Other than English (PHLOTE).
- The purpose of the HLS (is to determine if a language other than English is used in the student's home. Prior to completing the HLS, parents are to receive an explanation regarding its purpose and uses, as well as the possibility that their child may be given an assessment to measure their English language proficiency level.
- Each registrar/secretary shall identify the primary and home language of all students from the responses given by the parents/guardians during registration and upon enrollment. Students will be included on the PHLOTE list if responses during the registration process indicate a language other than English is spoken by the student or parent.
- Schools must provide notices within thirty days from the beginning of the school year to all parents of EL students regarding the EL student's identification and placement in a language instruction educational program. Schools must, to the extent practicable, translate such notices in a language that the parent can understand and, if written translations are not practicable, offer free oral interpretation of the written information.
- New PHLOTE students shall be referred to the ALS site or district coordinator upon enrollment.
- Schools shall refer in-district transfer students to the ALS site or district coordinator.

B. Identification and Assessment
- The PHLOTE determines whether students should be given a screening assessment for placement in ASL programs.
- If a parent's response to the questions about primary home language use indicates that the student or another person in the home uses a language other than English, the school, within 30 days, should administer an English language proficiency assessment screener, the WIDA Access Placement Test (WAPT), as required by the Utah State Board of Education (USBE).
- The Initial Assessment/Placement Form shall be placed in the ALS file (Appendix 2).
- If a student is new to the district, the school should contact the student's former school to find out if the student has already been identified as an English Learner.

C. Parent Communication Regarding Eligibility

By law, parents must be informed if their student is receiving supplemental services outside of the general education program. Parents also have the right to waive these services. The following guidelines ensure that parent communication is in compliance with law and policy:

- Initial English proficiency assessment scores and the date the assessment was given are to be shared with the parent/guardian and student and then shared with appropriate personnel.
- A parent notification letter is required annually, no later than 30 days from the start of the school year for all students receiving language services. For those students who have not been identified at the beginning of the school year, they must be assessed during the first two weeks and parent or guardians notified of placement in a language instruction education program.
- Schools must provide student test results for all assessments, as required by state mandates.
- Parents must be provided with a copy of the Individual Language Development Plan (ILDP Appendix 5) for their child.
- If parents choose not to have their child participate in language services, a Written Parent Refusal of ESL services is needed and required yearly. Copies of this form must be retained in the student's file.
- When a student qualifies to exit ESL services, parents must be notified. Documentation of exit must be retained in the student's file.
- The Monitor Form should be used to review progress at end of each term and for four years following a student's exit from the program.
- Anecdotal records including grades, interim test results and other data to indicate student's progress (e.g., reading and math scores, district testing, etc.) should be shared with parents and appropriate faculty to inform the ILDP.

District ALS staff will provide annual training for school registrars and ALS site coordinators. ALS site coordinators will also be responsible to attend monthly meetings with the district ALS Supervisor/Coordinator to discuss EL issues at school sites.

III.   **Standards for EL Students, Monitoring, and Exiting**

A.   **Standards - WIDA English Language Proficiency Standards**

The USBE adopted English Language Proficiency (ELP) standards from World Class Instruction Design and Assessment (WIDA) in order to ensure equal access to curriculum content for all students, and to help educators determine if a student is performing at the appropriate level for his/her language proficiency. Proficiency is measured annually with the WIDA ACCESS assessment.

- The WIDA ACCESS shall be administered by the district assessment staff annually, according to the dates set by the USBE.
- EL students' level of English proficiency (listening, speaking, reading, writing, and comprehension) shall be assessed by the district assessment team and the ALS staff. Testing results are kept in the student's ALS file at the school site.
- The district assessment and ALS staff shall communicate the test results to schools and the scores shall be kept in PowerSchool.
- The school secretarial staff or ALS district or site coordinator shall communicate to parents if the student will receive ESL services based on the Annual WIDA ACCESS. Parents shall be provided with a Parental Notification and Consent Form (Appendix 3). A copy of the WIDA ACCESS parent report shall also be sent to the parent. A copy of the parent notification letter and the report shall be placed in the ALS file

The following chart describes the WIDA proficiency levels:

WIDA Performance Definitions

At the given level of English language proficiency, English language learners will process, understand, produce or use:

Level	Definition
6- Reaching	• specialized or technical language reflective of the content areas at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to English-proficient peers
5- Bridging	• specialized or technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports • oral or written language approaching comparability to that of English-proficient peers when presented with grade level material
4- Expanding	• specific and some technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs • oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support
3- Developing	• general and some specific language of the content areas • expanded sentences in oral interaction or written paragraphs • oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	• general language related to the content areas • phrases or short sentences • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
1- Entering	• pictorial or graphic representation of the language of the content areas • words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support

WIDA performance definitions for speaking and listening are provided on the following page:

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WIDA Performance Definitions – Speaking and Writing
Grades K-12

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce…

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	**Language Forms and Conventions**	**Vocabulary Usage**
Level 6 – Reaching Language that meets all criteria through Level 5, Bridging			
Level 5 Bridging	• Multiple, complex sentences • Organized, cohesive, and coherent expression of ideas	• A variety of grammatical structures matched to purpose • A broad range of sentence patterns characteristic of particular content areas	• Technical and abstract content-area language, including content-specific collocations • Words and expressions with shades of meaning across content areas
Level 4 Expanding	• Short, expanded, and some complex sentences • Organized expression of ideas with emerging cohesion	• A variety of grammatical structures • Sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 3 Developing	• Short and some expanded sentences with emerging complexity • Expanded expression of one idea or emerging expression of multiple related ideas	• Repetitive grammatical structures with occasional variation • Sentence patterns across content areas	• Specific content language, including cognates and expressions • Words or expressions with multiple meanings used across content areas
Level 2 Emerging	• Phrases or short sentences • Emerging expression of ideas	• Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas	• General content words and expressions • Social and instructional words and expressions across content areas
Level 1 Entering	• Words, phrases, or chunks of language • Single words used to represent ideas	• Phrase-level grammatical structures • Phrasal patterns associated with common social and instructional situations	• General content-related words • Everyday social and instructional words and

B. Monitoring and Exiting

Students are not to be exited from the ELD services until they have demonstrated proficiency in English. The beginning Kindergarten assessment is based on a 1-30 point range and students who score 29-30 are considered proficient at the Kindergarten level. Students in grades 1-12 are considered proficient when they have earned a score of Bridging (5) or Reaching (6) on the WIDA ACCESS. Once a student has demonstrated proficiency, parents and/or guardians shall receive notification that the student is to exit ESL services (Appendix 4) and enter a four-year monitoring phase. Student progress shall be reviewed at least twice per year for four years.

The ALS site coordinator, in collaboration with teachers and counselors, monitors the progress of students who have exited the ALS program using the Exit Plan (Appendix 5). The students' SEOP, report card, and records of academic assessment results shall be considered. In the event that a former EL student experiences insufficient academic progress, the student will be referred to the Student Services Council (SSC) to determine appropriate steps to remediate identified academic deficiencies. Recommended interventions may include, but are not limited to, strategies such as:

1. Use of recommended in-class instructional techniques.
2. Tier II Intervention in the specific content area.
3. Support from ELD teachers.
4. Provision of tutoring and/or academic counseling.
5. Re-entry into the ALS program as necessary.

IV. Providing EL Students with a Language Assistance Program

By law, parents must be informed if their student is receiving supplemental services outside of the general education program. Parents also have the right to waive these services. Refer to the Parent Notification and consent form and the Title III Refusal of Services form.

ALS includes all forms of support for English language learners. ALS is a requirement under federal and state legislation overseen by the Office for Civil Rights and the Department of Education. ALS is a service beyond general education classroom instruction in the core curriculum areas. All EL services should be specific to the needs of ELs and not part of those services provided to non-ELL students although in some skill areas instruction might look similar, and in some highly-impacted schools, services might occur simultaneously in the same classroom through extensive use of differentiated instruction.

EL instructional programs help students gain English language proficiency while learning academic content and skills. The secondary program ensures that EL students have a pathway to graduate high school on time and have equal access to high-level programs and instruction to prepare them for college and career. ELD instruction focuses on the development of critical language skills in each of the language modalities with an emphasis on explicit instruction that

meets content and language objectives, student interaction and thematically linked concepts in order to improve retention and application of language skills requisite to success in the mainstream classroom and core curriculum standards. Critical communication skills should not be confused with core curriculum language arts skills. Although these skills do overlap in many areas, specifics to culture, phonology, syntax, and language transfer issues within the framework of best research-based practices for each student do go beyond the scope and sequence of the core curriculum.

In the mainstream classroom, where English Learners are integrated with English-only peers, educators guarantee meaningful, systemic, and systematic strategic instruction to meet the needs of all learners, applying techniques that benefit all students, but are imperative for ELs. This instruction includes the use of sheltered instruction, which is facilitated by the Sheltered Instruction Observation Protocol. Use of the USOE-adopted WIDA English Language Proficiency (ELP) standards can facilitate understanding and acquisition of the academic language throughout the content areas of language arts, social studies, math, science, and social and instructional language.

Ongoing training and support will be provided by district English language development specialists, district literacy coaches, district ALs coordinator, and site-based ALS coordinators. Support will focus on building capacity in teachers, administrators, and staff to enable ELs to attain English language and grade-level content proficiency.

A.   **Providing ALS to EL Students**

Elementary level (Grades K-6): Limited English Proficient (LEP) students will receive ALS services in their school of residence/choice from qualified staff. (See Staffing requirements in Section V.)

1. Forty-five minutes of ELD instruction will be provided in classrooms or in a pull-out program by qualified teachers. During ELD instruction, students are grouped by language proficiency level. The district-adopted curriculum for ELD is Wonders English language development, a research-based program that supports systematic English language acquisition. Lexia Learning, an online program may be used in addition, to provide students with extended instruction. Refer to SLCSD Elementary English Language Development Model (Appendix 7).
2. English learners are taught the grade-level core, which is made accessible through use of SIOP and WIDA standards. English learners generally receive core instruction in the general education classroom, with grade-level peers.
3. Dual Language Immersion is available in the district utilizing and supported by the Utah State Board of Education. The program follows the 50/50 model, in which students receive 50% of the day in English instruction, and 50% of the day in the target language, which is Spanish.

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4. Gifted and Talented/Early College Programs are valuable opportunities to which all students should have equal and equitable access. Many English learner students have proven their ability to learn language; this is a tremendous talent and skill. Further, EL students are just as likely to be gifted and motivated as English-Only students. Remind educators referring for such accelerated programs to be mindful to represent all categories of the student population, including students that are not yet proficient in English.

Middle level (Grades 7-8): Limited English Proficient (LEP) students will be served at their middle school of residence/choice by qualified teachers. The middle school service plan will include a continuum of ALS services at each school (Appendix 8). As a required supplement, ALS should function in coordination with general educational services. Coordination consists of collaboration between ESL instructors and general education instructors in planning core-related content and skill instruction. English language learning of students served by ALS is then the responsibility of a coordinated team of teachers, focused on students' academic and language needs. In this way, support is provided in a research-based English education instructional program such as ESL in addition to Sheltered Instruction in the general education classroom as well as additional English language and academic interventions and enrichment as needed/possible. Services include:

1. ELD classes based on the student's language proficiency level. The district-adopted curriculum is English-3D, a research-based program.
   AND

2. ESL Language Arts courses with qualified teachers for level 1 and 2;
3. ESL core curriculum courses with qualified teachers;
4. Sheltered Support in other courses by teachers who are trained in SIOP.

High school level (Grades 9-12): Limited English Proficient (LEP) students will be served at their high school of residence/choice. Coordination of services is increasingly critical as students begin to work toward the completion of graduation credit. Specific English Language Development instruction is required in addition to the core curriculum. This instruction can take various forms approved by the state and school district. The instruction must be proven to be specific to the needs of the EL students. The high school service plan will include a continuum of ALS services at each school (Appendix 9). These include:

1. ELD classes based on the student's language proficiency level. The district-adopted curriculum is English-3D, a research-based program.
   AND

2. ESL Language Arts and/or Reading courses with qualified teachers;

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3. Sheltered core curriculum courses with qualified teachers.
4. Support in other courses by teachers who are trained in SIOP.

Secondary schools must be particularly careful to ensure that EL students are provided with opportunities to be career and college ready. The following process will help to ensure equitable access for EL students as they enter secondary schools:

1. Review transcript (if available) of new EL students and begin Student Education Occupation Plan (SEOP) process by meeting with student, parent, and interpreter (if necessary) to explain graduation requirements and SEOP.
2. Meet with student, parent, and interpreter (if necessary) to check student progress and review and/or revise the SEOP.
3. Explain the following options to students whose graduation is in jeopardy:
   a. attendance at regular high school through completion of academic year of nineteenth birthday
   b. summer courses offered by the school or district
   c. attendance at after school or evening courses
   d. transfer to Horizonte Instructional Center. Only juniors and seniors will be given the opportunity to transfer to the Horizonte Instructional Center.

Each school will address the needs of EL students as part of their Student Success Plan (SSP) and submit to the School Leadership Team, Superintendent, and Board of Education for approval, upon completion of the following steps:

1. Consult with district ALS staff for information regarding appropriate models and programs.
2. Review current school ALS accountability section in SSP.
3. Review data, including the number of EL students per grade, languages spoken, English proficiency levels, and student performance data relative to the effectiveness of current program models and services.
4. Review all teachers and staff endorsements and degree of training.
5. Consider approved models of instruction appropriate for EL student population at the school, considering implications related to training, staffing, materials needed, and methods to evaluate progress.
6. Select an approved instructional model.
7. Consider the needs of EL students when making program and staffing decisions, as it relates to funding.

SLCSD schools implement ALS programs in a manner that ensures that EL students have comparable access to educational facilities, programs, and services that are made available to all students. EL students are assigned to appropriate classes according to their English proficiency

level as assessed by the WIDA ACCESS and academic needs in accordance with the following guidelines:

1.   The number of EL students assigned to the regular elementary classroom should not exceed 50% (or a percentage equal to the representative school population) of the total number of students in each class.

2.   To the extent that resources and facilities allow, the following guidelines for staffing with qualified personnel should be considered:

- ELD courses for students at the Entering (1) level should not exceed fifteen students.
- ELD courses for students at the Beginning (2) level should not exceed twenty-five students.
- ELD courses for students at the Developing (3) and Expanding (4) Formerly (A – Advanced) level should not exceed thirty students.

B. Providing instructional materials necessary for implementation of the ALS Program

It is the responsibility of the district ALS department to work in conjunction with the Teaching and Learning department to identify multicultural, culturally relevant, and linguistically sensitive instructional materials to correlate with district and state curriculum. Through the district curriculum adoption process English language development and primary language materials will be selected, purchased and disseminated to classroom teachers, as needed. The programs currently adopted are EL Achieve for elementary schools and English 3-D for secondary schools. The Teaching and Learning department provides professional development for teachers in effective use of adopted materials, as well as providing supplements and instructional tools such as pacing guides or additional lesson supports.

V. Staffing and Supporting EL Student Programs

ALS faculty and staff are required to meet all highly qualified criteria for ESSA ESL providers; they must be expert in bilingual, bicultural, phonology, syntax, pedagogy, language transfer, and parent community relations as related to ELs. ALS site coordinators are expected to attend regular monthly meetings regarding roles, responsibilities, strategies, and program implementation for ELs. The faculty and staff at all schools are charged with providing English education instructional programs in accordance with ESSA and Title III guidelines. All faculty oversee and advocate for implementation of Sheltered Instruction in the general education setting under the direction of and determined by the site administrator. The ALS site coordinator oversees and coordinates data and record keeping efforts at the site under the direction of the site administrator. The Teaching and Learning department oversees and coordinates annual language proficiency testing at the site under the direction of and determined by the site administrator. The ALS site coordinator oversees and coordinates student placement in appropriate core curriculum

and English Language Development classes and are always represented on the Student Services Council (SSC) when intervention and accommodation decisions are made for ELs. The ALS site coordinator must also be represented in the development of Individualized Education Plans for all students including special education EL students.

The general education faculty is expected to be highly qualified under ESSA in their subject area(s) as well as knowledgeable and current in best practices for ELs. Beginning in 2001, all educators must complete the full ESL endorsement program as a condition of employment. General education faculty and staff are accountable to implement Sheltered Instruction and to provide meaningful English language and academic support. General education and enrichment faculty and staff must be aware of the English language proficiency levels of their students as well as the English Language Proficiency standards for all levels of their EL students. All data at the site regarding enrichment, intervention, and after school programs should be disaggregated to include EL and migrant student information in order to monitor achievement, equity, access, and work toward AMO and AMAO targets for each subgroup and aggregate at the school. The faculty must also complete Migrant Assessment and Performance System (MAPS) forms for migrant students in their classrooms.

Salt Lake City School District continues to make a concerted effort to ensure that all educators are able to meet the needs of English learners. The district agreement with the teacher's association specifies the following requirements for all teachers:

1. Ensure that LEP students are appropriately placed into ALS programs with services provided by qualified staff.
   a. Employees hired prior to 2001-2002: Staff includes personnel who have been trained in Specially Designed Academic Instruction in English (SDAIE) or Sheltered Instruction Observation Protocol (SIOP), acceptable models endorsed by experts (Center for Applied Linguistics and Center for Research on Education, Diversity, & Excellence) in the field and approved by the U.S. Department of Education and the Office of English Language Acquisition, Language Enhancement & Academic Achievement for Limited English Proficient Students (OELA).
   b. Employees hired in 2001-2002 and after: Qualified staff includes staff members who are endorsed in dual immersion/ESL, or pursuing such an endorsement.
   c. As a condition of contract, staff in the following roles hired after July 1, 2006 must complete the following coursework and training within the timelines noted.

2. All elementary teachers, secondary core teachers, and core content area coaches/specialist are required to obtain an ESL or Dual Immersion endorsement prior to the expiration of the 4th year of their contract in these roles within the Salt Lake City School District. A 5th year is available for teachers required to receive additional endorsements (e.g., Math,

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ELA, Science) during the same period. As the key individuals responsible for delivering core curriculum instruction, it is imperative that these educators do so in a manner that provides meaningful access to content for English learners, while supporting student needs for developing English language proficiency and furthering academic language development. Additionally, educators need an understanding of the assets students and families bring to their schools and how to integrate these sources of knowledge as part of everyday instructional practice. Educators who view diversity as an asset rather than a deficit are better able to advocate on behalf of diverse communities.

3. Secondary Elective Teachers are required to complete the course work titled: SLA for K-12 Schools (Second Language Acquisition) and ELL Content Instruction (English Language Learners), as well as REACH training prior to the expiration of the 3rd year of their contract in these roles within the Salt Lake City School District. As individuals responsible for delivering specialized curricula, it is imperative that these educators deliver instruction in a manner that provides meaningful access to content for English Learners, while supporting student needs for developing English language proficiency and academic language development. Additionally, educators need an understanding of the assets students and families bring to schools and how to integrate these sources of knowledge as part of everyday instructional practice. Educators who view diversity as an asset rather than a deficit are better able to advocate on behalf of diverse communities.

4. Principals, assistant principals, counselors, and psychologists need to complete the coursework titled: SLA for K-12 Schools (Second Language Acquisition) and Family, School, Community Collaboration; as well as REACH Training prior to the expiration of the 3rd year of their contract in these roles within the Salt Lake City School District. As instructional leaders, principals and assistant principals need to have an understanding of English language development and second language acquisition to support teachers in their effort to meet the educational needs of English learners. Additionally, educational leaders need an understanding of the assets students and families bring to schools and should be able to integrate these sources of knowledge into the entire school community. Educational leaders who view diversity as an asset rather than a deficit are better able to advocate of behalf of diverse communities. Counselors are responsible for assets-based coalition building and helping to establish a climate of respect and affirmation. Counselors play an important role in advocating for student access and success. Psychologists are responsible for understanding individual student needs. In doing so, they need an awareness of issues related to English learners. Psychologists play an important role in advocating for student access. These three courses provide counselors and psychologist with the tools to fulfill such responsibilities.

5. Speech pathologists are required to complete the course work titled: SLA for K-12 Schools (Second Language Acquisition) as well as REACH Training prior to the

expiration of the fourth year of their contract in these roles within the Salt Lake City School District. Speech Therapists are responsible for understanding individual student needs. In doing so, they need an awareness of issues related to English learners. Second Language Acquisition provides speech therapists with the tools to distinguish between language difference and a speech difficulty. Having a better understanding of cultural and linguistic diversity will enable speech therapists to advocate on behalf of English learners. Implement approved models for provision of ALS services, based on the English language acquisition needs of the LEP students enrolled in each school.

SLCSD provides personnel to ensure that EL students have access to all programs offered at the school. Continuing efforts are made to fill positions with qualified staff to effectively address the needs of identified EL students according to these requirements:

    a. Teachers who teach English as a Second Language must have or be pursuing an ESL endorsement.
    b. Teachers who teach a dual immersion class or course must have or be pursuing a dual immersion endorsement (if available).
    c. All tutors and assistants providing ALS support to ESL students work under the supervision of qualified staff.

VI.   Providing Meaningful Access to All Curricular and Extracurricular Programs

A. Core Curriculum

EL students are entitled to instruction in the schools' core curriculum (e.g., reading/language arts, math, science, and social studies). This includes equal access to the school's facilities, such as computer, science, and other labs and facilities to ensure that EL students can participate meaningfully in the education programs. Schools shall employ appropriate language assistance strategies in core instruction so that EL students can participate meaningfully as they acquire English. Students shall have equal opportunities to meaningfully participate in all programs whether curricular, co-curricular, or extracurricular.

B. Specialized and Advanced Courses and Programs

SLCSD does not categorically exclude EL students from gifted and talented education or other specialized programs such as Advanced Placement (AP), honors, or International Baccalaureate (IB courses). The district ELP supervisor and/or school psychologists shall provide multiple means of obtaining referrals for these programs among the ALS populations in an on-going effort to identify eligible EL students.

VII.   Avoiding Unnecessary Segregation of EL Students

EL programs may not unjustifiably segregate students on the basis of national origin or EL status. Schools shall educate students in the least segregated manner as consistent with the goals

of the educationally sound and effective programs selected by the district. All students must have access to the core curriculum, to graduation requirements, to extracurricular activities, and all components of the general education system. ELs must have opportunities during the day to interact with peers of all language proficiency backgrounds and abilities. ELs must receive accommodations according to their ALS plans for ELD and academic achievement in all instructional settings and applicable assessments according to USBE policy.

The ALS director shall, on an annual and ongoing basis, monitor the district's EL programs to assess whether these programs unnecessarily segregate EL students and, if so, rectify noncompliance.

VIII.   Evaluating EL Students for Special Education Services and/or 504 Services

The Teaching and Learning and Special Education Department will meet periodically to ensure that all EL students who are eligible for disability-related services are simultaneously receiving all necessary services, being appropriately evaluated, and that the student's IEP or 504 plan contains current and relevant information. Both departments will work together to ensure that parents are appropriately notified of information pertaining to their child in language and in a manner that they can understand, which may include interpreting or translating information for parents. Students shall not be placed in special education solely based on language and EL students shall not be required to go through a waiting period before being referred for a special education evaluation.

EL students who are going to be evaluated or tested for special education or related services shall be evaluated or tested by staff who are qualified to administer special education tests in the languages required for the child (whenever appropriate and feasible). For more information about testing and evaluating EL students for special education, please see the district's special education manual.

A. Individuals with Disabilities Education Act (IDEA)

Under the IDEA, the district has a responsibility to identify, locate, and evaluate all children who may have disabilities and who need special education and related services, regardless of the severity of their disability. The district will ensure that the assessments and other evaluation materials used to evaluate a child with a disability are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer. This is true even for those EL students whose parents have opted their children out of EL programs. A student cannot be determined to be a child with a disability if the determinant factor is limited to English proficiency and if the student does not otherwise meet the definition of a child with a disability under the IDEA.

Special education does not supersede EL services. Once the district determines that an EL student is a child with a disability under IDEA, the district is responsible for determining, through the development of an IEP at an IEP team meeting, the services necessary for a Free and Appropriate Public Education. The IEP team should consider, among other factors, the language needs of the child with limited English language proficiency and include professionals with expertise in language acquisition on the IEP team, as well as appropriately communicate this information in IEP team meetings to parents or guardians. Language assistance services and disability-related services shall be provided to an EL student who has been evaluated and determined to be eligible for both types of services, unless it is inappropriate to provide dual services due to the documented nature of the student's disability. EL students shall be promptly evaluated for disability related services, and the services shall not be delayed on account of a students' EL status and/or level of English Proficiency. The individual plan shall document and address the special education or disability related services to address EL students' language related needs.

The district will not:

1. Deny EL services to EL students with disabilities;
2. Evaluate EL students for special education services only in English when the native and dominate language is not English;
3. Fail to include staff qualified in EL instruction and second language acquisition in placement decisions;
4. Fail to provide interpreters to LEP parents at IEP meetings to ensure that LEP parents understand the proceedings.

B.   Section 504 of the Rehabilitation Act (504)

504 covers not only students with disabilities who have been found to be eligible for services under the IDEA, but also students who meet Section 504's broader definition of disability. As with IDEA, section 504 evaluations of students must measure whether an EL student has a disability and not reflect the student's proficiency in English. When administering written or oral evaluations to determine whether an EL student has a disability under Section 504, the district must administer those evaluations in an appropriate language to avoid misclassification whenever possible. If an evaluation in the appropriate language is not available, the district must use evaluation and assessment tools that will rule out English language proficiency in determining whether the student has a disability. Language assistance services and disability-related services shall be provided to an EL student who has been evaluated and determined to be eligible for both types of services, unless it is inappropriate to provide dual services due to the documented nature of the student's disability. EL students shall be promptly evaluated for disability related services, and the services shall not be delayed on account of students' EL status

and/or level of English proficiency. The 504 plan shall document and address the special education or disability related services to address EL students' language related needs.

The district will not:

1. Deny EL services to EL students with disabilities;
2. Evaluate EL students for special education services only in English when the native and dominate language is not English;
3. Fail to include staff qualified in EL instruction and second language acquisition in placement decisions;
4. Fail to provide interpreters to LEP parents at IEP meetings to ensure that LEP parents understand proceedings.

## IX.	Meeting the Needs of EL Students Who Opt Out of EL Programs

The district has an obligation to serve all EL students. Parents also have the right to decline or opt their children out of a school's EL services within an EL program. A parent's decision to opt out of EL services must be knowing and voluntary, and in the parent's primary language when applicable and possible. EL students whose parents decline ALS services will sign the Parent Notification of Placement Letter (Appendix 2). School administrators and staff in the district should make parents aware of the benefits of ALS services offered and subsequently respect a parent's decision, if that decision is to decline EL services. Each school site shall maintain the appropriate documentation (Appendix 2) regarding the parent's decision. In utilizing the ILP, school sites should verify that EL students who opted out of the school district's EL services are making appropriate progress and growth in English proficiency. The sites shall review information and analyze to see if the EL student who opted out struggles in one or more subjects due to language barriers, and the site take steps to meet with the parents of the child, inform the parent of the lack of progress, and offer parents further opportunities to enroll the student in the EL services at any time (Appendix 6).

If the school site notices that the opted out EL student continues to show signs of struggling and the parent continues to decline EL program or services, additional steps shall be taken to ensure the child continues to progress, such as providing training to the student's general education teacher on second-language acquisition and ELD to ensure the student's access to acquisition support.

## X.	Assessment and Accountability, Evaluating Effectiveness

A. To determine degree of ALS program implementation at each school, the district shall:

1. Conduct an annual review of ALS program implementation at each school by considering the following indicators:

    a.   level of student, parent, and community involvement

    b.   training levels of staff members (administrators, certificated, and classified)

    c.   availability of instructional materials and resources

    d.   identification, placement, and exiting procedures for students

    e.   establishment of program related instructional objectives

    f.   allocation of resources

2. Review formal and informal assessment procedures at school level.

B. To compile and analyze data to evaluate program effectiveness the District ALS staff, Information Systems, and the Assessment departments shall:

1. Establish and maintain a data base that allows for comparison on LEP students, former LEP students and non-LEP students, including but not limited to:
   a. student attendance,
   b. academic performance,
   c. course-taking/completion, grade point average, and drop-out/graduation rates (for secondary students),
   d. other data sources, and
   e. demographic data to allow for disaggregation.
2. Evaluate the extent to which current LEP students are gaining English language proficiency in listening, speaking, reading, and writing.
3. Review data with principals and school staff to guide annual update of school ALS plans.
4. Compare the progress of EL, non-EL and former EL students in literacy, academic performance, and attendance/drop-out/graduation rates. Insofar as possible, disaggregate data to examine program effectiveness by grade level, school, and program model in order to generate data for program improvement.
5. Compile reports which incorporate the results of summative and formative evaluations into recommendations for future implementation in reference to program, staffing, instruction, assessment, fiscal resources, etc.
6. Review ALS Master Plan and Manual for Implementation and make recommendations for changes as needed.
7. Report to Board of Education.

XI.   Meaningful Communication with Parents of EL Students

English learners enter Salt Lake City schools having formed their own cultural and linguistic identities. They bring rich diversity, multiple perspectives, and background knowledge that effective teachers can use to enhance learning in the classroom. Teachers provide culturally

responsive instruction and draw from the knowledge that students bring with them, they play an essential role in helping students learn English and academic content, as well as aspects of the new culture while at the same time helping them maintain respect for their own language and culture.

Research demonstrates the importance and benefits of parent and family engagement in the education of their children. Studies suggest that it builds a link between the school and the community as well. Students are more likely to be successful academically and behaviorally if parents and families are well informed, encouraged, and engaged in their education. SLCSD believes it is critical to a school's success to involve parents at every level. We will work towards greater involvement and participation of all families/parents in the district and school activities through a deliberate set of activities aimed at increasing involvement.

One of the essentials of the district board-approved Student Achievement Plan is family and school collaboration. To increase meaningful participation of family in their students' education, the district has appointed a Family and School Collaboration Supervisor whose primary responsibility is to work with families and complete the goals in the Student Achievement Plan.

The Family and School Collaboration Supervisor also works with the Teaching and Learning and Equity Department to consistently review and be a resource to:

- Provide ideas for schools for increasing parent involvement;
- Provide support outreach efforts for families of ELs;
- Provide specific support for parents of ELs such as defined parent education nights and or home visits;
- Provide help to schools to create a welcoming school culture and environment for the culturally and linguistically diverse parents and families;
- Encourage parents to recommend suggestions for the district reflecting cultural/historical events; and
- Invite parents to participate in all school events in their native language (whenever appropriate and feasible).

School principals shall identify parents needing translation using the Home Language Survey indicating language preference for school to home communication. School principals shall keep a record of the languages spoken by the parents in the school community. School principals, with the assistance from the district translations department shall communicate with parents in their language when appropriate and feasible by providing translation of documents and meetings regarding their students' education, including student progress reports and conferences, consent forms, notices and meetings regarding student discipline. In schools with concentrations of language minority students, translations are to include student and parent handbooks, school newsletters and information about school programs, school committee and community meetings, and ALS program materials whenever appropriate and feasible.

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School principals are encouraged to communicate with community members in their language(s), including notice of meetings and information about schools and programs as practical (whenever appropriate and feasible). Schools will encourage community participation on school committees such as SCC (School Community Counsel) and SSC (Student Services Committee). Schools will work with the district to provide adult bilingual literacy classes for community members and solicit community members as volunteers in student programs and/or assemblies.

Appendices

Update August 2020

Appendices

1. Home Language Survey

2. Initial Assessment and Placement Form

3. Parent Notification of Placement Letter

4. Exit Plan

5. ILDP Opt Out

6. Parent Request to Decline ELD Services Form

7. Elementary Service Plan

8. Middle School Courses

9. High School Courses

Home Language Survey

(To Be Completed by Parent/Guardian and Trained Designated School Personnel)

School: _____ Student ID#: _____

Student's Last Name: _____ Student's First Name: _____

Purpose: The Home Language Survey (HLS):
1. Identifies a student whose home language is not English; and,
2. Identifies a student who will be tested on the skills of listening, speaking, reading and writing in English because another language other than English is spoken at home.

This information cannot be used for immigration matters or reported to immigration authorities.

Parents/Guardians/Family Members:

1. The English proficiency test determines if your student needs a language support services program along with the regular education program.
2. Your child is entitled to these language support services as a Civil Right.

School Responsibilities:
1. At registration, Utah uses a standard form of the Home Language Survey (HLS) that identifies a student with a language other than English, or who comes from an environment where a non-English language is dominant.

2. Students must be tested for services within 30 days of registration or within two weeks of entry into school, if during the year.

Questions that must be used:

- If the student was not born in the United States, what date was the student enrolled in a U.S. School: _____/_____/_____

- Which language does your child most frequently speak at home? _____

- Which language do adults in your home most frequently use when speaking with your child?

  _____

- Which language(s) does your child currently understand or speak? _____

- Does your family come from a refugee background? _____

- What language do you prefer for school-to-home information? _____

**** This document must be filled out during ONLINE registration ONLY ****

Alternative Language Services Initial Assessment and Placement Form

INSTRUCTIONS : (*To be completed by the ALS Coordinator*)

After form is completed, create an ALS folder for the student and file this form in the folder.

STUDENT INFORMATION:

Name: _____

Student Number: _____ Grade: _____ Date of Birth: _____

School: _____ Date: _____

PLACEMENT INFORMATION:

LANGUAGE MOST OFTEN SPOKEN AT HOME _____

LANGUAGE STUDENT ACQUIRED FIRST _____

LANGUAGE PARENTS PREFER TO RECEIVE NOTICES FROM SCHOOL _____

ASSESSMENT INFORMATION:

ENROLLMENT DATE _____ ASSESSMENT DATE _____

WIDA Screener: Date assessed _____ Level_____ Given by _____

WIDA ACCESS 2.0: Date assessed_____ Level _____

Information from: Incoming CUM _____ Power School _____ Out of District Transfer? (Circle one) <u>Yes</u> <u>No</u>

If level was given verbal, name of person_____Title _____

Date of contact _____

RECORD OF PARENTAL NOTIFICATION:

WHEN NOTIFIED _____

HOW NOTIFIED _____

ALS COORDINATOR_____ DATE _____

SALT LAKE CITY
SCHOOL DISTRICT
Your Best Choice

TEACHING AND LEARNING
440 East 100 South
Salt Lake City, Utah 84111
801.578.8286

Yearly Parent Notification for English Learner Status

Dear Parent/Guardian:

PART ONE:

Your student _____ has been identified as an English learner based on Utah's test for Listening, Speaking, Reading and Writing in English (WIDA). The student's English Level is:

Level 1: Entering _____; Level 2: Beginning _____; Level 3: Developing _____; Level 4: Expanding _____;

School Responsibilities for English Language Services for your child:
1. The school will provide a quality English language services program for your student until they are identified as proficient in English;
2. The school will provide English Language instruction by a qualified teacher who is endorsed or certified to teach English learners,
3. The school will test your student each year for English language proficiency to support academic achievement in Math, English and Science,
4. The school will provide Special Education Services, if necessary, as aligned to English language services.

Parents/Guardians/Family Members: If you are REFUSING the English language services program provided by your school, please initial the three statements in Part Two:

PART TWO:

_____ I know my child's English language level (see above).

_____ I know that the school will provide an English Language Services Program.

_____ I know that my child will be tested every year until my child is both proficient in English and is successful in Math, English, and Science.

_____ I **DO NOT** want my student to be in the English language services provided by the school.

Please sign, date, and return the form to your child's school and it will be placed in the student EL folder. This form can also be included in the fall Parent-Teacher Conference with a review of the Student WIDA Report from the USBE Data Gateway.

_____   _____   _____
Parent/Guardian Signature   Child's Name   Date

Exit Plan
(WIDA ACCESS Level's 5/6)

Name of Student: _____   **Student ID:** _____

School: _____   **Date:** _____

Please attach student's WIDA Profile to document.

Other data scores:

| ELA EOL ____ | ELA Rise ____ | Acadience ____ | RI ____ |

| Math EOL ____ | Math Rise ____ | Science EOL ____ | Science Rise ____ |

RUBRIC FOR EXIT FROM ESL LANGUAGE SERVICES PROGRAM

AS DEVELOPED IN THE ESSA STATE PLAN

PURPOSE: When a student achieves a Level 5 on the WIDA composite, the student is recognized as English proficient on the annual English Language Proficiency Test.

However, to exit the Language Services Program the student must also have a School Team Meeting with the student and the family to determine whether the student can achieve academic growth in English Language Arts, Mathematics, and Science without the established Language Services Program.

Based on samples of student work please assess the student's capacity on the rubric below:

INDICATOR	(3)Competent	(2) Skillful	(1) Approaching	NA
Maintain progress when assignments use academic language & vocabulary in specific content areas.				
Accomplish learning tasks appropriate to grade level content standards, through both productive and receptive language functions, that is speaking and writing; listening and reading.				
Show skills of self-regulation and prosocial behaviors.				
Perform well in a range of early college courses/ and or challenging classes.				

_____The student **will be exited** from the Language Services Program and be monitored for the next 4 years to ensure continued progress in achieving academic success in the content areas of Mathematics, Language Arts, and Science.

Parent/Family Signature: _____

School Team Designee Signature: _____

Position: _____

INDIVIDUAL LANGUAGE DEVELOPMENT PLAN (ILDP) ELD Opt-Out English Learner

SALT LAKE CITY SCHOOL DISTRICT
Your Best Choice

Name: Student Number: Date of Birth:

Date:

WIDA TEST RESULTS: *Attach Student's current WIDA ACCESS Report*

Reason for ILP: *Parents/Guardians of _____ have declined English Language Development services.*
                                        (Student Name)
The student will continue to participate in English language proficiency testing until he/she scores a 5 or 6 on the annual WIDA ACCESS assessment.

Goals: Identify the language the student can understand and produce then set a goal at the next level.

Receptive: Listening & Reading click here

Expressive: Speaking & Writing click here

ALS Site Coordinator signature	Date	Teacher signature	Date
Administrator signature	Date	Team member signature	Date

**Recommended ALS Team Members:
Elementary: ALS Site Coordinator, Teacher, Administrator
Secondary: ALS Site Coordinator, Language Arts Teacher, Administrator

Salt Lake City
SCHOOL DISTRICT
Your Best Choice

Teaching and Learning Department

440 East 100 South
Salt Lake City, Utah 84111
p: 801-578-8241
f: 801-578-8416

Parental Request to Accept
English Language Development Services

Date: _____

I hereby declare the change of my earlier decision to decline services.
I now request that my student receive ELD Services.

Student Name: _____

Student Number: _____ School: _____

Parent information:

Name (Print): _____

Address: _____

_____

_____

Telephone / Cell Number: _____

Signature: _____ Date: _____

Elementary
English Learner Service Pattern

All elementary students in SLCSD receive a designated block of Tier I instruction for English language arts (please see the chart below for the recommended time allocation, in minutes, for Tier I instruction). Differentiated instruction beyond the English language arts block is designed to meet the needs of all learners. In addition to Tier I English language arts, differentiated instruction is provided to homogeneous groups of students to extend learning, provide extra practice and support, or to provide intervention for struggling students with identified skill gaps.

English Language Arts Tier I Instruction See Time Guidelines Below	45-Minutes of Differentiated Instructional Block
All Students **Language Arts** **Tier I** **Wonders**	ELD for English Learners • **Wonders for ELs** • **Lexia** • **Independent Work Supporting Small Group Instruction** Non-ELs • **On-level, Enrichment, or Intervention/ Tier II** • **Lexia** • **Independent Work Supporting Small Group Instruction**

SLCSD English Language Arts Tier I Instruction						
Grade	Total Tier 1 Min –Max	Phonological Awareness	Phonics & Vocabulary	Writing	Oral Language	Comprehension	Fluency
Half Day K	90-100	10-15	30	20	10-15	20	
Full Day K	120-130	10-15	40	30	10-15	30	
Grade 1	125-170	10-15	30	30-60	10-15	30	15-20
Grade 2	115-160		30-35	30-60	10-15	30	15-20
Grades 3-6	105-140		30	30-60		30	15-20

English learners receive a protected, uninterrupted 45 minutes of English Language Development instruction in addition to Tier I instruction. This instruction occurs during the differentiated instructional block. Models for this block are based on school need. Please see attached *SLCSD English Language Development (ELD)* document for further information.

ELD Non-Negotiables 45 Minute Block of Differentiated Instruction	
• Protected, uninterrupted 45 minutes of English Language Development instruction in addition to grade level Tier I instruction • Teacher direct instruction using Wonders ELD materials for a minimum of 20 minutes • Homogeneous groupings of ELs for targeted instruction • WIDA profiles (language domains) used to group students • ESL endorsed teachers deliver ELD instruction	Speaking Writing Listening Reading

ELD Supports

Site-Based Literacy Coaches
ALS/ELD Department:
   o Chelsea Malouf Director of Literacy and Alternative Language Services, (801) 578-8288
   o Betty Jimenez, Coordinator Alternative Language Services, (801) 578-8241
   o Michelle Grutter, Elementary ELD Education Specialist, (801) 578-8239
   o Kenna Rodgers, Secondary ELD Educational Specialist, (801) 578-8220

SLCSD English Language Learning (ELL) Middle School (6/7-8) Course Progressions

The SLCSD course progressions (1 and 2) are designed to support students who are English Language Learners (ELL). The progressions are differentiated based on school experience and WIDA levels. The purpose of the progressions is to support students in developing language competency and ensure that all students feel academically successful and prepared during their high school experience. **Placement is fluid and should reflect WIDA levels, classroom performance, and/or ongoing assessments.**

Progression 1: WIDA I and in US Schools one year or less with interrupted schooling

Students with Limited or Interrupted Formal Education (SLIFE) "are English language learners who have experienced interrupted education due to war, civil unrest, migration, or other factors; who have never had the opportunity to participate in any type of schooling before entering school in the United States; or who have experienced limited education in their home countries due to lack of resources or trained teachers, the type of schooling they participated in, or other circumstances" (DeCapua & Marshall, 2010).

Year 1 (No more than half the day in ELD/ELL)

Class size = 15

Sample Schedule	Class	Content	Credit Type	Academic minutes	Teacher
1	ELD 1	Vocab and Lit. Dev.			ESL Endorsement
2	ELA ELL	ELA Core			LA w/ESL Endorsement
3	Math ELL	Math Core			Math w ESL Endorsement
4	Science ELL	Science Core			Science w ESL Endorsement
5	Elective/Core	Elective/ Core			Elective or Content w ESL Endorsement
6	Elective/Core	Elective/ Core			Elective or Content w ESL Endorsement
7	Elective/Core	Elective/ Core			Elective or Content w ESL Endorsement

Year (No more than half the day in ELD/ELL)

Class size = 25

Sample Schedule	Class	Content	Credit Type	Academic minutes	Teacher
1	ELD II	Vocab and Lit. Dev.			ESL Endorsement
2	ELA IELL	ELA Core			LA w/ESL Endorsement
3	Math ELL	Math Core			Math w ESL Endorsement
4	U.S. History ELL	S. S. Core			S. S. w ESL Endorsement
5	Elective/Core	Elective/ Core			Elective or Content w ESL Endorsement
6	Elective/Core	Elective/ Core			Elective or Content w ESL Endorsement
7	Elective/Core	Elective/ Core			Elective or Content w ESL Endorsement

Progression 2: WIDA I or II and in US schools one year or less with prior formal schooling

"Prior formal schooling" means that students have attended a formal
school in the US or another country within the last twelve (12) months.
These students are fluent in their heritage language.

Year 1
Class size = 25

Sample Schedule	Class	Content	Credit Type	Academic minutes	Teacher
1	ELD 1	Vocab and Lit. Dev.			ESL Endorse.
2	ELA I ELL	ELA Core			LA w/ESL Endorsement
3	Elective (S1)/UT Studies ELL (S2)	Elective/ Core			Elective or Content w ESL endorsement
4	Elective/Core	Elective/ Core			Elective or Content w ESL endorsement
5	Elective/Core	Elective/ Core			Elective or Content w ESL endorsement
6	Elective/Core	Elective/ Core			Elective or Content w ESL endorsement
7	Elective/Core	Elective/ Core			Elective or Content w ESL endorsement

Year 2
Class size = 25

Sample Schedule	Class	Content	Credit Type	Academic minutes	Teacher
1	ELD 1	Vocab and Lit. Dev.			ESL Endorse.
2	ELA I ELL	ELA Core			LA w/ESL Endorsement
3	Elective	Elective/ Core			Elective or Content w ESL endorsement
4	Elective/Core	Elective/ Core			Elective or Content w ESL endorsement
5	Elective/Core	Elective/ Core			Elective or Content w ESL endorsement
6	Elective/Core	Elective/ Core			Elective or Content w ESL endorsement
7	Elective/Core	Elective/ Core			Elective or Content w ESL endorsement

SLCSD ELL course progressions are designed to support students who are English Language Learners (ELL). The progressions are differentiated based on school experience and WIDA levels. **Placement is fluid and should reflect WIDA levels, classroom performance, and ongoing assessments.**

Scenario 1. A student has

- A score of 1 on WIDA assessment
- Been in a school in the United States for one year or less
- Interrupted formal education in the previous country or countries

Students with underlined formal education "are English language learners who have experienced interrupted education due to war, civil unrest, migration, or other factors; who have never had the opportunity to participate in any type of schooling before entering school in the United States; or who have experienced limited education in their home countries due to lack of resources or trained teachers, the type of schooling they participated in, or other circumstances" (DeCapua & Marshall, 2010).

Year 1 (No more than half the day in ELD/EL)

Class size = 15

SAMPLE SCHEDULE of COURSES

Class	Course number	Content	Teacher
ELD I		Language development	ESL Endorsement
Lang Arts I EL		ELA Core	Lang Arts with ESL Endorsement
Secondary Math I EL or Newcomer Math		Math Core	Math with ESL Endorsement
Biology EL		Science Core	Biology with ESL Endorsement
Elective			Content with ESL Endorsement
Elective			Content with ESL Endorsement
Elective			Content with ESL Endorsement
Elective			Content with ESL Endorsement

No Social Studies until the second year

Year 2 (No more than half the day in ELD/EL)

Class size = 25

SAMPLE SCHEDULE of COURSES

Class	Course number	Content	Teacher
ELD II		Language development	ESL Endorsement
Lang Arts II EL		ELA Core	Lang Arts with ESL Endorsement
Secondary Math I or II EL		Math Core	Math with ESL Endorsement
World Geography EL		Social Studies Core	Science with ESL Endorsement
Elective or Core			Content with ESL Endorsement
Elective or Core			Content with ESL Endorsement
Elective or Core			Content with ESL Endorsement
Elective or Core			Content with ESL Endorsement

The purpose of the progressions is to support students in developing language competency and ensure that all students feel academically successful and prepared during their middle school experience.

*SLCSD ELL course progressions are designed to support students who are English Language Learners (ELL). The progressions are differentiated based on school experience and WIDA levels. **Placement is fluid and should reflect WIDA levels, classroom performance, and ongoing assessments.***

Scenario 2. A student has:

- A score of 1 or 2 on the WIDA assessment
- Been in a school in the United States for one year or less
- Prior formal schooling in the previous country or countries

Students with prior formal schooling have attended a formal school in the US or another country within the last twelve (12) months. These students are fluent in their heritage language.

Year 1 (No more than half the day in ELD/EL)

Class size = 25
SAMPLE SCHEDULE of COURSES

Class	Course number	Content	Teacher
ELD I or II		Language development	ESL Endorsement
Lang Arts I EL		ELA Core	Lang Arts with ESL Endorsement
Secondary Math I EL		Math Core	Math with ESL Endorsement
Biology EL		Science Core	Biology with ESL Endorsement
World Geography EL		Social Studies Core	Science with ESL Endorsement
Elective			Content with ESL Endorsement
Elective			Content with ESL Endorsement
Elective			Content with ESL Endorsement

Year 2 (No more than half the day in ELD/EL)

Class size = 25
SAMPLE SCHEDULE of COURSES

Class	Course number	Content	Teacher
ELD II or III		Language development	ESL Endorsement
Lang Arts II EL		ELA Core	Lang Arts with ESL Endorsement
Secondary Math II EL		Math Core	Math with ESL Endorsement
Core or elective			Content with ESL Endorsement
Core or elective			Content with ESL Endorsement
Core or elective			Content with ESL Endorsement
Core or elective			Content with ESL Endorsement
Core or elective			Content with ESL Endorsement

The purpose of the progressions is to support students in developing language competency and ensure that all students feel academically successful and prepared during their middle school experience.

For all ELL students: Subsequent years should include English Language Development III and IV until tested out with a score of 5 on WIDA. Then students will be monitored until graduation.

Questions? Please contact Peggy Paterson, Literacy Director, or Betty Jimenez, ALS Coordinator at 801.578.8288.