



# Official Policy of Ogden Preparatory Academy

## 4. Curriculum and Instruction

### 4.05.POL Alternate Language Services and Language Access Policy

**Effective/Revision Date:** 03/09/23

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It is the policy of Ogden Preparatory Academy (School) Board of Directors that the School and School personnel shall adhere to all State and Federal guidelines and regulations in providing services to students and families requiring alternate language services (aka Multilingual Learner, ML)) and language access.

### DEFINITIONS

1. **Primary language:** the first language spoken by a student and a student's parent or guardian.
2. **Interpretation:** simultaneous communication between a speaker of English and a speaker or another language.
3. **Translation:** the written communication wherein the written words of one person are communicated to others in writing in a different language.

### ROLE OF ADMINISTRATION

OPA Administration shall ensure that:

1. All identified ELL students receive appropriate English language instructional services based on Utah English Language Proficiency Standards and State and Federal requirements.
2. Staff are provided with adequate professional development and curricular materials to assist with meeting individual student needs.
3. Parents have the opportunity to waive services.

### STUDENT FIND

Student find is used to determine the primary language of both the student and parent or guardian.

1. The School shall determine within 30 (thirty) days of a student's enrollment (or, re-enrollment) the primary language spoken by the student and the parent or guardian of each student enrolled in the school

2. In order to do this, the School shall use a home language survey implemented with registration.
3. If such language is not English, the School shall determine whether the student and/or parent require language assistance to communicate effectively with the school.
4. The school shall maintain an appropriate and current record of the primary language of each parent.

## **ASSESSMENT**

The School shall use the approved State English proficiency assessment to assess listening, speaking, reading, writing, oral, literacy, and comprehension.

## **PARENTAL NOTIFICATION**

OPA personnel shall notify parents of the following:

- Student English proficiency assessment results.
- Student placement in alternate language services.
- Students who do not qualify for services, based on a screener.
- Student exit from alternate language services.

## **DETERMINATION OF SERVICES**

1. For Students who have received services previously, the School shall determine if the student has tested proficient on the State approved English Proficiency Assessment.
  - a. If the Student has not tested proficient in English, the School shall create an EL Services Plan for the student.
  - b. If the Student has tested proficient within the last 4 years, the School shall create a Monitoring Plan.
  - c. If the Student has tested proficient in excess of 4 years prior, no further action is necessary.
2. For Students who have not received services previously, the student shall be screened for services using the State approved screener. Students who achieve an adequate score on the screener shall not require services.

## **IMPLEMENTATION OF SERVICES**

1. The School shall create an EL Services Plan for each student receiving services.

- a. Plans shall be created annually.
  - b. Plan services and accommodations shall be determined by the teacher(s) of record for the student under the direction of the EL Coordinator and according to the Utah English Language Proficiency Standards and State and Federal requirements.
  - c. Plan services and accommodations shall consider Special Education qualifications and services; however, one service shall not eliminate the need for the other.
2. Students shall continue to receive services until they earn a score denoting proficiency on the State approved English Proficiency Assessment.
3. Parents/Guardians have the right to waive services for their students.
  - a. OPA Staff shall develop alternate services for students whose primary services are waived.
  - b. Parental wishes shall be honored.
  - c. In the event a parent waives services, the school will still assess the student per the Assessment Procedures.

## **MONITORING**

1. Any student who achieves English proficiency shall exit EL services and be placed on a monitoring plan for a minimum of 4 years.
2. The student's teacher(s) under the direction of the EL Coordinator shall create a Monitoring Plan.
3. Monitoring Plans shall be reviewed a minimum of 2 times per year to ensure the student is making adequate progress.
4. Students who are not making adequate progress during the monitoring years shall be placed on an EL Service Plan.

## **REPORTING AND DOCUMENTATION**

1. OPA Administration shall ensure that all required State reporting for Alternate Language Services is completed by the dates and times designated by USBE.
2. All Student Find efforts shall be documented in the EL Student Master spreadsheet along with assessment scores.
3. Each student receiving services or being monitored shall have an EL Student File containing at a minimum the following:
  - a. English Proficiency Test Results
  - b. Parent Notifications
  - c. Service and/or Monitoring Plans

## INTERPRETATION AND TRANSLATION SERVICES

### Overview

1. The School shall provide interpretation services during regular business hours, to parents and students who require such services in order to communicate with the LEA regarding critical information about their child's education.
2. Depending upon availability, such interpretation services may be provided either at the location where the parent or student is seeking to communicate or virtually.
3. Interpretation shall be provided for, but not limited to, the following activities:
  - a. Classroom activities;
  - b. Impromptu and scheduled office visits or phone calls;
  - c. Enrollment or registration processes;
  - d. The IEP process;
  - e. Student educational and occupational planning processes;
  - f. Fee waiver processes;
  - g. Parent engagement activities;
  - h. Student disciplinary meetings;
  - i. School board meetings;
  - j. Other school or LEA activities; and
  - k. Other interactions between the parents of a student learning English and educational staff.
- l. Qualifications of Interpreters and/or Translators
4. Translation shall be provided for, but not limited to:
  - a. Registration or enrollment materials, including home language surveys and English learning program entrance and exit notifications;
  - b. Assignments and accompanying materials;
  - c. Report cards or other progress reports;
  - d. Student discipline policies and procedures;
  - e. Grievance procedures and notices of rights and nondiscrimination;
  - f. Parent or family handbooks;
  - g. Requests for parent permission; immunizations; and,
  - h. Any other guidance, including guidance on when oral interpretation is preferable to written translation, to improve instruction and assistance by teachers, counselors, and administrators to a student learning English and the student's parents and family.
5. Interpreters and translators may be certified and, where possible, have education- specific

experience for the activities listed in Item 3 above.

### **Centrally Produced Critical Communications**

1. The School shall identify documents which are distributed or electronically communicated to guardians containing critical information regarding their child's education, including, but not limited to: registration, application, and selection; standards and performance (e.g., standard text on report cards); conduct, safety, and discipline; special education and related services; and transfers and discharges.
2. The LEA shall procure translations of critical communication in a timely manner, in each of the covered languages and work with the office responsible for the critical communication to make such translations available.

### **Student Specific Critical Documents**

1. Schools shall provide parents with a translation of any document that contains individual, student-specific information regarding, but not limited to, a student's:
  - a. Health;
  - b. Safety;
  - c. Legal or disciplinary matters; and
  - d. Entitlement to public education or placement in any special education, English language learner or non-standard academic program.

### **REGULAR REVIEW**

The LEA shall review this language assistance plan for efficacy annually, consulting with community members: refugee resettlement agencies, immigration services organizations, ethnic based community organizations for the purpose of evaluating the effectiveness of the LAP policy.

### **Document History**

Approved: 06/12/2019

### **Legal References**

Utah Administrative Code R277-716

Utah HB 302