

ROCKWELL CHARTER SCHOOL

Language Access and English Learner Policy

Philosophy

The Board of Directors at Rockwell Charter School believes that all parents and guardians should be included in the educational process of their children regardless of whether or not they speak English. The school is dedicated to providing communication and assistance with communication to engage families as partners in the education of their children. The Board has created this policy to guide the provision of services for families and English Learners in compliance with Utah Code §53G-7-223, Utah Code §53E-1-201, Utah Code §53E-2-303, Utah Code §63I-2-253, and Utah Code §63I-2-263.

Language Access Policy

In order to provide support to families with engagement in the event of language barriers, this policy shall be administered in accordance with the following administrative provisions:

General Provisions

- The Executive Director or a designee will coordinate services for English language learner students within the school;
- The Executive Director, the English Language Specialist, and an administrative team will review the policy annually and determine the need for implementation and training. Communication with applicable stakeholders will occur as needed following the review;

Determination of Primary Language

- Parents or guardians will document the primary language spoken during student registration.
- If not English, the parent will be notified of rights for assistance to communicate with the school within 30 days of enrollment.
- Within thirty (30) days of a student's enrollment or re-enrollment, the LEA will make the determination of whether a student or parent/guardian requires language assistance to communicate effectively with the school.

Language Access Plan

- Using the student's registration information, including the documented primary language, the school will provide parents or guardians information regarding free translation or interpretation services, including but not limited to:
 - Contact information for translation and interpretation services;
 - Resources on the website for translation and interpretation services;
 - Interpretation services to parents/guardians and students who require such services to communicate with the school regarding critical information about their child's education;

- Interpretation services can be provided at the school, virtually, or by phone to meet parent needs.
- School staff will receive an annual review of this policy, including the available translation and interpretation services.
- The Executive Director or a designee will approve translators or Interpreters.
 - Students under the age of 18 may not be used;
 - Family members over the age of 18 may be used at the parent or guardian's request;
 - Staff members should ensure parents know there are school-provided translation services at no cost to the parent.
- Translation and interpretation shall be provided for, when appropriate and reasonable, but is not limited to:
 - School activities;
 - Impromptu and scheduled office visits or phone calls;
 - Enrollment or registration processes;
 - IEP process;
 - Student educational and occupational planning processes;
 - Fee waiver processes;
 - Parent engagement activities;
 - Student disciplinary meetings;
 - School community committees or councils;
 - School board meetings;
 - Other school activities;
 - Other interactions between the parents/guardians of a student learning English and school staff.
- Utilizing the school's translation and interpretation services to translate enrollment, academic and behavioral documentation, when appropriate and reasonable, may include but is not limited to:
 - Registration or enrollment materials, including primary language surveys and English learning program entrance and exit notifications;
 - Reports of student progress;
 - Student discipline policies and procedures;
 - Grievance procedures and notices of rights and non-discrimination;
 - Parent or family handbooks;
 - Requests for parent/guardian permission;
 - Immunizations;
 - Any other guidance to improve instruction and assistance by teachers, counselors, and administrators to a student learning English and the student's parent/guardian and family.
- Translation of critical communication will include, but is not limited to:
 - Use of contracted interpreting services for an on-site or over-the-phone interpreter;
 - Work with schools to ensure critical communication is communicated with all parents;
 - Student-specific critical in the covered language for the following, but not limited to, a student's:

- Health;
 - Safety;
 - Legal or disciplinary matters;
 - Entitlement to public education or placement in any special education, English language learner, or non-standard academic program.
- Responding to Complaints
 - A complaint for violation of this policy should be submitted to the Executive Director in writing or verbally and will be supported with interpretative services, as needed;
 - Complaints will follow established dispute resolution procedures. Documentation will include basic information:
 - Complainant's name and address;
 - The specific details and considerations of the complaint include but are not limited to the following:
 - What rights were violated – who, what, when, where, how, and how much;
 - Witnesses (where relevant);
 - School's alleged discrimination in full detail;
 - Date of the alleged violation;
 - Preferred language;
 - Signature of the complainant.
 - Documentation of resolution should include specific actions, timelines, and follow-up that was taken to resolve the complaint and by whom.

English Learner Policy

In order to ensure that English Learners are identified and provided with appropriate English language instruction, this policy shall be administered in accordance with the following administrative provisions:

- Initial identification: An initial identification of an English Learner occurs at registration when a parent/guardian indicates that a language other than English is spoken in the home (Primary or Home Language Other Than English);
- Assessment: When the school receives an indication at registration that a language other than English is spoken in the home, a qualified staff member will administer a WIDA Screener (an English Language Proficiency test). Students so identified will also be assessed annually with the WIDA-ACCESS for progress. A student will then be given an ELL (Limited English Proficient) category based on the English Language Proficiency test.
- Parent Notification: Parents will be notified as to their child's ELL category and need for alternative language services.
- Alternative Language Services: English Learners will be provided with Alternative Language Services in compliance with their ELL category by a certified teacher with an ESL endorsement. Examples of services available to English Learners include, but are not limited to, the following:

- Direct English language development instruction for a designated period of time on a regular basis;
 - Concurrent or sequential services to ensure that English Learners can meaningfully participate in the academic and elective courses offered by the school;
 - Services provided through a pullout program, within a self-contained program, or within the regular classroom.
- Teacher Training: The school uses trained, ESL specialists who engage in on-going professional development in research-based instruction strategies that support the needs of English Learners.