Carolus Online Academy

Multilingual Learners Policies and Procedures

2026-2027

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Purpose of English Learner Programs

Carolus Online Academy will increase English proficiency of Multi-Lingual Learners (ML) and support MLs in meeting academic achievement standards by providing high quality, effective language instructional programs.

Federal Definition:

- English learner – The term "English learner," when used with respect to an individual, means an individual—
  (A) who is age 3 through 21;
  (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
  (C)(i) who was not born in the United States or whose native language is a language other than English;
  (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
  (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
  (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
  (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—
  (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
  (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
  (iii) the opportunity to participate fully in society.
  (ESEA Section 8101(20))

Common Acronyms

- English Learner (EL)
- English Language Learner (ELL)
- Limited English Proficient (LEP)
- English Language Development (ELD)
- English Secondary Language (ESL)
- Multilingual Learner (ML) – this is the term used most commonly for COA

All of these acronyms are used to describe a student who speaks a language(s) other than English and has been identified as needing additional language support

Definitions

The following words and terms, when used in this regulation shall have the following meaning unless the context clearly indicates otherwise:

"Bilingual Service" Bilingual service or programs are programs that provide instruction using the student's native language and English across all subject areas or provide instruction in English across all subject areas with support in the native language.

"**Multi Lingual Learner (ML) Programs", "English as a Second Language (ESL) Programs"**, "**Language Instruction Educational Programs (LIEP)"** means an instruction course — (A) in which an English learner is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic standards; and (B) that may make instructional use of both English and a child's native language to enable the child to develop and attain English proficiency, and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language. (ESEA Section 3201(7))

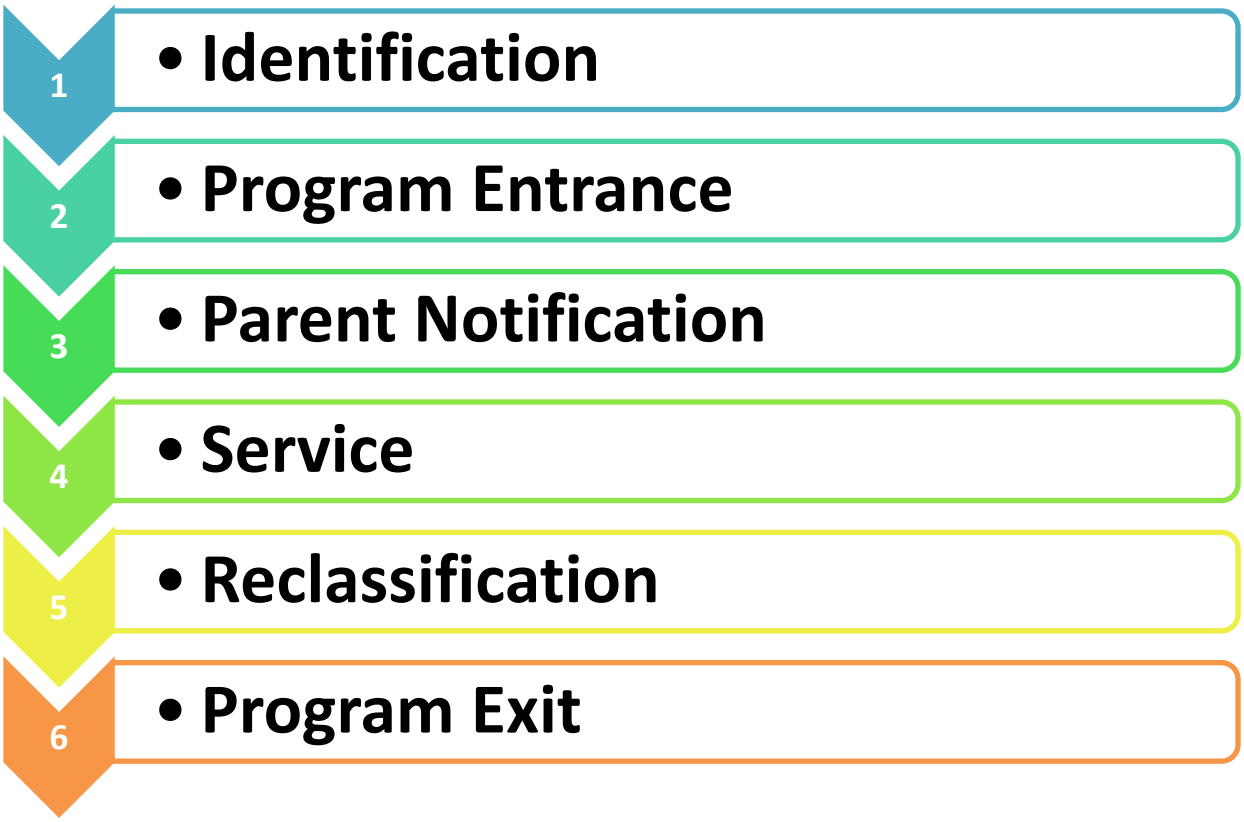
"English Learners (ELs)" English Learners are students with limited English proficiency (also referred to as (LEP) Limited English Proficient Students). ELs are individuals who, by reason of foreign birth or ancestry, speak a language other than English, and either comprehend, speak, read or write little or no English, or who have been identified as English Learners by a valid English language proficiency assessment approved by the Department of Education for use statewide.

"English Language Development (ELD) or **EL Pull-out**" The goal is proficiency in English.
Students leave their mainstream classroom to spend part of the day receiving EL instruction, often focused on grammar, vocabulary, and communication skills.

"EL Push-In" The goal of this approach is proficiency in English and mastery of academic standards; students are served in a mainstream classroom, receiving instruction in English with some native language support if needed; and the EL teacher or an instructional aide provides clarification, translation if needed, and uses EL strategies.

Components of the ML Service Process

Multilingual Learner Programs include several components:



Identification of Multilingual Learners and Home Language Survey Collection

The ESEA, as amended by ESSA, requires standardized, statewide entrance and exit procedures for MLs. ESEA section 3113(b)(2) states that all students who may be MLs are assessed for such status within thirty (30) calendar days of enrollment in a school. In South Carolina, all potential MLs must be screened using a South Carolina-approved English Language Proficiency (ELP)

screener to determine identification within the first thirty (30) calendar days of enrollment at the start of the school year. Additionally, students who enroll after the start of the school year should be identified within the first two (2) weeks, or fourteen (14) calendar days, of enrollment to ensure students are receiving the appropriate services within a timely manner. The Multilingual Learner Identification memorandum supports the updated identification timeframe beginning May 2022.

Special circumstances regarding the identification timeline requirements may arise during the process. Special circumstances may include but are not limited to the COVID-19 pandemic, inclement weather, illness, delay in transfer records, and year-round school schedules. The identification process should be completed as timely as feasible to provide students with the appropriate services. However, South Carolina will allow up to, and not more than, the full thirty (30) calendar days for identification to meet the federal requirement or ESEA section 3113(b)(2). The school or district must document or have evidence of the special circumstance to show why identification was delayed beyond the two (2) weeks but less than thirty (30) calendar day timeline when requested. Documentation can be kept with or within student records, and electronic documentation is acceptable.

MLs that are already identified and served begin receiving services on or as close as reasonably practicable to the first day of school each year. At the start of the school year, all newly identified MLs must begin receiving MLP services no later than thirty (30) calendar days after enrollment. Additionally, students who enroll after the first thirty (30) calendar days of the school year should begin receiving services within the first two (2) weeks of enrollment to ensure students are receiving the appropriate support. If a special circumstance occurred during the identification period, the school and district are responsible for documenting the circumstance. In the interim, the student should be considered an ML and receive necessary support and accommodations until the identification process is complete.

Each LEA or district is responsible for having a uniform process of identifying MLs within its school district. This section will outline the steps necessary to ensure that all MLs are appropriately identified and placed in appropriate services. It is discriminatory to identify students for MLP programs based on last name, appearance, accent, national origin, or any other surface identifier.

Home Language Survey

A home language survey or the questions contained in the survey is administered as part of the registration process for all registering students and will elicit from the student's parent or guardian the student's first acquired language and the language(s) spoken in the student's home or by the student.

During the enrollment process all families will answer a series of online questions as a first effort of Child Find including the Home Language Survey (HLS) questions. This is the first and primary effort to collect required native/primary language information about the student and/or family. Parents either enrolling online or calling to enroll their child(ren) will be given the option to have to have the enrollment paper work translated or interpreted into their primary or preferred language. All parties asking these questions

will be provided professional development on ML indicators and their obligation in routing positive responses to the appropriate ML point of contact. Additionally, school records will be requested from any student who was previously enrolled in a school within the United States and will be reviewed for ML indicators.

Those students with positive responses to any of the HLS questions will be referred to the ML point of contact who will then talk with the family to determine if services were previously received, current language needs of student, review prior school records, including any previous ML evaluations, program plans, etc. that could help the school determine next steps needed in the assessment and placement of the student. If deemed appropriate based on positive responses to the HLS questions, steps will be taken to screen and then assess the student to determine eligibility status and develop appropriate Individualized Language Acquisition Plans (ILAPs).

The following questions are asked on the HLS (embedded in Section II of the ES):

1. What is the language that the student first acquired?
PowerSchool field: Language First Acquired

2. What language(s) is spoken most often by the student?
PowerSchool field: Language Spoken Most Often

3. What is the primary language used in the home, regardless of the language spoken by the student?
PowerSchool field: Primary Home language

If the student indicates any response other than "English" on any of the original HLS questions, the student must participate in the ELP screening. Conversely, if English is the only language indicated for all three questions, the student will not participate in the ELP screening and is considered a native English speaker.

Based on a non "English" response to one of the HLS questions, if the student is a new enrollee in a public school and has not attended a public school within the United States previously, they should have an EL Placement assessment administered within the first [30] days of the academic school year. If a student enrolls after the first 30 days then the school should administer the placement assessment with 2 weeks of student enrollment.

Program Entrance and Placement Test Administration

English Language Proficiency Screening of Newly Enrolled Students

Step two of the process for potential ML identification requires ELP screening. If the student is a

first-time enrollee, the student is screened for potential identification using the WIDA Screener for Kindergarten, WIDA MODEL for Kindergarten, WIDA Screener, or WIDA MODEL.

English Language Proficiency Screening of Transfer Students from WIDA Consortium States

When a student transfers into a district from another WIDA district or state (this includes Department of Defense schools), check the official records to determine identification/placement status and any services the student may have received. If the approved documentation (WIDA MODEL for Kindergarten, WIDA MODEL K-12, WIDA Screener for Kindergarten, WIDA Screener, ACCESS for ELLs, or Alternate ACCESS for ELLs) shows that the student received services within the past year, place the student in the program according to their most recent score results.

In some cases, a student from another WIDA district or state may have documentation of services from an identification/placement assessment that is not an approved WIDA assessment. Therefore, the school/district will need to screen the student using the appropriate South Carolina WIDA identification assessment to place the student in those cases.

If there is documentation from an approved WIDA identification screener supporting that the student is not eligible for services, South Carolina will accept those scores.

English Language Proficiency Screening of Transfer Students from non-WIDA Consortium States

When a student transfers into the district from a non-WIDA consortium district or state, and the HLS section of the ES indicates a language other than English, this student must participate in identification screening to determine their ML status.

South Carolina does not accept not-eligible identification scores from non-WIDA states. When districts have questions or are unsure of proper screening procedures, especially student transfers, please contact the district or state Title III coordinator.

Additional screening guidelines can be found on the SCDE ESEA, Title III Multilingual Learner and Immigrant Children and Youth Program website.

The following steps should be adhered to:

1. Any student new enrollee in a public school and has not attended a public school within the United States previously for whom a language other than English is reported on the home language survey or on the registration form as the student's first acquired language or as a language used in the student's home or by the student shall be administered an English language proficiency screener/ placement assessment. The assessment shall be conducted as soon as practicable, but not later than thirty (30) school days after enrollment and shall be conducted by qualified personnel trained in the administration of the assessment instrument.

2. The English language proficiency screener / placement assessment shall be based on the English Language Proficiency Standards for English Learners K to 12 and shall assess listening, speaking, reading and writing. South Carolina-approved ELP screeners include: WIDA Screener for Kindergarten, WIDA MODEL for Kindergarten, WIDA Screener, and WIDA MODEL.

3. Any student who achieves a score on the English language proficiency assessment that is lower than the eligibility cut off score in listening, speaking, reading and writing established by the Department of Education shall be identified as ML and shall be entitled to a program of instruction for MLs.

After identification screening has been completed, districts must share information with the parent/guardian regarding the student's proficiency level and program options and offer an opportunity to opt-out of MLP services. This parent/guardian notification (PN) must be in an understandable and uniform format and provided in a language that the parent/guardian understands (ESEA Section 1112(g)(1)(B)(2)).

If an eligible student was not identified during the ML identification process or if a parent did not accurately report the child's native or home language, all teachers and administers will receive training on how to complete the Carolus Online Academy's Child Find Questionnaire. The ML Lead Teacher will review each referral and investigate student and family need for language support services.

First Record of ML Services

ESEA Section 3121(a)(6) requires that an LEA annually report the number and percentage of MLs who have not attained ELP within five years. In this field, the date of the first MLP services on record should be recorded. This includes evidence of MLP services from other districts in South Carolina or other states for transfer students. This data is often difficult to retrieve, but the data should be as accurate as possible. This field is critical for ensuring that LEAs monitor the amount of time it takes an ML to obtain proficiency in English and adjust programmatic components to support the needs of MLs.

The 'First Record of MLP Services' field is in PowerSchool on the MLP page and in the 'MLP Program Service Delivery Models (PSDMs)' table. This date should be completed for all MLs by the 45 day count deadline of the 2022-23 school year. Continue to enter this information for all newly enrolled students. This field must be completed for all MLs except for students who have previously met the proficiency criteria (M1-M4, 8) unless brought back into the MLP. If a student has this information entered and is reclassified as an M1, there is no need to delete data from PowerSchool.

This field replaces the MLP Service Years (formally known as ESOL/ELLI Codes) needed for federal reporting and does not get initialized each year, meaning it remains in PowerSchool and does not need to be entered each year. If at any point evidence surfaces which indicates a date of MLP services earlier than the one entered, the field may be edited to reflect the new Information.

Annual Parent Notification of Services

The Parent Notification Letter is used to notify parents of students that have been identified as EL and their student's placement in a language instruction program***. The parent notification letter is sent each year to all ML students' parents***. The letter must be provided to the parent no later than 30 days from the beginning of the school year, or within 2 weeks of enrollment in the ML program. For any student that enrolls after the first 30 days of the school year, the school will have 10 days or 2 weeks to notify of EL program placement following the student's date of enrollment

The parental notification is drafted in South Carolina's program, Ellevation. The parental notification includes:

• The reason for identification of the child as an EL;

• The child's level of English language proficiency, how the level was assessed, and the status of the child's academic achievement;

• Methods of instruction used in the program in which the child is, or will be, participating, and the methods of instruction used in other available programs, including how the programs differ;

• How the program will meet the educational strengths and needs of the child and help the child achieve English language proficiency, and meet academic standards;

• Exit requirements for the program, expected rate of transition to a classroom not tailored for ML students, and expected rate of high school graduation;

• In the case of a child with a disability, how the program meets the annual goals in the child's individualized education program (IEP); and

• Information regarding parents' right to withdraw the child from a program upon their request, and to decline enrollment or choose another program or method of instruction, if available.

(ESEA 1112(e)(3)(A))

Parents' Right to Refuse Services

The Parent Notice must include information regarding the parents' right to withdraw the child from the ML Program. The school will ensure the parent understands the program and their decision, as well as the required participation of the student in the annual proficiency assessment and classification of the student as an ML until exit criteria is met. Parents do not have the right to refuse the screening or placement of the student, only the programming or services. Students must adhere to identification, reporting, and assessment requirements.

Services and Programs of Instruction for MLs

Programs of instruction for MLs shall include formal instruction in English language development; and instruction in academic subjects which is designed to provide MLs with access to the regular curriculum. In selecting a program(s), the school shall choose programs that are research based and that have been demonstrated to be effective in the education of MLs.

1. Programs shall be implemented consistent with the goal of prompt acquisition of full English proficiency. Programs shall include instruction in academic subjects which is equivalent in scope to the instruction that is provided to students who are not limited in English proficiency.

2. Instruction shall be delivered by individuals who meet Department of Education licensure and certification requirements and who are trained in the delivery of instruction to MLs.

3. The student's parent, guardian or Relative Caregiver has a right to refuse placement of their child (ren) in either the Bilingual or the ML program and also has the right to withdraw an identified student from either program. Parents, guardians or Relative Caregivers of eligible students who refuse placement of their student in either program or withdraw students from either program shall do so in writing.

Individualized Language Acquisition Plan (ILAP)

The ILAP is a legally binding document with the same importance as an IEP or a 504 plan. The Supreme Court case Lau v. Nichols (1974) and subsequent legislation from the Equal Education Opportunity Act (1974) obligate school districts to provide MLs with meaningful and equal access to the curriculum. ILAPs contain pertinent information about each ML and the specific accommodations to meet their needs. All teachers that serve the student must follow the specifications outlined in the ILAP.

MLs with an English proficiency level of '1.0-6.0' or 'A1-A3,' whether served or waived, must have an ILAP on file reviewed and signed by each teacher serving the student. If an ML does not need accommodations to succeed in their classes, either an ILAP or other form of documentation must be signed by all teachers to acknowledge the student is an ML, but no accommodations are needed at the time.

The plan will address the students' accommodations in all classes to ensure their success and continued English language development. The ILAP should be created in conjunction with the MLPT, which includes members directly involved with the student's education (e.g., MLPS/teacher, parent/guardian, general education teacher, guidance counselor, administrator, and the student).

Although the MLPS/teacher is the case manager for the student and will create the ILAP, the accommodation plan should not be determined solely by the MLPS/teacher but rather by the

MLPT. Once the MLPT determines the proper accommodations, the ILAP is finalized, and each member of the MLPT, as well as any educator/stakeholder involved in providing accommodations to the student, must sign the ILAP. By signing the ILAP, all teachers are responsible for accommodating the student's work on a level they can comprehend.

Accommodations must be considered carefully for each student for instructional and assessment purposes. Specific accommodations are allowable for district and state assessments. If allowable per the Test Administrator Manual (TAM), an accommodation listed on an ML's ILAP should also be applicable for the district and state assessment.

Students who have been reclassified to monitor status (M1-M4) after meeting the proficiency criteria on the annual ELP assessment may receive accommodations for continued language support as needed. However, upon further consideration and after a thorough review of ESEA Section 3113(b)(2), MLs who have met proficiency and are in monitored status (M1-M4) should not receive accommodations on content assessments. Therefore, students who have met proficiency (M1-M4) will not receive state assessment accommodations and ILAPs should reflect this guidance.

Progress Monitoring

Monitoring is necessary while students are in the MLP program and required after they have met the proficiency criteria. To maintain compliance with monitoring, make sure that documentation is on file for each student (M1-M4). Comprehensive and comparable data on all students is needed to evaluate students' success in obtaining an effective and appropriate education. This data allows comparisons to be made between MLs and their native English-speaking peers in core content classes. To maintain statewide compliance with monitoring, the Title III program office, in collaboration with district-level stakeholders, created a universal Reclassification Monitoring form, Form RM: Monitoring Form for M1-M4. Monitoring M1-M4 students is a requirement, and districts may utilize this form or a district-created monitoring form.
The Formal Monitoring Form documents quarterly progress monitoring on each ML student's progress. The following are recommended items from Office of Civil Rights to include on the monitoring form:

- The individual responsible for monitoring (**ML Coordinator is responsible**)
- How often the student is monitored (**after BOY, MOY, EOY benchmark assessments)**
- Items that will be monitored (test scores, grades, state/local assessments, teacher feedback, etc.) (**District assessments**)
- Method or criteria used to measure the student has been successful

Students whose parents have refused services should continue to be monitored and any concerns addressed with the parents.

Student who have met exit criteria will continue to be monitored for a period of 4 years.

State Assessments and Accommodations

Multilingual Learners will participate in the State required Achievement Assessments. If a student receiving ML services needs accommodations to access their education at the same level as their same age and grade peers, it must be noted on the ILAP. Accommodations needed for state assessments must follow these guidelines:

- ML students are eligible to receive accommodations on state assessments; however, in order to do so, the accommodation must be marked on the student's ILAP
- Only state-approved accommodations can be used with ML students on state assessments

English Language Proficiency Assessment

ACCESS for ELLs is administered annually to all MLs coded a '1.0-6.0 or 'A1-A3' proficiency level. Students coded as 'AW' should be screened to complete the identification process before administering ACCESS for ELLs. ACCESS for ELLs is a standards-based, criterion-referenced ELP test designed to measure MLs' social and academic language proficiency and progress towards proficiency in English. It assesses social and instructional English and the language associated with language arts, mathematics, science, and social studies within the school context and across the four language domains of speaking, listening, reading, and writing. ACCESS for ELLs meets the Title I mandate in the ESSA that requires states to evaluate all MLs in grades kindergarten through twelfth grade on their progress towards English proficiency.

This assessment is given every spring, following South Carolina's testing windows.

Any student who achieves a score on the annual English language proficiency assessment that is higher than the eligibility cut off score in listening, speaking, reading and writing established by the Department of Education shall be identified to determine if they should be transitioned to a fully English proficient student and placed in a regular classroom.

Reclassification and Program Exit Criteria

Carolus Online Academy will provide services to ML students until they are proficient enough in English to participate meaningfully in the regular education program. The school will determine whether or not a student requires ML service based on a variety of measures. If the combined evidence suggests that an ML no longer needs direct service, the student may be exited from direct ML service. Exit and Reclassification is based on the following criteria:

- Any student who achieves a score on the annual English language proficiency assessment that is higher than the eligibility cut off score in listening, speaking, reading and writing established by the Department of Education shall be identified to determine if they should be transitioned to a fully English proficient student and exited from services

- The student no longer needs English language development services or an ILAP, including but not limited to specific interventions based on the four domains (reading, writing, speaking and listening) based on multiple indicators including:
    - The current proficiency criteria in South Carolina state that MLs must have scored a 4.4 or higher Overall PL AND a 4.0 or higher PL in all four domains: Listening, Speaking, Reading, and Writing on ACCESS for ELLs. In addition, these students are monitored for an additional four (4) years before being considered fully proficient.
- The student now has full access to the mainstream curriculum with or without the use of universal tools (Assistive technology) available to all students.
- The student will be monitored during their four years being reclassified to ensure they are keeping up with their mainstream peers through quarterly review of classroom, test and overall academic performance. This monitoring will be over a 4 year time period and tracked through the state reporting system.

Annually parents will be notified of the exit and reclassification criteria for ML students.

Retention of ML Students

Retention of an ML student **should not** be based solely upon their level of English language proficiency. Prior to considering retention of an ML student, the following points will be addressed in an ILAP meeting comprised of the student's teacher(s), ML staff member(s), administrator(s), and the student's parents/guardians. Documentation and results of the ILAP meeting must be kept in the student's cumulative folder.

- The ILAP committee should consider the length of time a student has been enrolled in the school corporation in order to determine whether retention is an appropriate choice**.**

- The student's parent(s)/guardian(s) should be contacted when a student is not performing at grade level. All communication should be documented and in the parent(s)/guardian(s) native language. Documentation may include phone calls, progress reports, report cards, sample work, etc.

- Every ML student is required to have an ILAP or localized form for documenting modifications and adaptations. Teachers are required to have copies of ILAPs for any student that they teach, and all modifications and adaptations must be followed. It is important to ensure that the ILAP has been fully implemented and documentation has been provided for any changes or updates made to the ILAP. The ILAP is a fluid document that should be re-visited and updated as new data becomes available but not less than once per school year.

- An ML student should be receiving English language development throughout the school day via push-in, pull-out, or an ML course specifically designed to support language development.

- There must be a collection of multiple data points showing that an ML student is consistently failing to meet grade level expectations on screening and progress monitoring instruments. Retention decisions for ML students should not be based on one specific piece of data.

English Learners with Disabilities

IDEA requires each school to ensure that a free appropriate public education (FAPE) is made available to all eligible children with disabilities residing in the State in mandatory age ranges, beginning at age 3 and possibly lasting to a child's 22nd birthday, depending on State law or practice (34 CFR §§300.101-300.102). These entities also must ensure that the IDEA's rights and protections are extended to eligible children and their parents (34 CFR §§300.100 and 300.201). IDEA requires that all students with disabilities be included in all general State assessment programs, including assessments described under section 1111 of the ESEA, with appropriate accommodations and alternate assessments, if necessary, as indicated in their respective IEPs (section 612(a)(16)(A) of the IDEA, 34 CFR §300.160(a), and section 1111(b) of the ESEA).[1]

Both Titles I and III of the ESEA require schools to annually assess the English proficiency of all MLs in the State enrolled in public schools in grades kindergarten through twelve in the domains of speaking, listening, reading, and writing (sections 1111(b)(7) and 1123(b)(3)(D) of the ESEA). Accordingly, as part of a general State assessment program, all MLs with disabilities must participate in the annual State ELP assessment with or without appropriate accommodations or by taking an alternate assessment, if necessary, consistent with their IEPs. MLs with disabilities may be served under a 504 Plan; these procedures are applicable for MLs with a 504 Plan as well.

MLs with disabilities can participate in the annual State ML assessment in the following ways, as determined by their respective IEP and/or 504 Teams:

a) in the regular State ELP assessment without accommodations (in the same way as MLs without disabilities take the assessment);

b) in the regular State ELP assessment through the use of one or more appropriate accommodations as indicated in the student's IEP and approved by state guidelines; or

c) in an alternate assessment aligned to State ELP standards, if the IEP Team determines that the student cannot participate in the regular State ELP assessment, with or without appropriate accommodations.

It is important that IEP Team and/or 504 Team for a student identified as an ML with disabilities include persons with expertise in second language acquisition and other professionals, such as speech-language pathologists, who understand how to differentiate between limited English proficiency and a disability. The participation of these individuals on the IEP Team is essential in order to develop appropriate

academic and functional goals for the child and provide specially designed instruction and the necessary related services to meet these goals.

A student identified as ML and has a disability will receive both English Language support services as outlined on the English Learner Plan and special education services as determined by the IEP Team and/or 504 Team and plan.

ML Student File Maintenance

Every student identified as ML must have a file maintained and stored in a confidential and locked location. The following items must be located within this file. Carolus Online Academy is a virtual school and all of the following documents are housed electronically in school programs and/or in Ellevation.

- Home Language Survey (retained for all students)
- Placement and Annual Assessment results
- Copy of the most recent ILAP
- Progress monitoring assessment or documentation
- If the parent refuses services, a copy of the document indicating such
- Copy of all parent letters or communication that are timed stamped with the date of mailing

Translation and Interpreting Services

Schools must provide translation services for communicating required information to parents with limited English proficiency at no cost to the parent. School districts must ensure that LEP parents have adequate notice of and meaningful access to information about all school district or SEA programs, services, and activities. Carolus Online Academy uses an online interpreter through Bromberg and Associates to provide translation and interpreting support.

A school team will collaborate annually with the teachers and other administrative staff, as necessary, to identify vital written documents that need to be translated into the language of each frequently-encountered LEP parent group eligible to be served and/or likely to be affected by the school's program or activities, as well as other languages as necessary. The school will need to work with their local department of education to determine what "frequently-encountered" means within their specific state.

Notification of Language Assistance Services

Schools must notify LEP parents and all school staff of the availability of free language assistance services with respect to information about school programs and activities (e.g., on-line/digital and "in person" or telephone-based orientation sessions, parent-teacher conferences, meetings with school staff, special education or other meetings about disability, learning coach activities, etc.). The notification(s) should include information about how to access the services and will identify a school contact person (e.g. ML Lead Teacher) who can assist LEP parents in accessing interpreter services or translated documents.

The notification of Language Assistance Services will be published in/on:

- the school's website;
- the student and parent handbooks;
- all school-wide or school-based newsletters or other general communications;
- general contact information in advertisements or other contacts relating to enrollment/admissions.

Annually school staff should be trained on the following items:

1. Notice of Language Assistance Services for Parents
2. Accessing an interpreter
3. Requesting document translation
4. Utilizing free online translation
5. Tracking Language Assistance Services
6. *Using family members/friends of LEP parents as interpreters/translators

In general, the use of family members and friends for the provision of language assistance is not acceptable. The use of such individuals may raise issues of confidentiality, privacy, or conflict of interest and that, in many circumstances, such persons are not competent to provide quality, accurate interpretations.

In addition, staff are strongly cautioned not to rely on family members and friends to provide LEP parents meaningful access to important programs and activities and that, even when LEP parents have voluntarily chosen to provide their own interpreter or translator, the school may still need, depending upon the circumstances of the encounter, to provide its own interpreter or translator to ensure accurate interpretation or translation of critical information. This is especially true for, but not limited to, situations where the competency of the LEP parents' chosen interpreter is not established and/or when identified LEP parents do not request translation but a translator is deemed necessary to convey information.

Additionally, the use of minor children raises particular concerns about competency, quality, and accuracy of interpretations and that it is never advisable to use such children to convey information about their own education and/or complex information.

Identification of Limited English Proficient (LEP) Families

Schools must make every effort to identify LEP parents who may need language assistance. Identification can occur through the home language survey response, enrollment portal questions, welcome phone calls, and other school events. Schools must provide communication when requested by a LEP family in a language they understand. A parent does not have to be of limited English proficiency in speaking, reading, writing, and comprehending English in order to be considered LEP; rather, a parent need be limited in only one of these areas. The school will accept the parent's assertion that he or she needs language assistance without requiring corroboration.

Tracking LEP families

The school will maintain a current list of LEP parents identified as needing language assistance services, as well as the type of language assistance services they need and a log of the language assistance services provided to them that includes date of service, type of service (e.g., translation or interpreter services for special education, disciplinary proceedings), and service provider (including name, position, and qualifications).

The ML Lead will maintain the Family Language field in PowerSchool for this purpose and will ensure that all relevant staff are aware of the location and purpose of the field.

Annual Training of Staff

Training of staff will occur annually. Specific topics may vary based on the school's needs and annual program evaluation. Annual topics will include: all staff training on supporting ML students in a virtual setting, annual assessment administration, process for providing translated materials or interpreters and identification of ML students.

Annual Program Evaluation

All LEAs shall prepare an annual evaluation of its ML program(s). This evaluation may be part of the district's annual evaluation process in compliance with the Consolidated Application.

Ongoing assessment will determine continued ML identification and movement from level to level within the ML program. MLs participate in statewide English language proficiency assessments, state assessments, and district achievement assessments as well as classroom assessments in English language development, reading, math, science and social studies.