



**CAREER  
ACADEMY**  
OF UTAH

POWERED BY STRIDE K12

# Career Academy of Utah English Learner Policies and Procedures

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## Purpose of English Learner Programs

Career Academy of Utah (CAU) will increase the English proficiency of English Learners (ELs) and support ELs 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 and Definitions

- English Learner (EL)
- English Language Learner (ELL)
- Limited English Proficient (LEP)
- English Language Development (ELD)
- English Secondary Language (ESL)
- *\*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 indicates otherwise:

**“Bilingual Service”** Bilingual services 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.

**“English Learner (EL) Programs”, “English as a Second Language (ESL) Programs”, and “Language Instruction Educational Programs (LIEP)”** means an instruction course — (A) in which an English learner is placed to develop and attain 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))

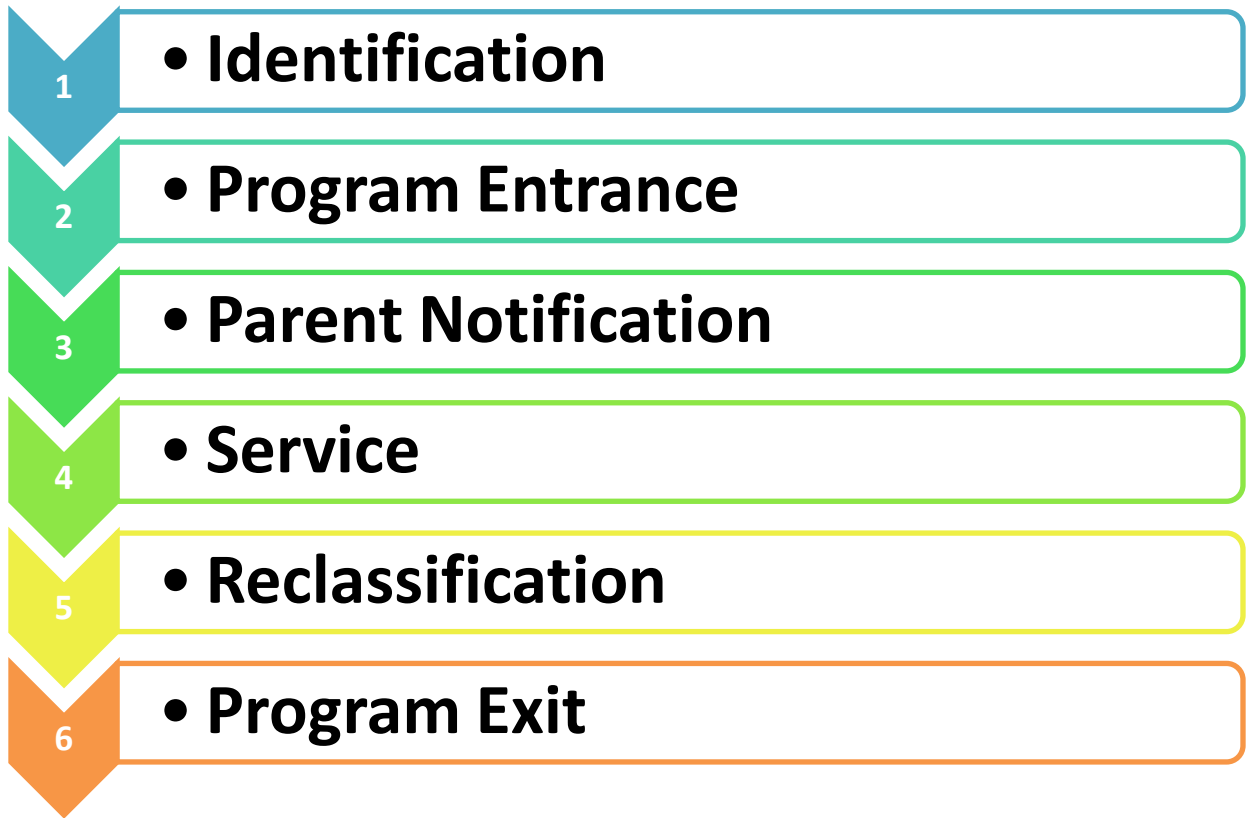
**“English Learners (ELs)”** English Learners are students with limited English proficiency (also referred to as (LEP) Limited English Proficient Students). ELs are individuals who, by reason of foreign birth or ancestry, speak a language other than English, and either comprehend, speak, read or write 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 EL Service Process

English Learner Programs include several components:



### Identification and Home Language Survey Collection

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 the enrollment paperwork translated or interpreted into their primary or preferred language. All CAU staff will be trained at the beginning of the year on indicators to identify any potential student that may qualify for EL, not previously identified, and who to contact in that situation. Additionally, school records will be requested for any student who was previously enrolled in a school within the United States and will be reviewed for EL indicators.

Those students with positive responses to any of the HLS questions will be referred to the EL point of contact who will then talk with the family to determine if services were previously received, the current language needs of the student, and review prior school records, including any previous EL 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 an appropriate English Learning Plan for EL students.

### **School Responsibilities:**

1. At registration, CAU 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.

### Home Language Survey Questions:

1. If the student was not born in the United States, what date was the student enrolled in a U.S. School?
2. Which language does your child most frequently speak at home?
3. Which language do adults in your home most frequently use when speaking with your child?
4. Which language(s) does your child currently understand or speak?
5. Does your family come from a refugee background?
6. What language do you prefer for school-to-home information?

While the school may ask a variety of questions on the HLS, only the answers to the questions above will determine if a student is to be assessed for EL services.

If the student indicates any response other than “English” on any of the original HLS questions, the student will be assessed for services.

## **Program Entrance and Placement Test Administration**

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 will 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 will administer the placement assessment within 2 weeks of student enrollment.

For those students who have attended another public school within the United States, their HLS and EL records will immediately be requested from their last school of attendance. Once obtained and prior to the first 30 days of the academic school year or if a student enrolls after the first 30 days with 2 weeks of

student enrollment, equivalent services will be provided immediately. Additionally, the annual parent notification will be mailed and the student's annual ELP for English Learners meeting will be held.

The following steps will be adhered to:

1. Any student new enrollee at CAU who 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 no later than thirty 30 school days or within 2 weeks of the student's 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. The assessment, the WIDA Screener, shall be validated for this purpose and is approved by the Department of Education for use statewide.
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 an EL and shall be entitled to a program of instruction for ELs. In addition, students qualify for EL services earn a score of 1-4.9 on the WIDA Screener for grades 1-12 or MODEL K-12 or a score of 1-28 on Kindergarten W-APT. Earn a score of 1-4.9 on WIDA Screener for grades 1-12 or MODEL K-12, or a score of 1-28 on Kindergarten W-APT. Earn a score of 1-4.9 on WIDA Screener for grades 1-12 or MODEL K-12, or a score of 1-28 on Kindergarten W-APT.

Frequently Asked Screener Questions:

1. Do LEAs have to screen students arriving from another WIDA state and have previous WIDA ACCESS scores? Yes, students need to be screened to qualify for EL services in Utah.
2. If a student lived in Utah, moved out of state, then returned to a Utah school, do they need to be screened? Yes, if it has been more than 2 years? No, if it has less than 2 years.
3. If a student arrives in Utah from another WIDA state and reached a 5.0 or higher on their ACCESS test, do they need to be screened? Yes, to ensure whether they do or do not require EL services in Utah.

Additionally, the decision to identify a student as an EL will be based on multiple measures including:

1. School BOY Assessment grades K and 1-12
2. RISE/Aspire EOY Assessment
3. Work Sampling • Grades • Homework and teacher/parent input

4. Information from any other special programs that the student is working with (Special Education, 504 Plan)

Once the placement is confirmed based on the English language proficiency assessment results, parents must be notified within 10 days of placement and given the opportunity to deny services.

If an eligible student was not identified during the EL identification process or if a parent did not accurately report the child's native or home language, all teachers and administrators will receive training on how to complete a General Education Referral. The EL Point of Contact (POC) will review each referral and investigate student and family need for language support services.

### **Documenting EL Services**

All new incoming students marked as EL will be contacted by the EL POC. Students will be screened and evaluated as necessary and records from previous schools will be obtained (student SCRAM records and previous score reports can also be accessed through Utah's Data Gateway). Students who qualify for EL services (see above) will be notified in the first 30 days of school or within the first 2 weeks of identification if the student required screening prior to placement. All documents are available in the student and family's native/home language.

When a student begins service, a start date for EL and/or bilingual service will be entered on the student's record. If the student begins receiving service but is withdrawn from services after parent notification (see below), the start date will be indicated as parent withdrawn with the date the school received written parent notification. A start date for ELs receiving EL and/or bilingual services must be documented annually. The start date is entered indicating when the student began to receive EL or bilingual services. The start date will be the first day upon which the student received instruction in an EL or bilingual program. It is not permissible to simply enter the first day of school if the student did not receive EL or bilingual services on the first day of school.

The school will utilize the Data Manager to verify all records for EL students and ensure that the nightly count is uploaded to Utah's eTranscript and UTREx. The Academic Administrator of Special Programs and the EL POC will ensure that all records are correctly marked in TotalView and that student information is documented.



## 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 EL 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 an EL 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. All documents are available in the student/parent's home language and can be translated if necessary. Parents can choose to opt-out of the services, however, the student will still be monitored throughout the year by the EL Teacher and given the WIDA ACCESS test in the spring of each school year.

The parental notification must include:

- 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 EL 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))

The school will ensure that all communication to a parent or parents of a child identified for participation in a language instruction educational program for limited English proficient children shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

The school must notify parents, in a language they can understand, within ten school days. For additional translation resources visit school resources or refer to the DOE for forms translated for school use.

## Parents' Right to Refuse Services

The Parent Notice must include information regarding the parents' right to withdraw the child from the EL 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 EL until exit criteria are 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 ELs

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

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

## English Learning Plans

Just like schools approach educating students with special needs, instruction of EL students will be specifically geared towards individual students and addressing their individual needs. English Learning Plans are utilized to identify additional supports and state-approved accommodations they need to achieve academic and language growth and success.

English Learning Plans (ELP) Components:

- The ELP is created by the student's EL and classroom teacher(s). The student's parents/guardians will be invited to the meeting.
- The ELP will be shared with the student to ensure the student understands what they are entitled
- All student WIDA score levels in all areas tested.

- Teachers and staff with educational contact must be given a copy of the ELP accommodations and strategies and are required to implement the ELP within their classrooms daily
- Parents must receive a copy of the ELP indicating support and services the student will be receiving. This may be sent in the same mailing with the parent notification of services.

## Progress Monitoring

Students receiving EL support will be monitored within the four domains quarterly through progress monitoring using a standardized benchmark assessment or curriculum-based measures (CBMs).

Benchmark assessments assist teachers in monitoring EL students' progress towards state standards and allow them to adjust curriculum and interventions to target student learning and ensure student academic growth. This quarterly progress monitoring will be recorded and maintained in each student's personal EL file, as well as shared with the student's respective families.

The Formal Monitoring Form documents quarterly progress monitoring on each EL student's progress.

The following are recommended items from the Office of Civil Rights to include on the monitoring form:

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

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

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

## State Assessments and Accommodations

English Learners will participate in the RISE/Aspire/ACT end-of-year assessment unless opted out by a parent according to Utah law. If a student receiving EL services needs accommodations to access their education at the same level as their same age and grade peers, it must be noted on the ELP.

Accommodations needed for state assessments must follow these guidelines:

- EL students are eligible to receive accommodations on state assessments; however, to do so, the accommodation must be marked on the student's ELP
- Only state-approved accommodations can be used with EL students on state assessments
- Refer to the Utah State Board of Education website for a yearly updated list of approved accommodations

### English Language Proficiency Assessment

Every student identified as an EL will be administered an English language proficiency assessment annually; the WIDA ACCESS test.

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

CAU will provide services to EL 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 EL service based on a variety of measures. If the combined evidence suggests that an EL no longer needs direct service, the student may be exited from direct EL service. Exit and Reclassification are 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 ELP, including but not limited to specific interventions based on the four domains (reading, writing, speaking, and listening) based on multiple indicators including
  1. WIDA ACCESS, grades K and 1-12
  2. RISE/Aspire/ACT
  3. Work Sampling • Grades • Homework and teacher/parent input
- 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 for 4 years before being reclassified to ensure they are keeping up with their mainstream peers through quarterly reviews of classroom, test, and overall academic performance. This monitoring will be over 4 years and tracked through the state reporting system.

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

## Retention of EL Students

Retention of an EL student **will not** be based solely upon their level of English language proficiency.

Before considering retention of an EL student, the following points will be addressed in an English Learning Plan (ELP) meeting comprised of the student's teacher(s), EL staff member(s), administrator(s), and the student's parents/guardians. Documentation and results of the ELP meeting will be kept in the student's cumulative folder.

- The ELP committee will consider the length of time a student has been enrolled in the school corporation to determine whether retention is an appropriate choice.
- The student's parent(s)/guardian(s) will be contacted when a student is not performing at grade level. All communication will be documented in the parent(s)/guardian(s) native language. Documentation may include phone calls, progress reports, report cards, sample work, etc.
- Every EL student is required to have an English Learning Plan (ELP) or localized form for documenting modifications and adaptations. Teachers are required to have copies of ELPs for any student that they teach, and all modifications and adaptations must be followed. It is important to ensure that the ELP has been fully implemented and documentation has been provided for any changes or updates made to the ELP. The ELP is a fluid document that will be re-visited and updated as new data becomes available but not less than once per school year.
- An EL student will be receiving English language development throughout the school day via push-in, pull-out, or an EL course specifically designed to support language development.
- There must be a collection of multiple data points showing that an EL student is consistently failing to meet grade-level expectations on screening and progress monitoring instruments. Retention decisions for EL students will 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 22<sup>nd</sup> 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).<sup>1</sup>

Both Titles I and III of the ESEA require schools to annually assess the English proficiency of all ELs 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 ELs 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.

ELs with disabilities can participate in the annual State EL assessment in the following ways, as determined by their respective IEP Teams:

- a) in the regular State ELP assessment without accommodations (in the same way as ELs 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 for a student identified as an EL 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 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 EL 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 plan.

ELs with 504 plans will receive support and services as outlined in their specific student plan in addition to English language support services noted in their EL Plan.

## EL Student File Maintenance

Every student identified as EL must have a file maintained and stored in a confidential and locked location. The following items must be located within this file:

- Home Language Survey (retained for all students)
- Placement and Annual Assessment results
- Copy of the most recent ELP
- Progress monitoring assessment or documentation (same interval as report cards)

- 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. CAU uses CLI (Certified Languages International) 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. CAU will reference the Utah State Board of Education website each year to determine what "frequently-encountered" means.

### **Notification of Language Assistance Services**

CAU will 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., online/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) will include information about how to access the services and will identify a school contact person (e.g., EL POC) who can assist LEP parents/staff in accessing interpreter services or translated documents.

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

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

Annually school staff will 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, the staff is 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 to be considered LEP; rather, a parent needs to be limited in only one of these areas. CAU will accept the parent's assertion that he or she needs language assistance without requiring corroboration.

### **Tracking LEP families**

CAU 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 the 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 EL POC will maintain the Participating Program "Non-English Speaking LG/LC" tag in TotalView for this purpose and will ensure that all relevant staff is aware of the location and purpose of the list.

CAU Staff who are likely to interact with an identified LEP parent will be contacted by the EL POC overseeing the master list to advise them of the parent's potential need for language assistance, the circumstances under which they may need assistance (e.g., setting up hardware and software, explaining the school's process, first and later contacts with teachers and other staff, parent-teacher conferences,



contacts and documents related to learning coach activities, disciplinary actions, disciplinary hearings, contacts and documents related to Individualized Education Programs (IEP) developed under the Individuals with Disabilities Education Act of 2004 (IDEA) or plans developed under Section 504 of the Rehabilitation Act of 1973 (Section 504), hearings, or documents relating to dis-enrollment), the type of language assistance they might need (e.g., translation services or interpreter services), and how they may timely obtain such assistance for the parent. All staff will be educated on how to obtain, promptly, appropriate, qualified translators or interpreters as needed.

## 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 EL students in a virtual setting, annual assessment administration, the process for providing translated materials or interpreters, and identification of EL students.

## Annual Program Evaluation

CAU Admin shall prepare an annual evaluation of its EL 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 EL identification and movement from level to level within the EL program. ELs 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.

### **Data and Information Required by the Department of Education**

CAU shall enter such data and information concerning ELs as instructed by the Department of Education and as otherwise required annually.