

Insight PA Cyber
Charter School
English Learner
Manual: Policies
and Procedures

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Purpose of English Learner Programs

ISPA will increase 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:

- English Learner (EL)
- Limited English Proficient (LEP)
- English Language Development (ELD)
- English Secondary Language (ESL)
- English Learning Plan (ELP)
- Basic Educational Circular (BEC)

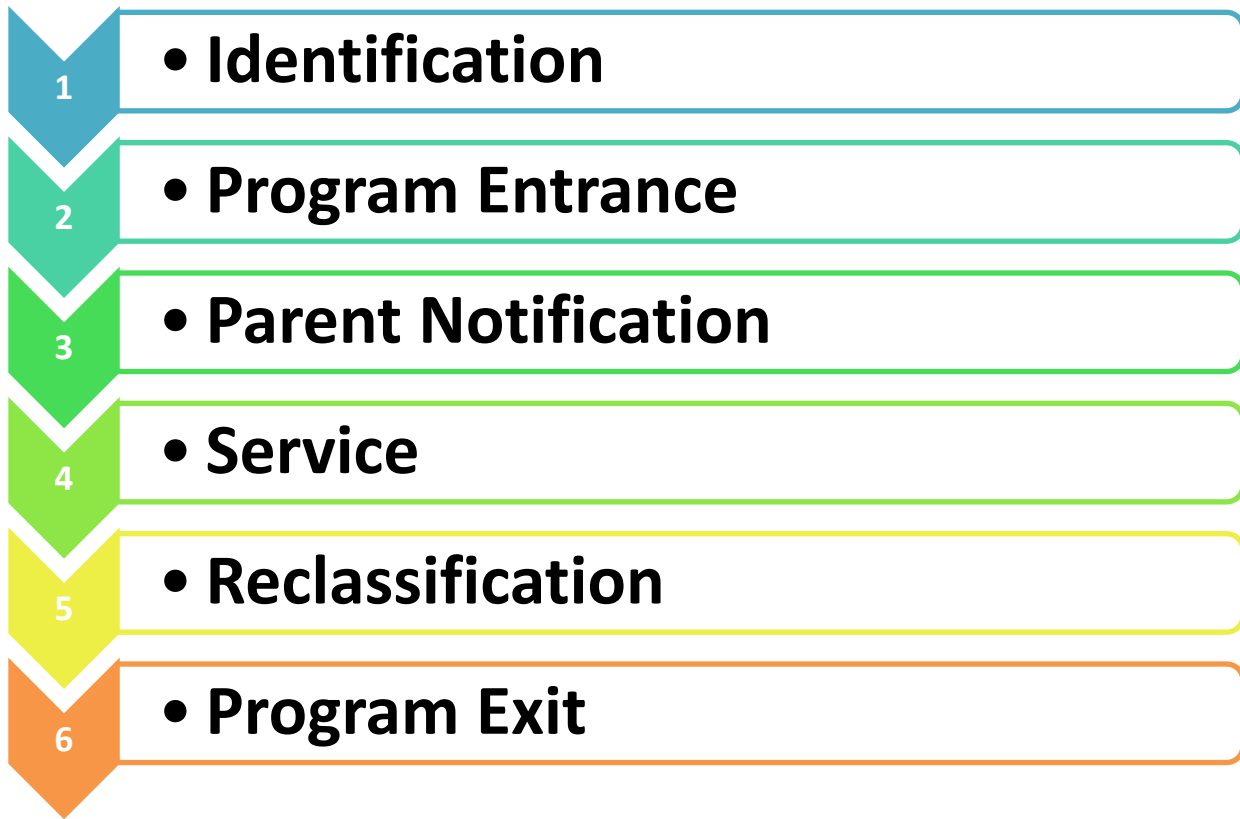
Definitions

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.
- **“English Learner (EL) 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 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.

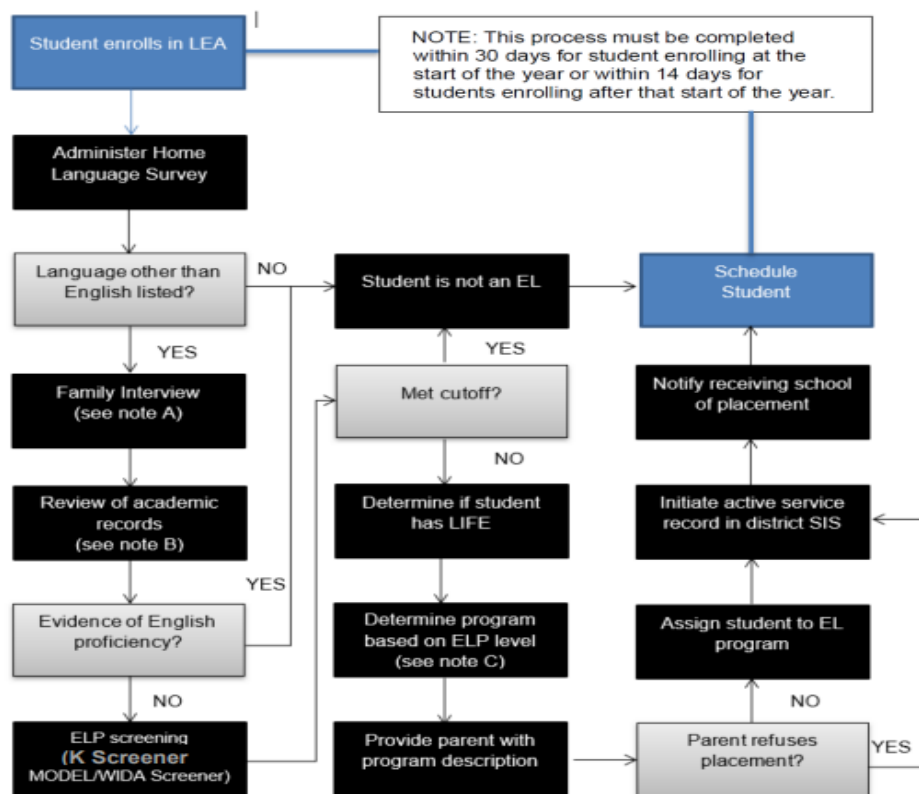
During the enrollment process all families will answer a series of online questions as a first effort of Child Find including the Home Language Survey (HLS) questions. This is the first and primary effort to collect required native/primary language information about the student and/or family. Parents either enrolling online or calling to enroll their child(ren) will be given the option to have to have the enrollment paperwork translated or interpreted into their primary or preferred language. These same questions will be verbally asked again by a placement counselor of the parent/legal guardian. Finally, these same questions will be asked after approved enrollment by the general education teacher. All parties asking these questions will be provided professional development on EL indicators and their obligation in routing positive responses to the appropriate EL 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 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 complete the PDE English Learner Identification Procedure for Grades K-12. This 13 step procedure includes review of the Home Language Survey, a family interview, review of academic records, consideration of an IEP, administration of WIDA product (KW-APT, K-Model, WIDA Screener-online or paper, or WIDA Model), optional screening in the student’s home language (when available and necessary), Consideration of SLIFE status, Determination of the most appropriate LIEP, Program Placement, Parent Notification of Program Placement (and acceptance or refusal of service), Initiate an active service record in SIS (and code accordingly for recordkeeping), and schedule student based on program and ELP.

Appendix B

English Learner (EL) Identification Procedure Flowchart



Home Language Survey Questions:

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

Those questions are:

1. What is the native language of the student?
2. What language(s) is most often spoken by the student?
3. What language(s) is most often spoken by the student in the home?
4. Pennsylvania Department of Education Home Language Survey

HOME LANGUAGE SURVEY

ALL newly registering students regardless of race, nationality, or language origin MUST complete this form. Federal law requires that all Local Education Agencies (LEAs) utilize a non-biased procedure for identifying which students are potential English Learners (ELs) in order to provide appropriate language instruction educational programs and services. Given this responsibility, LEAs have the right to ask for the information contained on this and other forms associated with the identification process.

Student Information (Parents/Guardians should complete this section):

Child's first name: _____

Child's family name: _____

Child's Date of Birth: _____
(Month/Day/Year)

Questions for Parents or Guardians

1. Is a language other than English spoken in the child's home? No Yes (language) _____
2. Does your child communicate in a language other than English? No Yes (language) _____
3. What is the language that your child first learned to speak? _____

Parent/Guardian Signature: _____ Date: _____

Interpreter Provided No Yes

If the student indicates any response other than "English" on any of the original HLS questions, the student should 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 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 within 14 days of student enrollment.

For those students who have attended another public school within the United States, their HLS and EL records should 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 within 14 days of student enrollment, equivalent services should be provided immediately. Additionally, the annual parent notification should be sent.

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. If a student enrolls after the first 30 days, then the school should administer the placement assessment within 14 days of student enrollment.
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 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.

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

Grade Level	Screener	Criteria for identification as an EL
Kindergarten	KW-APT	Raw score for oral language of 19 or lower OR Between 20-24 inclusive AND reading ≤ 6 OR writing score ≤ 4 <i>See kindergarten identification and placement process flowchart in Appendix B</i>
Kindergarten	K MODEL	<i>1st semester K: Assess all 4 domains</i> Oral language composite below 5.0 (<i>Use literacy scores for instructional plans</i>) <i>2nd semester K: Assess all 4 domains</i> Overall composite proficiency level below 5.0 AND Literacy Composite below 4.2
1 st semester 1 st grade	K MODEL	Assess all 4 domains Overall composite proficiency level below 5.0
1-12	WIDA Screener	Overall composite proficiency level below 5.0
1-12	MODEL Screener	Overall composite proficiency level below 5.0

1. WIDA Screener Placement Test, grades K and 1-12
2. Work Sampling • Grades • Homework and teacher/parent input

Once placement is confirmed based on the English language proficiency assessment results, parents must be informed within 30 days of the beginning of the school year or 14 calendar days within the school year of their child's EL identified status in the parents' preferred language and given the opportunity to refuse services. Identified ELs who do refuse service will still take the annual WIDA ACCESS test until they attain language proficiency to formally exit the ELD program.

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 the General Education Referral Sample in Appendix A. The EL Lead Teacher will review each referral and investigate student and family need for language support services as defined by the process on the General Education Referral Form.

**Refer to Appendix A for General Education Referral Form*

Documenting EL Services

When a student begins service, the start date for ELD service should be added to the following:

- PowerSchool
- Smart Sheets (uploaded: Screener, Parent Notice, Parent Refusal, EL Identification, additional documents for student)
- TV Action
- TV for Teachers
- Email grade band ESL teachers
- Email Operations managers to add EL to appropriate ESL classes

If the student begins receiving service but is withdrawn from services after parent notification (see below), the start date should be indicated as parent withdrawn with the date the school received written parent notification. A start date for ELs receiving ELD services must be documented annually. A start date is entered indicating when the student began to receive EL services. The start date should 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 ELD services the first day of school.

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 14 days of enrollment in an EL program. For any student that enrolls after the first 30 days of the school year, the school will have 14 days to notify of EL program placement following the student's date of enrollment.

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.

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 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 ELs

Programs of instruction for ELs shall include formal instruction in English language development; and instruction in academic subjects which is designed to provide ELs 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 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 Pennsylvania 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 placement of their child (ren) in the ELD program and has the right to withdraw an identified student from the 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.

English Learning Plans

Just like schools approach educating students with special needs, instruction of EL students should 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 ESL case manager in conjunction with the school's EL supervisor.
- The ELP should be shared with the student and their family to ensure the student understands to what they are entitled.
- All current EL students must have an English Learning Plan or an ELP.
- 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 classroom daily.
- Parents must receive a copy of the ELP indicating supports and services the student will be receiving. This may be sent in the same mailing with the parent notification of services.

*Refer to Appendix D for a Student English Language Plan

Progress Monitoring of Active ELs

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 student's 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 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 should 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 2 years.

* Refer to Appendices E & F for Caseload Tracking and Progress Monitoring Forms

State Assessments and Accommodations

English Learners will participate in the PSSA (or PASA). 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 Pennsylvania Department of Education and note in the ELP.

English Language Proficiency Assessment

Pennsylvania uses the WIDA Screener for Kindergarten, WIDA MODEL, and Kindergarten W-APT (authorized only through December 2021) to identify English Learners (ELs) in kindergarten and the WIDA Screener or WIDA MODEL (for Grades 1-12) to identify ELs in grades 1-12. ACCESS for ELLs is given to all ELs during the annual testing window, which typically lasts from January through mid-February.

<https://wida.wisc.edu/memberships/consortium/pa>

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 in Pennsylvania shall be identified to determine if they should be

reclassified and transitioned to a fully English proficient student and placed in a regular classroom.

Reclassification and Program Exit Criteria

Insight PA Cyber Charter School 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 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 is based on the following criteria:

- State required reclassification criteria Districts must employ uniform procedures in accordance with state requirements for reclassifying English learners (ELs) as former ELs (FELs) when they attain proficiency. This document outlines the procedure and rules for doing so. An EL must demonstrate the ability to access challenging academic content and interact with other students and teachers both academically and socially in an English language setting to be considered for reclassification. Evidence of this ability is demonstrated by the student on the annual English language proficiency assessment, ACCESS for ELLs®, and gathered by teachers using standardized language use inventories (Appendix A). Using the following system, the ACCESS for ELLs® and the language use inventory together produce a single score. If that score exceeds the state-defined threshold, then the student is eligible to be reclassified.
- See Appendix D for a sample reclassification cover sheet. Districts are free to develop their own form of documenting the reclassification decision for ELs, but it must, at a minimum, include the information contained on the sample form.
- 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 2 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 2-year period and tracked through the state reporting system, PIMS.

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

*Refer to Appendix G for Exit Notification.

Retention of EL Students

An EL may not be retained in a grade based solely on his/her lack of English proficiency. LEAs must provide evidence that all appropriate modifications and accommodations to instruction and assessment aligned to the student's English language proficiency to allow the EL meaningful access to the general curriculum as well as to promote second language learning were implemented and documented over time prior to considering grade retention.

PA BEC

Prior to 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 must be kept in the student's cumulative folder.

- The ELP committee should 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) 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 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 ELP's 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 should be re-visited and updated as new data becomes available but not less than once per school year.
- An EL student should 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 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 21st birthday, depending on State law or (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 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 WIDA ACCESS for ELLs assessment or the WIDA Alternate ACCESS for ELLs in the following ways, as determined by their respective IEP Teams:

- a) in the regular State ELP assessment with accommodations (in the same way as ELs without disabilities take the assessment);
- b) in the regular State ELP assessment using 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.

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

*Refer to Appendix H for a File Checklist Sample.

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. School uses Alboum Translation Services as well as ELD PA Portal to provide translation and interpreting support. Additionally, Pennsylvania also provides a Translation Library for the school districts and school throughout Pennsylvania through ELDPortalPA.org. There are templates available for EL Specific Education, General Education, Signs, and Special Education.

The ELD Department 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.

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., virtual 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., ELD Supervisor or ESL Teacher) who can assist LEP parents in accessing interpreter services or translated documents.

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

- ISPA’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. Avoid the use of 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 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 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, and service provider (including name, position, and qualifications).

The ELD Supervisor will maintain this list in the internal document storage system for this purpose and will ensure that all relevant staff is aware of the location and purpose of the list.

Members who are likely to interact with an identified LEP parent should be contacted by the identified staff member 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 the means by which they may timely obtain such assistance for the parent. All staff should be educated on how to obtain, in a timely manner, 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, process for providing translated materials or interpreters and identification of EL students. Refer to Appendix I for the complete training calendar and timeline.

*Refer to Appendix I for the Professional Development Calendar

Annual Program Evaluation

All LEAs shall prepare an annual evaluation of its EL program. This evaluation may be part of the school'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.

*Refer to Appendix J for Annual Program Evaluation

Data and Information Required by the Pennsylvania Department of Education

Insight PA Cyber Charter School shall enter such data and information concerning ELs as instructed by the Pennsylvania Department of Education and as otherwise required annually.

English Language Development Department

Name	Title	Email
Jamiee Rowson Varsalone	ELD Supervisor	jvarsalone@insightpa.org
Sherry McBride	EL Eligibility Coordinator	Shmcbride@insightpa.org
Renee Jacobs	K-2 ESL Teacher	rjacobs@insightpa.org
Melissa Stanton	3-5 ESL Teacher	mstanton@insightpa.org
Martine Allegro Woods	6-8 ESL Teacher	mallegrowoods@insightpa.org
Kaitlyn Finnerty	9-12 ESL Teacher	kfinnerty@insightpa.org
Christine Sciulli	9-12 ESL Teacher	csciulli@insightpa.org
Amanda Rogan	9-12 ESL Teacher	arogan@insightpa.org