



YOUNG SCHOLARS CHARTER SCHOOL

**LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM
(LIEP) POLICY**

I. Purpose of LIEP Policy

- a. In accordance with Young Scholars Charter School (Young Scholars) purpose, to provide a quality educational program for all students enrolled and to increase the English language proficiency of students who are English Learners (ELs), Young Scholars shall provide an effective Language Instruction Educational Program (LIEP) in accordance with applicable federal and state laws and regulations that meets the needs of ELs. Specifically, the primary objective of the LIEP is to support students in demonstrating success in English language proficiency and student academic achievement, so ELs they can achieve academic success.

II. Definition of the LIEP Program

- a. Pursuant to 22 PA. Code §4.26, Young Scholars must provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards under § 4.12 (relating to academic standards). Programs under this section shall include appropriate bilingual-bicultural or English as a second language (ESL) instruction.
- b. For the purposes of the LIEP, the term "program" refers to:
 - i. Planned English language development instruction by a qualified ESL/Bilingual Education teacher, and
 - ii. Adaptations/modifications in the delivery of content instruction and assessments by all teachers based on students' language proficiency levels and the Pennsylvania English Language Development Standards (PA ELDS) Framework for ELs as well as the Pennsylvania academic standards.

III. LIEP Implementation

- a. The Board of Trustees (the Board) or designee(s) selected by the Board shall implement and supervise an English Language Development (ELD) Program that meets the legal requirements for program compliance. Should the Board select designee(s), said designees and their contact information should be publicly identified on the Young Scholars website.

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- b. The Board or Designee(s) shall develop and disseminate written procedures regarding the ELD program, which shall include the following:
 - i. Program goals;
 - ii. Student enrollment procedures (i.e., Home Language Survey);
 - iii. Assessment procedures for program entrance, measuring progress in gaining English proficiency, and program exiting;
 - iv. Accommodations for ELs in the classroom;
 - v. Grading policies; and
 - vi. Resources, including support agencies and interpreters.
- c. ELD Programs and services to students attending private schools shall be provided only if, and only to the extent, required by law.

IV. Procedural Requirements of the Language Instruction Educational Program (IEP)

- a. ELs shall be identified, assessed and provided appropriate instruction in accordance with the LIEP, and shall be provided an equitable opportunity to achieve their maximum potential in educational programs and extracurricular activities, consistent with federal and state laws and regulations and program requirements for English Language Development (ELD) program funding.
- b. The LIEP will be based on effective research-based theory, implemented with sufficient resources and appropriately trained staff, and shall meet the following requirements:
 - i. Aligned to state academic content standards for the appropriate grade levels of ELs;
 - ii. Include ELD instruction delivered by properly certified English as a Second Language (ESL) teachers, and other certified content area teachers working in conjunction with ESL certified teachers;
 - iii. Incorporate the use of state assessments and ELD criteria;
 - iv. Provide equitable access to content for ELs at all proficiency levels; and
 - v. Provide equitable access to enrollment in courses or academic programs for which ELs are otherwise eligible.
- c. Effectiveness- The LIEP will be evaluated for effectiveness based on student outcomes at least annually, in accordance with law, and the results documented in accordance with state and federal laws and regulations, and state guidelines. Young Scholars' LIEP and evaluation results will be made available to Young Scholars staff working with ELs and parents/guardians of ELs.
- d. Regardless of how the Board and/or designee(s) chooses to organize the Young Scholars LIEP program, the Department requires that it be identified by one of six categories:
 - i. Mixed Class Bilingual
 - ii. EL Bilingual
 - iii. EL-Specific Transitional Instruction
 - iv. Mixed Classes with Native Language Support
 - v. EL Specific English Only Instruction

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vi. Mixed Classes with English Only Support

V. Substantive Requirements of Language Instruction Educational Program (LIEP)

a. Identification, Placement, and Grading of ELs

- i. To identify potential EL students, the Home Language Survey shall be provided to each student and completed upon enrollment, and shall be maintained as part of the student's education records. (See Attached-Home Language Survey).
- ii. In accordance with the LIEP, ELs shall be appropriately placed within the first thirty (30) days of the school year or within fourteen (14) days of enrollment.
- iii. The same grading system applied to all other students for core content areas must be applied to ELs.
 1. Should any variation in grading be deemed necessary for an EL, the educator/staff member requesting the variation must submit a written request to the Board or designee(s) indicating the grading variation requested and the reason the variation is necessary.
- iv. A student's designation as an EL and any ELD instruction information will not be included on a student's transcript unless the information is part of a course title, code, or approved grading variation.

b. Program Access

- i. ELs shall have equitable access to and be encouraged to participate in all academic and extracurricular activities available to all Young Scholars students.
- ii. The LIEP must not limit the enrollment of ELs in any course or academic program for which they would otherwise be eligible.

c. Assessment

- i. Annual Progress Assessments
 1. Young Scholars shall annually administer required assessments to ELs to measure students' English Language proficiency and progress in reading, writing, speaking and listening/understanding.
 2. Results of the annual assessment(s) shall be maintained in the student's education records. Parents/Guardians may not opt students out of English language proficiency assessments.
- ii. Annual State and Locally Required Assessments
 1. ELs shall participate in all annual state or locally required assessments, with accommodations where applicable, and meet established academic standards and graduation requirements, in accordance with law, regulations and Young Scholars' Policy.

d. Retention of Students

- i. General
 1. ELs will not be retained in a grade based solely on their lack of English proficiency.
- ii. Retention Consideration

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1. Prior to considering retention, Young Scholars will implement and document appropriate modifications and accommodations to instruction and assessment aligned to the student's English language proficiency over time, to ensure the EL is provided meaningful access to the general curriculum and academic standards, as well as attainment of English language proficiency.
- e. LIEP Graduation/Exit
- i. Young Scholars shall include uniform provisions in the LIEP, in accordance with state required criteria, for:
 1. Reclassifying ELs as former ELs when they attain English language proficiency;
 2. Actively monitoring and reporting the progress of former ELs for a period of two (2) years following reclassification and program exit, and reporting students to the state in a monitor status for an additional two (2) years, to ensure students are meeting academic standards; and
 3. Re-designating former ELs as active ELs if they struggle academically based on persistent language barriers.
 - ii. All ELs participate in the annual (yearly) World-Class Instructional Design and Assessment ("WIDA") ACCESS for ELs 2.0 assessment. This assessment identifies English proficiency in reading, writing, speaking, and listening.
 1. Should a student qualify to exit the program based upon the ACCESS for ELs 2.0 assessment or based on other guidelines set forth by the Pennsylvania Department of Education, an exit form will be completed and signed by the ELD Coordinator. The ESL teacher will communicate the exiting decision to parents/guardians in writing.
- f. LIEP Staff Qualifications and Professional Development
- i. Certified employees and appropriate support staff, when necessary, shall provide the LIEP.
 - ii. Young Scholars shall ensure that all teachers providing ELD instruction hold the appropriate certification and can demonstrate academic language proficiency in English.
 - iii. Non-ESL staff shall incorporate ELD into all classes for ELs, as well as provide supports, modifications, and accommodations for curricular content to enable ELs to achieve academic standards.
 1. All non-ESL staff should be provided a summary of necessary supports, modifications, and accommodations for each EL.
 2. Each school year, Young Scholars shall provide an appropriate training in ELD for all professional staff as part of the Professional Development Plan.
- g. Special Education and Gifted Education Services

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- i. ELs may be eligible for special education services when they have been identified as a student with a disability and it is determined that the disability is not solely due to lack of instruction or proficiency in the English language.
 - ii. ELs may be eligible for gifted education services, when identified in accordance with law, regulations and Board Policy. Young Scholars shall ensure that assessment of a student for gifted education services screens for intervening factors, such as English language proficiency, that may be masking gifted abilities.
 - iii. Students participating in ELD instruction who are eligible for special education services shall continue receiving ELD instruction, in accordance with their Individualized Education Program (IEP) or Gifted Individualized Education Plan (GIEP), at the appropriate proficiency and developmental level.
- h. Parent/Family Engagement and Communication
 - i. Communications with parents/guardians shall be in the mode and language of communication preferred by the parents/guardians.
 - 1. Should a communication or document be transmitted in English to the family of an EL, the document shall be provided to the family in their preferred language of communication.
 - ii. If interpreters or translators are required, Young Scholars will ensure the translators are able to understand and express specialized terms or concepts used in the communication in both languages. Young Scholars will also ensure that interpreters have received training on the ethics of interpretation and confidentiality of student and family information, in accordance with applicable laws, regulation, and Board Policy.
 - iii. Within thirty (30) days of the beginning of each school year, or within fourteen (14) days of enrollment during the school year, the Young Scholars shall notify parents/guardians of students identified as ELs about the process for identifying their children as an EL, the results of that process, and the recommended program placement.
 - iv. Young Scholars shall also provide parents/guardians with detailed information regarding the LIEP, the benefits of ELD instruction for their children, an explanation of the program's effectiveness, criteria for program exit or reclassification, and notification of the right to refuse services for their child, along with a copy of the parental waiver form.
 - v. Parents/Guardians shall be regularly, at least once per marking period or semester, apprised of their child's progress, including achievement of academic standards and assessment results.
 - vi. Young Scholars shall notify parents/guardians of students in ELD programs within thirty (30) days, or within fourteen (14) days of enrollment, if Young

Scholars fails to meet annual measurable performance objectives, as required by law.

vii. Young Scholars shall maintain an effective means of outreach to encourage parental involvement in the education of their children.

i. Parental Right to opt Out of ELD Programs and Services

i. Young Scholars shall make a parental waiver form available for parents/guardians to opt their EL out of ELD programs and services.

ii. Parents/Guardians of ELs have the right to refuse specialized programs and services that may be part of the LIEP for their child. (See Attached Parental Waiver Form). When a parent/guardian declines such participation, Young Scholars will ensure that the student has an equal opportunity to have his or her English language and academic needs met in another way.

iii. A parent's/guardian's decision to refuse programs or services must be informed and voluntary; Young Scholars shall not influence a parent's/guardian's decision in any way, or make any program or placement determinations without parental notification and an opportunity to opt the student out of programs and services.

iv. Young Scholars document all notifications made to parents/guardians regarding assessment and recommended placements and programs for ELs, and whether or not a parental waiver form is received. When a waiver form is not received from the parent/guardian, Young Scholars shall proceed with the recommended placement.

v. ELs who have a parental waiver for ELD programs and services shall be assessed on English language proficiency annually, and shall be provided with supports and accommodations to participate in general curricular and extracurricular programs, in order to meet academic standards and graduation requirements.

vi. Parents/Guardians of ELs who have been opted out of ELD programs and services shall be notified of their child's progress, including achievement of academic standards and assessment results, and shall be provided with the opportunity and a form to opt their child back into ELD programs and services.