



Capital Area School for the Arts
Charter School

**Language Instruction Educational Program
for English Learners
(LIEP)**

Board Approved 7/24/2023

The Language Instruction Educational Program (LIEP)

22 PA. Code §4.26

Every school shall 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.

ELs must have equitable access to academic content for all courses in which they are enrolled. Regardless of the program model(s) employed, the LIEP must, at a minimum:

- be aligned to state academic content standards for the appropriate grade level of the ELs;
- include ELD instruction delivered by properly certified teachers who hold an ESL program specialist certificate or who are working in conjunction with ESL certified teachers;
- incorporate the use of the PA ELDS;
- provide equitable access to content for ELs at all language proficiency levels by providing research-based bilingual or sheltered instruction with fidelity; and
- not limit the enrollment of ELs in any course or academic program for which they would otherwise be eligible.

The foregoing minimum requirements must be incorporated into the entirety of the student's daily instructional time.

This document describes how Capital Area School for the Arts Charter School (CASA) meets these requirements.

Section 1.

School Overview

Capital Area School for the Arts Charter School is comprised of one high school building (9th-12th grade) with instructional spaces within the Strawberry Square Complex located at 150 Strawberry Square in Harrisburg, PA

EL Distribution

Distribution of students qualifying for ELD services; current, reclassified and parent refusal currently enrolled in Capital Area School for the Arts Charter School.

Description	# of Students	% EL Population	Notes
Current ELs	0	0%	

Section 2.

Capital Area School for the Arts Charter School ELD Educational Approach and Program Goals

Educational Approach

Capital Area School for the Arts Charter School programs for students who qualify for English Language Development. This service is based on individual students' needs and strengths. Upon enrollment of a student requiring ELD services, a qualified educator (IU contractor) will conduct a screener to determine the extent of need and will program with ELD professionals, in order to provide either push-in, pull-out, collaborative teaching or explicit direct instruction.

<https://www.education.pa.gov/Teachers%20-%20Administrators/Curriculum/English%20As%20A%20Second%20Language/Pages/ELDProgram.aspx>

Program Goals

The goal of the Capital Area School for the Arts ELD Program is to provide, by any means necessary, instruction in English Language skills in order to produce positive student outcomes for those students whose English is not their first language or those students who meet eligibility requirements and struggle to acquire the English Language Skills necessary for school and career.

The goal of CASA's LIEP is for ELs to meet or exceed their individual language proficiency growth trajectory as established annually by the Pennsylvania Department of Education. Information about the specific goals can be found in the PA State ESSA Plan, pages 13-16:

<http://www.education.pa.gov/K-12/ESSA/Pages/Consolidated-State-Plan.aspx>

Capital Area School for the Arts Charter School uses several resources to progress monitor ELs in language acquisition. These measures are used for all levels of language proficiency and may vary based upon the language domain being assessed.

WIDA ACCESS for ELs 2.0

WIDA MODEL

WIDA Speaking Rubric

WIDA Writing Rubric

Data reports from digital learning resources

Assessments that accompany our language acquisition textbooks

Section 3.

Identification of Potential EL Students

The following process is used by Capital Area School for the Arts Charter School to ensure compliance with PDE's approved ELD standards for students identified as English learners.

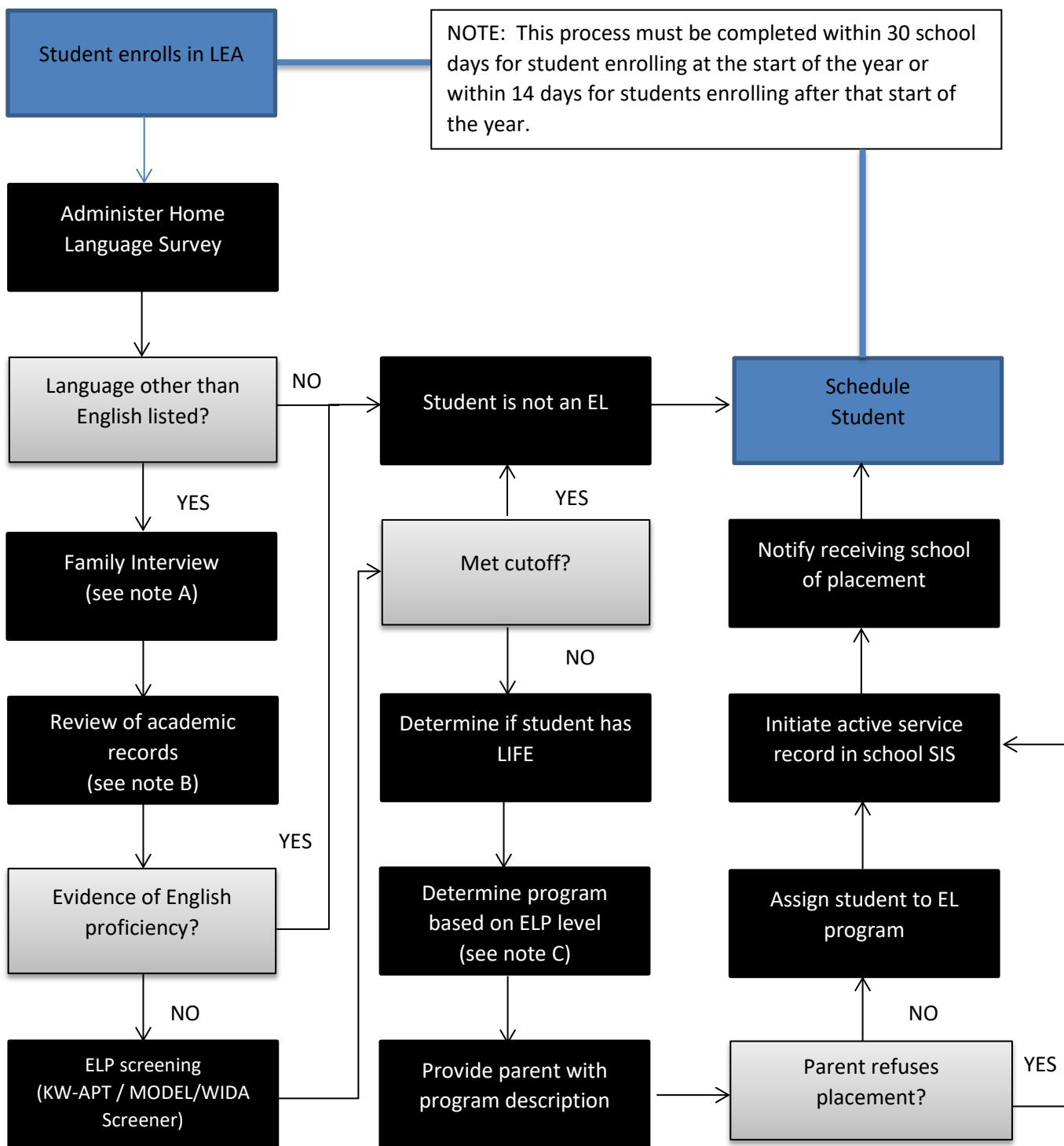
PHLOTE (primary home language other than English) are identified through the Home Language Survey (HLS) during the registration process. All newly enrolled students complete a HLS. If any of the questions indicate a language other than English, then the screening process to determine eligibility for participation in the ELD program begins. A family interview will be held (using an interpreter if needed), then an examination of previous school records is conducted to gather language information about the student. If the evidence continues to indicate a primary and preferred language other than English, the student is given the appropriate language proficiency assessment (WIDA Screener or MODEL). If the student's assessment score meets the PDE established criteria, then he/she is placed in the ELD program.

Screening procedures, parent contact and appropriate student placement will be completed within the first 30 days of school at the beginning of the school year and within two weeks if enrollment occurs during the school year. Special circumstances (interpretation needs, mobility issues, etc.) are addressed in collaboration with school and CAIU personnel.

Capital Area School for the Arts Charter School follows the identification guidance provided by PDE.

This information can be found <https://www.education.pa.gov/Teachers%20-%20Administrators/Curriculum/English%20As%20A%20Second%20Language/Pages/Identificati-on-Placement-Exit.aspx#.Vbt7YmXD-Uk>

English Learner (EL) Identification Procedure Flowchart



Section 4.

Program of Service for English Learners

ELD Services at Capital Area School for the Arts Charter School may include push in, pull-out, collaborative teaching, or explicit direct instruction in each, any, or all of the four domains of language development: **Listening/Speaking/Reading/Writing**. These domains represent the developmental sequence across language proficiency levels and grade level clusters.

- ELs receive a full schedule of core content and participate fully in all elective course offerings.
- ELs are afforded choices in their elective course offerings. Counselors review schedules with students to ensure that appropriate courses are in place.
- Parents have the option to refuse ELD services for their student. This must be an informed and voluntary decision by the parent. The services being refused include: pull-out classes for ELD instruction, ELD tutoring either during or after the school day or other supplemental resources designed only for English learners. This does not include a class composed of ELs and non-ELs where ELD is supported through content instruction.

Capital Area School for the Arts Charter School will:

- Inform parents 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 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.
- Describe in sufficient detail to the parents the ELD program recommended for their child and the advantages to their child in terms of English language acquisition and academic success.
- Inform parents of their right to decline ELD programs or services in whole or in part, and supply the parents with the state required ENGLISH LANGUAGE DEVELOPMENT PROGRAM Parental Waiver Form.
- Ensure that parents do not opt their children out of any ELD programs or services based on schedule conflicts with other programs (such as special education programs); insufficient space in the available ELD programs; or insufficient offerings within the ELD program.
- Annually test opt-out ELs with the state required WIDA ACCESS for ELs 2.0 test until the student attains English proficiency by meeting the state exit criteria and is reclassified non-EL status.
- Maintain the student's EL status on all reporting even though the student's parents declined services.
- Provide ELD instruction within the general education content area instruction to meet the needs of the opt-out EL students.
- Notify parents if their child is struggling in general education classes and recommend the ELD program and services again.
- Present the ELD Program Inclusion Form to parents who wish to opt their child back into the school's ELD programs and services.

The details of this are included in the guidance document provided by PDE and can be found here:

<https://www.education.pa.gov/Teachers%20-%20Administrators/Curriculum/English%20As%20A%20Second%20Language/Pages/Guidance-for-Parent-Right-to-Refuse-the-LIEP.aspx>

English Language Development Instruction:

School	Grade Level(s)	Person Responsible	Program Resource(s)	Description
0 Elementary School	K-5th	ESL certified teacher and paraprofessional		ELs are pulled out for 30 minutes of language acquisition instruction. OR ESL teacher pushes in to provide language instruction during core content instruction.
0 Middle School	6 th - 8 th	ESL certified teacher	Edge Series Grammar	ELD class period within the master schedule (elective credit).
1 High School	9 th – 12 th	ESL certified teacher subcontracted from CAIU	Edge Series Grammar	ELD class period with the master schedule (elective credit).

Grading of ELs:

ELs must be graded using the same grading system as all other students. The ESL and regular education teacher should collaboratively determine grades for each EL. Content area instruction is aligned to the standards with modification/accommodations provided to match the language proficiency of the EL. These should be noted in a students’ cumulative folder. For ELD courses or instructional periods taught by a licensed ESL teacher in an all-EL setting, any grading system that meaningfully conveys information about progress and/or achievement may be used.

EL parents are notified annually of their student’s progress in language proficiency by means of the Parent Notification letter sent before the end of September.

Section 5.

Staffing and Resources

The Capital Area School for the Arts administrative team includes a professional with a Reading Specialist and Special Education certification who oversees this process to ensure fidelity and compliance with the standards for an effective ELD program including instruction for students who are developing proficiency in English.

ELD Program Staff

The ELD Program Staff includes subcontractors from the Capital Area Intermediate Unit. ESL teachers are certified as per the Pennsylvania state guidelines.

Resources

Professional Development:

School staff will participate in trainings for the specific purpose of supporting ELD students.

Interpretation and Translation:

Capital Area School for the Arts Charter School will utilize Language Line to provide oral interpretation as necessary. We also provide in-person interpreters for parent conferences and IEP meetings, when necessary.

CASA will utilize TransACT, the repository of translated standardized documents, to provide written communications in the preferred language of our ELD families.

EL Program Resources:

Student resources may vary per the instructional level of the student and the domain of need (**Listening/Speaking/Reading/Writing**) but may include decoding/encoding skills using the Wilson Reading System – a systematic multi-sensory program of phonological skills as well as Read Naturally – a reading fluency and comprehension program. Additional resources may be suggested and acquired through the school’s partnership with the Capital Area Intermediate Unit and private ELD consultants.

Resource Review:

CASA's team will conduct an annual review to determine the adequacy and success of the program services. Questions to guide the review include:

Adequacy:

- Are personnel resources adequate to provide instructional services?
- Are material resources adequate to provide instructional services?

Appropriateness:

- Do current instructional strategies and resources align with instructional goals?
- Do curriculum resources support instruction designed to meet the ELD Standards?

Success:

- What program data indicates progress toward language proficiency?
- What strengths or weaknesses are evident?
- What are the potential causes of program strengths or weaknesses?

Section 6.

Reclassification from ELD

Capital Area School for the Arts Charter School will follow the process established by PDE for reclassifying (exiting) ELs from ELD program placement. All English learners, including those whose parents have refused ELD services, will be assessed annually for language proficiency using the WIDA ACCESS for ELs. The score on this assessment, together with the scores on the completed rubrics will be used to determine eligibility for reclassification (exit) from ELD program placement.

Reclassification Process:

-The reclassification process begins in the spring when ELs who are projected to meet the ACCESS 2.0 criteria are identified. At this time grade level/content teacher who will complete the Language Use Inventory are identified and trained. Following the training these teachers, together with the ELD teacher, will monitor the identified ELs noting their written and spoken language performance. In May the content/grade level teachers and the ELD teachers will complete the Language Use Inventories for all of the ELs who are projected to meet the ACCESS 2.0 criteria.

-When the ACCESS 2.0 scores are released, the projected list of ELs will be compared to the list of ELs whose score meets the PDE criteria. Language Use Inventories for any EL meeting PDE criteria who was not on the projected list will be completed. The ACCESS 2.0 score together with the score on the Language Use Inventory will be recorded and tabulated. If the total

number of points meets or exceeds the PDE criteria, then the EL can be recommended for reclassification.

-All EL parents are notified annually of their student's progress and/or their reclassification as a current English learner by means of the Parent Notification letter sent before the end of September.

-The district PIMS coordinator is informed of reclassification, so the student is correctly coded.

-Reclassified ELs are actively monitored for academic success by the ELD teacher for two years. Students identified as not succeeding in core content classes during the period of monitoring are included in school specific interventions. If these interventions are not successful and the reason for the struggle is determined to be a lack of language support, the student can be reassigned as a current EL.

-These details of reclassification follow the PDE guidance that can be found here: are in the PDE guidance document found here:

<https://www.education.pa.gov/Teachers%20-%20Administrators/Curriculum/English%20As%20A%20Second%20Language/Pages/Reclassification-and-Exit-Criteria.aspx>