

**DESCRIPTION OF WHITE PINE CHARTER SCHOOL'S
EDUCATIONAL PROGRAM AND GOALS**

White Pine Charter School plans to create an educational setting that is optimal to prepare our children for the future work place. The future work place requires in-depth knowledge of technologies, environmental understanding, and foreign language. In addition to these skills, our children also need to learn teamwork, cooperation, and problem solving.

White Pine Charter School will differ from existing district programs in its:

- a. Extended academic day
- b. Study of a second language
- c. Required Homework
- d. Written and signed disciplinary policy
- e. Required dress code

To assure a differentiated academic program a team approach, allowing teachers to teach from their strengths, may be used. Teachers from the 1st through 8th grades may specialize in subject areas. This allows the teachers to focus on teaching as well as exposing students to different teaching personalities. Time will be scheduled to provide teachers with time to collaborate and participate in professional development to assure team success.

The surrounding area of Idaho Falls will provide the school with strong support. There will be numerous opportunities for community involvement in the school, increasing opportunities for field learning, service projects, and internships. In this setting, the school intends for each student to obtain a sense of community and neighborhood that will provide a lifelong sense of belonging and confidence.

The curriculum of White Pine Charter School will contain both traditional academic subjects and an additional language that make the Charter unique. The Idaho State Department of Education's standards serve as benchmarks. The Core Knowledge curriculum areas include reading, writing, math, science, and social studies. They are enhanced with a foreign language, art, music, health and physical education.

White Pine Charter School's core values are reflected in its philosophy and mission statement. It is highly important for students to be challenged, to be taught as individuals, and to learn in a safe, educational environment that allows them to learn about today's world and equips them with the tools to reshape and improve the world of tomorrow.

White Pine Charter School intends to meet the goal of producing students who possess the academic and personal habits and attitudes desired of an educated citizen in the 21st century. Goal attainment will be assessed by ongoing student testing and staff professional development. The receiving teacher will have intimate knowledge of curriculum and the strengths and weakness of the students. The school will know if it accomplishes its goals by the continuing success rate of its students and by their scores on standardized tests.

The educational program of White Pine Charter School is described by the Thoroughness Standards (Idaho Code 33-1612)

White Pine Charter School will fulfill the thoroughness standards identified in Idaho Code. It has been established that a thorough system of public schools in Idaho is one in which the following standards are met:

Standard a. A safe environment conducive to learning is provided.

Goal: Maintain a positive and safe teaching and learning climate. Every employee and student has the right to attend a school that encourages positive and productive learning, provides a safe and orderly environment, and promotes respect for everyone.

Objectives: White Pine Charter School will:

- Provide a written disciplinary policy to every student, parent, faculty and staff member. The above mentioned individuals will be required to sign a contract that will state they have received a copy of the policy and have reviewed the content. Parents of younger children will be asked to review the policy with the child and sign the contract.
- Develop a staff/student handbook to provide rules and guidelines for physical safety. These guidelines will include, but not be limited to the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities.
- Provide a facility and adopt policies that satisfy all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools, and is inspected as required to ensure the safety of students and staff.
- Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.
- Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.

Standard b. Educators are empowered to maintain classroom discipline.

Goal: Create a positive teaching and learning environment with an emphasis on high expectations of behavior and performance.

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- Develop a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the classroom setting.
- Teach appropriate behaviors and foster responsible decision-making skills.
- Establish and maintain consistent rules aligned throughout the school.

Standard c. The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work is emphasized.

Goal: Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program.

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- Emphasize the importance of adults modeling important values at school.
- Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff.
- Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.

Standard d. The skills necessary to communicate effectively are taught.

Goal: Teach students a range of effective communication skills appropriate for the 21st century.

Objectives: White Pine Charter School will:

- Emphasize meaningful language experience in reading, writing, and spelling, enhanced by dramatization and memorization.
- Provide a technology supported environment that enhances communication.
- Provide instruction in a foreign language. Knowledge of a second language is essential in many occupations and post-secondary degrees. In addition, knowledge of a second language boosts English proficiency, improves memory and self-discipline, and enhances verbal and problem-solving skills.

Standard e. A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.

Goal: Develop an educated citizenry for the 21st century through a dynamic, interactive academic program where pacing is driven by student capabilities rather than textbooks. Students must be well grounded in the basics such as reading writing, mathematics, science, and social studies.

Objectives: White Pine Charter School will:

- Use the Idaho State Department of Education Standards
- Enhance curriculum by unifying themes and other creative methods.
- Use a variety of methods to ensure student learning, including the Core Knowledge Curriculum; teaching of math through direct instruction, math manipulative, timed tests, and hands-on experimentation for science learning; and emphasis on community service in social studies.
- Student, parent, and educator together develop a Personalized Learning Goal for each student considering the student's strengths and weaknesses. The faster learner is continuously presented with new challenges. The slower learner benefits from extra adult help, multiple methods, and multiple environments.
- Emphasize environmental responsibility and an understanding of the relationships between the manmade and the natural environment.
- Field trips and career development opportunities will be used, as needed.

Standard f. The skills necessary for the students to enter the workforce are taught.

Goal: Provide students with basic skills that prepare them for future employment using technological learning tools, scientific equipment, and networks linked to local and nationwide resources. These tools assist students in learning how to learn so that they become lifelong learners and are prepared to enter the workforce with a solid foundation of knowledge and skills.

Objectives: White Pine Charter School will:

- Provide a strong foundation in basic reading, writing, mathematics, science, social studies and technological skills.
- Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.
- Lead students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.

Standard g. The students are introduced to current technology.

Goal: Provide students with a technology-rich environment.

Objectives: White Pine Charter School will:

- Use interactive technology as tools in an integrated educational program rather than as primary instructional delivery systems.
- Emphasize the acquisition of basic computer skills as a supplementary medium of communication and research to complement other approaches.
- Use computers as tools for such activities as accessing research information, authoring, computation, record keeping and data storage, and communication.

Standard h. The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools, and communities is emphasized.

Goal: Provide students with the skills and understanding necessary to become responsible citizens in their respective jobs and communities of the 21st century.

Objectives: White Pine Charter School will:

- Provide on-going opportunities of community service.
- Encourage students to develop habits of responsible citizenship

White Pine Charter School will achieve the Thoroughness Standards through its basic curriculum and the unique aspects of the school. Instruction of the curriculum will be accomplished using an aligned proactive method. A combination of a strong emphasis on kindness and a reward system which honors children who are hard working, responsible, honest, and respectful creates an environment allowing students to maximize their learning potential. We will incorporate memorization and dramatization of classic poetry, quotations and other literary materials noted in the Core Knowledge Curriculum.

Multiple learning opportunities are afforded the White Pine Charter School students. Some are familiar, some are novel, but all strive to make learning relevant and purposeful and to actively engage the learner. Problem-solving groups apply knowledge they have acquired and practice new skills by tackling both real world problems and problems simulated to model the current work world.

White Pine Charter School's learning program is built on the belief that all children can learn. It recognizes that talent is individual and that children may excel in any or all the academic areas. All academic talent will be encouraged.

In keeping with White Pine Charter School's mission, we recognize that education is more than the assimilation of facts. Proficiency in a discipline means that the learner becomes a capable practitioner and has a sufficient foundation to pursue advanced study. The Charter School emphasizes both the acquisition and application of knowledge.

The staff at White Pine Charter School will model essential traits of good character and will ensure a safe, kind environment allowing students to acquire essential information and attitudes that will help them lead productive lives. The learning program supports White Pine Charter School's mission of developing lifelong learners. It is designed to stimulate the desire to learn, and is based on the belief that all learners possess an innate and unique creativity that can be developed given the appropriate environment. It allows for the joy of knowledge, self-statement, and the thrill of exploration. It is flexible to accommodate the individuality of learners and to evolve as White Pine Charter School learns and grows. White Pine Charter School ensures that children are not penalized for the rate at which they learn. The faster learner is continuously presented with new challenges, while the slower learner benefits from an academic improvement plan.

A. Instructional Methods

White Pine Charter School is distinguished by the multiplicity of ways in which it seeks to ensure student learning. Some of these are highlighted in the sections that follow. The Charter School uses uncommon means to achieve common ends. Through its multiple methods, all students are potentially successful and capable of fulfilling their individual potential. White Pine Charter School plans to use the specific methods mentioned earlier (see "Standard e" in Section III.B. Idaho Thoroughness Standards) and the following

instructional methods:

- a. The Core Knowledge Sequence presumes that an educated learner needs to know clearly defined skills and concepts that can best be learned in an organized sequential fashion. Traditionally, this approach has been predominately lecture-based. The Charter School plans to add innovative learning tools to increase the efficiency of this method and to provide the opportunity for drills, which are sometimes necessary.
- b. The Inquiry and Problem-Solving Method suggests that learning occurs when individuals think critically and solve problems. The predominant premise of this method is that it is important to know how to retrieve and use information, not just to have instant recall and possession of the information.
- c. The Individualized Learning Method attempts to personalize the learning process to the interests of the individual by allowing students to develop goals for self-study. The reasons for learning thus become intrinsic--one's own curiosity and personal applicability of the information learned.
- d. The Discussion Method encourages learning through sharing of information and concepts within a group, with the thinking process playing an important role. A discussion leader is prepared to recognize each learner's level of understanding and can respond at the level most helpful to the learner.

B. Curriculum

It is the intent of White Pine Charter School to remain aligned with the Common Core State Standards or other educational content standards adopted by the Idaho State Board of Education. The Core Knowledge curriculum will be mapped and a written outline will be completed establishing compliance with the Idaho Standards.

White Pine Charter School curriculum contains both traditional academic subjects and additional language areas that make the Charter unique. The Idaho State Department of Education's standards will be enhanced with unifying themes and other creative methods. The subjects that make up the curriculum are listed and briefly discussed below. Traditional core curriculum areas—reading, writing, math, science, history and social studies-- are strongly emphasized. They are enhanced with a second language, music, art, health, and physical education.

Language Arts (English and Foreign). The literature-based curriculum develops learners who are effective communicators, who love literature, and are lifelong readers and writers. Comprehensive skills, grammar, and vocabulary are integrated within the literature program. Dramatization and memorization of accelerated vocabulary is a motivational aspect of the language arts experience. Writing includes goal setting and self-assessment through a personal journal, book reports, research reports as well as creative and expository writing. Communication skills include speaking and writing, and expand into presentation skills, using modern technological tools. The Core Knowledge curriculum will be 50% of the language arts program.

Science and Health. The science curriculum is a multiyear sequence that emphasizes hands-on experimentation and functional knowledge of scientific phenomena. Science must take students beyond the factual approach of reading, reciting, drilling, and testing science to actually “doing” and “feeling.” This process approach lets students experience the excitement of science so they can better understand facts and concepts. Kindergarten through Grade 3 students will focus on the basic science process skills of observing, inferring, measuring, communicating, classifying, and predicting. Grades 4 through 8 students will add the integrated science process skills of identifying variables, constructing tables or data, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses, and designing investigations.

Mathematics. Kindergarten through Grade 8 students will master grade appropriate arithmetic processes of addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals, as well as the basics of algebra and geometry. Teachers will provide opportunities for concept and manipulative experiences that engage students in exploring, conjecturing, and thinking. Students will view and use math

as a tool for reasoning and problem solving in purposeful ways.

Social Studies. Kindergarten through Grade 8 will follow the Core Knowledge Curriculum and align with the Idaho State Achievement Standards. We will seek out ways for the students to discover and experience responsibilities and rights as members of our democratic community.

Environmental Education and Community Service. There will be a strong emphasis on community service in Grades 6 through 8 as students apply their understanding of and their contributions to the world around them. Learners will participate in hands-on projects intended to form an awareness of the ever changing diversity of our community.

Technology. Technology will be used to support a child's natural way of learning through individual and group discovery and seeking solutions to real-life challenges. White Pine Charter School will provide our learners with technology skills that prepare them for future employment.

C. Curriculum Development and Approval

Curriculum development will be an ongoing process directed by the Administrator with the approval of the Board of Directors. The curriculum will be implemented and evaluated through observations of teachers and students, with follow-up discussions with the Administrator to include written future goals.

It is the intent of the White Pine Charter School to remain aligned with the exiting standards of the Idaho State Department of Education as they are adopted.

D. Alignment of Curriculum and Textbooks

Curriculum alignment will be evaluated on an ongoing basis. The evaluation will be the responsibility of the Administrator and approved by the Board of Directors. On a yearly rotational basis, by curriculum, textbooks will be selected and chosen. Testing will acknowledge performance that the curriculum content and requirements have met the Common Core State Standards and/or other standards adopted by the Idaho State Board of Education.

A student that fails to meet the school standards and goals will be put on an academic improvement plan designed by the teacher and parent. The plan will be continually monitored for accountability by teacher, parent and student. The plan may include, but not be limited to, additional homework, adaptive curriculum procedures in the classroom, tutoring, and testing for specific learning problems.

DESCRIPTION OF AN “EDUCATED PERSON”
AND HOW LEARNING BEST OCCURS

Change will be a core characteristic of the 21st century. The future workforce will change jobs an average of eight times during their working lives and as knowledge continues to increase; information management, technology, and communication will become tools for success. Systems Theory reverses the historical tendency to view reality as a set of divided and static components in favor of dynamic and interconnected subsystems that are embedded within one another. Successful workers, therefore, will need to acquire systems thinking and possess excellent problem-solving skills. This nation will require a citizenry who have learned to learn, and who, more than ever before, have learned to work cooperatively. Not only will they need to have completed high school, but also for roughly three out of four new jobs, they will be required to have some education or retraining at an institution of higher learning.

White Pine Charter School will enhance the learning skills and academic building blocks that foster high achievement in academic and behavioral standards to encourage self-motivation and lifelong learning. Through use of the Core Knowledge Sequence for teaching language arts, and other innovative teaching methods and a written/contractual method of discipline, the school will work to ensure that each student reaches his or her capacity as a learner and retains the joy of accomplishment necessary to continue learning.

Core Philosophy

The philosophy of the White Pine Charter School is grounded in the belief that a highly challenging content in a safe environment creates the setting for accelerated learning White Pine Charter School’s philosophy is that learning occurs when:

- students are taught to be life-long learners
- students construct meaning
- students see the connection between what they learn and the real world
- students are actively engaged in purposeful tasks
- activities are integrated and meaningful
- students are allowed differentiated learning opportunities
- students are encouraged to explore and master learning skills
- students work individually and as members of a group
- students are encourage to apply their personal interest in classroom assignments
- students are expected and encouraged to learn
- students and faculty have time built into the schedule for consistent and continual collaboration on class assignments and educational program
- students dress to focus on the school objectives
- students are given assignments to seek understanding of others beliefs, opinions and cultures
- all students have advanced learning opportunities; and
- Students see themselves as part of the community and find ways to serve the community.

Students, parents, and teachers are committed to a safe learning environment where students can optimize their educational experience. White Pine Charter School creates a safe learning environment utilizing a small classroom size not to exceed 24 students, a written and signed disciplinary policy and character education.

White Pine Charter School believes that a solid foundation of learning is established in K-8 and from this foundation students can successfully expand their interests and knowledge into the high school years.

EDUCATION SERVICES

Students with disabilities who attend White Pine Charter School and their parents have all of the rights under the Individuals with Disabilities Education Improvement Act 2004 (IDEA 2004), Section 504 of the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA) as students who attend other public schools. White Pine School will not discriminate against any student on any basis prohibited by federal law.

White Pine Charter School will participate in all monitoring activities conducted by the State Department of Education. White Pine Charter School staff, administrator, and Board of Directors will apply policies and procedures contained in the Idaho Special Education Manual and establish practices and procedures for Special Education.

The White Pine Charter School (WPCS) will provide all special education services to students with disabilities who are enrolled in the school. If White Pine School is unable to provide the required services for a student they will contract with an outside agency to provide such services, i.e.: speech, occupational therapy, and psychological testing.

WPCS Responsibilities – The WPCS will adopt policies and procedures for the provision of special education services to students with disabilities. WPCS will employ and supervise appropriately certificated personnel to implement student IEPs. Personnel will participate in any training opportunities provided by the state regarding IDEA policies and procedures. In the case of an LEA, as all Commission-authorized charter school, federal funds flow directly to the charter LEA, not through the district.

White Pine Charter School will provide all special education services to eligible students enrolled and agrees to the following provisions required by the District-adopted Idaho Special Education Manual:

- a. *Nondiscriminatory enrollment procedures.* White Pine Charter School will not deny enrollment to a student with a disability solely because of that student's need for special education or related aids and services. Students with disabilities are required to follow the admission procedures as outlined in tab 7 of the charter petition.
- b. *Child Find activities and evaluations.* White Pine Charter School may partner with Bonneville Joint School District No. 93 Child Find activities and evaluations.
- c. *Develop, review and revise IEPs.* Charter School personnel will participate in the testing, review and revision of any IEPs. Such review and revision will be in accordance with adopted procedures described in the Idaho Special Education Manual.
- d. *Provide special education and related services identified on student IEPs using qualified personnel.* WPCS will provide special education and related services identified on enrolled student IEPs using qualified personnel. If White Pine personnel are not qualified or unable to deliver the specific required services White Pine will contract with a qualified provider.
- e. *Meet LRE requirements.* Based on the needs of the student as defined in the IEP either the White Pine Charter School special education teacher or contracted independent agency will provide special education and related services in the Least Restrictive Environment. . In many cases, the LRE will be specified as White Pine Charter School. In other cases, the LRE might be an alternative site, depending on the needs of each student.
- f. *Implement IDEA discipline procedures.* The discipline procedures adopted and defined by White Pine's Board Policy and the Idaho Special Education Manual, will be utilized in disciplinary matters for students with disabilities attending White Pine Charter School. These adopted policies and procedures referred to as the Code of Conduct will comply with the requirements of IDEA.

g. *Protect student and parent rights.* All protection of rights for both students and parents will be extended to eligible White Pine Charter School students and parents.

h. *Provide a professional development plan.* Based on the needs of the student population, White Pine Charter School will hire Special Education Faculty and staff. White Pine Charter School faculty and staff will attend state training and activities that are designed to meet the needs of students with disabilities who attend the Charter School.

i. *A plan for ensuring access.* In compliance with the Americans with Disabilities Act (ADA), White Pine Charter School ensures that its new facility and program, when viewed in its entirety, is readily accessible to and usable by individuals with disabilities. The Charter School ensures that the new construction planned for the facility will meet the standards specified in Title II of the ADA and Section 504 of the Rehabilitation Act.

j. *A Transportation plan.* White Pine will provide transportation for special education students who may, because of the nature of their disabilities, be entitled to specialized transportation as a related service. Transportation will be provided for special education only when indicated in the IEP.

k. *In the event of a formal complaint is made.* White Pine Charter School will notify the authorizing entity in the event that a formal complaint or due process hearing request is filed by or on behalf of a White Pine Charter School student.

Services for Gifted and Talented Students

Students having been identified through established school policies and current research-based procedures as being gifted and or talented in intellectual, specific academic, leadership, creativity, and/or visual/performing arts areas will be afforded increased learning and enrichment opportunities at White Pine Charter School. Such opportunities will include classroom differentiation strategies and any additional programs the Board of Directors, Administrator, and staff determine necessary to promote and lead students in the development of their “demonstrate or potential abilities that give evidence of their high-performing capabilities.”

Services for Limited English Proficient Students

A limited English proficient student is defined as an individual who has a native language other than English and comes from an environment where a language other than English is dominant; or is a Native American and comes from an environment where a language other than English has had a significant impact on such individual's level of English language proficiency; and who has difficulty speaking, reading, writing or understanding the English language whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language instruction is English.

The No Child Left Behind Act of 2001, title III: Language Instruction for limited English Proficient and Immigrant Students details the requirements for LEP programs and the way in which LEP students are to be instructed. Nothing under NCLB supersedes the Office of Civil Rights (OCR) regulations for instructing English language learners. The Idaho Consent Decree also details protocol for serving LEP students within Idaho.

White Pine Charter School will provide English language development services for eligible LEP students who enroll, and LEP designation may not be a factor in enrollment lottery procedures.

When White Pine Charter School enrolls LEP students they will assess the students for their level of language proficiency and place them in a program if services are needed.

White Pine Charter School must meet the requirements of NCLB, including but not limited to the following:

- * Identification of limited English proficiency through a Home Language Survey (HLS) given to all new students upon registration
- * Development of a LEP plan for meeting needs of LEP students
- * Submission of an annual LEP plan update to the state LEP program
- * Provision of notifications to parents, translated to the extent practicable
- * Provision of parental outreach opportunities
- * Provision of continuous program monitoring
- * Provisions of comprehensive professional development to all teachers and paraprofessionals that is applicable for serving LEP students
- * Provision of annual reports to the LEP program at the State Board of Education

Essential Educational Components of an LEP Program

White Pine Charter School's second language instruction will be integrated into the overall curriculum, be responsive to cultural differences, and maintain high learning and achievement standards.

White Pine Charter School will instruct all LEPs students in all content areas in a manner that will be comprehensible. Finally, all LEP students should receive specific English language development appropriate for linguistic abilities. This added instruction will help each student benefit from instruction in the classroom and simultaneously achieve appropriate academic levels.

Reporting Requirements

White Pine Charter School will collect LEP data annually for submission to the State LEP Program. This data emphasizes the requirements outlined in Title III of NCLB and includes, but is not limited to, the following:

- * Total number of students assessed as LEP with a language placement test
- * Total number of LEP students served
- * Progress in the English language made by students enrolled in the program
- * Progress in the academic content area made by students enrolled in the program
- * Types of language instruction educational programs implemented within the school
- * Total number of certified or licensed teachers working with language instruction educational programs. Number of paraprofessionals serving LEP students in a language development program
- * Number of students exited from the program each year and
- * Proposed changes, if any, for the subsequent year.

Accountability for Serving LEP Students

The State LEP Program uses a variety of methods to verify that LEAs are making every effort to develop and implement programs that will ensure access to an equitable education for all LEP students and meet requirements. White Pine Charter School will participate in the following types of data collection and monitoring devices:

- * School LEP Plan and annual updates
- * Educational Learning Plan for Limited English Proficient Students that are given classroom accommodations
- * On-site visits
- * LEP Program reviews

Language Proficiency Assessments

White Pine Charter School will administer the Idaho English Language Assessment to evaluate LEP students' oral, reading, and writing proficiency. The assessment provides information for student evaluation regarding growth and proficiency in the English language. The State Board of Education will provide the IELA annually every spring for LEAs to administer in order to measure the progress of the LEP students they are serving. An IELA placement assessment is a separate assessment provided by the State Board of Education and is used to determine placement into an LEP Program.

School and State Coordination

The administrator of White Pine Charter School will be the designated LEP director to coordinate the LEP Program with the State Board of Education.