



Language Instruction Educational Program Policy

Boys' Latin of Philadelphia ("Boys' Latin" or "the school") facilitates the development and attainment of English proficiency and academic achievement of students whose native or first language is not English through its Language Instruction Educational Program ("LIEP"). The Boys' Latin LIEP is based on sound theory and research, resourced appropriately, and effective.

Background:

State regulation, 22 Pa. Code §4.26, requires that every school district provides a program for students whose dominant language is not English for the purpose of facilitating the students' achievement of English proficiency and the academic standards under §4.12. It furthermore requires that programs – planned English language development ("ELD") instruction by a qualified English as a second language ("ESL")/Bilingual Education teacher and 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 English learners ("ELs") as well as the Pennsylvania academic standards – under this section include appropriate bilingual-bicultural or ESL instruction.

Screening, Identification, and Placement:

To ensure Boys' Latin meets the needs of ELs, the parents of all incoming students complete a Home Language Survey ("HLS") during the enrollment process. The school also reviews the files from students' previous schools to identify students currently identified as ELs.

Boys' Latin reviews the HLS for each student and, if it indicates a language other than English for any one question, the school conducts a family interview to determine if the student is potentially an EL, using an interpreter as necessary. If the HLS indicates a language other than English for all questions, the school conducts a review of student's academic records from previous schools for evidence that the student has sufficient English proficiency. If the student's academic records from previous schools are not available or the records do not contain reasonable evidence of English proficiency, the school screens the student for English proficiency using the WIDA screener (online or paper). If the student's scores meet the criteria for identification as an EL, then the school determines if the student has limited or interrupted formal education ("LIFE") as well as the most appropriate LIEP based on the student's English language proficiency.

Boys' Latin notifies parents in a timely manner and in the parents' preferred language of the process for identifying their students as ELs, the results of that process, and the recommended program placement. The school furthermore provides parents with a detailed description of its LIEP, its intended benefits for their students, and an explanation of its effectiveness. This process is completed within the first 30 days of school or within 14 days of enrollment if a student enrolls after the first day of school. Parent permission to identify students as ELs, including screening for English language proficiency, is not required. Boys' Latin notifies parents of all placement and program decisions to allow parents to exercise their right to refuse part or all of the separate, specialized LIEP. In the absence of a response from the parent, Boys' Latin proceeds with the recommended placement.

The original HLS and screening results are added to the student's file and copies are given to ESL and general education teachers who will work with the student.

The school trains employees on the screening, identification, and placement processes, including the Family Interview, annually. This training is held in June to ensure all involved parties are appropriately trained prior to the enrollment of new students in July.

Parental Rights and Opt-Out ELs:

The school informs parents of their right to refuse part or all of the separate, specialized LIEP – specialized services or classes provided only for ELs for example ELD pull-out classes, ESL tutoring, after-school English tutoring for ELs, or content classes consisting of only ELs – and supplies parents with the state-required *English Language Development Program Parental Waiver*. Parents may not refuse the placement of their student in a class composed of ELs and non-ELs in which ELD is supported through content instruction.

The school ensures that parents do not opt their students out of programs or services based on scheduling conflicts, insufficient space in the available programs, or insufficient offerings within the program. A parent's decision to refuse programs or services is informed and voluntary. Boys' Latin does not influence the decision in any way and does not make any program or placement decisions contingent on this decision.

Boys' Latin annually tests 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. The school maintains the EL status of opt-out ELs on all reporting. The school provides ELD instruction in general education classes. The school notifies the parents of opt-out ELs who are struggling in the general education classes and recommends placement into the LIEP again. The school presents the *English Language Development Program Parental Reinstatement Request Form* to parents who wish to opt their student back into the school's LIEP.

If completed, the original *English Language Development Program Parental Waiver* and *English Language Development Program Parental Reinstatement Request Form* are added to the student's file.

Special Education ELs:

If a student arrives with an Individualized Education Program ("IEP") or is suspected of having a disability, then special education staff is involved in the screening, identification, and placement process. ELs may be eligible for the full range of special education services as appropriate.

Program Model:

The Boys' Latin LIEP is grounded in research and best practices to meet the needs of the school's ELs. The program attends to English language development to promote the attainment of both social and academic English proficiency; is aligned to state academic content standards for the appropriate grade levels of the ELs; includes ELD instruction delivered by properly certified teachers; incorporates the use of the PA ELDS; and provides equitable access to content for ELs at all language proficiency levels. Boys' Latin does not limit the enrollment of ELs in any course or academic program for which they would otherwise be eligible.

Boys' Latin offers a Mixed Classes with English Only Support LIEP, a Pennsylvania Department of Education ("PDE") approved program model. English language skills and content are the focus of instruction. Support is provided inside and/or outside of the regular classroom. The student's native language is not used in either instruction or support. ELs and non-ELs are placed together in the same classroom.

ELs receive appropriate accommodations and modifications in all content-area classes in which they are enrolled to ensure that ELs at all proficiency levels have equitable access to the same rigorous grade-level

content. Content-area teachers, including those who are not certified ESL specialists, intentionally plan and implement instruction that incorporates appropriate and necessary supports, modifications, and accommodations that allow ELs to overcome language barriers and access instruction and assessment on par with their native English-speaking peers. The school provides ELs with the opportunity to develop academic oral language while teaching literacy and other content areas; teaches vocabulary across all content areas; and implements culturally responsive instruction. The following instructional strategies, practices, and materials are used to scaffold instruction for ELs through lesson delivery: graphic organizers, English and bilingual dictionaries, sentence and paragraph frames, word banks and walls, preidentified and pre-taught vocabulary, structured pair and small-group work, and teacher-led small-group work.

The school uses the PA ELDS Framework for planning instruction and assessment. The school uses the same grading system for ELs in content courses as used for all students. The school communicates information related to English language proficiency and/or progress to parents at least annually. EL distinction and/or ELD information is not included on an EL's high school transcript unless it is part of a course title or code. Scaffolds are selected based on the background and academic strengths and needs of an EL.

Boys' Latin administers the annual state English language proficiency ("ELP") assessment, ACCESS for ELLs®, to all ELs and maintains score results in students' files. Parents may not opt their students out of annual ELP testing. ELs are entitled to testing accommodations to ensure that an assessment measures their knowledge and skills rather than their English proficiency. On the ACCESS for ELLs®, the school provides all allowable testing accommodations published annually by the WIDA Consortium. On state standardized assessments, the school provides all allowable testing accommodations published annually by PDE. Other progress monitoring includes purposeful and appropriate assessment practices that account for ELs primary language, ELP, and ongoing linguistic and academic progress; and curriculum-based measurements to determine risk and monitor progress across tiers with ELs as part of the school's comprehensive Multi-Tiered System of Supports ("MTSS") program.

ELs may not be retained based on their English proficiency level. Promotion criteria for ELs who receive special education services are aligned with the student's IEP. All decisions regarding the promotion or retention of ELs must be made by instructional teams that include the ESL teacher, classroom teacher, special education teacher (if applicable), and principal.

Annually, the school evaluates its LIEP for effectiveness using student outcomes, reports the results to the state through the English Learner Reporting System ("ELRS") and makes all necessary changes per the evaluation. Evaluation is integrated into all EL program activities and focuses on policies, procedures, programs, practices, resources, staffing, and student outcomes. Evaluation is continuous and involves multiple data points, including longitudinal data that compares the performance of current, former, and never-ELs in the school's standard instructional program over time. Data is collected, analyzed, and used to optimize the EL program and services. The following stakeholders are involved in the process of evaluating the school's LIEP: school leadership, instructional leadership, specialized services leadership, teachers, ELs (current and former), and parents of ELs (current and former).

If a student who is identified as an EL is placed at an Alternative Education for Disruptive Youth ("AEDY") program, the student will be placed with their same-age peers and have equitable access to the same challenging curricula as non-ELs. More specifically, ELs placed at AEDY programs receive general education, special education, counseling, and other support services as well as English language instruction, and interventions and programming to meet their individual needs. All materials, technologies, lessons, and assignments will include scaffolds and modifications for the EL at the student's proficiency level and be culturally relevant and sensitive.

AEDY programs provide academic progress and behavior summaries for ELs and their parents in their preferred mode of communication. Within five days of placement, clear exit criteria with measurable behavioral goals that can be reasonably achieved by the end of the 45-day placement are established. The AEDY Program Coordinator, Director of Specialized Services, student, parents, and other school and AEDY program staff as appropriate are members of the review/transition team that establishes the exit criteria. All data related to the exit criteria are communicated by the AEDY program to the school, the student, and the parents. For parents who are not proficient in English, data is provided in a language or mode of communication that they understand.

Educators of ELs:

Stand-alone ELD is delivered by a teacher who holds a PA Instructional I or II certificate and the ESL Program Specialist Certificate. General education teachers provide language supports necessary to overcome language barriers for ELs by obtaining an ESL Program Specialist Certificate; collaborating with an ESL certified teacher in a structured and ongoing manner; and/or receiving specialized training in working with ELs through professional development. When EL students are enrolled at the school, Boys’ Latin provides annual professional development related to ELD/ESL for all educators.

Reclassification, Monitoring, and Redesignation of ELs:

The school reclassifies ELs as former ELs (FELs) when they attain proficiency in alignment with the state-required reclassification criteria. 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 in order to be considered for reclassification. Evidence of this ability is demonstrated by the student on the ACCESS for ELLs® and gathered by teachers (one ESL teacher and one content teacher preferred) via two standardized language use inventories.

A total of 16 points exists between the ACCESS for ELLs® and two language use inventories. The total possible points from both inventories is 7.6. The threshold for reclassification is 10.5.

ACCESS Proficiency Level Score	Points Assigned
4.5 – 4.7	3.6
4.8 – 5.0	4.5
5.1 – 5.3	5.8
>5.3	8.4

Language Use Inventories	ESL Teacher			Content Teacher		
	<i>Low</i>	<i>Moderate</i>	<i>High</i>	<i>Low</i>	<i>Moderate</i>	<i>Low</i>
Rubric I						
Interaction	0	0.3	0.5	0	0.3	0.5
Listening	0	0.3	0.5	0	0.3	0.5
Speaking	0	0.3	0.5	0	0.3	0.5
Reading	0	0.3	0.5	0	0.3	0.5
Rubric II						
Writing: Cohesion	0	0.2	0.3	0	0.2	0.3
Writing: Word/Phrase	0	0.2	0.3	0	0.2	0.3
Writing: Grammar/Sentences	0	0.2	0.3	0	0.2	0.3
Writing: Genre and Narrative	0	0.2	0.3	0	0.2	0.3
Writing: Genre – Report and Essays	0	0.2	0.3	0	0.2	0.3
Writing: Genre – Arguments	0	0.2	0.3	0	0.2	0.3

When the reclassification score is equal to or greater than the threshold, then a student should be reclassified. However, if there is compelling evidence to suggest the student should remain identified as an EL when their score exceeds the threshold, and this evidence is documented along with the ACCESS for ELLs® score report and language use inventory forms, then the EL status may be retained.

The school actively monitors the progress of FELs for a period of two years after reclassification by reviewing grades, benchmarks, standardized assessments, and teacher observations. Records of these reviews are kept in students' files. Boys' Latin continues to report FELs to the state in the Pennsylvania Information Management System ("PIMS") for an additional two years after the active monitoring period.

If during the active monitoring period it is determined that a FEL is struggling academically as a result of persistent language, not academic, barriers, then all relevant parties meet to discuss the potential need to re-enroll the FEL in the LIEP. If it is determined that the FEL would benefit from reinstating language supports, then the school redesignates the FEL as an active EL and re-enrolls them in the LIEP.

FELs who have been redesignated as active ELs must meet the state-required criteria to be reclassified as FELs. In cases such as these, the monitoring process starts over from year one upon the second reclassification.

Parent Engagement:

Parents are afforded the opportunity to meet with the school, with the assistance of an interpreter if needed, in order to learn more about the LIEP and how they can be active participants in assisting their student in attaining English proficiency and academic success. The school holds regular meetings to seek and respond to recommendations from parents of ELs. The school provides all important information to parents who are not proficient in English in a language or mode of communication that they understand. The school's parent involvement programs are responsive to the culture experiences of the families of ELs and sustained over time.

The following essential information is provided to parents:

School registration and enrollment instructions	Grievance procedures and notices of non-discrimination
A description of the EL identification process and the reason their student was identified as an EL	Student discipline policies and procedures
Their student's current English proficiency level and a description of what that means	Report cards and progress reports
A description of the LIEP	Notices of parent-teacher conferences
Information explaining their right to refuse enrollment of their student into the LIEP	ACCESS for ELLs® results
A description of the criteria for reclassification and an expected timeline for achieving proficiency	Requests for parent permission for student participation in school activities
Notices required by special education laws and regulations	All other information provided to native English-speaking parents

Parents of currently enrolled ELs are provided with the following information within 30 days of the start of each school year:

A notification of their student's continued participation in the LIEP	A description of any Title II supplemental services being offered by the LEA (if applicable)
A description of the LIEP including its intended benefits for their student and an explanation of its effectiveness	A notification of their right to refuse Title III supplemental services (if applicable)
A notification of their right to refuse services	