



Language Instruction Educational Program Policy

Boys' Latin of Philadelphia ("Boys' Latin" or "the school") facilitates the development and attainment of English proficiency and academic success for students whose dominant 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:

Pennsylvania ("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:

Boys' Latin identifies ELs at the time of enrollment, notifies parents/guardians of the identification and programming options, and appropriately places the ELs into the LIEP. 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. Please note that to facilitate the screening, identification, and placement process, the school uses the *Pennsylvania Department of Education English Learner Identification Procedure for Grades K-12*.

Boys' Latin requires the parents/guardians of all incoming students to complete a *Home Language Survey* ("HLS") during the enrollment process. Boys' Latin reviews the HLS for each student and, if it indicates a language other than English for any question, the school conducts a family interview to determine if the student is potentially an English Learner ("EL"), using an interpreter as necessary. During the interview the school confirms that the parent/guardian understands the HLS and has completed it accurately. The family interview is reviewed by an ESL professional to determine if the second language exposure/use is significant and tied to the national origin of the student/parent(s)/guardian(s) or is superficial in nature.

If the family interview indicates that the student's development of English may have been impacted by exposure to another language in any way, then the school conducts a review of the student's academic records from previous school if available. During the review, the school looks for compelling evidence that the student has sufficient English proficiency to benefit from instruction in English without specialized supports or accommodations. Acceptable evidence might include scores from standardized summative or interim tests in English, passing grades for core content classes conducted in English, and/or work samples. Please note that a newly enrolling student who has an ACCESS overall composite proficiency level score from the previous school year (even from another state) that does not meet or exceed 4.5 may not be re-screened. If a newly enrolling student has an ACCESS overall composite proficiency level score from the previous school year that meets or exceeds 4.5, then the student may be reclassified if the additional criteria from the state-defined reclassification guidance are met. If a newly enrolling student has an ACCESS overall composite proficiency

level score from a previous district that is more than one year old, then the school screens the student using the WIDA screener (online or paper) to determine the student's EL status.

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 ("ELP"). If a student is unable to complete the full screener, then the determination of EL status is made based on the remaining available evidence gathered from the HLS, family interview, and academic records review. If reasonable evidence of English proficiency cannot be established based on those sources along with the incomplete screener results, if any, then the student will be identified as an EL.

Boys' Latin notifies parents/guardians in a timely manner and in the parents'/guardians' 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/guardians with a detailed description of the LIEP, its intended benefits for their students, and an explanation of its effectiveness. Please note that parent/guardian permission to identify students as ELs, including screening for English language proficiency, is not required. Boys' Latin notifies parents/guardians 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/guardian, Boys' Latin proceeds with the recommended placement.

The HLS and screening results, including the *Pennsylvania Department of Education English Learner Identification Procedure Grades K-12*, are added to the student's file and copies are given to ESL and general education (content) teachers who will work with the student.

The school trains employees on the screening, identification, and placement processes annually. This training is held prior to the enrollment of new students.

Parental Rights and Opt-Out ELs:

Parents/guardians of ELs have the right to refuse certain separate, specialized programs and services that may be part of the LIEP for their students. A parent's/guardian's decision to refuse programs or services must be informed and voluntary. Boys' Latin does not (1) recommend that a parent/guardian opt their student out of EL programs or services for any reason; (2) influence the decision in any way; or (3) make any program or placement decisions contingent on this decision. The school ensures that parents/guardians 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.

Boys' Latin informs parents/guardians of their student's EL identified status in the parents'/guardian's preferred language within 30 days of the beginning of the school year or 14 calendar days within the school year. In this notification, the school describes in sufficient detail to the parents the ELD program recommended for their student and the advantages to their child in terms of English language acquisition and academic success. In this notification, the school also informs parents/guardians 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/guardians 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.

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 even though the students' parents/guardians declined

services. The school provides ELD instruction within the general education content area instruction to meet the needs of opt-out ELs. The school notifies the parents/guardians of opt-out ELs who are struggling in the general education (content) classes and recommends the ELD program and services again. The school presents the *English Language Development Program Parental Reinstatement Request Form* to parents/guardians who wish to opt their student back into the school's ELD programs and services.

If completed, the original *English Language Development Program Parental Waiver Form* and *English Language Development 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 personnel are involved in the screening, identification, and placement process, and ESL and special education personnel collaborate to determine the program and academic placement.

If a student arrives with an IEP, then screening, if required, is completed with appropriate accommodations and the test results are interpreted in consultation with special education personnel.

If a student is suspected of having a disability but a determination cannot be made prior to completing this procedure, then screening, if required, is completed with any administrative considerations, universal tools, or accommodations that ESL and special education personnel deem necessary. This procedure is completed in accordance with the outlined guidelines and the student is placed in the appropriate LIEP based on the information available at the conclusion of the identification procedure. If, after the student is placed in the LIEP, the student is determined to have a disability that may have affected the screening, then the student is re-screened using the appropriate accommodations. If the student does not meet the criteria for identification as an EL based on this subsequent testing, then the school removes the student from the LIEP.

If a student cannot complete all domains of the screener due to a disability, then the determination is made based on the domains that can be completed by applying the appropriate cutoff score to all completed domains individually. If a student cannot complete any domains of the screener due to disability, then the identification decision is made based on the available evidence gathered from the HLS, family interview, and academic records review. If the HLS indicates a language other than English, the family interview confirms that it is tied to national origin and significant, and academic records do not supply evidence of English proficiency, then the student is identified as an EL.

Program Model:

Boys' Latin thoughtfully and deliberately plans, resources, and evaluates its LIEP, and shares the plan and evaluation results with all employees working with ELs as well as the parents/guardians of ELs. At Boys' Latin, ELs have equitable access to academic content for all courses in which they are enrolled. The program (1) attends to English language development to promote the attainment of both social and academic English proficiency; (2) is aligned to state academic content standards for the appropriate grade levels of the ELs; (3) includes ELD instruction delivered by properly certified teachers; (4) incorporates the use of the PA ELDS; (5) provides equitable access to content for ELs at all language proficiency levels; and (6) does not limit the enrollment of ELs in any course or academic program for which they would otherwise be eligible. Please note that these aforementioned minimum requirements are incorporated into the entirety of the student's daily instructional time.

The Boys' Latin LIEP is designed to meet the needs of the school's EL population and is based on research and sound educational theory recognized by experts in the field as legitimate. The school's LIEP is responsive to the needs of its EL population and includes Mixed Class Bilingual, EL Bilingual, EL-Specific Transitional Instruction, Mixed Classes with Native Language Support, EL Specific English Only Instruction, or Mixed Classes with English Only Support. Each student has a single classification of one of the aforementioned options each year based on their individual needs.

Please note that ELD refers to deliberate, planned, and focused instruction intended to foster the development of social and academic English for ELs in order to make it possible for them to access the general academic program and gain agency as successful, contributing members of their communities. ELD curriculum focuses on language at the word, sentence, and paragraph/discourse levels within the context of academic content and the socio-cultural context of the school/classroom. The school determines the format of ELD instruction – stand-alone ELD direct instruction (pull-out, self-contained ELD class, or push-in) or content-embedded ELD instruction (mixed content classes or EL-only content classes) – based on the needs of individual students and with input from ESL professionals. Boys’ Latin provides ELD instruction to ELs daily and throughout the school day (ELD is incorporated into each class by all teachers). Please note that ELD does not replace English Language Arts (“ELA”) or any other core content area in a student’s academic program.

Boys’ Latin provides adequate resources calculated to effectively implement the LIEP chosen for each EL. More specifically, the school (1) employs an adequate number of properly licensed ESL teachers to ensure that ELD instruction is delivered to ELs based on their needs; (2) ensures that there is a sufficient amount of time available for ESL teachers to collaborate with content teachers in order to ensure that content is made accessible to ELs and to monitor the progress of ELs in content classes; (3) purchases and maintains specialized materials to support ELs; (4) ensures that the LIEP is provided with the same resources as other academic programs in the school; and (5) provides for adequate professional development to ensure that all staff working with ELs are properly trained according to their role to implement supports that overcome language barriers.

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 to plan and implement instruction for and assessment of ELs in content classes. 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/guardians at least annually. Boys’ Latin utilizes progress reports and report cards to communicate ELD information to parents/guardians of ELs and ensures that the information provided is understandable and useful to engage parents/guardians in the education of their students. 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.

Boys’ Latin administers the annual state ELP assessment, ACCESS for ELLs®, to all ELs and maintains score results in students’ files. Parents/guardians 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 the Pennsylvania Department of Education (“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, general education (content) teacher, special education teacher (if applicable), and Director of Specialized Services, and Principal.

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/guardians 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/guardians, and other school and AEDY program employees 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/guardians. For parents/guardians 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 K-12 ESL Program Specialist Certificate. Please note that the teacher may hold an Instructional I or II certification that is in a grade band other than that of the student, but that teacher may not certify or provide a grade for a course outside of their Instructional I or II grade band. General education (content) teachers provide language supports necessary to overcome language barriers for ELs and make content comprehensible for them. General education (content) teachers accomplish this by (1) obtaining a K-12 ESL Program Specialist Certificate in order to gain the knowledge and skills necessary to embed ELD and language supports in their courses; (2) collaborating with an ESL certified teacher in a structured and ongoing manner to plan instruction and assessment; (3) receiving specialized training in working with ELs through professional development; or (4) any combination of numbered items one, two, and/or three. 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:

Reclassification:

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. The reclassification window begins when ACCESS for ELLs® scores are published and ends on October 1 of the following school year. The language use inventories are completed prior to the release of ACCESS for ELLs® scores each year for students who, based on teacher input and previous ACCESS for ELLs® scores, are likely to reach the threshold. If a student who was not identified as likely to reach the ACCESS for ELLs® score threshold exceeds the threshold, then language use inventories will be completed after the ACCESS for ELLs® scores are released, but prior to October 1 of the following school year.

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>Rubric I</i>	<i>Low</i>	<i>Moderate</i>	<i>High</i>	<i>Low</i>	<i>Moderate</i>	<i>High</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
<i>Rubric II</i>	<i>Low</i>	<i>Moderate</i>	<i>High</i>	<i>Low</i>	<i>Moderate</i>	<i>High</i>
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 – 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.

Reclassification of Special Education ELs:

An EL with a disability who has not met the aforementioned criteria may be considered for reclassification if:

- The student has an IEP at the time of the reclassification decision, and
- The student has been continuously enrolled in an LIEP for at least four years, and
- The student’s overall composite scale score on the ACCESS for ELLs® has not increased by more than 10 percent between any two years or total over the three most recent testing cycles, and
 - Please note that if a student cannot complete all four domains of the test as a direct documented result of their disability, the school uses the method for calculating an overall composite proficiency level with fewer than all four domains adopted by the state.
- The school has documented evidence that the student has been provided with the appropriate level of language support, including ELD instruction, throughout their enrollment in the LIEP, and
 - Please note that “documented evidence” includes, but is not limited to, schedules indicating ELD instructional times, specific language supports used, ELD curriculum indicating areas of language instruction covered, language use evaluations based on WIDA rubrics or state reclassification rubrics, modifications made to assessments, and IEP addressing ELD instruction or language needs.
- A school-based team recommends reclassification.

The school-based team is comprised of, at least, one expert on the student’s English language acquisition; one expert on the student’s special education goals and services; one expert on the student’s general education content achievement; one family member (and any requisite interpreters/cultural liaisons); and any related service providers who work with the student. Please note that a single team member may fill more than one of the identified roles. The school-based team reviews evidence including but not limited to standardized or curriculum-based assessments special education teachers and related service providers use to monitor students’ progress towards IEP goals that are relevant to developing English language proficiency; classroom observations of the students’ language use; language samples demonstrating listening, speaking, reading, and writing skills; student work samples or portfolios; teacher input on students’ ELD progress; family input on students’ language development and use at home; and other similar relevant data. The school-based team documents reclassification decisions for ELs with disabilities, including the names of the team members

involved, the evidence that was analyzed, the student's current ACCESS for ELLs® scores, and answers to these four questions:

- Has the student received adequate ELD instruction and language supports commensurate with their ELP level for the most recent four years?
- Is this student able to effectively communicate in English?
- Is the EL making progress toward meeting PA Core Standards in listening, speaking, reading, and writing on par with ELs who have similar profiles?
- Are any ACCESS for ELLs® domain scores that affect the student's ability to reach an overall composite proficiency level of 4.5 directly related to the student's disability?

If the answer to any of the aforementioned questions is “no”, then the school-based team carefully considers the student's continued participation in the LIEP until such time that the student will no longer benefit from continued specialized ELD instruction and supports. The documentation of reclassification decisions for ELs with disabilities is filed in the student's permanent record.

An EL with a disability who is eligible for and takes the Alternate ACCESS for ELLs® may be considered for reclassification when, (1) they achieve a score of at least P2 on two consecutive administrations of the test or achieve the same score for three consecutive administrations of the test; and (2) the IEP team, with input from an ESL/bilingual education professional, recommends reclassification. Please note that if a student who is being considered for reclassification under the criteria for students with disabilities cannot participate in all four domains of the Alternate ACCESS for ELLs®, then the school uses the method for calculating an overall composite proficiency level with fewer than all four domains adopted by the state.

Please note that language use inventories are not required for ELs with disabilities as part of the reclassification process, however, the school uses them in cases where it is appropriate as a way to document language proficiency at the time of reclassification and for future reference if needed. Please also note that the school uses the *OaCPL Calculation Tool for All Four Domains*, the *OaCPL Calculation Tool*, and the *Reclassification Score Calculation Tool* to support the reclassification process for ELs with disabilities.

Monitoring:

The school actively monitors the progress and achievement of FELs for a period of two years after reclassification, in all core academic classes, by reviewing grades, benchmarks, standardized assessments, and teacher observations, and regularly soliciting feedback from core academic teachers throughout the school year. 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.

Redesignation:

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/Guardian Engagement:

Parents/guardians 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/guardians of ELs. The school provides all important information to

parents/guardians who are not proficient in English in a language or mode of communication that they understand. The school's parent/guardian 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/guardians:

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/guardian permission for student participation in school activities
Notices required by special education laws and regulations	All other information provided to native English-speaking parents/guardians

Parents/guardians 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	

Evaluation:

Boys' Latin designed its LIEP to be (1) based on sound theory and research that suggests it would be successful; (2) resourced appropriately to implement per the plan; and (3) effective as evidenced by a sound evaluation system. 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 as well as other evidence of student growth toward proficiency in English and academic achievement. 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/guardians of ELs (current and former).