Lincoln Park High School Language Policy

According to a philosophical program standard for all International Baccalaureate programmes, an IB school, "places importance on language learning, including mother tongue, host country language, and other languages" *(Programme standards and practices, Standard A, 7).*

With this philosophical belief and value as a basis, a group of stakeholders--teachers, administrators, students, librarian, ELL coordinator, parents, and community members--developed Lincoln Park High School's Language Policy. It is considered a working document which will be re-visited regularly to ensure that our student body's changing language needs are taken into consideration.

The Chicago Board of Education, "acknowledges that cultural identity is inseparable from language and recognizes bilingualism as a desirable goal and a reflection of cultural heritage. This Policy further strengthens the Board's commitment to recognize students' home languages and cultures as assets to build upon and to support academic success while they acquire English in preparation for success in college, career, and life" *(Chicago Public Schools Policy Manual: Bilingual Education Policy, 1).*

**Philosophy**

*What do we believe?*

- Language is necessary to develop critical thinking, "which is essential for the cultivation of intercultural awareness, international-mindedness and global citizenship" *(Language and learning in the IB programmes 3).*
- Language acquisition plays a vital role in the educational lives of our students.
- Continuous instruction in the same language is vital to the development of students' language skills; the acquisition of language is a life-long process.
- Language is learned in contexts of use, therefore students need opportunities to actively participate in activities that require them to speak, read, and write in all subject areas.
- Language proficieny helps students acquire competency across curricular areas.
- All students have prior knowledge and experience in regard to language and that must be valued as an integral part of a student's identity.
- The development of the mother-tongue language is important for maintaining one's cultural identity.
- Language learning is a shared responsibility; "all teachers are responsible for the language development of students" *(Programme standards and practices 19)*
- Language learning is a shared responsibility, and must be fostered by parents, the community, the student, and the teachers.
- Language learning happens in the home, the school, and the community.
- Language learning supports our students' growth in regard to many of the IB Learner Profile traits, in particular communicators, inquirers, and risk takers. Understanding the language of instruction as well as acquiring an understanding of a new language also encourages open-mindedness towards an understanding of the many ways we can communicate.

**School Language Profile**

*Who are we?*

Lincoln Park High School is comprised of a diverse student body. Many of our students speak a language other than English at home. These languages include but are not limited to Arabic, Bosnian, Chinese (mostly Cantonese and Mandarin), French, Fulani, German, Greek, Hausa, Hindi and other Indian languages, Igbo, Italian, Japanese, Korean, Polish, Russian, Spanish, Swahili, Tagalog, Turkish, Ukrainian, and many more. While it is important that

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our students become as proficient as possible in our language of instruction, it is also important that we encourage our students to continue studying their mother tongues.

Lincoln Park High School has always espoused the ESL rather than the bilingual model of second language acquisition. The majority of our ESL students, even those with limited English, want to be in regular English classes.

Currently (2019-2020), 2.6% of Lincoln Park students are classified as English Language Learners (ELL) and qualify for language and instructional support so that they may develop English language proficiency while learning academic content and skills across the curriculum.

All staffing allocations of teachers and number of students required to have a class are made by a very strict formula set by the Chicago Board of Education.

Federal and state statutes along with district policies can be found in the Department of Language and Cultural Education: Bilingual Education Handbook 2012.

What are our students’ varied experiences with regard to the English language?
The students’ situations and experience in regard to the English language, our language of instruction, are varied. Students’ English speaking experiences when they enter Lincoln Park High School may include the following:

- English only background with no second language proficiency
- English only background with some second language exposure through limited middle school experience
- English background students with significant second language exposure at home but who speak English as their first language
- English background students with significant second language proficiency as a result of attendance at a school where the language of instruction is something other than English (French)
- Multi-lingual and/or multi-literate students who have acquired both languages simultaneously since birth
- Multi-lingual and/or multi-literate students who are English proficient as a result of their school experiences but whose parents speak no English
- International students with English proficiency
- International students with no English proficiency

How do we determine the specific language needs of our students?

- If a student enters Lincoln Park High School after attending a CPS middle school, identification of the language needs of each student is done at admissions in the IB MYP by using a combination of previous school records, oral interviews, and/or written admissions documents (See CPS Department of Language and Cultural Education Bilingual Education Handbook).
- Home Language Survey: Every student, Pre-Kindergarten through grade 12, newly enrolling in a CPS District school or any of the District’s Pre-Kindergarten programs must complete a Home Language Survey. (Chicago Public Schools Policy Manual: Bilingual Education Policy, 1).
- Student eligibility in CPS bilingual education programs is based on the results of the Home Language Survey and assessment of English language proficiency through administration of the WIDA ACCESS Placement Test.
- Because Lincoln Park High School is a school with 19 or fewer English Language Learners of the same non-English language background, we are required to administer a Transitional Program of Instruction (TPI) to our English language learners. TPI stipulates that ELLs receive daily ESL instruction and native language instruction to the greatest extent possible.

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- Native speakers (of Arabic, French, Mandarin, or Spanish) are encouraged to acquire some fluency in a third language if possible.

Practices Related to Language Teaching and Learning

General Practices
- Lincoln Park High School has an English Language Learner (ELL) program.
- According to our district’s (Chicago) Department of Language and Cultural Education, “all English language learners (ELLs) are entitled to receive services through a program for ELLs, and all schools with ELLs are required under state and federal law to provide these services” (Department of Language and Cultural Education: English Language Learner Handbook 9).
- A teacher who is ESL or Bilingual certified is required to teach an ESL class and/or offer instruction (or support) for ELLs.
- A buddy-system-students in the ELL program are paired with peers who share the same language and cultural background and are already integrated into the school
- Colleen Henry Writing Center- retired teachers with ESL or bilingual credentials volunteer four days a week to help students with their writing assignments
- Support for ELLs at Lincoln Park includes extra time and attention from classroom teachers, counselors, and ancillary staff members.
- Tutoring and academic support opportunities are provided outside the regular school day. This is usually addressed on a case-by-case basis.
- Members of various school groups such as AFS, foreign language clubs, and National Honor Society tutor ELL students
- Collaboration with colleges and universities that have established ESL tutoring programs and may be interested in having students work with multicultural students from the public school system. In addition to providing supplemental educational and social assistance, college students will give ESL students an insider’s view of college life.
- Student translators as well as the student’s interactions with the English speaking Lincoln Park students in classes, sports and other activities enable students to learn English rapidly.
- Proficient international students mentor non-proficient international students.
- The vast majority of Lincoln Park High School students and teachers welcome students who speak languages other than English. They want to speak with the students and are eager to help them in English as well as find out from them about life in other countries.
- Students participate in yearly exchange programs with students from France and Spain.
- Teachers often arrange other international trips for students to experience others’ cultures.

IB Middle Years Program Language Practice
- All classes except for Language acquisition are taught in English, the language of instruction for Lincoln Park High School.
- Language instruction in all classes is based on the MYP course objectives and the Common Core State Standards.
- Reading, with an emphasis on variety of genres, is a regular part of all MYP subject coursework.
- The writing process is emphasized in all course work as a means of developing language and communication skills.
- Every IB MYP student (all of our 9th and 10th grade students) takes a second language in Arabic, French, Mandarin, or Spanish both years.
- For beginners in Language acquisition courses, emphasis is placed on speaking and listening skills, with some reading and writing as skills progress.

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- For native speakers of a language other than English in which we offer instruction (Arabic, French, Mandarin, Spanish), there is more emphasis on reading and writing.
- Assessment of language acquisition is ongoing and student progress reports are issued every five weeks.

**IB Diploma Program (including individual subject) Language Practice**

- In the Diploma Program, the IB Diploma Program coordinator and the IB counselor work with teachers on guiding the student. Generally, what is asked for is that a student show progress over time. Assignments are modified as necessary, gradually increasing in level until the assignments are at the same level as the other students in the class. Teachers are not to fail the student as long as he or she is showing effort. Where possible, students are placed in sections with other students whose English is better than theirs but who speak the same language as the student having difficulty. The teachers set up buddy systems with the two students. Student translators are provided as needed for IB parent meetings, for school report card days, and for other occasions. This model has been shown to be successful as all limited English DP students have achieved a grade of at least 4/7 in HL English Literature at the end of grade 12.
- All IB Diploma Program students are encouraged to keep and further develop their mother tongue at the same time they are developing their English. In some cases, this results in students taking a second Language A as a “school-supported” option and thus earning a bilingual, IB Diploma. While only some students take this option, all students know the choice is possible. Its presence helps confirm the value the school places on being bilingual and fluent in multiple languages. This supports a global perspective and increases one’s ability to engage in multiple cultures.
- Lincoln Park’s IB Diploma Program has had a great deal of success with this model. The focus is on what students are able to do at the end of grade 12. By the end of the program, the vast majority of students have learned English very well. With the exception of one student even those who had almost no English when they started the IB Program have achieved a mark of at least 4/7 in HL English.

**IB Career Program**

- In addition to the two years of mandated acquisition of a 2nd World Language, CP students will expand their Language Development in relation to an individually chosen pathway within their Career-Related option – ROTC, Performance Music, and Visual Arts. The students are required to spend 50 hours on Language Development in relation to some aspect of their career option. (Overview of the IBCC 7)
- IBCP Language development is documented in a Language Portfolio. Its aim is to provide students with the necessary skills and intercultural understanding to enable them to communicate as practitioners in an environment where the language studied is spoken.

**Mother Tongue Support for all students**

- The school library houses works of fiction in French, Spanish, and Arabic. The librarian plans to expand our collection of works written in the many languages that make up our diverse student body.
- Whenever available, translators are provided for communication among all parties at school functions.
- Proficient international students mentor or help welcome non-proficient international students. At times they organize themselves into a club (TOAST).
- If an AP examination exists in the student's mother tongue (Chinese, French, German, Italian, Japanese, and Spanish) the student is encouraged to prepare to take the AP exam(s) independently. Students find this external recognition of the worth of their language in a United States context very confirming.
- Speakers and writers of languages other than English are encouraged to take an examination created and graded by the Chicago Public Schools that will attest the student’s fluency and will enable them to be awarded a CPS High School Diploma that attests to their bilingual status as a positive achievement.
- Students may be permitted to and are encouraged to research in their mother tongue.
- Teachers are looking into starting heritage language book clubs.

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Works Cited


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THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Board rescind Board Report 02-1023-PO01 and adopt a new Bilingual Education Policy.

PURPOSE: The purpose of this policy is to ensure that students in Pre-Kindergarten through grade 12 whose home language is not English have equity in education and language acquisition opportunities through the District's Bilingual Education Services.

The Board acknowledges that cultural identity is inseparable from language and recognizes bilingualism as a desirable goal and a reflection of cultural heritage. This Policy further strengthens the Board's commitment to recognize students' home languages and cultures as assets to build upon and to support academic success while they acquire English in preparation for success in college, career, and life.

The Board is committed to bilingual education as an effective vehicle for providing English Learners (ELs) with a full measure of access to an equitable educational opportunity as required by federal and state law.

This policy specifies Dual Language Education as a program model option for delivering bilingual education services, and the Board recognizes Dual Language Education as an effective model for building bilingualism and biliteracy in students.

This policy reflects the Board's emphasis on:
- Services for English Learners which are aligned to federal and state legal standards,
- Clarity and guidance on effective instructional design for English Learners,
- Research-based instructional practices for English Learners, and
- Meaningful parental participation in Bilingual Education Services.

POLICY TEXT:

1. APPLICABILITY:

This policy applies to all grades Pre-Kindergarten through 12 and to all Chicago Public Schools (CPS) Elementary and High Schools regardless of whether the school is currently serving English Learners. For purposes of this policy, "English Learners" means students, whether born in the United States or born elsewhere, whose home language background is a language other than English and whose proficiency in speaking, reading, writing, or understanding English may be insufficient to allow them (a) the ability to meet the State's proficient level of achievement on state assessments; (b) the ability to successfully achieve in classrooms where the language of instruction is English; or (c) the opportunity to participate fully in the school setting.

2. IDENTIFICATION OF ENGLISH LEARNERS UPON SCHOOL ENROLLMENT:

A. Home Language Survey: Every student, Pre-Kindergarten through grade 12, newly enrolling in a CPS District school or any of the District's Pre-Kindergarten programs must complete a Home Language Survey.

B. EL Screening and Placement: Every student whose Home Language Survey response includes "yes" to one or more of the questions must be screened for English language proficiency to determine eligibility and placement in Bilingual Education Services. For K-12 grade level students, screening shall utilize the state-prescribed screener. For Pre-K students, screening shall utilize the screener specified in the Bilingual Education Handbook. All students enrolled in Pre-Kindergarten whose
Home Language Survey response includes "yes," must be rescreened upon enrollment in Kindergarten. A student shall be deemed eligible for enrollment in Bilingual Education Services based on his or her screening results.

C. **Incoming Transfer Students:** Program eligibility and placement of transfer students shall be based on the most recent state-prescribed English language proficiency assessment from the transferring school district if available AND only if the score was obtained during the current or previous school year. If assessment scores are not available or are available but out-of-date, eligibility and placement shall be based on the state-prescribed Screen results from the transferring school district, provided that the score was obtained within the previous 12 months. A student shall be re-screened if no valid screen results are provided by the transferring school district.

D. **Parent/Guardian Requests:** The parent/guardian of any student within the District who has not been identified as an English Learner has the right to request that the student be considered for placement in Bilingual Education Services. If this request is made, the school must screen and place the student in an appropriate program based on the student's screening results.

3. **BILINGUAL EDUCATION SERVICES ENROLLMENT AND DURATION OF PARTICIPATION:**

A. **Enrollment, Participation, and Transition:** An English Learner shall be enrolled and participate in Bilingual Education Services until such time as the student achieves a level of English language proficiency on the state-prescribed assessment that enables the student to perform successfully in classes in which instruction is only conducted in English. ELs must be assessed annually with the state-prescribed English language proficiency assessment to monitor their progress in listening, speaking, reading, and writing. A student shall be transitioned from the Bilingual Education Services when he or she has demonstrated a level of English language proficiency at or above the state-designated exit criteria, as provided in the Bilingual Education Handbook.

B. **Monitoring Transitioned Students:** The principal shall ensure the monitoring and documentation of progress made by students in meeting the state academic standards following their transition to the General Program of Instruction as specified in the Bilingual Education Handbook. If academic evidence later suggests that a transferred student is still in need of English language support, the student may be re-enrolled into Bilingual Education Services.

4. **PARENT/GUARDIAN NOTIFICATION:**

The principal shall ensure that the required annual Bilingual Education Services eligibility notices, as provided in the Bilingual Education Handbook, are issued to the parents/guardians no later than 30 calendar days after the beginning of the school year (or within 14 calendar days of enrollment for students who enroll after the 30th calendar day from the first day of school). The annual notifications will include information required in 105 ILCS 5/14C and will be provided in both English and the parent/guardian’s preferred language.

5. **BILINGUAL EDUCATION SERVICES REFUSAL OR WITHDRAWAL BY PARENT/GUARDIAN:**

A. **Program Refusal:** A parent/guardian may elect to refuse enrollment of his or her child in the Bilingual Education Program after the child is determined to be eligible but before the child has received any Bilingual Education Services.

B. **Program Withdrawal:** A parent/guardian may elect to withdraw his or her child from receiving Bilingual Education Services at any time during the child’s participation in the program.

C. **Procedure for Program Refusal or Withdrawal from Bilingual Education Services:** A parent/guardian requesting a refusal or withdrawal must submit a handwritten, signed, and dated request to the school. The principal or designee shall ensure that, upon receipt of such request, he or she schedules a conference with the parent/guardian to review: (i) the reasons for the refusal or withdrawal, (ii) the student's English language proficiency level scores, academic progress, and teacher input, AND (iii) the requirement for the student to continue to take the state-prescribed English language proficiency assessment each year until the student meets the state-designated exit criteria. The principal or designee shall follow the procedures for parent/guardian refusal and/or withdrawal found in the Bilingual Education
Handbook, including the handling of requests where the parent/guardian fails to participate in a conference.

D. Procedure for Re-enrollment in Bilingual Education Services: English Learners whose parents/guardians have previously refused or withdrawn enrollment from Bilingual Education Services may be re-enrolled upon request after the parent/guardian submits a handwritten, signed, and dated request to the school.

E. Monitoring Progress of Students Refused or Withdrawn: Schools must monitor the academic progress of all students whose parent/guardian has refused or withdrawn his or her child's enrollment from Bilingual Education Services and ensure such students continue to have access to appropriate English Learner supports as set out in the Bilingual Education Handbook.

6. BILINGUAL EDUCATION PROGRAMS AND REQUIREMENTS:

A. General: In order to maintain compliance with statutory requirements for serving English Learners, schools shall establish and maintain one or more of the following Bilingual Education programs:

- **Transitional Bilingual Education (TBE):** This bilingual program model provides native language instruction and English as a Second Language (ESL) instruction for ELs. TBE programs must provide native language and English instruction in core content areas, including Language Arts, Social Science, Science, and Math. English as a Second Language must be provided daily, with proper modifications and accommodations to help meet the language needs of the students. Instruction must also include the history and culture of the native land and the United States. The TBE program is provided to a student on either a full-time or part-time basis as determined by the student's attainment on the state-established English language proficiency level and other characteristics as defined in the state criteria. Instruction in a TBE program must be aligned to all adopted Illinois Content and Language Standards.

- **Transitional Program of Instruction (TPI):** This program model provides ESL instruction in core content areas for ELs. A TPI must provide ESL instruction daily with proper modifications and accommodations to help meet the language needs of ELs. ELs must receive scaffolding and, when possible, native language support during instruction in core content areas, including Language Arts, Social Science, Science, and Math. Instruction should include the history and culture of the native land and of the United States. Instruction in a TPI must be aligned to all adopted Illinois Content and Language Standards.

- **Dual Language Education (DLE):** This program model provides both English Learners and native-English-speaking students with instruction in both English and another language with the goal of all students becoming bilingual and biliterate. The DLE program may be offered in a one-way immersion setting serving English Learners who are all from the same language classification or in a two-way immersion setting comprised of English Learners from one language classification and native-English-speaking students.

B. Bilingual Education Programs Offered at Each School:

1. Each school shall provide for grades K-12:

   a. A Transitional Bilingual Educational (TBE) Program when the school has an enrollment of 20 or more English Learners of the same language classification across all grades K-12.

   b. A Transitional Program of Instruction (TPI) when the school has an enrollment of 19 or fewer English Learners of the same language classification across all grades K-12.

2. Each school serving Pre-Kindergarten students shall provide:

   a. A Transitional Bilingual Educational (TBE) Program when the school has 20 or more ELs of the same language classification enrolled in the school's Pre-Kindergarten program.

   b. A Transitional Program of Instruction (TPI) when the school has an enrollment of 19 or fewer ELs of the same language classification enrolled in the school's Pre-Kindergarten program.
C. **Staffing and Qualifications:** The Principal shall ensure that all teachers who are programmed to instruct ELs (in TBE, TPI, or DLE Bilingual Education Services) hold the appropriate Professional Educator License (PEL, formerly Type 03, 04, 09, or 10) with a Bilingual and/or ESL Endorsement/Approval and the appropriate content area endorsements. Teachers specifically assigned to Bilingual Education Services must hold the appropriate PEL and endorsement(s)/approval(s) for their program model. CPS teachers holding an Educator License with Stipulations (ELS) Transitional Bilingual (formerly Type 29 certificates) who satisfy the requirements to become qualified have to complete an approved program to qualify for receipt of the appropriate endorsement/approval within five years from the date they receive the ELS Transitional Bilingual. The principal shall ensure the school is adequately staffed to serve all English Learners enrolled.

D. **Grading Protocol for English Learners:** The Board has high expectations for all students regardless of the language they speak and their cultural background. No English Learner shall receive a failing grade due to limited English proficiency. A failing grade must be based solely on the English Learner’s level of academic performance in the appropriate bilingual education programs, if the student’s academic language dominance is proven to be in his or her home language.

7. **ENGLISH LEARNERS WITH DISABILITIES:**

A. **IEP Evaluation:** The principal or designee shall ensure that the language(s) used to evaluate a child to determine eligibility for an Individualized Education Program (IEP) shall be consistent with the child’s native language or other mode of communication. If the language use pattern involves two or more languages or modes of communication, the student shall be evaluated by qualified specialists using each of the languages or modes of communication used by the student.

B. **IEP and Related Services:** The IEPs developed and implemented should reflect the linguistic, cultural, and instructional needs of students and, to the maximum extent appropriate, students will be placed in non-restrictive environments which provide for integration with nondisabled peers in bilingual classrooms. Bilingual or ESL endorsed personnel will participate in all IEP meeting(s) for English Learners.

8. **PARENTAL INVOLVEMENT:**

A. **Bilingual Advisory Committee (BAC) of the Local School Council (LSC):** In accordance with 105 ILCS 5/34-2.2(f), each LSC of a school that provides bilingual education shall create a BAC or recognize an existing BAC as a standing committee. The Chair and a majority of the members of the Bilingual Advisory Committee shall be parents/guardians of students in the school’s Bilingual Education Services. The parents/guardians on the advisory committee shall be selected by parents/guardians of students in the Bilingual Education Services, and the committee shall select a Chair. The advisory committee for each secondary school shall include at least one full-time bilingual education student. The BAC shall serve only in an advisory capacity to the LSC.

B. **Chicago Multilingual Parents Council (CMPC):** The Board established the CMPC in accordance with Article 14C-10 which requires the district to establish a parent/guardian advisory committee to afford parents/guardians of English Learners the opportunity to express their views and which ensures that Bilingual Education Services are planned, operated, and evaluated with the involvement of, and in consultation with, parents/guardians of children served by the District's Bilingual Education Services. Membership on the CMPC is based on citywide elections as set forth in the bylaws of the CMPC.

9. **OVERSIGHT:**

The Office of Language and Cultural Education (OLCE) and the Department of Internal Audit and Compliance shall oversee implementation and compliance with this policy, federal and state law in doing so, shall:

a. Provide technical assistance and support to assist schools with implementation of the policy and programming
b. Assist schools in obtaining support services through various Central Office departments and Network offices
c. Conduct periodic evaluations on school implementation of bilingual education services
d. Monitor individual Bilingual Education Services refusal and withdrawal requests received from parents/guardians

10. **BILINGUAL EDUCATION HANDBOOK:**

The Chief Education Officer or designee is authorized to develop, issue, and update the Bilingual Education Handbook and any related guidelines, standards, and toolkits to ensure the effective implementation of this policy and compliance with federal and state law. The principal or designee shall ensure compliance with this policy and the requirements set out in the Bilingual Education Handbook including but not limited to those related to documentation, student data management, parent/guardian notices, timelines and deadlines, grading, and qualifying assessment exemptions.

11. **DEFINITIONS:**

**Bilingual Education Services:** A program of instruction designed to promote meaningful access to core content through Transitional Bilingual Education, Transitional Programs of Instruction, or Dual Language Education. English Learners are provided with tools, resources, and program structures to ensure that students are fully engaged in rigorous instruction preparing them for college, career, and life.

**English as a Second Language:** Specialized instruction designed to provide English Learners with focused language development in English in the domains of listening, speaking, reading, and writing.

**Home Language:** The language spoken within a student's home; spoken by the student, the parents, the siblings, and/or other family members; also referred to as Language Classification or Native Language.

**General Program of Instruction:** Pre-Kindergarten through grade 12 educational programs offered to all students.

**Language Acquisition:** The process in which students develop listening, speaking, reading, and writing language skills.

**Language Classification:** The language spoken within a student's home; spoken by the student, the parents, the siblings, and/or other family members; also referred to as Home Language or Native Language.

**Native Language:** The language spoken within a student's home; spoken by the student, the parents, the siblings, and/or other family members; also referred to as Language Classification or Home Language.

**Native Language Instruction:** Instruction (including instructional materials) provided in the native language of the ELs within the program.

**Scaffolding:** An instructional approach based on providing a step-by-step process for building students' ability to complete tasks on their own.

**Transition:** Process in which a student who satisfies English language proficiency requirements based on the state-prescribed assessment and is then enrolled in general program of instruction.

**Amends/Rescinds:**
Rescinds 02-1023-PO01

**Cross References:**
92-0731-PO1; 94-0525-PO1; 98-0225-PO1, 98-1027-PO1