ENGLISH LEARNERS PROGRAM HANDBOOK

School Year

2018-19

OFFICE OF MULTILINGUAL CURRICULUM AND PROGRAMS

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ENGLISH LEARNERS PROGRAMMING HANDBOOK
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I. INTRODUCTION

As of the beginning of the 2018-2019 school year, approximately 14,000 students are English Learners (ELs) in The School District of Philadelphia (SDP). State and federal statutes, as well as SDP policies, provide the basis and structure for the EL instructional programs currently implemented within SDP. Language Instruction Educational Programs (LIEPs) currently implemented include: the English as a Second Language (ESL) Program, the Dual Language Program, and the Newcomer Learning Academy (NLA).

All programs share the following core values[1]:

- **High Expectations:** All English learners can achieve at high levels and graduate ready for college and career.
- **Asset based:** Students' home languages and cultures are tremendous assets.
- **Shared ownership:** All educators share responsibility and take ownership for student success.

All instructional LIEPs for ELs in the School District of Philadelphia share the following goals[2]:
- Access to the PA Core: ELs across all levels of language proficiency are able to fully engage in rigorous grade-level content and meet grade-level standards.
- English Language Development: ELs are able to develop proficiency in academic English.

This handbook provides administrators, teachers, and central office staff a guide for effectively supporting the education of ELs.

The handbook has been developed to:

- Serve as a reference tool to clarify policies, administrative procedures, and program requirements
- Offer guidance in implementing instructional programs and strategies that best serve the needs of ELs
- Assist administrators and teachers in implementing effective LIEPs for ELs

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[1] Council of Great City Schools.
[2] Council of Great City Schools.

A. Guiding Principles

Linguistic and cultural diversity are valuable assets to the School District of Philadelphia. The instructional programs and policies for ELs are driven by the following guiding principles[3]:

Guiding Principle	Based On
Students' languages and cultures are valuable resources to be tapped and incorporated into schooling.	Escamilla & Hopewell (2010); Goldenberg & Coleman (2010); Garcia (2005); Freeman, Freeman, & Mercuri (2002); González, Moll, & Amanti (2005); Scarcella (1990).
Students' home, school, and community experiences influence their language development.	Nieto (2008); Payne (2003); Collier (1995); California State Department of Education (1986).
Students draw on their metacognitive, metalinguistic, and metacultural awareness to develop proficiency in additional languages.	Cloud, Genesee, & Hamayan (2009); Bialystok (2007); Chamot & O'Malley (1994); Bialystok (1991); Cummins (1978).
Students' academic language development in their native language facilitates their academic language development in English. Conversely, students' academic language development in English informs their academic language development in their native language.	Escamilla & Hopewell (2010); Gottlieb, Katz, & Ernst-Slavit (2009); Tabors (2008); Espinosa (2009); August & Shanahan (2006); Genesee, Lindholm-Leary, Saunders, & Christian (2006); Snow (2005); Genesee, Paradis, & Crago (2004); August & Shanahan (2006); Riches & Genesee (2006); Gottlieb (2003); Schleppegrell & Colombi (2002); Lindholm & Molina (2000); Pardo & Tinajero (1993).
Students learn language and culture through meaningful use and interaction.	Brown (2007); Garcia & Hamayan, (2006); Garcia (2005); Kramsch (2003); Díaz-Rico & Weed (1995); Halliday & Hasan (1989); Damen (1987).
Students use language in functional and communicative ways that vary according to context.	Schleppegrell (2004); Halliday (1976); Finocchiaro & Brumfit (1983).
Students develop language proficiency in listening, speaking, reading, and writing interdependently, but at different rates and in different ways.	Gottlieb & Hamayan (2007); Spolsky (1989); Vygotsky (1962).

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[3] *From the Cornerstone of WIDA's Standards: Guiding Principles of Language Development © 2010 Board of Regents of the University of Wisconsin System, on behalf of WIDA, www.wida.us*

Students' development of academic language and academic content knowledge are interrelated processes.	Gibbons (2009); Collier & Thomas (2009); Gottlieb, Katz, & Ernst-Slavit (2009); Echevarria, Vogt, & Short (2008); Zwiers (2008); Gee (2007); Bailey (2007); Mohan (1986).
Students' development of social, instructional, and academic language, a complex and long-term process, is the foundation for their success in school.	Anstrom, et.al. (2010); Francis, Lesaux, Kieffer, & Rivera (2006); Bailey & Butler (2002); Cummins (1979).
Students' access to instructional tasks requiring complex thinking is enhanced when linguistic complexity and instructional support match their levels of language proficiency.	Gottlieb, Katz, & Ernst-Slavit (2009); Gibbons (2009, 2002); Vygotsky (1962)

II. STATUTES, POLICIES, AND LEGAL REQUIREMENTS

A. Federal Laws, State Laws, and School District of Philadelphia Policies

The following provides a brief description of statutes and policies that constitute the basis and structure for The School District of Philadelphia's English Learner Education Program.

1. Federal Policies

a. Title VI of the Civil Rights Act of 1964

Title VI, 42 U.S.C. § 2000d et seq., was enacted as part of the landmark Civil Rights Act of 1964. It prohibits discrimination on the basis of race, color, and national origin by recipients of federal financial assistance. The Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a student's limited proficiency in English. [Further information about Title VI of the Civil Rights Act of 1964](#)

b. Lau v. Nichols (1974)

The U.S. Supreme Court affirmed the need for school districts to take steps to help limited-English proficient (LEP) students overcome language barriers and to ensure that they can participate meaningfully in the district's educational programs.

The Court ruled that school districts must provide special services to English Learners (ELs) so that they have equal educational opportunity. ELs need language programs that allow them to progress academically while they are acquiring English language skills. There are several

different program models; however, all include both academic content and English language development.
Further information about Lau v. Nichols

c. Castañeda v. Pickard (1981)

***Castañeda* requires programs that educate children with limited English proficiency to be:**

i. Based on a sound educational theory;
ii. Adequately supported, with adequate and effective staff and resources, so that the program has a realistic chance of success; and
iii. Periodically evaluated and, if necessary, revised
Further information about Castañeda v. Pickard

d. Plyler v. Doe (1982)

The U.S. Supreme Court ruled that the Equal Protection Clause of the Fourteenth Amendment prohibits states from denying a free public education to undocumented immigrant children. Public schools and school personnel are prohibited from adopting policies or taking actions that would deny students access to education based on their immigration status.
Further information about Plyler v. Doe

e. Every Student Succeeds Act (2017)

The every Student Succeeds Act (ESSA), signed by President Obama in 2015, prioritizes Accountability for English Language Development, Accountability for the progress of English Learners on other measures, and making sure the accountability system triggers action on the needs of English learners. ESSA moves provisions related to ELs from Title III to Title I.
Further information about ESSA

2. State Policies

a. Title 22, Chapter 4, Section 4.26 of the Curriculum regulations

The development and implementation of an instructional program designed to promote language growth and proficiency as well as academic achievement for English learners is the responsibility of every local education agency in the Commonwealth.

Interpretations and guidelines are outlined in the Basic Education Circular (BEC).
Further information about Title 22, Chapter 4, Section 4.26

3. Local Policies

a. SRC Policy 102 – Multiracial, Multicultural, and Gender Education

It is the policy of The School District of Philadelphia to foster knowledge of, and to respect,

those of all races, ethnic groups, social classes, genders, religions, disabilities, sexual orientations (perceived or known), and gender identities (perceived or known).

b. *SRC Policy 138 – English Language Development/Bilingual Education Program*

It is the policy of The School District of Philadelphia to provide a quality educational program for all students, which includes a culturally and linguistically appropriate planned instructional program for English Learners (ELs), which builds on students' home language and culture.

B. EL Identification and Program Enrollment

1. Overview

The Civil Rights Act of 1964, Title VI, Language Minority Compliance Procedures, requires school districts/charter schools to identify English Learners (ELs). The Pennsylvania Department of Education has selected the Home Language Survey (HLS) as the initial tool to identify students who require screening to determine language proficiency in English. Below is an overview of the current process.

For the detailed steps to identifying ELs, click here.

Step 1
- **What:** Enrollment and EL Identification process at neighborhood school
    - Family completes school application (EH-40)
    - Secretary enters in applicable data in Infinite Campus (Section 1: Primary Home Language, Section 5: Date child first enrolled into a U.S. school, Section 6: Language Survey)
- **Who:** Family, School Secretary

Step 2
- **What**: Initial Testing/Placement
    - EL point person reviews EH-40 and determines who should be tested (see guidelines from PDE)
        - Students who qualify are tested (see guidelines from PDE to determine what qualifies a student)
    - EL point person enters in results
- **Who:** School EL Point-Person

Step 3
- **What:** Updating EL status
    - OMCP Staff enters in LEP status according to results from Step 2
    - LEP "flag" is generated
- **Who:** Multilingual Assessment Center (MAC) Staff

When registering new students, please be mindful of the following points:

- Students are expected to enroll in school and start classes before taking the Kindergarten W-APT/WIDA Screener. ***Enrollment in school is <u>not</u> to be postponed due to language screening requirements.***
- The School District is responsible for translating documents presented by families. Please contact the Office of Translation and Interpretation at 215-400-4180 (option 4) for information on how to submit documents for translation.
- Students' names should not be changed in any way. The School District must abide strictly by the official documentation (e.g. birth certificate or baptismal certificate) presented at the time of registration. The only exception is for students who originate from countries where the surname is used first, who will be entered into the system according to local conventions.
- The Family Education Rights and Privacy Act (FERPA) prohibits schools from providing any outside agency, including the United States Citizenship and Immigration Services (USCIS) with any information from a student's school file that would expose the student's undocumented status without first getting permission from the student's parents or guardian; the only exception is if an agency obtains a court order/subpoena.
    - All school personnel should be aware that they have no legal obligation to enforce U.S. immigration laws.
    - Subjecting students and family to scrutiny that is not part of the normal enrollment process is discriminatory and may place the School District at risk of legal action.
    It is unlawful to request Social Security cards, passports, or immigration documents.

If there are any questions regarding these points, please contact the Office of General Counsel at 215-400-4120.

2. Primary Home Language Other Than English (PHLOTE) List

The State of Pennsylvania requires that schools collect data regarding Primary Home Language Other Than English (PHLOTE) for all parents/guardians. This data should be collected and regularly monitored in Infinite Campus in order to ensure that interpretation and translation services are provided appropriately to families. In addition, we recommend that a PHLOTE list be kept in an electronic file (e.g. Excel) that can be easily accessed and updated. The PHLOTE list should include:
- Student name
- Student ID number
- Country of origin
- Spoken language
- Document language
- EL status (yes, no, reclassified)

A. Multilingual Assessment Center (MAC)

The Multilingual Assessment Center (MAC) provides support during the student enrollment and assessment process and also functions to help orient multilingual families to The School District of Philadelphia. The goals of the MAC are to:

- Provide a welcoming environment to multilingual families new to SDP
- Ease transition into schooling in Philadelphia
- Promote advocacy for multilingual and multicultural students and families

Some of the services provided at The Multilingual Assessment Center include:
- Enrollment, placement, and assessment of new multilingual students
- Resources for immigrant and refugee parental involvement
- EL high school transcript analysis and credit awarding
- Social service support for immigrant families in collaboration with community partners

The Multilingual Assessment Center is located at:

> The School District of Philadelphia
> Education Center, 1st Floor - Suite 1058
> 440 North Broad Street
> Philadelphia, PA. 19130
> 215-400-4240 (option 1)

III. Proficiency Standards & Levels – World-Class Instructional Design and Assessment (WIDA) Consortium

The Pennsylvania Department of Education has joined the multi-state World-Class Instructional Design and Assessment (WIDA) Consortium. The WIDA consortium consists of states dedicated to the design and implementation of high standards and equitable educational opportunities for English Language Learners. To this end, the WIDA consortium has provided English Language Development (ELD) Standards.

A. The English Language Development (ELD) Standards

The WIDA Consortium English Language Development Standards are designed as a curriculum planning and assessment preparation tool. They help educators determine students' English

language proficiency levels and how to appropriately challenge them in reaching higher levels. The WIDA ELD Standards for ELs in Pre-Kindergarten through Grade 12 encompass:

1. English Language Development Standard 1:
English Language Learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

2. English Language Development Standard 2:
English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

3. English Language Development Standard 3:
English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

4. English Language Development Standard 4:
English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

5. English Language Development Standard 5:
English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.

B. Four Language Domains

Each of the five English language development standards encompasses four language domains: listening, speaking, reading, and writing. The language domains reflect the modality of communication that is further delineated by the language proficiency levels and their model performance indicators.

The definitions of the language domains are as follows:

1. Listening – process, understand, interpret, and evaluate spoken language in a variety of situations

2. Speaking – engage in oral communication in a variety of situations for an array of purposes and audiences

3. Reading – process, interpret, and evaluate written language, symbols and text with understanding and fluency

4. Writing – engage in written communication in a variety of forms for an array of purposes and audiences

C. Proficiency Levels

The five language proficiency levels outline the typical progression of language development implied in the acquisition of English as an additional language from Entering (Level 1) to Bridging (Level 5).

The English Language Proficiency Levels are:

1 – Entering
2 – Emerging
3 – Developing
4 – Expanding
5 – Bridging

All students who participate in the District's LIEPs have a level of English Language Proficiency (ELP) in listening, speaking, reading and writing. Each student's English proficiency level is determined by the W-APT/WIDA Screener (initial placement test for participation in an ESL/ Bilingual Program), or the yearly administration of the ACCESS for ELs assessment, which measures each student's English Language Development (ELD). Based on the student's performance on the language proficiency assessments, he/she will be assigned one of the following levels of English Proficiency:

Level 1 - Entering
Student does not understand enough oral and written language to perform in English.

Level 2 - Emerging
Student is able to produce isolated words and may be able to understand visual universal symbols and graphics associated with text in English during academic content instruction. Listening and speaking skills are limited in both social and academic language.

Level 3 - Developing
Student uses single words and/or simple phrases to communicate basic content area concepts in English; is able to read and write simple phrases. Oral skills are more developed than reading and writing skills in both social and academic language.

Level 4 - Expanding
Student is becoming comfortable with social language and with routine academic language functions; usually understands English texts in subject areas quite accurately when structures and topics are familiar; and is able to understand and respond to reading and express ideas in writing with some errors in writing conventions.

Level 5 - Bridging
Student is able to speak English with fluency and use some figurative language and idiomatic expressions; can read a variety of grade-appropriate English texts in subject areas with

considerable comprehension and speed; and shows an understanding of sentence structure and close to grade-appropriate composition skills.

D. Can Do Descriptors and Model Proficiency Indicators

1. Can Do Descriptors

Can Do Descriptors, released by WIDA, are examples of the expectations for ELs in each of the four language domains and five levels of English language proficiency.

For downloadable copies of the Can Do Descriptors visit: *WIDA Can Do Descriptors*

2. Can Do Descriptors, Key Uses Edition

In February 2016, WIDA released *WIDA Can Do Descriptors, Key Uses Edition.* The framework supports the planning for the implementation of the WIDA Language Development Standards.

The *Key Uses Edition* includes examples of academic language for four communicative purposes or "key uses." The "key uses" are aligned with college and career readiness and include:

- Recount: To display knowledge or narrate experiences or events. Example tasks that include the Key Use of Recount include producing information reports, biographies, historical accounts, lab reports, research papers and personal narratives.

- Explain: To clarify the "why" or the "how" of ideas, actions, or phenomena. Example tasks that include the Key Use of Explain include presentations, classroom discussions and various projects and research papers examining and demonstrating understanding of relationships, causes and effects of events, components of systems, and natural or historic phenomena.

- Argue: To persuade by making claims supported by evidence. Example tasks that include the Key Use of Argue include debates, oral presentations defending points of view, creating persuasive texts, editorials, critiques, opinion pieces and scientific argumentations.

- Discuss: To interact with others to build meaning and share knowledge. Example tasks that include the Key Use of Discuss include participating in academic conversations on various topics, small or large group activities and projects.

3. Model Performance Indicators

Model Performance Indicators (MPIs) assist teachers with the "what" and "how" of instruction. MPIs are examples versus rigid plans of instruction. They include:

a. The language function, or how students will use language to demonstrate proficiency (e.g. Depth of Knowledge, Bloom's Taxonomy),

b. The grade level content or standards that students will learn or meet, and

c. The supports or instructional strategies / scaffold to assist students in accessing the content.

More information is available at: WIDA Model Performance Indicators (Right hand side of page - "Downloads and Products;" "2012 ELD Standards;" "WIDA 2012 Amplified ELD Standards;" begin on page 45).

IV. LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM (LIEP) IMPLEMENTATION

A. English as a Second Language (ESL)

ESL instruction is an academic discipline that is designed to teach English Learners (ELs) social and academic language skills necessary to succeed in an academic environment. It involves the instruction of listening, speaking, reading, and writing at appropriate developmental and proficiency levels. SDP ESL programs are research based; provide rigorous learning in a student-centered environment; and promote the acquisition of academic language and literacy. The SDP's ESL curriculum is aligned to WIDA English Language Development (ELD) Standards, Pennsylvania's Department of Education's English Language Development (ELD) Standards, and Pennsylvania's Core State Standards for English Language Arts (ELA).

B. Dual Language Program

The Dual Language Programs currently in SDP are Two-way Immersion programs which integrate English Learners and native English speakers for instruction in two languages: English and Spanish. Students from both language backgrounds are welcome to enroll. The goals of the Dual Language Program are to:

1. Foster biliteracy and bilingualism in English and Spanish
2. Provide a rigorous academic program
3. Promote an appreciation for multiculturalism

The following schools offer Dual Language Programs:

Cayuga School
4344-4358 N. 5th Street

Philadelphia, PA 19140
Phone: 215-400-3850

Alexander McClure School
600 W. Hunting Park Avenue
Philadelphia, PA 19140
Phone: 215-400-3870

Southwark Elementary School
1835 S. 9th Street
Philadelphia, PA 19148
Phone: 215-400-8280

Lewis Elkin School
3199 D Street
Philadelphia, PA 19134
Phone: 215-400-7140

Muñoz-Marin Elementary School
3rd & Ontario Streets
Philadelphia PA, 19140
Phone: 215-400-3920

Bayard Taylor School
3698 N. Randolph Street
Philadelphia, 19140
Phone: 215-400-3880

Students who come from a Spanish-speaking or bilingual home will be assessed with the WIDA Screener or the KW-APT (for kindergarten only) to determine their language proficiency levels in the English language.

ELD Instruction within Dual Language Programs
In the Dual Language classrooms, ELD instruction occurs during designated English-language instructional time by the ESL and dual language classroom teacher.

C. Newcomer Learning Academy (NLA)

The NLA provides high school-aged ELs who have recently arrived in the U.S. a specialized course of study that builds academic and social English in a nurturing school environment. The NLA functions to:

- provide a safe and welcoming environment
- integrate students into the culture and life of the school

- recognize, value and build upon immigrant students' home cultures and linguistic backgrounds, as well as academic skills acquired in the home country as capital for learning
- meet students' academic and social needs
- enhance literacy, academic, social and communication skills
- provide instruction in a sheltered environment specifically designed for newcomers that integrates language, literacy, content, and analytical skills

The following location offers the NLA program:

> Franklin Learning Center
> 616 North 15th Street
> Philadelphia, PA 19130

Additional information is available in the [Newcomer Learning Academy Handbook](#)

D. Sheltered Instruction/EL Friendly Instruction

Sheltered Instruction classrooms are fully populated with English Learners. EL-friendly classrooms are comprised of English Learners and non-English Learners.

The goal of Sheltered Instruction (SI) and EL Friendly instruction is to teach content to ELs that is at grade-level and rigorous, yet comprehensible.

Sheltered instruction blends traditional instructional techniques with specially designed instructional and academic language strategies to meet the linguistic and educational needs of EL students.

OMCP promotes the principles of Quality Teaching for English Learners (QTEL), a research-based professional development framework devoted to improving the linguistic, conceptual and academic development of English Learners. QTEL principles are based on sociocultural theory with highly supported, carefully scaffolded tasks to increase simultaneous learning of language and content (Walqui, 2010, 2012).

E. Supplemental Language Programs

The Office of Multilingual Curriculum and Programs hires tutors to provide supplemental language support. Tutors implement content and language instruction in collaboration with general education and ESL teachers. Tutors must work with students in the presence of a certified teacher.

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The responsibilities of EL Tutors include, but are not limited to, the following:

1. Carry out duties assigned by the OMCP, general education teacher, and/or ESL teacher, as they pertain to ELs
2. Reinforce concepts and skills introduced by the teacher (NOT responsible for introducing new material or lessons)
3. Supervise and check on work with large group activities
4. Be punctual according to agreed-upon schedule
5. Notify principal and OMCP in advance of planned absence

V. ESL IMPLEMENTATION

A. ESL: Grades K-8

The instruction of ELs is a shared responsibility between ESL teachers and grade/content area teachers. English Language Development (ELD) instruction is provided by both ESL and non-ESL teachers. ***ESL teachers must collaborate regularly with grade/content area teachers who work with ELs to plan and deliver instruction using appropriate academic language development strategies in both co-teaching/push-in and pull-out programs***.

Collaborative ELD Instruction: K-8

Entering, Beginning, and Developing (Levels 1-3) students receive ELD instruction through a combination of collaborative pull-out instruction and co-teaching/push-in instruction.

Expanding and Bridging (Levels 4 & 5) students receive ELD instruction through co-teaching/push-in instruction.

ESL Programming: K-8

Developing and implementing an ESL schedule, which considers EL students' needs based on language proficiency and grade-level, is the foundation for an effective ESL program in K-8.

Scheduling and instructional materials must consider both grade-level of the students and the students' proficiency level. More intensive language instruction should be provided to students at lower proficiency levels. Furthermore, students at higher grade-levels should also receive more intensive language instruction.

Definition of terms:

ELD: Language instruction delivered by classroom and ESL teacher. ELD instruction provides systematic, explicit, and sustained language instruction designed to prepare students for success

across all content areas, by focusing, in meaningful and contextualized circumstances, on the academic language structures that support social and academic constructs.

Co-teaching/push-in: ESL and content teachers collaborate to deliver content and ELD instruction based on diverse classroom needs. Teachers share equal status and collaborate to determine appropriate co-teaching model (e.g., one student or two student groups; two teachers teach the same content, or teacher re-teaches, etc.). School rosters are designed to facilitate collaboration.

Collaborative pull-out: ESL and content teachers work together to identify ELs whose needs would be best served in a dedicated, small group environment out of the mainstream classroom. ESL and content teachers collaborate on an ongoing basis to shape both content and ELD instruction. School rosters are designed to facilitate collaboration.

Grade Span	EL Levels					
	1.0 – 1.9 Entering	2.0 – 2.9 Beginning	3.0 – 3.9 Developing	4.0 – 4.9 Expanding	5.0 – 5.9 Bridging	6.0 Reaching
K – 2	All co-teaching/push-in					
3 – 5	All collaborative pull-out	Co-teaching/push-in *Collaborative pull-out on a case-by-case basis		All co-teaching/push-in		
6 – 8	All collaborative pull-out		Co-teaching/push-in *Collaborative pull-out on a case-by-case basis	All co-teaching/push-in		

* Several factors may determine the decision to employ a co-teaching or collaborative pull-out model, such as: relative reading/writing and speaking/listening ACCESS scores, individual learning styles, responsiveness to small or large group environments, language development progress since administration of ACCESS test, etc. Teachers discuss and determine which students receive push-in or collaborative pull-out on an on-going basis.

Rostering Directive: K-8

Please follow the guidelines below when rostering EL students:

- **Pull-out instruction is** <u>not</u> **recommended for ELs in grade K-2**
- ELs should be placed in as few classrooms as possible in order to effectively facilitate co-teaching/push-in and/or collaborative pull-out instruction as long as there is an appropriate balance of EL and non-EL students
- Time must be provided for the ESL Teacher and Grade-Level Teacher to collaborate.

Options for Collaborative Instruction
- Schedule the literacy block at different start times during the day in order to facilitate collaborative instruction: co-teaching or pull-out.
- Set a common literacy block for lower grades and a different common literacy block for upper grades in order to facilitate collaborative pull-out ELD instruction.
- Stagger the start times of the literacy blocks within grades in order to facilitate co-teaching during various components of the literacy block (e.g. guided reading).
- If literacy blocks are scheduled at the same start time, stagger the start times of the components of the literacy blocks.

B. ESL: Grades 9-12

The Office of Multilingual Curriculum and Programs (OMCP), in support of The School District of Philadelphia's Action Plan 3.0, has designed a course sequence to support all 9th – 12th grade English Learners (ELs). The course sequence includes disciplinary courses (science, math, etc) and English Language Development courses required for high school graduation.

Foundational Beliefs:
- ELs can meet grade-level content standards when provided appropriate scaffolding and instructional support.
- It is a shared responsibility of all educators to advocate for and support EL's academic learning and provide opportunities for English language development.

Course Sequence:

ACCESS Level	English Course(s)	Academic Core (Soc St, Math, Science)	Optional ESL Electives (get recommendations from ESL coordinator)	
1.0 - 1.9 (Entering)	ELD 1 (English) AND ELD 1 (Humanities)	Scheduled at grade level into Sheltered courses with level 1.0-1.9 ELs.	Linguistic Development (recommended for SLIFEs) Language of Math (recommended for SLIFEs)	ELD Senior Capstone (recommended for 12th graders completing a senior project. The course will also focus on career and post-secondary planning: college application process, essay writing, and study skills.)
2.0 - 2.9 (Emerging)	ELD 2 (English) AND ELD 2 (Humanities)	Scheduled at grade level into Sheltered or ESL Friendly courses with level 2.0-3.9 ELs.		
3.0 - 3.9 (Developing)	Scheduled at grade level into English 1-4 Sheltered		Cross Curricular Language Development	

	with level 3.0-4.5 ELs		(recommended for ELs with more than five years in an ESL program)	
4.0 - 4.5		Scheduled into general education courses.		
4.6 +	*Students at this level should be scheduled into general education*			

ESL English and Elective Courses

- Only ELs can take these courses
- Teachers must have content certification
- Teachers must be ESL Program Specialists
  - o Language of Math must be taught by a teacher with 7-12 mathematics certification; teacher may be QTEL trained instead of ESL Specialist

Title	Code	Teacher Certification	Notes
ELD 1 (English)	0610G.1	English (7-12) AND ESL Program Specialist	Must be rostered as a year-long block with the same teacher. Traditional schedule – two consecutive periods Block scheduling – same block, both semesters or both A/B days Required for level 1.0-1.9.
ELD 1 (Elective)	0611G.1	English (7-12) AND ESL Program Specialist	
ELD 2 (English)	0620G.1	English (7-12) AND ESL Program Specialist	Must be rostered as a year-long block with the same teacher. Traditional schedule – two consecutive periods. Block scheduling – same block, both semesters or both A/B days. Required for level 2.0-2.9.
ELD 2 (Elective)	0621G.1	English (7-12) AND ESL Program Specialist	
English 1 Sheltered	0100S.1	English (7-12) AND ESL Program Specialist	ELs should be scheduled into a course based on their grade level

English 2 Sheltered	0200S.1	English (7-12) AND ESL Program Specialist	and/or credit needs, not their ACCESS level.
English 3 Sheltered	0300S.1	English (7-12) AND ESL Program Specialist	Required for level 3.0-4.5.
English 4 Sheltered	0400S.1	English (7-12) AND ESL Program Specialist	
Linguistic Development	0612G.1	ESL Program Specialist	ESL coordinator should recommend Newcomers /Students with Interrupted Limited Formal Education (SILFEs)
Language of Math	2560S.1	Math (7-12) AND ESL Specialist or QTEL Trained	ESL coordinator should recommend Students with Interrupted Limited Formal Education (SILFEs)
Cross Curricular Language Development	0650G.1	ESL Program Specialist	ESL coordinator should recommend ELs with more than five years in an ESL program or ELs in need of additional support
ELD Senior Capstone	9025S.1	ESL Program Specialist	ESL coordinator should recommend ELs in 12th grade to support the college / career application process and completing a senior project

Academic Core (Social Studies, Math, and Science)

Sheltered
- Only ELs can take these courses (see Student Groupings)
- Teachers must be content certified and QTEL trained/ESL Specialist

ESL Friendly
- Made up of at least 10 ELs (see Student Groupings) and non-ELs
- Teachers must be content certified and QTEL trained/ESL Specialist

Student Groupings
- Level 1.0-1.9 students should be together in their own Sheltered courses
- Level 2.0-3.9 students should be together in their own Sheltered or ESL friendly courses

- Level 4.0+ students should NOT be in sheltered or ESL friendly courses

Title	Sheltered Code	ESL Friendly Code	Teacher Certification
World History	1000S.1	1000G.1	Social Studies (7-12) AND ESL Specialist or QTEL Trained
American History	1100S.1	1100G.1	Social Studies (7-12) AND ESL Specialist or QTEL Trained
Social Science	1200S.1	1200G.1	Social Studies (7-12) AND ESL Specialist or QTEL Trained
African American History	1300S.1	1300G.1	Social Studies (7-12) AND ESL Specialist or QTEL Trained
Algebra 1	2000S.1	2000G.1	Math (7-12) AND ESL Specialist or QTEL Trained
Geometry	2100S.1	2100G.1	Math (7-12) AND ESL Specialist or QTEL Trained
Algebra 2	2200S.1	2200G.1	Math (7-12) AND ESL Specialist or QTEL Trained
Biology	3000S.1	3000G.1	Biology (7-12) AND ESL Specialist or QTEL Trained
Chemistry	3100S.1	3100G.1	Chemistry (7-12) AND ESL Specialist or QTEL Trained
Physical Science	3300S.1	3300G.1	Chemistry (7-12), General Sci (7-12), or Physics (7-12) AND ESL Specialist or QTEL Trained
Environmental Science	3400S.1	3400G.1	Biology (7-12), Chemistry (7-12), Gen Sci (7-12), or Physics (7-12) AND ESL Specialist or QTEL Trained

English Language Development (ELD) Materials

English Language Development Level 1 (Entering) and Level 2 (Emerging) core materials are Cengage / National Geographic Learning *Hampton – Brown Edge*: *Reading, Writing and Language.*

- ELD1 – Edge Fundamentals

- ELD 2 – Edge A

Edge: Reading, Writing and Language supports students learning in the four language domains, reading and writing strategies, vocabulary and grammar, and critical thinking. The curriculum includes informational text and multicultural and contemporary literature, poetry, poems and classical literature. Students encounter texts that are age appropriate with grade-level complexity. Units also include "close reading" excised to support students in deep reading of complex texts. Additionally, each unit has multiple short writing opportunities and in-depth writing projects including argumentative, expository and narratives tasks.

- Sheltered English 1 – 9th grade McGraw Hill *Study Sync* or Houghton Mifflin Harcourt *Collections*
- *Sheltered English 2, 3 or 4* – 10th, 11th or 12th grade McGraw Hill *Study Sync* or Houghton Mifflin Harcourt *Collections*

Sheltered English courses (Levels 3 / Developing to 4.5 / Expanding) will use the English Language Arts (ELA) core materials purchased by the high school (McGraw Hill *Study Sync* or Houghton Mifflin Harcourt *Collections*). *Collections* and *Study Sync* include suggestions for scaffolds and supplemental materials for English Learners.

Teachers may draw from many sources to integrate more authentic reading into ELD classes. EDGE Fundamentals and EDGE A include leveled readers leveled readers for each unit. Teachers may also add excerpts from content-area texts, short news articles, poetry and song lyrics, as well as tables, graphs and maps.

Additional Courses

Linguistic Development:

Linguistic Development is an elective for newcomer high school students who either have limited and/or interrupted formal schooling. Students who will benefit from an additional course to build on their English social language and introduce them to academic English and content may also take the course. Linguistic Development is in addition to ELD 1 English and ELD 1 Humanities. Linguistic Development may be considered an intervention.

> **Core text:** *Oxford Picture Dictionary, 3rd Edition (2016)*

Language of Mathematics:

Language of Mathematics is a mathematics credit bearing course. **The class MUST be taught by a teacher with 7-12 mathematics certification.** *In addition, the teacher should have either*

ESL certification or have participated in Quality Teaching for English Learner (QTEL) professional development. The course is designed for newcomer high school students who either have limited and/or interrupted formal schooling or will benefit from a mathematics course to prepare them for Algebra I. In addition to learning and/or reviewing mathematical concepts and skills, students will expand their knowledge of the English academic language of mathematics.

> **Core text:** *Language Central for Math*
> o *Number and Operations, Algebra, Geometry and Measurement, Data Analysis and Probability*

Cross Curricular Language Development

Cross Curricular Language Development is an elective course for secondary students who have been in an English as a Second Language (ESL) program for more than four years with ACCESS scores 1.5 – 3.5. Students who have not been reclassified ("exited") from ESOL services may need additional support to meet English language proficiency requirements. The course is also appropriate for dual-identified students - students with an IEP and who are English learners.

Core texts / materials: *English 3D, Level C*
Listenwise
Unit: What does it mean to be resilient? What does it mean to persist?

Senior Seminar / Capstone:

Senior Capstone is an elective, but recommended, course for high school seniors. The course is designed to prepare seniors for college and/or career. In addition, students will learn how to write an original research paper and prepare and present an oral presentation on their research. Students will complete (1) a personal and career inventory, (2) a resume and cover letter, (3) a personal statement / narrative and college essay, (4) a college applications, scholarships and financial plan, (5) letters of recommendation, (6) an academic research paper, (7) an oral presentation and presentation tools and (8) a senior portfolio.

> **Core materials:** *Materials are available in the Curriculum Map*

Information on the high school ESL curriculum may be accessed from the website of the Office of Multilingual Curriculum and Programs:
[Information on high school ESL curriculum](#)

Curriculum Maps are available for ELD 1, ELD 2, Cross Curricular Language Development, Language of Math, Linguistic Development and Senior Capstone / Seminar.

Rostering Guidelines for ELs in Grades 9-12

- English Learners must be rostered **first** so that they may receive the full complement of ELD services to which they are legally entitled. Since Level 1 and 2 students are scheduled for ELD classes by level, and not by grade, it is a complex process to create the ELD class roster.

- The roster for a school with a sheltered content class program must be created every year. Sheltered rosters and schedules cannot be rolled over year to year. The number of ELs in a school and in each level of ELD within each grade changes annually. These factors necessitate creating a new roster for the entire school each year.

- Content-area sequences for Level 1, 2 and 3 students are propelled by ELD level and not grade or student age. Course sequences are not mandated by the School District of Philadelphia or the Pennsylvania Department of Education. ELs may take the courses in a sequence that best meets their linguistic needs. For example, Geometry may be more language dependent than Algebra 2, so students at lower levels of English proficiency may take Algebra 2 before Geometry.

- Sheltered content course should only include ELs. The ideal sheltered program has Level 1 students rostered separately from Level 2 – 3 students. The beginner-level learners require more scaffolding and accommodations. Level 2 and 3 students may be rostered together in the same sheltered class. The teacher may need to differentiate instruction and assessment.

- For Levels 1, 2 and 3, individual ELs' background and learning characteristics, ACCESS for ELs 2.0 composite levels and domain specific levels (reading, writing, speaking, listening), and credit profile should drive student placement in sheltered content classes.

- An ESL-friendly content class includes ELs and non-ELs. ESL-friendly content courses can be formed in schools where sheltered classes are not feasible because of a limited number of ELs between levels 1 – 3.

Block Rostering Guidelines

For schools with block rostering, students remain in the ELD English class for the school year and earn one English credit and one humanities credit for the academic year. The accompanying ELD humanities class is completed either in the first semester or second semester and students earn an additional humanities credit. The following guidelines must be considered when rostering ELs:

- If a school has one block period, the block period should be used for ELD courses for ELs in Levels 1 and 2 from September through June. Level 1 and 2 students, in

particular, need to attend ELD classes daily and all year long. In addition, Level 1 students with interrupted formal schooling should have a 3rd course, Linguistic Development. Therefore, Level 1 students may have 3 of their 8 "blocks" used for ELD and/or EL elective courses.

- Students in Sheltered English 3 and 4 with 4 or more years in an ESL program and ACCESS levels under 3.9 should be rostered in Cross Curricular Language Development, an elective credit.
- Students should be rostered with the <u>same teacher</u> for ELD 1 English or ELD 2 English in and ELD 1 humanities or ELD 2 humanities. With a A/B block roster, students should have ELD 1 / 2 English on A day and ELD 1 / 2 Humanities on B day. With a semester block roster, ELD 1 / 2 English should be in the fall and ELD 1 / 2 humanities should be in the spring.

Sample Block Roster Chart for ELD Classes

Level	Semester 1 / A Day: ELD Class (English credit)	Semester 2 / B Day: ESL Required Courses (humanities credit)
1	ELD 1 English Optional - Linguistic Development	ELD 1 Humanities (Linguistic Development may also be taken in the 2nd semester)
2	ELD 2 English	ELD 2 Humanities
3 - 4.5	Sheltered English 1, 2, 3, or 4	Optional - Cross Curricular Language Development
4.6 +	English (based on grade level)	

ELD English Placement for High Schools
A student's most recent proficiency level and ESL teacher input determine placement for the student's ELD English class. For example, if a level 1 9th grade student scores 3.8 on the state-mandated ACCESS test, the recommended placement for 10th grade would be Sheltered English 2. If a level 1 9th grade student scores 2.5 on the state-mandated ACCESS test, the recommended placement for 10th grade would be ELD 2 English and ELD 2 Elective.

VI. RECLASSIFICATION[4] CRITERIA AND MONITORING FORMER ELs

Reclassification Criteria

In October 2017, Pennsylvania Department of Education (PDE) reset the criteria for reclassification based on new regulations under Every Student Succeeds Act (ESSA). The new criteria took effect October 1, 2017.

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 annual English language proficiency assessment, ACCESS for ELLs®, and gathered by teachers using standardized language use inventories.

More information on the reclassification criteria (as well as reclassification criteria for ELs with disabilities) can be found here: Reclassification, Monitoring, and Redesignation of ELs.

Four-Year Monitoring Process

Federal and State regulations require all reclassified students to be actively monitored for two (2) years. There is an additional monitoring period for the third and fourth year after reclassification. This additional monitoring period does not include active monitoring at the school level. Four years after reclassification, EL students are considered Former ELs (FELs).

Monitoring the academic progress of ELs should be a collaborative effort of school staff including the classroom teacher, the ESL teacher, counselor, and principal. The classroom teacher and the ESL teacher should establish frequent and ongoing communication to ensure that the student receives appropriate support aligned with his/her instructional needs.

OMCP staff will provide the EL Point-Person pre-populated forms during the second marking period annually for students who are in Year 1 or 2 of post-exit monitoring. Instructions for completion of the form are clearly explained on the form itself. A copy of the form should be included in the EL Data Folder/Envelope for each reclassified student.

If during the two-year active monitoring period evidence suggests that an reclassified student is still hindered by his/her English language proficiency, additional supports must be provided in order for the student to be successful in mainstream classrooms.

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[4] *Reclassification is also known as "exiting" from an ESL program*

VII. DISTRICT-WIDE POLICIES AND PROCEDURES FOR ELS

Marking and Grading Guidelines for ELs

<u>All</u> teachers are required to differentiate instruction and assessment (including grades) to align with the *WIDA Can Do Descriptors* that coincide with the ELD level of their ESL students. Please see below for criteria that will help in grading ELs:

For all ELs (Levels 1 – 5):

- ELs must receive modified and adapted instruction and assessment based on the *WIDA Can Do Descriptors* aligned with student's grade level and proficiency level.

- ELs' grades may only be based on assessment measures that have been adapted to accommodate the language-specific needs of EL students and may not be based on assessment measures designed exclusively for use by native speakers of English unless those measures match the *WIDA Can Do Descriptors* for students' levels.

- ELs should not receive failing grades based only on their inability to speak English. No ESL student enrolled in any course can be issued a grade of a D or an F unless the teacher can provide documentation in the following areas:

  o The teacher has modified instruction and assessment to be in alignment with the Can Do descriptors appropriate for the student's level
  o The student has not made a reasonable effort despite appropriate accommodations
  o Ongoing consultation has been made by the content teacher with the ESL teacher regarding the suitability of assessments and modified instruction strategies as they relate to students' levels of language development
  o The family has been contacted and notified of the student's academic performance in their preferred language.

If a teacher has documentation of all of the above, the teacher must submit documentation for the student to the principal and EL Point Person prior to giving the failing mark. Documentation must include evidence of the RtII/MTSS process being implemented.

Please note: ELs are not exempt from grades. All EL students, including "newcomers," should receive a grade based on the *WIDA Can Do Descriptors* in all subjects for each grading period. The only exception is for students who have been enrolled for a period of less than 15 school days of a marking period, in which case, the student can receive a mark of NG ("No Grade").

For downloadable copies of the *WIDA Can Do Descriptors* visit: *WIDA Can Do Descriptors.*

Guidelines for Annual Assessments and District-Wide Assessments

Annual Assessments

The state-mandated annual assessments administered to ELs are the PSSA/Keystone and the ACCESS for ELs 2.0.

District-Wide Assessments: Benchmark Exams

- Level 1 and 2 ELs in grades 3 and higher are **NOT** recommended to take District-wide benchmark assessments in reading/writing or language arts. For all other subjects, ELs **are** recommended to participate in benchmark assessments.
- Level 3, 4, 5, and 6 ELs **are** recommended to participate in all District-wide benchmark assessments.
- All PSSA/Keystone accommodations for ELs are applicable to District-wide benchmark assessments.

State Standardized Assessments: PSSA and Keystone Exams

Participation in state standardized assessments is required for all ELs who have lived in the United States for more than one year. Pending approval, Pennsylvania's new policy for ELs participation in standardized testing is the following:

(a) Students enrolled in a United States school for less than a year are exempt from the ELA PSSAs.
(b) Students in their second year will take all required PSSA and Keystone exams for participation purposes.
(c) Students in their third year will take all required PSSA and Keystone exams for growth.
(d) Students in their fourth year will take all required PSSA and Keystone exams for growth and proficiency.

Accommodations for District-Wide and State Assessments

Accommodations are provided to an EL to ensure that an assessment measures his/her knowledge and skills rather than his/her English proficiency. State-mandated accommodations for ELs may change from year to year. Please consult the most recent Pennsylvania Accommodations Guidelines, which can be found at The Pennsylvania Department of Education. New accommodations unfamiliar to students should not be introduced to students for the first time when they are taking the PSSA, Keystone or any other standardized test.

The academic performance, including proficiency in English, of each English Learner enrolled in the EL Education Program will be assessed using multiple assessments.

ACCESS for ELs 2.0

The Pennsylvania Department of Education uses ACCESS for ELs 2.0 as the statewide assessment instrument for the required annual assessment of English language proficiency. ACCESS for ELs 2.0 is a standards-based, criterion-referenced English language proficiency test designed to measure ELs' social and academic proficiency in English. It assesses social and academic English including the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains of listening, speaking, reading, and writing.

In the 2015-2016 school year, the SDP began to roll out the online version of the ACCESS assessment. Each year, OMCP works with the Education Technology and IT departments to determine the number of schools that will administer the online version of the assessment.

An explanation of ACCESS 2.0 is available at:
WIDA ACCESS 2.0

Kindergarten students are assessed using the original ACCESS for ELs. Click here to find information about the ACCESS for ELs can be found here.

For students who are ELs and also require special education services, the Alternate ACCESS for ELs may be the appropriate assessment. The Alternate ACCESS corresponds to Alternate Language Proficiency Levels and Alternate Model Performance Indicators. The student's IEP team must determine whether the Alternate ACCESS is appropriate based on his/her IEP. Click here to find a more detailed explanation of the Alternate ACCESS.

Testing Accommodation for ELs

English Learners are entitled to testing accommodations to ensure that an assessment measures the student's knowledge and skills rather than his/her English proficiency. Accommodations permitted are aligned to those permitted by the Pennsylvania Department of Education (PDE) and may vary slightly from year to year. For the most current accommodations, please check the PDE website.

- Extension of allotted time
- Use of frequent breaks
- Testing in separate rooms (small group settings)
- Bilingual dictionaries (for students in the country less than three years)
- Qualified bilingual interpreter (for students in the country less than three years)
- Reading of questions (not for reading test)
- Providing of visual clues (graphic organizers, timelines, graphs, pictures)
- Simplification of directions

Promotion and Retention Policy for ELs

Promotion and retention decisions for ELs are based on policies and procedures specified by The School District of Philadelphia. ELs may not be retained based solely upon their English Proficiency Level. Promotion criteria for Special Education ELs are aligned with the individual student's IEP. All decisions regarding promotion or retention of ELs must be made by instructional teams that include the ESL teacher, classroom teacher, Special Education teacher (if applicable), Multilingual Manager, and the Principal.

Understanding Multi-Tiered Systems of Support for English Learners (ELs)

For ELs, instruction and content lessons must take into account students' English Language Proficiency (ELP) WIDA ACCESS/Screener levels. ESOL instruction, according to the PA Basic Education Circular (BEC) on Educating English Learners "is driven by language, but it draws from general education content" (2017), and is not considered an intervention. "Rigorous implementation of RTI includes a combination of high quality, culturally and linguistically responsive instruction; assessment; and evidence-based intervention" (National Center on Response to Intervention, 2010).

Universal Screeners and English Learners

English Learners **should not** be compared to non-English Learners when using aimswebPlus benchmark scores but instead should be compared to their "true peers"; ELs of similar linguistic background, English proficiency level, experience, culture, educational background, and time of entry into an ESOL program.

Tier One = Core Instruction

Core instruction for ELs is instruction based on the PA Common Core Standards and scaffolded according to students' language proficiency levels in all subject areas. ESOL instruction is not considered an intervention.

Effective instruction for ELs considers and builds on students' cultural knowledge, home language, background, life experiences, and linguistic proficiencies. It also involves **shared ownership** by classroom teachers and ESOL teachers.

Monitoring English Learner Progress

ESOL teachers **must** collaborate with classroom teachers to monitor the progress of English Learners. ELs are developing English proficiency and should always be measured against their **"true peers"** rather than students who are not English Learners.

Student Name	Date Entered District	Initial ESOL Level	Time in ESOL Program	Current ACCESS Levels (Scale Scores)				Limited Formal Schooling? (Y/N)	aimswebPlus Benchmark Scores			DRAII Level		
				Reading	Writing	Listening	Speaking		Fall	Winter	Spring	Fall	Winter	Spring

Tier Two
When an EL falls behind his or her "true peers", a problem-solving protocol (an example worksheet can be found below) should be initiated by the classroom teacher and ESOL teacher collaboratively in order to determine potential barriers. The problem-solving protocol **must** be a collaborative effort between the classroom teacher and ESL teacher.

Tier II supports for ELs may include but are not limited to:

● More time in Tier I core instruction. Tier II interventions should not replace ESOL core instruction. Different materials may be used with the goal of meeting grade-level standards
● Small group instruction (3-5) students
● Instruction must continue to be scaffolded, taking into consideration students' language proficiency levels and cultural backgrounds

Tier Three

ELs who have received Tier Two research-based interventions without demonstrating significant gains require a team-based problem solving approach. Such an approach should address the following questions including but not limited to:

● Have Tier Two interventions supplemented core ESOL instruction (without replacing it)?
● Were appropriate scaffolds utilized to deliver instruction within the SDP Comprehensive Literacy Framework?
● Were Tier Two interventions implemented with fidelity following a plan designed collaboratively by the classroom teacher and ESOL teacher?

*An example problem-solving protocol can be found here:
https://drive.google.com/a/philasd.org/file/d/1TjMAHP6OnPq_W8H6NvH_8mNizpR78D0h/view?usp=sharing

References

National Center on Response to Intervention. (2010). *Essential components of RTI—A closer look at response to intervention*. Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Response to Intervention. Retrieved from https://rti4success.org/resource/essential-components-rti-closer-look-response-intervention

Pennsylvania Department of Education. (2017). *Basic Education Circular*: *Educating English Learners.* Retrieved from:
http://www.education.pa.gov/Documents/Codes%20and%20Regulations/Basic%20Education%20Circulars/PA%20Code/Educating%20English%20Learners%20(EL).pdf

Support for Long-Term ELs

The SDP Language Policy has established a window of five years as the amount of time by which ELs should reach English language proficiency and be able to transition to the general education program. Please note that individual circumstances such as limited formal schooling in the home country or frequent moves during the first years in the U.S. might affect the length of time needed for some students to reach proficiency. In addition, a student's initial placement level should be considered as students who start school with higher levels of proficiency in English will require less time to reach proficiency.

Provisions shall be made for students who are not progressing as determined by relevant data. Students who exhibit the following should be closely monitored and provided appropriate supports:

- Minimal growth in language acquisition at the Entering and/or Beginning levels of proficiency within their first year in a US school
- Stalling at the Developing or Expanding levels of proficiency for more than two years
- More than five years as an EL

In these instances, students will receive appropriate services that may include, but are not limited to:

- Differentiated/intensified instruction
- Intervention provided through RtII/MTSS
- Tutoring support
- Native language support in the content areas
- Computer programs that support language acquisition and academic literacy
- Enrollment in an after-school or Saturday program
- Enrollment in a summer program
- High school students may be enrolled in **Cross Curricular Language Development**

Please note that there are many differences between ELs and struggling readers. Students may differ in their motivation, oral language proficiency, and background knowledge. These differences may affect the route and rate of acquisition of literacy. If interventions are to be successful, they must be matched correctly to the area of need.

VIII. DATA COLLECTION AND MANAGEMENT

A. EL Data Folders/Envelopes

As required by the Pennsylvania Department of Education ESL Monitoring System, ESL teachers/EL point persons must maintain an EL Data Folder/Envelope for every student presently classified as an EL, enrolled in an EL Education Program (ESL), and those who have been reclassified. If a school does not have a full-time ESL teacher, the itinerant ESL teacher or a designee assigned by the principal will be responsible for making sure the EL Data Folders/Envelopes are maintained with the appropriate documentation.

- The EL Data Folder/Envelope is part of the student's cumulative record and must always accompany the student's pupil pocket
- The EL Point-Person is responsible for maintaining the updated folder/envelope
- Records, including the W-APT or WIDA Screener results, initial Parent Notification Letter, ACCESS for ELs results, a copy of Reclassification Notification to Parents, Recommendation letters for reclassification, and the Year 1 to 4 Monitoring of Former ELs forms must be included in the folder/envelope
- If a student transfers to or from a school, EL Data Folders/Envelopes must accompany the student's pupil pocket
- When a student leaves the District, storage of the EL Data Folder/Envelope will follow the same procedure as storage for the student's pupil pocket.

[Click here to find the EL Entry Letter](#).

IX. ADDITIONAL PUPIL SERVICES

Counseling Services

ELs are required to have access to the same level of counseling services as their native-English-speaking peers. If language serves as a barrier to appropriate and/or needed services, the Bilingual Counseling Assistant (BCA) can provide interpretation and translation as well as serve as a cultural broker for the student, parent/caregiver and counselor.

In addition, counselors are expected to utilize Language Line when necessary. **All schools and administrative offices of the School District of Philadelphia have access to telephonic interpretation service.** The service is provided through a contract with Language Line and **IS FREE FOR OFFICES AND SCHOOLS.**

In the event that there is no trained bilingual staff to meet your interpretation needs, call Language Line at 1-800-264-1545. You will be asked to provide your access code, language needed, your name, and your department/office or school name. To obtain your access code or for instructions on how to use this service please call 215-400-4180, option 4 or send an e-mail message to translation@philasd.org.

ELs with Special Needs

Students who are English Learners may be eligible for special education services once it has been determined that a disability exists and that lack of grade-level performance is **not** solely due to lack of proficiency in the English language. All procedures for the screening, evaluation, and development of the IEP, and the provision of services and/or instruction must be in compliance with the Individuals with Disabilities Education Act (IDEA) and PA Chapter 14 Regulations. The IEP team must consider the need for ESL instruction as they address the students' needs related to the provision of Free Appropriate Public Education (FAPE). Unless criteria for reclassification from the ESL program have been met (as outlined above), all English Language Learners eligible for special education services must continue receiving ESL instruction.

The ESL teacher must be part of the IEP team. Communication with the parents of English Learners being considered for special education placement must be clear and presented in a mode and language they understand. Click here to find support documents translated into twelve major languages.

In addition, The School District's Office of Translation and Interpretation offers resources to schools and families. Visit the Office of Translation and Interpretation at Multilingual Interpretation Services.

Gifted ELs

Pennsylvania Code, Chapter 16, defines mentally gifted as "outstanding intellectual and creative ability the development of which requires specially designed programs or support services, or both, not ordinarily provided in the regular education program." This document recognizes that learning English as a second language can "mask" gifted abilities. Compared with their peers who speak English a first language, ELs are equally likely to be gifted, so educators must take care to note all factors that may indicate giftedness, such as academic creativity and an ability to learn rapidly.

X. EQUAL ACCESS OPPORTUNITIES

It is of utmost importance that ELs and their families are provided supports, which ensure their participation in all pupil services available to students in the general education program.

LeGare

The LeGare review process allows for English Learners to apply to **criteria-based high schools.**

What does LeGare mean for ELs?

All families should be assisted by persons knowledgeable about high schools and high school programs in considering a range of programs, in identifying the accommodations and supports needed for the student to be successful, and in recommending modifications. Families should receive guidance in a language that they understand. The counselor and the ESL teacher are responsible for counseling students on high school options and for supporting students' development of application materials.

Students may not be excluded on the basis of admission criteria if they can participate successfully, given reasonable accommodations.

** LeGare is applicable to English Learners up to two years after being reclassified, provided the student is in the 8th grade applying to the 9th grade.

More information about the LeGare Process and the school's responsibility can be found on the Office of Multilingual Curriculum and Programs' website.

Alternative Education programs

An alternative education program must follow policies, procedures, and guidelines articulated in this publication.

Career and Technical Education (CTE)

The participation of English Learners in vocational-technical education classes and programs is not determined by their level of English language proficiency. English Learners should have access to any course of study available. It is the responsibility of the program to make the

necessary accommodations and the responsibility of the principal to ensure that this happens. CTE students who are English Learners must be provided ESL instruction appropriate to their level of proficiency.

D. McKinney-Vento Homeless Education Assistance Act

According to the Basic Education Circular 42 U.S.C. §11431 on Education for Homeless Youth, students whose primary residence is not "fixed, regular, and adequate" qualify for special treatment when enrolling to school in order to receive proper educational support and services. Students living in an emergency shelter or transitional housing, unaccompanied youth, and refugee and migrant youth among others are entitled to immediate enrollment and free and reduced lunch. Schools must help homeless youth with any necessary enrollment documents, as well as setting up transportation services and getting the students basic uniform clothing and school supplies. For instance, if students experiencing homelessness live at least one mile (1.0) away from the school, they are eligible to receive transportation assistance. More information is available at https://www.philasd.org/homeless/about/about-mckinney-vento/

XI. PROGRAM EVALUATION

OMCP monitors the effectiveness of Language Instruction Educational Programs (LIEP) across the district using accountability measures set by the Pennsylvania Department of Education (PDE). As of January 2018, PDE has set new accountability measures for English Learners as part of the ESSA Consolidated State Plan for Pennsylvania. The new accountability measures include individual student-level growth targets as well as attainment targets based on the yearly ACCESS assessment. In addition, schools are given an index score based on the percentage of students meeting growth and attainment targets each year.

OMCP will review school-level index scores to monitor effectiveness of instructional programs for ELs and inform programmatic decisions district-wide. For more information on PDE's accountability measures, please see pp 12-16 of ESSA Consolidated State Plan for Pennsylvania.

XII. PARENTAL AND COMMUNITY OUTREACH

Family Notification

Title 22, Chapter 4, Section 4.26 require that schools notify parents/caregivers of their child's enrollment in an EL Education Program. This notice must take place no later than 30 days after the beginning of the school year or 14 days after the enrollment in the middle of the school year. The notice must be in English and in the home language of the student and convey, in simple and

non-technical language, all of the information required by state and federal statutes. The following is a list of the information that must be included:

- Identification and assessment process
- Child's placement
- Child's current English proficiency and academic achievement level
- Program options and methods of instruction
- Information regarding any change in the child's EL education program status
- Parental rights and options

To assist schools in meeting these requirements, the Office of Multilingual Curriculum and Programs provides a Parent Notification Packet that includes the required notification letters and their translation in the eight major languages (Albanian, Arabic, Chinese, French, Khmer, Russian, Spanish, and Vietnamese). These translations can also be downloaded from the Office of Multilingual Curriculum and Program's website.

Translation and Interpretation Services

Students in the School District of Philadelphia speak more than a hundred different languages, making it the most diverse urban school district in the Commonwealth of Pennsylvania. More than 12,000 of our students are English Language Learners who face the challenge of learning a new language and adapting to a new culture. To serve the needs of the students and families whose primary language is other than English, The School District of Philadelphia has developed a system of additional supports, which include:

- Office of Translation and Interpretation (see Family and Community Engagement - Translations)
- English for Speakers of Other Languages and bilingual instruction
- Tutoring
- The services of bilingual counseling assistants
- Telephonic interpretation service, which is available to all schools and administrative offices
- See translation of important parent communications here.
- Access to information in languages other than English on the School District's website on Multilingual Language Pages.
- For language hotlines for parents, go to Multilingual Language Access.

In addition to these services, schools should also designate bilingual school-based positions. Having staff that can speak directly with parents and students will enhance the experiences of all involved.

Bilingual Counseling Assistant

The Bilingual Counseling Assistant (BCA) works under the direction of the principal. The BCA is a liaison and facilitator of communication between ELs, their parents, community organizations, and school personnel to meet the needs of ELs.