



THE SCHOOL DISTRICT OF
PHILADELPHIA

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Academic Year 2019-2020

Newcomer Learning Academy (NLA) Handbook



THE SCHOOL DISTRICT OF PHILADELPHIA

Franklin Learning Center (FLC)
Newcomer Learning Academy (NLA)
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Newcomer Learning Academy Table of Contents

I. Overview & Rationale	3
II. Goals	3
III. General Program Description	4
A. Staffing	4
B. Instructional model: Accelerated, Intensive and Scaffolded Language and Content	5
1. <i>Roster</i>	6
2. <i>Language Instruction</i>	12
3. <i>Content Instruction</i>	13
C. Cross-Cultural Orientation	16
D. Marking and Grading Guidelines for ELs	17
E. Guidelines for Annual Assessments and District-wide Assessments	18
<i>Annual Assessments</i>	18
<i>District-wide Assessments- Benchmark and Predictive Exams</i>	18
<i>State Standardized Assessments- Keystone Exams</i>	18
<i>Accommodations for District-Wide and State Assessments</i>	18
<i>ACCESS for ELs</i>	19
IV. Professional Development	20
V. Enrollment and Placement	20
A. Newcomer Student Definition/Eligibility Criteria	20
B. Grade Placement	21
<i>School District of Philadelphia Graduation Requirements: 23.5 credits</i>	21
C. Transcript Review Process and Credit Distribution	22
<i>Credit for World Language:</i>	22
D. Reclassification of English Learners	23
VI. School District of Philadelphia Code of Student Conduct (2018-2019)	24
Behavioral Expectations and Responsibilities	24
School Attendance	25
<i>Franklin Learning Center / Newcomer Learning Academy Schedule</i>	26
<i>Cell Phones and Electronic Devices</i>	27
<i>Dress Code</i>	27

I. Overview & Rationale

The Newcomer Learner Academy (NLA) provides students ages 14 - 20 that recently arrived to the United States and to the English language an accelerated course of study that builds academic, disciplinary and social English. In addition, we recognize that the students are adjusting to living in a new community with a new culture, new norms and language. Therefore, the NLA provides a nurturing school environment to assist students in becoming acclimated to U.S. secondary school procedures and academic expectations while appreciating the experiences, perspectives and background knowledge each student brings to the community.

The program is purposefully designed to meet the needs of high school students that are new to the U.S. and demonstrate beginning levels of English language proficiency. Through courses that embed literacy and language learning with content instruction in mathematics, science and social studies, students develop English language and literacy skills while also acquiring content-area skills and knowledge. With the proper and sufficient scaffolds and supports, students are expected to learn standards-based content and actively participate in their learning. For students who have had interruptions or gaps in formal education - (SIFEs – Students with Interrupted Formal Education) - additional supports are provided through specialized coursework and additional instructional interventions in literacy and numeracy.

II. Goals

The program will:

- 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 and practices
- ensure success by providing adequate support services including community partnerships (e.g. community-based organizations, immigrant / refugee organizations, etc.), Bilingual Counseling Assistants (BCAs), and college and career guidance
- enable high school-aged ELs to meet grade promotion and graduation requirements and prepare and provide support for college and / or career exploration and application processes
- provide extra learning time through after-school and/or vacation institutes

III. General Program Description

A. Staffing

The Newcomer Learner Academy staff includes teachers, Bilingual Counseling Assistants (BCAs) and a guidance counselor. All teachers are language teachers in addition to their respective content. The teachers of first year students are dual certified (ESOL and English, math, science and/or social studies) and may be bilingual and/or have international experience. All teachers of sheltered content courses either have dual certification (content and ESL) or must participate in Office of Multilingual Curriculum and Programs (OMCP) professional development for content teachers of ELs. The Bilingual Counseling Assistants (BCAs) provide language interpretation, communicate with families, advise students in their first language, and share information on community resources and supports. One of the school's guidance counselors includes NLA students as part of his/her caseload. All staff are expected to collaborate on a regular basis to meet students' academic and social / emotional needs.

NLA Co-Coordinators

During the 2019-2020 academic year, the NLA co-coordinators will have one released period each. They are responsible for:

- Overseeing student placement and grouping of students according to language and previous education based on initial screening and NLA placement assessments (math, English). Maintaining student records related to placement.
- Consulting with the school's Scheduler to ensure students are rostered properly
- Acclimating new students to the school and procedures (e.g. ID, entering / exiting the building, following a roster, introduction to peers / staff, etc.). Maintaining materials to be distributed when a new student is admitted.
- Supervising NLA Mentor Students - Student Ambassadors - who will assist with acclimating new students to the school and procedures.
- Advising FLC administration on materials and programs for ELs in conjunction with NLA colleagues and OMCP staff.
- Advising, with other NLA team members, Franklin Learning Center (FLC) faculty on accommodations for standardized assessments and grading of ELs. Encouraging FLC faculty to participate in OMCP professional development - QTEL - for secondary teachers.
- Providing leadership on instruction including implementing QTEL based curricular approaches such as amplifying instruction (versus modifying or simplifying), using grade-level content, and demonstrating lessons with "high challenge and high support"
- Coordinating, with NLA colleagues, cross-curricular and project-based modules.
- Coordinating, and directing ACCESS testing to ensure all students complete the process and materials are delivered on time.
- Coordinating with FLC counselor and teacher of "Senior Capstone" for college planning / placement.

- Monitoring, in consultation with NLA colleagues and the FLC counselor, students' academic progress.
- Acting as a liaison between the school's leadership team, the NLA team, and the larger school community.
- Planning, with NLA colleagues, school trips aligned with curricula and needs of students
- Coordinating Community Based Organizations involvement with NLA (recruit new CBOs, maintain relationship with current CBOs, etc.)
- Planning and facilitating Common Planning Time / Professional Learning Community (PLC) (facilitate, agenda, minutes, etc.) in consultation with NLA colleagues and OMCP staff.

B. Instructional model: Accelerated, Intensive and Scaffolded Language and Content

The Newcomer Learner Academy (NLA) is for secondary students who are new to the United States. It is a four-year program based on credit acquisition. The first-year students have been enrolled in school in the United States for less than a calendar year. Second year students are no longer newcomers; nevertheless, students are provided with a second year of intensive, scaffolded instruction. Third- and fourth-year students will be rostered in courses based on their ACCESS level and teacher recommendation. All course work and instruction are to help prepare students to successfully earn a high school diploma and be prepared for college and / or a career.

Since the students are enrolled in the School District of Philadelphia, they must complete School District of Philadelphia requirements for high school students. Instruction is premised on building on students' language, cultural, and academic assets and strengths while providing appropriate supports, or scaffolds, to enable students to acquire academic English and age-appropriate content. Instruction is amplified to increase access rather than simplified (Walqui & van Lier, 2010). Simultaneously, students are encouraged to share their worldviews and explore additional and/or new understandings through collaboration with their peers. Cooperative learning strategies provide opportunities for peer interaction as students develop language and learn concepts and content (Calderón, 1998).

In addition, language and content learning are interdependent. Students learn academic and disciplinary language, discourse and knowledge when language and content instruction are combined and integrated (Collier & Thomas, 2009; Egbert & Ernst-Slavit, 2010; Gibbons, 2009). Teachers consider the academic challenges and the cultural and educational background knowledge of the students to make the content linguistically and culturally accessible.

Since the 2016-2017 academic year, OMCP has offered Quality Teaching for English Learners (QTEL), a research-based professional development 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 within a three moments unit plan (preparing the learner, interacting with texts / ideas / concepts, and extending understanding) to increase student learning. To support the simultaneously learning of language and content, learning is approached as a socially engaged process, versus an individual process,

and language learning as non-linear, complex process focused on comprehension and communication (Walqui, 2010, 2012).

The five principles of QTEL teaching are:

- (1) “Sustain academic rigor by promoting deep disciplinary knowledge and developing central ideas of a discipline, supporting higher order thinking and encouraging complex subject matter understandings and arguments;”
- (2) “Hold high expectations by engaging students in high challenge and high support tasks that provide multiple entry points to address the academic and linguistic heterogeneity of the classroom... by providing scaffolds that facilitate student entry and success... and promote apprenticeship and increased participation over time;”
- (3) “Engage English Learners in quality interactions that are sustained, deep and build knowledge...(as) students and teacher engage in organic dialogue that builds on the participants’ previous knowledge and ideas to promote deep understanding of concepts;”
- (4) “Sustain a language focus by explicitly developing disciplinary language, discussing how language works, and teaching the characteristics of different genres and subject-specific discourse (with) teacher language amplified, versus simplified, through multiple representations, examples and modalities;”
- (5) “Develop a quality curriculum that has long-term goals and benchmarks, is problem-based and requires sustained attention beyond a single lessons... which enables students to move from ambiguity to clarity and increasing understanding...(by) weaving knowledge and interconnecting ideas with the student’s own reality and linguistic and cultural identity.”

1. Roster

Students English Proficiency “Levels”

Levels (1 – 6) are determined by student’s assessment on either the WAPT placement test of the WIDA ACCESS test. The Levels are:

1 - Entering	2 - Emerging	3 - Developing	4 – Expanding	5 - Bridging	6 - Reaching
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Level 1 / Entering students have not learned English. By Levels 4 (Expanding), most students should be able to learn, with supports, in regular classes.

ESOL Course Sequence

Students with ACCESS levels 3 – 4.5 will be provided with Sheltered English. The level (English 9, 10 etc.) is based on their year in school. Sheltered content classes end at ACCESS level 3.9. Students may be assigned to Level 3 (Developing) sheltered content classes, such as mathematics, science and social studies, on an “as-needs” basis.

ACCESS Level	English Course(s)	Academic Core (Soc Stu, Math, Science)	Optional ESL Electives (get recommendations from ESL coordinator)	
1.0 - 1.9 (Entering)	ELD 1 (English) <u>AND</u> ELD 1 (Humanity)	Scheduled at grade level into Sheltered courses with level 1.0-1.9 ELs.	Linguistic Development (recommended for Newcomers) Language of Math (recommended for SIFE)	ELD Senior Capstone (recommended for 12 th graders completing a senior project)
2.0 - 2.9 (Emerging)	ELD 2 (English) <u>AND</u> ELD 2 (Humanity)	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 with level 3.0-4.5 ELs	Scheduled into general education courses.	Cross Curricular Language Development (recommended for ELs with more than five years in an ESL program or ELs in need of additional support)	
4.0 - 4.5				
4.6 +	*Students at this level should be programmed into general education*			

ESL English and Elective Course Sequence

- Only ELs can take these courses
- Teachers must have content certification (e.g. English 7-12)
- Teachers must be ESL Program Specialists
 - Language of Math ONLY, 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	<p>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</p> <p>Required for level 1.0-1.9.</p>
ELD 1 (Elective)	0611G.1	English (7-12) AND ESL Program Specialist	
ELD 2 (English)	0620G.1	English (7-12) AND ESL Program Specialist	<p>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.</p> <p>Required for level 2.0-2.9.</p>
ELD 2 (Elective)	0621G.1	English (7-12) AND ESL Program Specialist	
English 1 Sheltered	0100S.1	English (7-12) AND ESL Program Specialist	<p>ELs should be scheduled into a course based on their grade level and/or credit needs, not their ACCESS level.</p> <p>Required for level 3.0-4.5.</p>
English 2 Sheltered	0200S.1	English (7-12) AND ESL Program Specialist	
English 3 Sheltered	0300S.1	English (7-12) AND ESL Program Specialist	
English 4 Sheltered	0400S.1	English (7-12) AND ESL Program Specialist	
Linguistic Development	0612G.1	ESL Program Specialist	ESL coordinator should recommend Newcomers
Language of Math	2560S.1	Math (7-12) AND ESL Specialist or QTEL Trained	ESL coordinator should recommend Students with Interrupted Formal Education

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 12 th grade 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) / Sheltered English Materials

ELD1 English / ELD 1 Elective and ELD 2 English / ELD 2 Elective

English Language Development Levels 1 (and 2 core materials are Cenage / National Geographic Learning *Hampton-Brown Edge: Reading, Writing and Language*. ELD 1 uses Edge Fundamentals and ELD 2 uses Edge A. The series 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, 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 narrative tasks.

In addition, teachers may draw from many sources to integrate more authentic reading into ELD classes and electives including leveled readers and excerpts from content-area texts, short news articles, poetry and song lyrics, and tables, graphs and maps.

Sheltered English 1, 2, 3 or 4

Students with ACCESS levels 3 – 4.5 will be enrolled in a Sheltered English class based on their grade level. For example, an 11th grade student with an ACCESS level of 3.0 will be rostered in Sheltered English 3. The teacher will use the School District of Philadelphia’s Curriculum Engine as a guide for planning instruction. The core materials are McGraw Hill Education’s *StudySync* and novels. Students with ACCESS levels 4.6 or higher will be in a general education English course.

Teachers may participate in BESST - collaboration with CCP and SDP - to embed college preparatory writing in the English courses.

Linguistic Development

New students with limited formal education (SIFE) will take Linguistic Development. Core materials are the Oxford Picture Dictionary, including ancillary materials, and Oxford’s Trio Speaking / Listening 1. Students with no formal education will have intensive reading instruction with abcEnglish (<https://www.teachabcenglish.com/>).

Cross Curricular Language Development

Students in their fourth year who need additional support will take Cross Curricular Language Development with Franklin Learning Center students who have been in ESL programming for 5 or more years. The course materials are Houghton Mifflin Harcourt’s English 3D and Listenwise, a partner with National Public Radio.

ELD Senior Capstone

All students are required to take ELD Senior Capstone their senior year of high school. The course includes writing a cover letter and resume, college essays and college / job applications. Students will also complete a senior research project and presentation. If time permits, students will complete a unit on financial planning.

Teachers should use the OMCP Curriculum as a guide. Teachers may also use Listenwise to support research.

Language of Mathematics

Language of Mathematics is a mathematics course – students receive mathematics credit and therefore should be taught by a teacher certified in mathematics. The course is designed for students with interrupted formal education (SIFE) who have difficulty with the mathematics screener used by the NLA. The course materials are (1) *Longman* Mathematics for students who are unfamiliar with math operations (addition, subtraction, multiplication, division), and (2) *Pearson* Language Central for Math for all students in the course. The class is to prepare students for Algebra 1.

2. Language Instruction

Based on their language proficiency level, new NLA-students will take two ESOL classes: ELD 1 English and ELD 1 Elective. Students will receive English and elective credits. New students with very limited formal schooling will also be enrolled in Linguistic Development, a third ESOL class that will incorporate social, instructional and academic language instruction in the four language domains – reading, writing, speaking and listening. To determine whether or not a student qualifies for SIFE classes, a reading, writing and math screener will be administered. Students / Families will also complete a questionnaire about the students' formal education experience.

While students are encouraged to use their first language, courses are taught in English. The four language domains are integrated and cross-curricular in all ESOL and sheltered content courses (Cloud, Genesee, & Hamayan, 2009; Saunders & Goldenberg, 2010; Short & Fitzsimmons, 2007). The ELD courses are based on English Language Proficiency (ELP) standards and the Pennsylvania Common Core English / Language Arts Standards. Students are grouped by English language proficiency and not by grade or age. The materials, assignments, and themes addressed in the two classes, ELD 1 English and ELD 1 Elective, are closely linked, so the reading and writing academic skills are mutually reinforced in daily lessons. A similar linkage occurs in ELD 2 English and ELD 2 Elective.

Students arrive in the United States with various educational backgrounds. Upon arrival, NLA staff will assess the educational background of each student to determine the appropriate grouping and/or class section. First year students are grouped by educational background

including literacy and numeracy skills. Depending on students' needs, including stage of literacy development, language instruction for students with limited formal education may include the Roman alphabet, phonemes in English, decoding and social and instructional language of school. Students with more formal education will also receive literacy instruction in fluency and comprehension, language forms and conversational and academic vocabulary. In addition, students learn language forms and conventions and linguistic complexity such as the use of text structure.

Classrooms include a class library of age-appropriate fiction and non-fiction books and authentic materials, such as online and print articles, at a variety of levels of language proficiency. The goal is to learn grade-level content while learning language and literacy skills. Technology, including projectors and computers, is also present in each classroom to the use with interactive software, to present visuals, graphics and video clips, and to use for student created presentations and publications.

Writing instruction is also integral to language development. Developmentally appropriate instruction in spelling, mechanics, sentence and paragraph construction is integrated with process writing activities including pre-writing, drafting, revising and editing, and rewriting. Just as students read across genres, students write in a variety of genres including journal writing to poetry, think-maps to shared writing, e-mail and blogs to personal stories and informational and argumentative writing. Collaboration and publication are key to promoting growth in academic writing.

Listening and speaking skills, along with grammar and vocabulary, are integrated into the ELD and sheltered English classes. Listening and speaking skills are integrated into each of the thematic units; they are introduced and reinforced as part of pair and group work, classroom discussion, pre- and post-reading and writing tasks, writers' workshop, group projects and project presentations, as well as through brief warm-up and review activities. Because students are assessed in the four language domains, it is essential that students practice an increase in proficiency in the four language domains while they gain disciplinary content knowledge.

3. Content Instruction

For students whose ACCESS levels are 1 – 3.9, grade appropriate content instruction in science, mathematics and social studies is sheltered to maintain the academic rigor of the content area curriculum. Sheltered classes at the NLA are EL-only content classes for ACCESS Level 1, 2 and 3 students. Level 1 ELs are rostered together to the extent possible. Level 2, and Level 3 students are rostered together.

Sheltered instruction blends content specific instructional strategies with pedagogical scaffolding strategies (Walqui & van Lier, 2010). Since 2016, teachers may participate in professional development, Quality Teaching for English Learners (QTEL), based on 5 core principles: (1) sustain academic rigor, (2) hold high expectations with high supports, (3) engage students in quality interactions, (4) sustain a language focus and (5) develop quality lessons / units. The instructional approach incorporates a range of strategies to enable students to understand the content by connecting to students' prior knowledge and embedding scaffolding strategies to

deliver meaningful input, promote student output and encourage interaction through collaboration with peers.

Embedded scaffolding strategies include incorporating sensory, graphic and interactive supports and teaching higher-order thinking skills (Haynes & Zaccarino, 2010). Sensory supports include realia, manipulatives, diagrams, video and physical activities. Graphic supports include charts, tables, organizers, photos, sentence frames and number / time lines. Interactive supports include using their first language (L1), working with a partner / small group and a mentor (Merchant & Jones, 2012). Verbal Textual support include labeling, repetition, modeling, question prompts / cues, and sentence frames / starters. Lastly, students demonstrate their new language and content understandings. Simultaneously, students are provided with the necessary supports and accommodations to allow them to access, comprehend and progress through the curriculum.

Teachers also utilize 2016 WIDA Can-Do Descriptors, Key Uses Edition to plan instruction and assessment. Can-Do Descriptors focus on students' assets – versus deficits – and are aligned with a student's language development. Key Uses Descriptors are organized by key uses of language – recount, explain, argue, and discuss. Teachers may also use and create Model Performance Indicators (MPIs) for grade level standards / content to develop different language expectations for students based on their language proficiency level.

In addition to English Language Development (ELD), social studies, science and math courses, students take other required high school courses. Students will take two humanities, such as art and music, physical education, health, and career-oriented electives. Students may receive two credits for a World Language if they have documentation stating they successfully completed six years of instruction in their first language and began their U.S. education in high school.

4. Instructional Support and Interventions

Multi-Tiered Systems of Support (MTSS) (formerly RTII)

Multi-Tiered Systems of Supports (MTSS) is an early intervention support process for students with academic and/or behavioral risks. The foundation of the MTSS model is high quality core instruction. For Level 1 – 3 English Language Learners, this includes daily ESOL and content area instruction that is planned according to their language proficiency levels. All teachers include instructional strategies and supports that will facilitate the learning of social and academic language that students will need to be successful in the classroom.

Since ESOL is a core subject in Pennsylvania, it falls into Tier I or core instruction, not into Tier II. Teachers design content and language goals that help students meet the challenge of learning content in a new language. Before assigning additional interventions or supports, teachers should consider the student's cultural background and language proficiency level. A teacher should determine if a student is making progress with core ESOL and content area instruction that includes ample opportunities to develop social and academic language.

If a student is falling behind in one area, ESOL teachers and Multilingual Managers may recommend a change in the type or amount of ESOL instruction or provide support to the

classroom teacher in helping the student succeed. The Tier II may include Achieve 3000 for ELs or other School District of Philadelphia improved literacy programs to supplement literacy instruction.

NLA students should not be assigned to Tier 2 academic interventions except under special circumstance and after careful consideration of students' language proficiency level and formal educational background in their home country. If necessary, when considering Tier II interventions, classroom grades, work samples, and diagnostic assessments may be reviewed. Teams will also consider language and cultural factors that may be creating challenges for students. The teachers will then work together to choose an appropriate intervention. It is important to note that Tier II interventions should be in addition to instruction that the students are already receiving, and should not interfere with ESOL instruction.

Extended Time

Newcomers require additional supports to accelerate their learning of academic English and prepare for life after high school (Short & Boyson, 2012). The supports offered to NLA students may include after school tutoring and peer tutoring during the school day. After school tutoring is dependent on resources and funding. If funds are available from OMCP or FLC, OMCP staff will provide support to NLA staff in the development of an after school tutoring opportunities.

Community Partnerships

The NLA provides connections with families and community partnerships / social services with the assistance of the Office of Multilingual Curriculum and Programs and the Office of Family and Community Engagement.

- During the school day, La Puerta Abierta (The Open Door), provides cultural, academic and leadership for unaccompanied Spanish speaking immigrant students. Students meet to discuss concerns and strategies to improve their learning and daily life conditions as well as receive social / emotional support, health / mental health counseling, etc.

Translation / Interpretation Services

To serve the needs of the students and families, the School District of Philadelphia has developed a system of additional translation and interpretation supports which include:

- Office of Translation and Interpretation (Telephonic and In-Person Requests for families) <https://www.philasd.org/face/multilingual/interpretation-services/>
- Translation Requests - <https://www.philasd.org/face/translations/>
- Telephonic interpretation service: Language Line: 1-866-874-3972 (Clinet Code 507454)
- Translated documents for school-based staff <https://webapps1.philasd.org/tdm/>

- Translated forms and letters for families
<https://www.philasd.org/multilingual/forms/>

C. Cross-Cultural Orientation

Part of the responsibility of the Newcomer Learner Academy is to acclimate the students to Philadelphia and their new school. Core courses include both language and content to help students adjust to a United States school system. Class trips to local venues introduce many historic and contemporary sites and institutions via Philadelphia's public transportation system. Simultaneously, NLA staff is aware of the varied religious and cultural heritages and life experiences of the students. Staff orientation includes cultural sensitivity and trauma awareness. In turn, staff is encouraged to acknowledge and appreciate the varied heritages, worldviews and experiences of their students as they plan curricular units. Numerous studies show that students perform better when their home culture, background knowledge and world views are welcomed, respected and incorporated into the classroom and units of study (Doherty, Hilberg, Pinal & Tharp, 2003; Gonzalez, Moll & Amanti, 2005; Nieto, 1999).

For students who enter in September, a one-week orientation includes team-building activities and social language experiences. Besides meeting their teachers and peers, the week includes orientation to (1) the school facilities, including the cafeteria, gymnasium, auditorium, and bathrooms, (2) school procedures including fire drill protocols, exits / entrances, the bell / roster schedule, moving from class to class, and (3) school expectations including attendance, punctuality, grading, homework / out of school work, communicating with the teachers, etc. Students will also meet their Bilingual Counseling Assistant (BAC) and NLA staff.

To further assist new students, the NLA co-coordinators works with year 2 – 3 NLA students to create NLA Mentors. A year 2- 4 student is assigned to a new student who shares their first language and, if possible, home country. The NLA Mentor assists the new student by (1) introducing the student to the teachers, (2) acclimating him / her to the requirements and procedures of the NLA, and (3) navigating the school building and neighborhood. Students who are NLA Mentors receive community service hours.

Lastly, NLA students are encouraged to participate in school-based clubs and sports. Integration into the school community will assist in students' understanding of their new school, and contributing to their new community. By participating in opportunities to interact with non-newcomer peers, students share their talents, culture and language while accelerating their acquisition of English.

D. Marking and Grading Guidelines for ELs

ALL teachers are required to differentiate / scaffold instruction and assessment (including grades) to coincide with the ELD level of their ESOL students. Please see below for criteria that will help in grading ELs:

For all ELs (Levels 1 – 5):

- ELs must receive scaffolded 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 special needs of EL students and may not be based on assessment measures designed exclusively for use by native speakers of English unless those measures meet the CAN-DO descriptors.

EL students should not have failing grades based only on their inability to speak English. No ESOL 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:

- The teacher has modified instruction and assessment to be in alignment with the Can-Do descriptors appropriate for the student’s level
- The student has not made a reasonable effort despite appropriate EL Level accommodations
- On-going consultation has been made with the ESOL teacher regarding the appropriateness of assessments and modified instruction strategies as they relate to students’ levels of language development.
- Parent outreach
- Excessive unexcused absences

English Learners (ELs) are not exempt from grades. All ELs will receive a grade in all subjects for each grading period. ELs grades should reflect their linguistic accommodations. The only exception is for students who have enrolled less than 45 days of a marking period, in which case, the student will receive NG.

If an ESL or content/grade teacher assigns a “D” or an “F” to an EL student in any subject area, the teacher must submit documentation for the student to the principal, ESL co-coordinators and Multilingual Manager prior to giving the failing mark. Documentation should include supports provided to the student, including evidence of differentiated instruction, differentiated assessments, interventions, and Multi-Tier Systems of Supports (MTSS). Included documentation must prove that language was not the reason for the failing mark. If ELs are not meeting with success, it is critical that they are engaged in the MTSS process. An EL may fail once they have gone through the MTSS process, and their attendance has not improved.

E. Guidelines for Annual Assessments and District-wide Assessments

Annual Assessments

The state-mandated annual assessments administered to high school ELs are the Keystone and ACCESS for ELs.

District-wide Assessments- Benchmark and Predictive Exams

NLA Level 1 and 2 students do not take District predictive or benchmark assessments in reading and biology. The assessments are optional for mathematics.

State Standardized Assessments- Keystone Exams

The current Pennsylvania Department of Education Policy is:

- Participation in state standardized assessments is required for all ELs who have lived in the United States for more than one year.
- ELs who have been enrolled in a school in the United States for less than a year are not required to take the English assessment. If an EL is enrolled in Algebra 1 or Biology, she or he must take the assessment. ELs will only count towards participation on the math assessment in their first year enrolled in an US school.
- Parents / Guardians may “opt-out” their student from the Keystone exams if the exams conflict with their beliefs. Parents / Guardians should ask the NLA co-coordinators for additional information.

Frequently Asked Questions about the Keystone Exams (English, Arabic, Chinese, French, Khmer, Nepali, Russian, Spanish, Vietnamese, Albanian): <http://tinyurl.com/gmvj469>

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 limited 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 www.pde.state.pa.us. New accommodations unfamiliar to students should not be introduced to students for the first time when they are taking the PSSA or any other standardized test.

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

Current Accommodations Guidelines Specifically for ELs

- Word-to-world translation dictionaries without definitions and without pictures are only allowed on the Keystone Algebra 1 and Biology exams.
- Qualified interpreters / sign translators are allowed in Algebra 1 and Biology Keystones for ELs in U.S. schools for less than 3 years. Writing prompts may be read on the English exam.
- Spanish / English test and answer booklets are available in Algebra 1 and Biology Keystone Examinations. This accommodation is available for students who have been in the U.S. less than 3 years.
- All students may have extended time for the exam.

ACCESS for ELs

The Pennsylvania Department of Education uses ACCESS for ELs as the statewide assessment instrument for the required annual assessment of English language proficiency. ACCESS for ELs 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 as well as 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.

Information about the ACCESS test can be found at:
<http://www.wida.us/assessment/access/index.aspx>

ACCESS for ELs is a large-scale test that first and foremost addresses the English language development standards that form the core of the WIDA Consortium's approach to instructing and testing English Learners. These standards incorporate a set of model performance indicators (PIs) that describe the expectations educators have of ELs at four different grade level clusters and in five different content areas. The grade level clusters include Pre-K-K, 1-2, 3-5, 6-8, and 9-12. There are five content area standards. The first is social and instructional language (SI), which incorporates proficiencies needed to deal with the general language of the classroom and the school. The others are English language arts (LA), math (MA), science (SC), and social studies (SS). For each grade level, the standards specify one or more performance indicators for each content area within each of the four language domains: Listening, Speaking, Reading, and Writing.

The ELs' proficiency level is presented as a whole number followed by a decimal. The whole number reflects students' English language proficiency level (1-Entering, 2-Beginning, 3-Developing, 4-Expanding, 5-Bridging, 6-Reaching) in accordance with the WIDA English language proficiency standards. The decimal indicates where the student is positioned within a proficiency level and the students' position on the path to the next proficiency level. For example, an EL at language proficiency Level 3.5 has moved half the distance through Level 3-Developing.

IV. Professional Development

Ongoing professional development is tailored to the needs of the students and interests of the staff. All Franklin Learning Center (FLC) teachers are welcome to participate in professional development offered by the Office of Multilingual Curriculum and Programs (OMCP) for all teachers. Specially designed professional development for OMCP staff will be offered after school. Sheltered content teachers are strongly urged to attend. The professional development includes sheltered and scaffolding instruction, techniques for increasing students' English Language proficiency and cultural topics.

Each week, FLC has designated one preparation period for common planning time. NLA staff members are divided into two groups for common planning time. The time will include co-planning for improve instruction. Under the leadership of the NLA co-coordinators, teachers will prepare cross-curricular and project-based units. In addition, teachers will support each other in analyzing student work and discussing students' needs. Co-planning is facilitated by the NLA co-coordinator and supported by the OMCP staff. If possible, BCAs will participate in selected meetings.

In addition, NLA will meet from 2 - 3 (early dismissal) one Wednesday per month to address NLA concerns and issues.

During the 2019-2020 academic year, Franklin Learning Center (FLC) ESL and content teachers are encouraged to participate in the summer 2019 Quality Teaching for English Learners (QTEL) professional development week. The week-long professional development will introduce teachers to scaffold instruction for ELs. During the academic year, there will be additional professional development with colleagues in other School District of Philadelphia schools. Teachers will also be supported in preparing and presenting "turn-around" professional development for colleagues during the spring of 2020.

V. Enrollment and Placement

A. Newcomer Student Definition/Eligibility Criteria

A Newcomer is a student who:

- Is 14-20 years of age (grades 9-12)
- Is a recent immigrant to the United States (less than one year in the U.S.)*
- Indicates a language other than English on the Home Language Survey (HSL)
- Scores 1 to 1.9 on the WIDA Screener (English language proficiency test)

Referral to the NLA may be from the Multilingual Assessment Center (MAC), the School District of Philadelphia EL enrollment center, or by their neighborhood school or a teacher. Beginning in 2017-2018, the NLA will include newcomer students, or students who have been in the U.S. for less than a year unless referred by the MAC*, and students who will continue at the NLA or FLC to complete their high school career.

To determine which students need supports in addition to the initial English Language Development courses (ELD 1 English and ELD 1 Elective), students will complete short reading, writing and mathematics assessments and a questionnaire about their formal schooling history. If it is determined a student has interrupted formal schooling and will benefit from a third English Language Development course, she or he will be enrolled in Linguistic Development. In general, a student with interrupted formal education (SIFE) has emergent literacy skills in their first language and is at least three grade levels behind peers their own age.

B. Grade Placement

Students are placed in English Language Development (ELD) classes by their level of English language proficiency, not age or grade. Some students may have high school transcripts from their home country. Students may provide an official transcript from their home country to receive high school credits.

The official transcript must be either hand delivered by the family / guardian to the Multilingual Assessment Center (MAC), 440 N. Broad Street, 1st Floor, Portal B, Suite 1195, Philadelphia, PA 19130 (215-400-4240) or emailed by NLA staff / FLC counselor / FLC roster chair to foreigntranscripts@Philasd.org. Once received the MAC will coordinate the translation of the transcript and work with the School District of Philadelphia Roster Office to ensure the appropriate courses are credited to the student.

School District of Philadelphia Graduation Requirements: 23.5 credits

Content Area	Required # of Credits	Required Courses
English Language Development / English	4	English Language Development 1, English Language Development 2, English Language Development 3, English 4
Social Studies	4	World History, African American History, U.S. History, Social Science
Mathematics	3 or 4*	Algebra I, Geometry, Algebra II, Pre-Calculus, Calculus, Statistics, Elementary Functions Students who have limited background in mathematics will be enrolled in “Math Enrichment” during year 1.
Science	3 or 4*	Physical Science, Environmental Science, Biology, Chemistry, Physics, Anatomy
Art and Humanities	2	Art, music, theater, etc.
Electives	4	ELD Writing 1, ELD Writing 2, ELD Writing 3, Linguistic Development
Health and Physical Education	1.5	.5 of Health and 1 of Physical Education
World Language	2	Students with 6 years of documented instruction in their first language shall be awarded 2 World Language credits. Credit is processed through the MAC.

Senior Capstone / Seminar		Students must complete an interdisciplinary senior project that demonstrates problem solving, communication, citizenship, career and/or multicultural competencies. A passing score is required.
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*3 math and 4 sciences OR 4 math and 3 sciences

C. Transcript Review Process and Credit Distribution

Students who have attended secondary school or high school in another country may submit their official transcripts for review. After the transcript is translated into English, it is reviewed by the Multilingual Assessment Center (MAC). Students may receive credit for science, math, social studies, physical education, arts / humanities courses and/or world language.

There are two options for transcript review:

- Students who register at the NLA will submit their transcript directly to the MAC within 10 days of registration and/or during the time of the English proficiency test (WIDA Screener)

OR

- Students can go directly to the MAC to enroll in school **AND** to submit their transcript at the same time.

NOTE: Although **hand delivery is preferred**, students may submit their transcript electronically to foreigntranscripts@philasd.org. However, if additional information is needed, the student will be contacted by the MAC to appear in person for further clarification. *Also*, placement and credit distribution for students without records will be handled on a case-by-case basis.

Credit for World Language:

Students entering the School District of Philadelphia in 9th grade (or above) who qualify for ESOL will be given credit for two years of a world language if they have six years of prior documented education in a language other than English. Documentation includes official report cards from schools or language programs which specify instruction in a language other than English. Credit will be processed through the MAC.

Note: A student entering the School District of Philadelphia BEFORE 9th grade (e.g. 8th grade) who qualifies for ESOL will not receive World Language credit. He/she must either take a World Language in high school or request an exemption.

D. Reclassification of English Learners

The NLA is a four-year program. Many students will not meet the Pennsylvania Department of Education criteria for reclassification after 3 years. The Pennsylvania Department of Education reclassification criteria as of October 2017:

1. For grades 1 – 12 students, overall composite proficiency level

The following tables display the points possible from the ACCESS for ELLs® and the language use inventories:

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

Language Use Inventories		ESL Teacher			Content Teacher		
		Low	Moderate	High	Low	Moderate	High
Rubric 1	Interaction	0	0.3	0.5	0	0.3	0.5
	Listening	0	0.3	0.5	0	0.3	0.5
	Speaking	0	0.3	0.5	0	0.3	0.5
	Reading	0	0.3	0.5	0	0.3	0.5
Rubric 2	Writing: Cohesion	0	0.2	0.3	0	0.2	0.3
	Writing: Word/Phrase	0	0.2	0.3	0	0.2	0.3
	Writing: Grammar/Sentences	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Narrative	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Report & Essays	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Arguments	0	0.2	0.3	0	0.2	0.3

Total possible points from both inventories 7.6

Total Possible Points from all components: 16

Threshold for reclassification: 10.5

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

ELs with disabilities taking the ACCESS for ELLs may be considered for reclassification if:

1. The student has an IEP, AND
2. The student has been continuously enrolled in an ESL/bilingual education program for at least FOUR years, AND
3. The student's overall composite proficiency level score on the ACCESS for ELLs has not increased by more than 10% at any point or total over the three most recent testing cycles, AND
4. The IEP team, with input from an ESL/bilingual education professional, recommends reclassification.

The School District of Philadelphia will provide a Reclassification Form to be used by all District employees. The teachers - ESL and a content teacher - will rate each student's use of

academic English in the four domains of language compared to their English-speaking peers at “not at native English peer level,” “at native English peer level,” and “exceeding native English peer level.” Additional information on reclassification is available at: <https://www.philasd.org/multilingual/pointperson/>

VI. School District of Philadelphia Code of Student Conduct (2018-2019)

Full text: <https://www.philasd.org/edmonds/wp-content/uploads/sites/288/2018/08/SDP-Code-of-Student-Conduct-20182019-AY.pdf>

Behavioral Expectations and Responsibilities

The goal of Franklin Learning Center and the Newcomers Learning Academy is to provide a positive educational setting for every student. This requires an understanding or and adherence to acceptable standards of respectful behavior that will allow learning to take place in the classroom. Every student is entitled to an education, and the right to be free of a climate that disrupts the education of others.

Infractions Chart

Disruptive Behaviors	Rule	Consequences Levels				
		Level 1: In-school interventions (including In-school suspension)	Level 2: Out-of-School Suspension	Level 3: Contract w/ Intervention or Lateral Transfer	Level 4: Disciplinary School Assignment	Level 5: Disciplinary School Assignment w/Expulsion Referral
Failure to follow classroom rules/Creating disruption	1A	✓				
Failure to carry hall-pass and/or appropriate ID	1C	✓				
Failure to participate in class/Unpreparedness	1D	✓				
Truancy/Excessive tardiness/Cutting class	2	✓				
Possession of inappropriate personal items	3B	✓				
Profane or obscene language or gestures	4	✓				
Inappropriate use of an electronic device	5B	✓	✓	✓	✓	✓
Mutual fighting (without serious bodily injury)	6	✓	✓			
Forgery of administrator, teacher, or parent's/guardian's signature	7	✓	✓			
Alteration of grade reporting, excuse notes, and/or school documents	8	✓	✓	✓	✓	
Destruction and/or theft of property (less than \$500)	9	✓	✓	✓		
Harassment (including Sexual Harassment)	10A	✓	✓	✓	✓	✓
Bullying/cyber-bullying	10B	✓	✓	✓	✓	✓
Intimidation	10C	✓	✓	✓	✓	✓
Sexual act (consensual)	11	✓	✓	✓		
Threatening students/staff with aggravated assault	12		✓	✓	✓	✓
Destruction and/or theft of property (totaling \$500 or more)	13		✓	✓	✓	
Breaking and entering school property	14		✓	✓	✓	
Robbery	15A		✓	✓	✓	✓
Extortion	15B		✓	✓	✓	✓
Mutual fighting (with documented serious bodily injury)	16		✓	✓	✓	
Simple assault on a school community member	17		✓	✓	✓	
Possession of alcohol and/or drugs	18		✓	✓	✓	✓
Possession and/or use of fireworks, incendiary devices and/or explosives	19		✓	✓	✓	✓
Instigation and/or participation in a group assault	21		✓	✓	✓	✓
Aggravated assault	22			✓	✓	✓
Sexual act (non-consensual)	23		✓	✓	✓	✓
Possession of a weapon	24				✓	✓
Reckless endangerment	25		✓	✓	✓	✓

*Consequence Levels are not mutually exclusive. If a student is referred to the Office of Student Rights and Responsibilities, that student will also be suspended out of school for some period between 1-10 days. Please note disciplinary hearings ONLY apply to 6th -12th graders. There are NO out of school suspensions for the following violations: 1A,1B,1C,1D, 2, 3B and 4.

Detentions

Teachers and administrators may assign detentions for minor discipline infractions or late arrival to school. Students are required to report to detention on time, bring appropriate identification and materials for study, etc. Students must observe the code of conduct while serving a detention. Students, who fail to serve assigned detentions or who accumulate an excessive number of detentions, are subject to further disciplinary action.

In-School Suspension (pending school budget resources)

Students not adhering to rules and regulations, including adhering to the uniform policy, may be assigned to in-school suspension, which is served in a designated area, until they are ready to be mainstreamed back into their regular classes.

Out-of-School Suspension

The purpose of a suspension is to have both the student and parent recognize that the student was engaged in serious, disruptive, non-acceptable behavior. Therefore, if suspended, the student will be reinstated only after his/her parent or legal guardian sees the appropriate dean or administrator. Phone calls are not acceptable for reinstatement.

Students who are on suspension are not permitted in the building or on the school grounds. Nor, may they participate in any school activities. Students on suspension and found on school grounds are subject to arrest for trespassing.

School Attendance

In Philadelphia County, school attendance is required for all children ages 6 to 17. Pennsylvania Department of Education regulations state that children are considered school age from the time they are admitted to the public-school educational program until graduation from high school or the age of 21 is reached. During the time a child is of school age, he/she is entitled to attend the public schools in The School District of Philadelphia or a charter school. Students who turn 21 during the school term are entitled to finish out the school year.

Students are expected to be on-time and attend school regularly. "Excused absences" apply under circumstances such as illness or injury, teen parent leave (six weeks or 30 school days) after the birth of a child, death/funeral-related absence, education-related trips or activities, suspension, and religious holidays. A written notice from a parent or guardian must be submitted to the school immediately upon a student's return to school. Such notice must include a valid telephone number or other means of contact for verification purposes. Certification of illness/injury/delivery is required if the absence extends for three or more consecutive days. The student/family has three days from the date of the absence to provide documentation to the school for an excused absence. After the third day, the school principal or designee has the discretion to approve or deny the note.

An "unexcused" or "illegal" absence occurs when a student is absent without a valid excuse in writing. That means that either no written notice was submitted to the school upon the student's return or that the reason provided in the notice was deemed invalid. Examples of invalid excuses

include (but not limited to) babysitting, waking up late, or being on vacation with family. A student who has unexcused absences 20% of the days during a given marking period is subject to failure for the marking period.

A student who is absent from school without a valid excuse is considered “truant”. A pattern of truancy can lead to a variety of interventions or penalties, depending upon the circumstances. On the school level, truancy can result in school-based interventions (Home Visits, Multi-Tiered System of Supports (MTSS), Attendance Plan, Academic Supports, Social Service Referrals, Truancy Court).

Franklin Learning Center / Newcomer Learning Academy Schedule

PERIOD	REGULAR SCHEDULE		PD SCHEDULE	
ADVISORY	7:55	8:08	7:55	8:02
2 - 3	8:11	9:11	8:05	8:57
4 - 5	9:14	10:14	9:00	9:52
6 LUNCH - Seniors	10:17	10:47	9:55	10:25
6 - 7	10:17	11:17	9:55	10:47
7 - 8	10:50	11:50	10:28	11:20
8 LUNCH - Juniors	11:20	11:50	10:50	11:20
8 - 9	11:20	12:20	10:50	11:42
9 - 10	11:53	12:53	11:23	12:15
10 LUNCH - Sophomores	12:23	12:53	11:45	12:15
10 - 11	12:23	1:23	11:45	12:37
11 - 12	12:56	1:56	12:18	1:10
12 LUNCH - Freshmen	1:26	1:56	12:40	1:10
13 - 14	1:59	2:59	1:13	2:05

Cell Phones and Electronic Devices

At Franklin Learning Center, students are permitted to carry cell phones that are turned off in the school building. Our school extends this privilege as a safety measure since our students travel across the city to come to school. Franklin Learning Center is not responsible for any lost or stolen cell phones or other electronic equipment.

Dress Code

Students who violate the dress code may receive a 1-hour detention.

Top

- Navy blue collared shirt, with or without FLC logo, or any FLC apparel
- Solid navy or black sweater or crew neck sweatshirt
- No patterns, decorations, logos, slogans, or words, with the exception of the FLC logo and/or emblems
- No low-cut shirts, bare midriffs, tank tops, or see-through tops, no sleeveless athletic shirts

Bottom

- Any color pants / skirt / shorts
- No holes or slits in pants
- No leggings and no flip flop sandals
- Clothing must cover to the knees

School District of Philadelphia
Office of Multilingual Curriculum and Program (OMCP)

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215-400-4240

School District of Philadelphia
Chief Academic Office

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