

## POLICY 138 SEPTEMBER 2019 RECAP AND MEETING NOTES

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### Meeting Overview

In September 2019, the School District of Philadelphia (SDP) hosted three community meetings on [Policy 138: English Language Development and Bilingual Education](#). Meetings were held at South Philadelphia High School, Kensington Creative and Performing Arts (CAPA) High School, and Lincoln High School.

Teachers, parents, and community members were encouraged to attend the meetings. In total, there were 61 meeting attendees. A summary of meeting attendees by meeting location and role is included below.

Role	Kensington CAPA HS	Lincoln HS	South Philadelphia HS	Total
Community Member	5	5	13	23
Parent		8	1	9
SDP Board of Education Member	1	1		2
SDP Central Office Staff	1	1		2
SDP Principal			1	1
SDP Teacher	3	16	5	24
<b>Total</b>	<b>10</b>	<b>31</b>	<b>20</b>	<b>61</b>

Each meeting was also attended by nine to ten staff from SDP's Office of Multilingual Curriculum and Programs (OMCP). Bilingual Counseling Assistants (BCAs) from SDP's Office of Family and Community Engagement (FACE) were also in attendance, and provided interpretation services when needed.

Policy 138 is the district's policy for English Language Development (commonly known as English as a Second Language) and bilingual education. Approved in January 2018, Policy 138 requires SDP to host "annual meetings...for community stakeholders, District offices and interested educators and families to monitor and review Policy 138."



As such, the objectives of SDP's September 2019 meetings were to:

- 1) Reflect on and share the progress made on the implementation of Policy 138 in the 2018-19 school year, and
- 2) Receive feedback on SDP's programming and services from families, community members, educators, and other stakeholders.

In order to meet these objectives, meetings were divided into two sections: a ~25 minute presentation led by OMCP staff, and ~40 minute round table discussions facilitated by OMCP staff.<sup>1</sup> A video recording of the presentation, along with a copy of the meeting slide deck, are available on [OMCP's website](#). Notes from round table discussions are [included below](#), with participants' names removed. Edits were also made for clarity and brevity.

At the end of each meeting, OMCP administered a paper survey to evaluate the success of each meeting. A summary of the survey responses is also [included below](#).

OMCP is currently reviewing the questions and feedback received during these meetings. A summary of responses and updates will be posted on [OMCP's website](#) shortly.

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<sup>1</sup> While Policy 138 is an SDP policy, OMCP was the primary facilitator of the September 2019 meetings.

## Meeting Notes

### Meeting 1: Tuesday, Sept. 17, Lincoln High School

#### Group 1:

##### Reasons for attending meeting:

- To advocate for ELs
- To learn more about what is being done for ELs in the district

##### What SDP is doing well:

- Quality Teaching for English Learners (QTEL)
- Support for ESL programs, including PDs
- Flexibility for instructional methods that reach ELs
- Positive feedback about OMCP's Multilingual Manager
- The way students are rostered
- Academic growth
- More information and clarity about expectations for ELs taking the PSSA
- Sustained partnerships with organizations such as HIAS

##### What SDP needs to improve:

- More clarity and support with grading policy to reinforce decisions
- Ensure students who are refugees deal with issues related to transcripts
- Put a cap on the number of students enrolled in classes such as ELD 1 and ELD 2 so that students who need the most individualized support can receive it
- Increase transparency with the teacher allocation formula
- Provide reassurance about retaining ESL teachers when number of ELs is increasing
- Provide time to frame how teachers should hold their classes
- Advocate for ESL teachers to support ELs outside of guided reading push-in time; this time alone isn't adequate
- Mandate that Principals and APs attend in-person trainings about leading ESL programs and ELD instruction, rostering, etc.
- Provide more teacher support, especially given the number of ELs in some schools
- Provide all grade-level teachers with QTEL training
- Offer QTEL training to all ESL teachers
- Ensure all teachers are supporting ELs
- Increase number of BCAs to support the increase in multitude of languages represented in SDP and to connect home to school
- Provide materials for ELs at various levels and in pull out classes (Newcomers)
- Improve collaboration with classroom teachers to improve lesson planning and ensure thoughtful scaffolds that are implemented in all classrooms



- Better differentiate between what OMCP is recommending versus mandating, and make this clear to Principals
- Provide more guidance on supporting Level 1 and Newcomer students in guided reading groups, when there are other mandated priorities
- Better prepare for large, ongoing enrollments of ELs, especially when it comes to teacher allocation (allocation only happens once a year)
- High schools might benefit from a Newcomer Learning Academy (NLA)
- Consider the school calendar of certain countries, as their calendars differ from SDP's calendar
- Change pre-eligibility criteria for reclassification; only require rubrics for students who have previously achieved a 4.0 on ACCESS
- Ensure Principals allow ESL teams to attend K-5 PDs and 6-12 PDs
- Grant BCAs access to the Student Information System (SIS) so they can be proactive about student supports such as attendance issues

Trends:

- Admins need to be required to attend PDs to ensure proper leadership of ESL programs
- Address the specific needs of Newcomer students
- Need to be on the same page across the district about what co-teaching is

**Group 2:**

Reasons for attending meeting:

- Advocate for ELs
- Learn about what the District is doing to support ELs
- Parents and/or students who are ELs

What SDP is doing well:

- SDP's interest and willingness to partner with community organizations has been positive
- Family support is good, but we need more support for families
- SDP added 30 new ESL teachers this year
- Curriculum for ELs is aligned to grade-level standards
- Schools with large EL populations and/or in the Northeast have hosted cultural celebrations
- Teachers have more access to student data, which supports instruction

What SDP needs to improve:

- Needs of Newcomers in grades K-12 not being met. Need for more materials, middle school Newcomer program, and supports for teachers of Newcomers
- Need for sheltered model for middle schoolers
- Need bilingual staff to support bilingual students and families



- One parent wants EL son to receive enough encouragement to want to continue learning - current 12th grader. Parent wants him to go to college.
- ESL programs focus on speaking and interaction, but Chinese students are not used to that interaction and are more reserved (from Mandarin interpreter)

### **Group 3:**

#### Reasons for attending meeting:

- Teaches at a school with a large population of ELs; participating in Together is Better pilot
- Educate myself about what's happening in SDP

#### What SDP is doing well:

- Identification of ELs is a strength.
- There is great programming where staffing is adequate.
- Bilingual programming is a robust and interesting program.
- Conversations are happening; this is progress.
- Seems as though PD support has improved a lot over recent years. QTEL has given teachers super practical skills that they can use in an immediate way. There is a broader network of PD that has been happening than even five years ago.
- Student reported that he feels that he is getting a good education.

#### What SDP needs to improve:

- Ensure classrooms with large numbers of ELs have qualified ESL teachers.
- Ensure all ELs are served; there are large numbers of ELs not being served by SDP
- Ensure teachers have adequate support; in one class, there are 16 Level 1 students
- Hiring of ESL teachers needs to be commensurate with number of ELs in schools; ESL teachers are hard to track down because they are working with so many ELs.
- Increase number of ESL teachers. There was an increase in the number in the number of ESL teachers but it wasn't commensurate with the number of ELs. There was a study that indicated that there is a shortage of teachers in Philadelphia.
- Decrease the EL to ESL teacher ratio; there are large numbers of ELs per teacher
- YS Committee made issues with ELs visible in District. Unless policy is at Board level doesn't reach the higher levels. Shame there isn't a committee.
- I'm concerned with equal access of ELs in SDP. I.e. to special admit high schools.
- There's a need for interpretation services in schools; parent has had to interpret for other parents.
- Provide more clarity as to what to do when a document is not translated (i.e., oral interpretation services are available).
- Teachers need to learn to be more culturally responsive.
- Kindergarten teachers need support for ELs.
- Third grade class doesn't get EL services.

**Group 4:**Reasons for attending:

- New to position, still learning more about SDP
- Teaches students after school, and would like to know more about what ESL teachers do during the day
- Learn more about supporting immigrant students
- Newly appointed EL Point, here to learn more
- Learn more about policy and how to support families and students

What SDP is doing well:

- Student likes the way classes are taught and use of technology; Lincoln has computer-based classrooms/Google classroom. However, BCA reported that at first computers weren't working, this at first was a challenge.
- Parent feels that she has received enough help, especially when she enrolled her student. No questions, really happy with the services.
- Some good resources in the curriculum
- Likes the classes and modifications offered for ELs
- Team at Lincoln is awesome

What SDP needs to improve:

- Parent involvement and communication is always a struggle, especially when there is a barrier between teacher and parent.
- Offer ESL classes for parents. (Parent was not aware that classes are offered to parents at some schools.)
- Provide parents with positive updates, especially when their student first enrolls
- Provide classes for parents focused on how to support your child; parent reported that she needs support helping her son with his homework
- Better communicate information; people who are new to the SDP may not have the same information as people who have been in the district for awhile
- Better attend to social emotional needs of Newcomer students
- Hire more BCAs, especially Swahili-speaking BCAs
- Ensure that BCAs are not inundated with work that is not part of their job description
- Ensure BCAs have the knowledge, training, and support they need to properly interpret things; for instance, the technical information that is relayed in IEP meetings is very technical and requires a high amount of knowledge
- Decrease class sizes; classes are too large (30+ students), and students don't get enough time with the teacher; at one point there were 47 students enrolled in a class at Lincoln
- Improve spaces for ESL classes; classroom at one school is too small for number of students



- Offer progressive professional development for classroom and subject area teachers about how to work with ELs
- Monitor and adjust homework for ELs
- Offer sheltered English in middle school; students are well behind in their native language, and by the time they get to high school are even more behind
- Provide students with more scaffolds, and ensure that all students can access the content
- Ensure that students are participating in classes; student reported that ELs in his classes sit together, and translate for one another and/or speak in their native language
- Several BCAs reported that they translate homework for students
- Provide students with more one-on-one support

Trends:

- Family communication is an area for growth
- Need support for students with things like homework
- Need more BCAs and better support for and pay for current BCAs
- Need to decrease class size
- Students do not have sufficient scaffolds

**Large Group Discussion:**

What SDP is doing well:

- SDP values diversity and welcomes families
- Data systems have improved, e.g. parent's language is now in the Student Information Systems
- Students like the classes and the way they are supported
- PD for ESL teachers is good (QTEL, ELD1 and ELD2)
- Partnership with Temple, partnership with HIAS

What SDP needs to improve:

- All services for Newcomers need severe improvement. Specifically, there is a need for materials, improved instructional practices (push-in), a middle school Newcomer program, and an improved Newcomer high school program
- Need more BCAs, bilingual teachers, and bilingual psychologists
- Need more counseling for students who are getting ready to go on to college
- Need more ESL teachers; there is a lack of staffing to support increased EL enrollment
- Need to make teachers and SDP staff more aware of Language Line
- All administrators, teachers, staff should be trained in cultural competence
- Need to decrease class sizes, particularly in ELD1 and ELD2
- Need for sheltered English in middle school
- Need for more BCAs, and more support for current BCAs
- Better parent communication in the school



- More attention to social emotional needs of Newcomers
- Ensure administrators are adhering to ESL program requirements and scheduling recommendations
- Require administrators to attend PDs about EL-specific topics
- Increase teacher allotment to allow for smaller class sizes
- Provide all teachers with QTEL training
- Ensure everyone in the school takes responsibility for ELs
- Provide BCAs with access to Infinite Campus (student data)



## Meeting 2: Wednesday, Sept. 18 (Kensington CAPA)

### Group 1:

#### Reasons for attending:

- Provides after school care to ELs; wants to know what's going on in the schools that serve the students in her program
- New SDP employee
- Wants to bring current issues back to SDP's Board of Education and to Community College of Philadelphia

#### What SDP is doing well:

- BCAs are very helpful
- Partnerships with the community

#### What SDP needs to improve:

- Need more BCAs. Don't have enough BCAs, and BCAs aren't available. Parents lose track of student progress without consistent BCA contact.
- Ensure BCAs are trained in simultaneous interpretation, in advocacy, and in helping to conduct special education testing
- Ensure BCAs are paid well enough to ensure retention
- Train front office staff and secretaries on first contact with EL families; unclear if everyone knows about Language Line.
- Ensure partnerships are used to their potential. Reach out to partners with some frequency. Better connect with communities (EL Points in communities?)
- Better support ELs with writing; many CCP ESL students coming from SDP are very low writing skills
- Ensure ELs are identified for SPED services when needed; CCP seems to have many ESL students who could be SPED classified but aren't
- Provide emotional support for Newcomer students
- Provide content teachers with ESL strategies
- Ensure ELs have access to extracurriculars
- Improve parent engagement
- Provide cultural competency training for teachers and staff
- Better support for families that speak low incidence and/or indigenous languages
- Better support parents with the enrollment process; concern about non-literate parents' experience with the EH-40

#### Trends

- Do our BCAs fulfill our needs?
- Are community partnerships being used to their potential?



- Are first-contact staff (office?) properly trained in all procedures? Culturally competent? (McCall is a model for some of this.)

### **Group 3:**

#### Reasons for attending:

- Passionate about supporting ELs; teaches in college ESL program
- Involved in a community organizations and wants to share information with the community
- Work with pre-service teachers

#### What SDP is doing well:

- Appreciate the great online presence of OMCP; it's a good resource for pre-service teachers
- Trainings for content teachers through QTEL

#### What SDP needs to improve:

- Seal of Biliteracy. What is SDP currently doing? (This needs to be better communicated.) What can SDP do to ensure more students have access to the Seal? Concern about equity.
- ESL classes/parent classes. Shouldn't always rely on interpretation services. Need to be developing parents. Information about ESL classes should be more readily available. Also cultivating partnerships for ESL support for parents
- BCAs. What resources are available if we don't have a BCA? (Interpretation services need to be better communicated.)
- Ensure there is diversity in parent-led organizations (e.g. when "friends of" groups are mostly monolingual)
- Work with parent-led organizations and community organizations that can "fill in the gaps" and support schools.
- Support family literacy initiatives (i.e., non-profit in the school)
- Ensure we are reaching parents/communities effectively, and that communications are accessible to many audiences. How does OMCP get information out? How accessible is this really to parents?
- Keep empowering ESL teachers, especially in ESL teacher trainings. Help ESL teachers develop leadership skills and navigate school politics.

### **Group 4:**

#### Reasons for attending:

- First year as an ESL teacher; wants to know more about SDP's ESL programming
- Do advocacy work on behalf of ELs
- Believes EL students are not being served well
- Concern about how ESL teachers are certified



- Believes there should be more oversight of ESL education

What SDP is doing well:

- Identification of ELs is going much better. Previously if a student had a Spanish name they would be tested for ESL; now the process is much clearer. Also glad that OMCP has advocated for collecting more information before screening students.
- OMCP ESL teacher monthly newsletter
- OMCP Multilingual Manager is very responsive
- A lot of trainings in the past couple years
- BCA is excellent, contacts parents
- School has ESL program for parents on-site, a GED program for parents, and Saturday programs (offered through FACE)

What SDP needs to improve:

- Equitable access
- Lack of communication/transparency with OMCP. Information from OMCP is not being passed down through the EL Point Person.
- Lack of clarity on push-in/pull-out guidance for students in grades K-5. School was not aware that Level 1 students in grades 3-5 should be pulled out. School had concerns about the schedule.
- At the school-level, decisions are being made that favor certain grades and that is causing school-level conflicts. OMCP's program recommendations are not being followed with fidelity. There is little accountability for program implementation, and students don't have equitable access for the services they should
- Unclear if OMCP's push-in/pull-out guidance is a mandate. Principals think it is a mandate, but OMCP has indicated that schools have flexibility in how they implement the guidance.
- Some OMCP staff are unresponsive to emails. Two students have ACCESS scores but no initial placement scores. These children have not been flagged as ELs, and when we reached out to staff in the MAC, no one responded.
- Identifying students -- and in particular, communication about how to identify students -- takes a lot of time. Additionally there are a lot of issues with the Student Information System (SIS).
- There isn't any release time for the EL Point Person job. EL Point does paperwork at home so she can serve students during the day.
- Certify is another responsibility for the EL Point; Principal and Secretary get resentful/upset.
- When was the last time that resources were provided for our ESOL students?
- Teacher reported lack of appropriate materials for her students. She has been given ReadyGen materials that are not appropriate, so she spends a lot of time copying.



- Need to do a better job of serving SLIFE students. There was recently an influx of 5th grade Guatemalan students with no educational background. SLIFEs are being placed all over the district. SLIFEs are graduating without knowing how to read.
- Need for newcomer middle school program to address newcomers and SLIFEs
- Need more PD on supporting dual-identified students
- Need to be more transparent about high school admissions for ELs and/or better consider ELs in the high school admissions process. At the Board's last Student Achievement meeting there was no mention of English Learners or special education students.
- Data about high school admissions is not readily available. Existing data reveals that very few ELs are being admitted to special admit schools. CTE schools have been very hesitant to take ELs. With CTE schools and city-wide schools moving to a lottery enrollment system, there will be no protection for ELs.
- I would like to see OMCP be more advocates. SPED gets what they want because they are advocates. I would like you to say, "This is a mandate" instead of "Well, this is a guideline, just do what you want." I don't think there is any group of kids who is more disadvantaged in our country at the moment, and when I advocated at our school recently I was looked at like "how dare you," so having some kind of backup would be nice
- Unclear if ESL teachers are part of the high school application process. If they are no longer part of the high school application process, it's unclear why they are no longer part of the process.
- Pushing in is very difficult because every classroom teacher is doing something different.

Trends:

- Communications
- Equitable access - implementation, LeGare
- Messaging, advocacy
- Materials
- Newcomers, SLIFE, dual-identified

Other Questions:

- PATTAN is offering a series on teaching reading
- [LETRS - PD](#) (helpful for supporting dual-identified students)

**Large Group Discussion:**

What SDP needs to improve:

- Hire more BCAs
- Ensure BCAs are trained properly
- Expand partnerships so that we can outsource
- Collaborate more with community groups to better support families



- Engage our parents, community
- Tap people/organizations that are already connected with our families
- Secure more money for ESL programs
- Provide curriculum and cultural competency training
- Better support ELs with writing
- Ensure ELs have access to Seal of Biliteracy
- Empower ESL teachers to work with content teachers
- Ensure programs are implemented with fidelity at schools; district staff need to be advocates to ensure programs are implemented as they should
- Revisit LeGare; schools aren't admitting the required number of students by law
- Accountability
- Communications; confusion as to whether OMCP's rostering memos were a mandate or a recommendation
- Concern for upper elementary school and lower middle school are not appropriate for Level 1-3 students
- More materials for Newcomers
- Support for students who are dual-identified
- More support for SLIFE students (PD, guidance, materials, etc.)
- More concrete plan on how to address concerns that have already been raised

**Thursday, Sept. 26 (South Philly)****Group 1:**Reasons for attending:

- Want more information
- Want more information on policy and policy changes?
- Support for students in schools with few ELs
- Involved in organizations that serve ELs

What SDP is doing well:

- QTEL professional development
- Lots of great individuals in this system -- ESL teachers, BCAs. Individual pockets are warm and caring, but staff are overwhelmed and generally underinvested.

What SDP needs to improve:

- As teacher, need more social/emotional programs; holistic approach for all students
- More support services, including counselors to offer social/emotional support and with relevant cultural backgrounds. Not enough college counselors.
- Awareness of increased in detentions/deportations
- More holistic programming
- More Newcomer schools/spaces (especially for Level 1 and 2 students) with flexible programming, rostering, and intentional wrap-around programming so that students can eventually transfer out.
- Also need to better support SLIFE students.
- Need Haitian Creole and Swahili BCAs
- Students are still interpreting for families and for other students.
- Students need to be given more formal welcomes. New students are shown around by current students, but this system doesn't work well; students need a formal liaison/welcome to ensure they feel at home.
- Retention of BCAs. Some BCAs have left because of low pay.
- Need to ensure BCAs are reaching out to the community.
- Teacher retention. Students are currently without ESL teacher because of vacancies.
- Need to provide training and increase awareness for all adults in the building, so that ELs feel welcome.
- Disconnect between Principals being trained and schools being welcoming places. There is limited training for Principals, not all schools make ELs a priority, Principals have a lot on their plate,
- EL Points are responsible for alerting other teachers and Principal when new EL enrolls at the school; OMCP needs to do a better job of communicating with all school staff, not just the EL Point Person
- If one or two people in a school, what happens? Who is responsible?



- Need to decrease class size; large classes with many Level 1 students are challenging
- SDP needs to take more responsibility for ELs

Trends:

- Holistic Supports
- Space/schools
- PD/QTEL
- People
- Support for smaller EL population schools
- Training of all District staff
- BCAs

**Group 2:**

Reasons for attending:

- Learn where Policy 138 is at now; learn the law; hold schools accountable
- Concerned about services for ELs
- Work at a school where half the population is ELs
- Interested in wrap-around supports for ELs
- Advocate for/educator of ELs

What SDP is doing well:

- 30 new ESL teachers hired this year
- Southwark has appropriate allocation of ESL teachers; been well supported with two-way immersion program
- HR fast tracks bilingual candidates to bilingual school
- Family home connection strengthened
- Better planning and curriculum development
- OMCP has been attentive to issues and responds quickly

What SDP needs to improve:

- ELs' access to CTE programs
- LeGare process frustrating; schools not being held accountable for keeping slots for ELs
- Need to continue dual-language after 8th grade; offer HS dual language program options
- No support for ELs in West Philly; no BCAs, counselors, advocates, adequate ESL teacher allocation, etc.
- Middle school newcomer programs lacking; push-in model at middle school does not work
- Need for an international high school
- On ACCESS test and WIDA Screener, it's difficult to get students to speak to a computer (students less likely to speak when being tested in a group)
- Long-term ELs don't take ACCESS seriously



- Paper test as an accommodation for students at an all-computer ACCESS test school
- Southwark has strong relationship with Migrant Ed; troubled by influx of students' with a lack of prior schooling and the expectation that those students needs to be accessing grade level standards
- Balancing the requirements of the ESL teachers' job; how to be most effective
- Reclassification and identification
- Support from administration generally; Principals putting EL points in charge of all things related to ELs -- not enough buy-in or a sense of shared responsibility; Example of special education being given ESL classroom space, ESL moved to a small corner space, need more turnaround training for ESL teachers
- Difficulty getting information on students who transfer between schools

### **Group 3:**

#### Reasons for attending:

- Interested in bilingual programs
- Convey concerns they get from families
- Run programs for high school youth, including immigrant youth

#### What SDP is doing well:

- Glad bilingual programs exist

#### What SDP needs to improve:

- Challenge to navigate the system. Lack of information about bilingual programs.
- LeGare process; don't feel equipped with enough information to make reasonable recommendations. A lot of information is shared with counselors but it should also be shared with ESL teachers; the resources students get are very overwhelming. There should be a way to specify which schools have programs; want to know which high schools offer ESOL. Families don't know enough about the LeGare process and opportunity. The special admit schools should share more information with ESL teachers.
- Not enough BCAs. AAU had concerns around translation staff, separate from BCAs. Not clear that the number of translation staff keeping up with the need; have heard that some BCAs have had to take on the translation duties.
- There was a lot of fanfare around getting other BCAs, but we weren't sure what was happening to support staff.
- BCAs and translation staff would be much more effective if there was some ability for the district to have community liaisons with different languages (city council had also been tossing that suggestion around). There needs to be an additional step to getting parents in the door, navigating the website, etc.
- BCAs are overworked; currently there are 97 BCAs.
- BCAs need to be trained on technical terms, especially for IEP meetings.



- Disappointed to see that the dual language piece in this policy statement specifically references English and Spanish, considering that a lot of the English Learners in the city speak a lot of languages other than Spanish. There are numerous Asian families in the South Philly communities. Having language programming for these families in other languages besides Spanish would be very beneficial.
- Students' home and native languages should be developed; I abandoned making progress in my native language in order to gain proficiency in English.
- Speaking one's native language (or a parent's native language) is important for connecting with one's culture, heritage, and family, and also with more recent immigrants.
- For students who speak another language, it shouldn't have to be a choice to learn English or lose primary language; the approach to language learning should also encourage proficiency in primary language
- Instruction should also incorporate student's culture; SDP could learn from charters who are building on the students' cultures and who do bilingual education well
- Newcomers not getting enough ESL instructional time; confusion about push-in and pull-out model. Why is push-in recommended even when there are enough ELs to be in their own classroom? The instructors don't have enough time, and there's not enough time to have a meaningful instruction.
- Need for more Newcomer programs and/or more sheltered programs.
- Resource allocation doesn't support an effective push-in model; there should be more sheltered instruction opportunities
- Need for more funding for FACE and/or BCAs; the population is growing, but funds haven't kept pace
- ELs face bullying, harassment, and mental health issues. How are ELs' social emotional needs considered? Social emotional needs should be integrated into services, and social emotional resources/support should be offered for ELs.
- Receive calls for families about bullying and harassment across the district; including language barriers and immigrant status
- ELs aren't being identified for SPED services in a timely manner. Families are told by some staff that ELs shouldn't have a SPED evaluation until they've had several years of English instruction. This is a communication issue; staff are relaying incorrect information.

Trends:

- Lack of communications with parents and teachers
- LeGare process
- BCAs - not enough - not enough access
- Language Access
- Finding information is tough
- Dual Language is only in Spanish



## Full-Group Discussion:

### High School Admissions:

- How many students get into CTE programs? Where is this information shared?
  - OMCP is collaborating with the Office of Student Placement. They are looking to better ensure that ELs are given equal opportunities.
- What about rates of enrollment at neighborhood schools?
  - This is something OMCP can look into more.
- CTE/LeGare results were very disappointing this year. Only 7% of ELs admitted to schools.
- What is OMCP doing to support students in the admissions process?
  - OMCP makes recommendations for where the students get placed. We need to work more closely with the student placement office to make sure they are following recommendations.
- OMCP should be advocating higher up. The schools who are not admitting students should be held accountable; there should be consequences. There needs to be much more advocacy from OMCP.
- What do supports for ELs in CTE programs look like? Are there CTEs in the city who provide reasonable EL support?
  - SDP has CTE programs within neighborhood schools, and there are full CTE schools that have ESL teachers as well.
  - Through the QTEL initiative (PD initiative that is specific to middle school and high school content teachers) we train teachers so that they can better support ELs.
  - CTE programs are great for English learners from OMCP's perspective.
- As a teacher I would appreciate more school-level information so that I can support students with LeGare and the high school admissions process.
  - OMCP will indicate with schools have ESL teachers.
  - However, this is an ongoing challenge; OMCP can't put an ESL teacher in the school until ELs are enrolled.
- What's the minimum number of students needed that makes budgetary sense?
  - OMCP uses a formula to guide allocation (this is on top of the regular enrollment allocation). The formula uses the number of ELs in the school and their proficiency levels.
  - SDP now has more ELs, and they are more dispersed across the city. More and more schools have between one and ten ELs. It's more difficult to allocate teachers each year.
  - OMCP needs to ensure that everyone is taking responsibility of ELs, and that all staff/teachers have some basic training on supporting ELs.



### Push-in mandate for K-8 teachers

- Chris McGinley (SDP Board of Education member) asked if the K-8 Collaborative Framework was a mandate or a suggestion. A lot of schools are concerned about the push-in model for Newcomer students. Do you have data showing that push-in is effective for Newcomer students? Who made the decision that SDP should move to a push-in model for all students in grades K-2?
  - K-8 Collaborative Framework was developed using research, experiences in schools, and reflection on logistics of teaching in K-8.
  - The Framework is a suggestion, not a mandate. SDP can't mandate one model because logistics in each school are different. OMCP asks schools to use the guidelines as best they can.
  - OMCP recommends that teaching in K-2 is a collaborative. OMCP recommends a co-teaching model where teachers are not pulling out students and teaching a completely separate curriculum.
  - OMCP's curriculum is tied to the literacy curriculum. From research we know that the language is tied to literacy.
  - OMCP can share more about the curriculum for people who are interested and have further concerns.
- If a student arrives as a Newcomer student in second grade, would the push-in model apply?
  - The K-8 Collaborative Framework is not a blanket policy. We count on the professionals in the schools to make those decisions.
- It may be the communication more than anything else; Principals are hearing this as a mandate, not a suggestion.
- Teacher indicated that she has done push-in and pull-out. When you have a Newcomer, the best thing you can do is put the student in an English-rich environment; ensure they are hearing English. Often with pull-out models students just speak their primary language. For newcomers, it's best that they are in the classroom hearing kids speak English.
- The research also shows that students also need specific instruction.
- Is it correct that a Level 1, Newcomer student would not be getting any separate instruction in ELD?
  - For K-2, OMCP recommends the co-teaching or collaboration model where the ESL teacher goes in within the literacy block. There are opportunities within that classroom time -- small group, shared reading -- where the language instruction is embedded in the grade instruction, but it is not a sheltered class.
  - This is just OMCP's recommendation for K-2
  - OMCP can always reassess. However, student outcomes in grades K-2 are higher than student outcomes in other grades. But, OMCP welcomes input. It is a challenge for teachers to find time to collaborate. The downside of pull-out model



was that large groups of students were being pulled out into closets and being taught way below grade-level.

- Are you able to track how much instructional time students receive?
  - OMCP would like to prioritize tracking things at this level. However, it's difficult to track.
- Seems like it would be a priority to assess whether these students are making progress, and make conclusions as to how much instructional time supports English language gains.
  - OMCP agrees; this is exactly the type of information we want.
  - OMCP has decided to focus on 10 schools in which instructional time/collaboration is a focus. OMCP's goal is to see how things really work in the classroom, and then apply these lessons across the district.

#### Professional development

- Are core teachers receiving PD on modifications? Is PD mandated?
  - All of the district's PDs now have to include a component for ELs.
  - OMCP works really closely with SDP's Office of Teaching and Learning to make sure ELs are part of all PDs.
  - For example, tomorrow there is a PD for all 4-8 grade teachers and OMCP staff are facilitating some of the sessions.

#### Services for Newcomers:

- There is a need for a Newcomer middle school program, particularly in the Northeast.
  - OMCP has a proposal for a middle school Newcomer Program.
  - OMCP Deputy is working with Academic Chief on next steps for the proposal.
- There needs to be more support for the Newcomer program at FLC.
- Do teachers who receive QTEL training provide sheltered instruction? How does OMCP monitor this?
  - Yes. OMCP monitors and follows up with teachers who receive QTEL training.
- Is there anything community members can do to help move that train along? For the newcomers?
  - Yes, reach out to SDP and OMCP. The more we hear from community members the better. Community members can also speak out at Board Meetings.
  - At this point, the Board wants to make sure this is what the community wants.
- Does the Board have research on a Newcomer middle school program?
  - Yes, they have the proposal, but someone needs to push it. Community members can push for it.
  - Showing up at board meetings repeatedly is the most effective.
- We hear a lot of concerns about bias, bullying, support for mental health issues. Translation isn't enough; supports and services need to be integrated. Can OMCP speak



to the offices you coordinate with when it comes to bullying concerns? How does OMCP deal with these concerns?

- This type of work is managed by the Office of Student Support Services. OMCP can coordinate more with OSS.
- The Chief of Academics is also working on creating a culturally competent curriculum.
- There is a new data system where bullying complaints are tracked. Maybe OMCP could track this data and see which interventions can be provided.

### Summary of Survey Responses

At the end of each Policy 138 meeting, SDP invited all meeting attendees to complete a survey. The purpose of the survey was to (1) evaluate the success of the meeting, and (2) gather any additional feedback on SDP's programming. A summary of the survey responses is included below.

Please note: While 61 people attended the Policy 138 meetings, only 53 surveys were submitted.

<i>What is your role?</i>	COUNT
SDP teacher	19
Community member	17
Parent, guardian or family member	8
SDP Central Office staff	4
SDP BCA	2
Student	1
SDP Principal	1
Other	1
<b>Grand Total</b>	<b>53</b>

<i>Which meeting did you attend today?</i>	COUNT
Tuesday, Sept. 17 at Lincoln High School	31
Thursday, Sept. 26 at South Philly High School	13
Wednesday, Sept. 18 at Kensington CAPA	9
<b>Grand Total</b>	<b>53</b>

<i>How was your overall experience at today's meeting?</i>	COUNT	PERCENT
Very Good	21	39.62%
Good	24	45.28%
Acceptable	7	13.21%
Poor	1	1.89%
<b>Grand Total</b>	<b>53</b>	<b>100.00%</b>



<i>SDP staff made me feel welcome.</i>	COUNT	PERCENT
Strongly agree	33	62.26%
Agree	20	37.74%
<b>Grand Total</b>	<b>53</b>	<b>100.00%</b>

<i>I learned more about the implementation of Policy 138.</i>	COUNT	PERCENT
Strongly agree	13	24.53%
Agree	36	67.92%
Neutral	2	3.77%
Disagree	1	1.89%
Strongly disagree	1	1.89%
<b>Grand Total</b>	<b>53</b>	<b>100.00%</b>

<i>I was able to give meaningful feedback on Policy 138.</i>	COUNT	PERCENT
Strongly agree	17	32.08%
Agree	32	60.38%
Neutral	2	3.77%
Disagree	1	1.89%
Strongly disagree	1	1.89%
<b>Grand Total</b>	<b>53</b>	<b>100.00%</b>

<i>Communications prior to today's meeting (e.g., invitation) were clear.</i>	COUNT	PERCENT
Strongly agree	20	37.74%
Agree	29	54.72%
Disagree	3	5.66%
Strongly disagree	1	1.89%
<b>Grand Total</b>	<b>53</b>	<b>100.00%</b>

*What did you like about today's meeting?*

## Collaboration

Communication. Chance to provide feedback.

Discussion session.

Discussions, sharing, thinking about important issues around ELS.

Good feedback from participants.

Great to connect with others about these topics.

Group work and discussion.

Having parents involved.

Hear about SDP's office policies around grade levels

Hearing from other educators on the front line.

I liked that time is being spent having open conversation about English Language Learners.

I love that I was able to give feedback and learn more about policy 138.

I was able to learn more about policy 138 which I have more knowledge about now.

I was heard.

## Informational

It allowed for people of various positions to speak on our experience and be able to bounce ideas off of each other.

It was well organized. good presentation and great discussion.

Learning about practice

Not as noisy. Easy to hear. Great to meet teachers.

OMCP staff members participated in the discussion with us.

Open sharing and questions at last 30 minutes.

Opportunity to connect with community members and talk closely with OMCP staff.

Overview of 138.

Participants input.

People had opportunities to share their experience and thoughts.

Presence of OMCP staff alongside participants.

Question session-being able to ask questions both in small group and long.

Recording out with other groups. Liked the translation available.

Small groups; everyone was able to speak.

So many parents attended.

That there is English help towards out students.

The chance to hear from parents.

The chance to learn more from community partners and colleagues.

The opportunities for small group discussions. and to ask general questions

The opportunity I had to share my opinion with other people and to hear them as well.

The opportunity to give feedback and feel heard.

The opportunity to give some feedback.

The sections within the Policy 138.

Very like, need it.

Welcoming. Timely. Organized.

#### *How could SDP improve future Policy 138 meetings?*

A lot of the parents that I reached out were not aware of the meeting, so posting the flyers at the school and informing the students to tell their parents.

Advertise more widely.

Better outreach on scheduling and invitation to community stakeholders.

Continue to have. Show growth!

Discussion and experience over time will improve policy 138.

Encourage more people to join.

Facilitators are good - open to feedback and input. Several School District folks got defensive in answering questions. It seems like they could no answered questions and feedback as important rather than a threat.

Getting more BCA and teachers.

Give time to really address community concerns, not just take them down.

Have a separate session for teachers and parents.

How can we keep up conversations beyond the annual meetings? Linked communications and community members, partners, schools check-ins, deadlines, accountability.

I felt it was well done. Grouping of middle /high school teachers. Different opinions and experiences.

I felt that the time spent collecting feedback was rushed. Truthfully we could have spent \*much\* longer hearing from everyone.

I think more principals should be present so we can hear things from their perspective (aka: budget).

I thought there were clear communications/flyers. Thank you! Perhaps community organizations could also help spread the word to families.

If its in a bigger location (auditorium instead of classroom).

In order to include more FAMILIES, maybe changing the time to after 5pm (5:30 maybe? 6 pm?) to allow for people working outside school setting to attend.

Maybe give insight (deeper) into current actions (meaning what your upcoming priorities are) and individuals give feedback on that. The people can give more feedback on other items not already prioritized.

More communication to parents about meeting.

More outreach targeted to parents.

Much more space for participants to talk with each other. Felt perfunctory.

Organizing more PDs for ESL Teachers.

Pushing and putting procedures, programs in place and NOT putting all on classrooms teachers. More staff/teachers for co-teaching model or smaller class size for ALL levels and grades!

Reach out to families through community organizations (partnership) to encourage families participation.

Report on action taken and give concrete next step to be taken.

That all parents should be here and be able to attend the meetings.

Use a microphone. Make the event informative and interactive.

Very good.

Would like to hear from more E.L. students.

*Is there any feedback that you didn't get to share during today's meeting that you'd like to share now? If so, please explain.*

1. Having smaller size for ELL Students. 2. Having more B.C.A.S to be closer to ELL families.

1. Class size for ELL Students. 2. More B.C.A.S. 3. More English Classes for Adults.

1 to 33 or unreasonable and will NOT produce the best outcomes for students!!

All that I wanted to share in the meeting was said.

How can parents like myself help more? How can we asset and be that glue to close up the disconnect between parents who do not speak English and the educators?

More college career ready programs.

More support from the top...to E.L. teachers...

Newcomers at Lincoln HS Center

ORGANIZING these meetings more often and in more schools.

Provide after school tutoring to E.L. students. More support for E.L. student to improves academically.



Some growth but the lack of participation of admin. impacts students in a negative fashion.

We discussed all issues.

What is the point of brainstorming issues that need to be addressed. The same issues came up again (same as 2018) will you really address these?

Who is monitoring if the EL points are actually providing the info to the other ESOL teachers at their school. Mine does not forward info.

Would love to know more about SDP's decision for PD - Wested QTel vs. SIOP (Sorry if discussed before and I missed this).

*Is there anything else you'd like SDP to know?*

Doing great! Looking forward to addressing and reaching the need of ELs.

For special E.L. student could you provide occupational training, so he could get a job in the future to support himself.

For teachers to be bilingual so we have better communication with them.

Have attached list of issues.

Hire MORE ELL Teachers.

I have heard from ESOL teachers that they have no content and support from/with OMCP (not point persons). I also believe OMCP is invisible!

Make students TOP Priority. More resources, more staff, less blame on class-teachers.

More E.S.O.L Teachers. More B.C.A.S. More English Classes for Adults in different schools (areas of Northeast Philadelphia)

More PD for ESL teachers.

Parent would like to know if the schools can provide a translator during meeting if a bilingual staff is not available.

QTEL training for all ESOL teachers.

Smaller classes. More staff.

Spring allotments can change drastically therefore negatively impacting students.

Thank you for this opportunity to give feedback.

Thank you for your time!

Thank you!

We need more teachers!!! Overcrowded schools do not support learning!