



February 26, 2025

Policy 138

Supporting Our Multilingual Students



Welcome

Translations Traducciones Traduções 翻译 ترجمات Переводы Tarjimalar
Tradiksyon Bản dịch Переклади Përkthime Traductions ភាសាបកប្រែ





Central Office Teams Presenting Today

**Office of Special Education and Diverse
Learners: Multilingual Programs**

Climate & Culture

Strategic Partnerships

Evaluation & Research

Diversity, Equity, & Inclusion

**Office of Special Education and Diverse
Learners: Translation and Interpretation**

**Office of Family and Community
Engagement**

Understanding Policy 138



Policy 138 outlines the Philadelphia School District's commitment to providing English Language Development (ELD) and Bilingual Education programs for English Learners (ELs). The goal is to help ELs acquire English proficiency while maintaining their native language and cultural heritage.

EL

A student whose primary language is not English. They may have limited English proficiency or are learning English as a second language.

ELD

These programs focus on helping ELs develop English language skills in all subject areas.

DLL

Students who receive literacy and content instruction in two languages (Spanish/English), specifically in a dual language program.

Components of Policy 138



- Family Interview
- SLIFE Identification Procedures



- Dual Language Schools
- Newcomer Learning Academy
- Newcomer Summer School



- Individualized Review Process
- Multi-Tiered System of Supports



- ACCESS Test
- Reclassification Process



- Translation and Interpretation
- Bilingual Counseling Assistants





Speakers From Collaborating District Offices



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Office of Strategic Partnerships

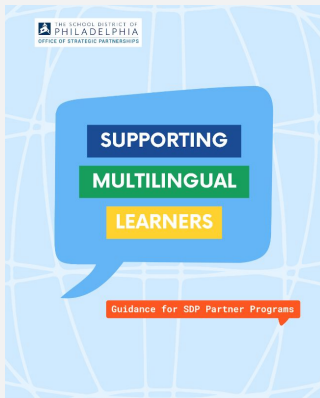


Office of Strategic Partnerships

OSP with the support of other District offices and partner organizations, developed a **guidance document**, **informational video**, and **opportunity for partners** to share best practices and discuss ways to implement supportive strategies. Our goal with these resources is for partners to be better equipped to meet the needs of MLL in their programming.

Guidance Document

Includes key terms, implementable strategies, and an organizational assessment



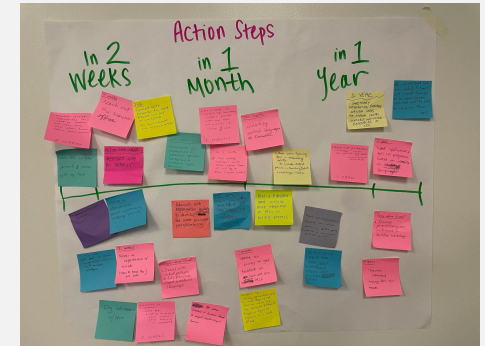
Short Informational Video

Developed by the Office of Diversity, Equity, and Inclusion, this video uplifts relevant District Policy and select strategies.



Putting it Into Practice Session

This in-person workshop offered an opportunity for partner staff to ask questions, uplift challenges, and share best practices.



Office of Strategic Partnerships



SUPPORTING

MULTILINGUAL

LEARNERS

Guidance for SDP Partner Programs

Partner Strategies Highlighted in Support Materials

- **Strategy 1:** Create and ensure awareness of supportive policies
- **Strategy 2:** Hire bilingual staff and staff from diverse backgrounds
- **Strategy 3:** Invite students' cultures and identities into your program
- **Strategy 4:** Continuously work to be trauma-informed
- **Strategy 5:** Be intentional with language
- **Strategy 6:** Make it visual
- **Strategy 7:** Focus on relationships
- **Strategy 8:** Include families



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Office of Research & Evaluation



Office of Research and Evaluation: Program Implementation Reporting



Quality Teaching for English Learners program implementation reports

- Quality Teaching for English Learners (QTEL) is a research-based professional development program based on sociocultural/sociolinguistic theories of learning
- Provided through a contract between WestEd and the Office of Multilingual Curriculum and Programs
- The Office of Research and Evaluation conducts a yearly evaluation of the program

Access the published report on the QTEL final program year (2022-23): philasd.org/research

Office of Research and Evaluation: Program Implementation Reporting



Together is Better

- A professional development and coaching program that supports a co-teaching model where a General Education teacher and an English as a Second or Other Language teacher collaboratively teach in a classroom that includes English Learners
- Run from 2017-2023 by the Office of Multilingual Curriculum and Programs and SupportEd
- The Office of Research and Evaluation conducted a yearly evaluation of the program

Access the published report on the Together is Better final program year (2022-23) on our website: philasd.org/research

Research to inform SDP initiatives, faculty, staff, and the general public

Published research reports and briefs

- Research describing SDP's English Learner population
 - Philadelphia public school enrollment
- Research on curricular, assessment, and other initiatives that support ELs
 - Implementation of SDP's new Illustrative Math Curriculum
 - Four-year high-school graduation rates
 - District-wide school year assessments, including the ACCESS for ELLs

Access published research reports and briefs here: <https://www.philasd.org/research>

Philly School Experience Survey

- Survey of students, families, and staff
- Includes topics that can inform SDP initiatives to expand support for English Learners

Find more information on the Philly School Experience Survey here: philasd.org/pses

Research Roundup Webinar Series

- Webinars that summarize research on different topics

Find our Research Roundup Webinars here: <https://www.philasd.org/research/roundup>

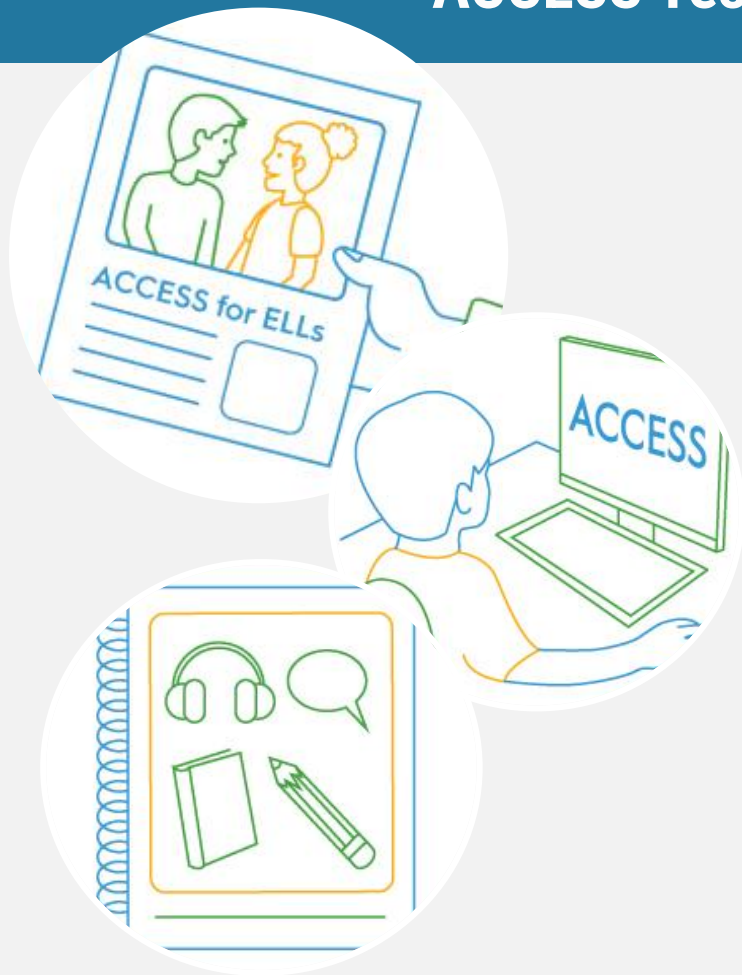


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Office of Assessment



ACCESS Testing for English Learners

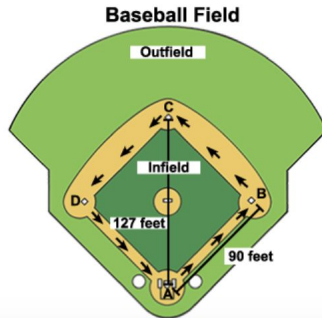


- Collaboration between the Office of Assessment and the Office of Multilingual Curriculum and Programs on staff training, school-level preparation for the testing window, and processes and procedures during and after the testing window
- Tests the four language domains: Reading, Writing, Speaking, and Listening
- Tracks student performance and growth over time
- Provides educators with information about the student's skill level that can be used to inform planning and instruction
- Provides the district with information about the effectiveness of the ELD program at each school as well as districtwide

Released Items from the ACCESS Test

Geometry in Baseball

The small arrows in the picture show the path a player runs in a baseball game. To find how far a player runs, the students first measure the distance from point A to point B and find that it is 90 feet. They also find that the distance between points A, B, C, and D is always the same. To find the total distance a player runs, the students can either add all four sides of the infield together or multiply one side by 4.



1 Which equation shows the distance a player runs?

Perimeter = $90 \text{ feet} \times 4$




Perimeter = $127 \text{ feet} \times 4$

Perimeter = $90 \text{ feet} + 4 \text{ feet}$

Perimeter = $90 \text{ feet} + 90 \text{ feet} + 127 \text{ feet}$

Sandra needs to grow a vegetable garden at school for her science class. She wants to choose the place with the best soil for growing vegetables. To collect data, she pushed the pointed end of each tool into the soil at different locations around her school.

Tools to Collect Data about Soil

Tool	What It Shows	Levels in Ideal Soil
pH Meter 	How acidic (or alkaline) the soil is	pH of 6.0–6.5 (slightly acidic)
Moisture Meter 	How wet or dry the soil is	Moist
Soil Thermometer 	How warm or cool the soil is	65°F–70°F

Data Collected by Sandra

Location	pH	Moisture	Temperature
West Side of School	5.5	Wet	63°F
East Side of School	7.5	Dry	65°F
South Side of School	6.5	Moist	70°F

Results

The Best Soil: South Side of School

Now it's your turn to write!

Look at the information about soil testing tools and the data Sandra collected. Write at least 8 sentences explaining how Sandra used each tool to choose the best place to plant a vegetable garden.



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Office of Diversity, Equity & Inclusion



Diversity, Equity, and Inclusion (DEI)

School District of Philadelphia Policies

Policy 103: Nondiscrimination in School and Classroom Practices

English language proficiency included as a protected class in the policy.

Policy 105: Curriculum Development

“Affirm students’ racial, linguistic, gender, sexual, and cultural identities...”

Policy 212: Reporting Student Progress

Interpretation and translation services related to the reporting of student progress.

Diversity, Equity, and Inclusion (DEI)

Building Capacity through Professional Development

Group 3 Policy 138 : English Language Development / Bilingual Education Program

What are the key takeaways of this policy?

How do I support my school community in understanding and implementing this policy?

What are ways I can implement this policy?

What questions and/or concerns do I have about the implementation of the policy?

Activity from Policy to Practice: Equity-centered SDP Policies



THE SCHOOL DISTRICT OF
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Office of Climate & Culture



Office of Climate and Culture

Mission: OSCC supports positive, equitable learning environments in which all students can experience belonging, build strong relationships, and fully engage with academic and social-emotional learning

Pro-social recess

Pro-social recess at SDP centers equity through providing all students with access to a safe, welcoming, joyful environment that focuses on social belonging and removes barriers to play, particularly for our most marginalized students.

Relationships First

Relationships First is the restorative justice program for our district. It is a human-centered philosophy & prevention/intervention strategy aligned to the MTSS framework.

We focus on building strong, safe, loving relationships, disrupting and dismantling the school-to-prison pipeline, & increasing positive academic outcomes through community-building, healing, & restoration.

CR-PBIS

Culturally Responsive PBIS is an evidence-based framework for developing, teaching, and reinforcing school wide behavioral norms, and for using data for continuous improvement. It creates positive, predictable, equitable, and safe learning environments where everyone thrives.

Social-emotional learning

SEL is the process through which all young people and adults acquire and apply the knowledge, skills and attitudes to:

- develop healthy identities,
- manage emotions and achieve personal and collective goals,
- feel and show empathy for others,
- establish and maintain supportive relationships, and
- make responsible and caring decisions.

How Climate and Culture supports Policy 138



Climate & Culture

Schools have time for Community Meeting, intended to build community in classrooms and strengthen connections.

School Climate Staff are trained in conflict resolution and building relationships during non-instructional time (e.g. hallway transitions, lunch and structured recess).



Relationships First

Increased student well being “Esta es mi casa fuera de mi casa”.

Reduced systemic punitive outcomes due to support of Restorative progressive discipline.

Welcome Circles designed around supporting the arrival of non-english speaking students new to the country and district.



CR-PBIS

Inclusion of student and family member, and multilingual representative on TIPS team.

School PBIS Signage is posted in multiple languages.

Disaggregation of all discipline data by subgroup.



SEL

Community Meeting App content is translated into Spanish and Mandarin.

Caregiver Engagement planning strategies for creating partnerships with diverse families.

Student well-being survey analysis for all student demographics to identify areas of celebration and growth.

Office of Special Education and Diverse Learners: Translation and Interpretation

Hello Hola Olá 你好 مرحبا Здравствуйте
Salom Bonjour Xin chào Привіт Përshëndetje Bonjour
សួស្តី



Translation and Interpretation: Information

Supports

- Interpretation (Spoken or Sign)
- Translation (Written)
- Over-the-phone Interpretation (OPI)
- Bilingual Counseling Assistants (BCAs)
- Structural Supports

How to request Support

- Work with your school to ensure language supports are provided
- For questions, contact: translation@philasd.org

Updated Guidelines





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Office of Special Education and Diverse Learners: Special Education



Dual Identified Students

Dual-Identification: When a student is an English Language Learner and also has a disability, this can create complex learning needs that require tailored support.

Evaluation and Identification	What parents should do if they have concerns about the child's progress?
<ul style="list-style-type: none">● Evaluators consider students' native language and determine how English proficiency, or a lack thereof, may impact the student's educational performance.● Evaluators may assess to determine if a student has a disability and if the disability adversely impacts their learning ability.● Evaluators receive input from parents, teachers, and other stakeholders to determine how English proficiency impacts the student's learning.● Evaluators will determine if a student's academic needs are primarily caused by their limited English proficiency or a disability.	<ul style="list-style-type: none">● Contact the school to determine what your child is receiving to support their language and/or academic difficulties.● Ask for updates regarding how your child is progressing with English proficiency and academic skills. Address your concerns with school personnel.● Request that the school regularly monitor both the child's language progress and any disability-related needs.

Understanding both the language learning process and the disability challenges will help the school provide the best support.



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Office of Family and Community Engagement



An Overview of Family & Community Engagement (FACE) Programs & Services

Building Families' Ability to Support Learning at Home



FACE Schools Team

School-level supports for families provided by Family Engagement Liaisons



Family Academy: Courses & Training

Offers free workshops to families to support individual & student learning



Focus on FACE Newsletter

Provides family engagement resources and best practices for families *and* staff



Parent & Family Portal

Allows guardians to view students' academic history, attendance, & more



Pregnant & Parenting Teen Services

Offers case management and services to expecting or parenting teens

Developing Staff Members' Family Engagement Capacity



Principal Professional Development

Empowers school leaders with information and resources to support family partnership at their schools



Educator & Staff Development

Equips teachers with tools & strategies for effectively partnering with families

- New Hire Orientation
- Tune-Up Tuesday
- Induction
- #TeachPHL
- Role-specific PD days



Custom PD

Provides an opportunity for schools, networks, or staff groups to receive role-specific training

Supporting Family-School-Community Partnerships



School Advisory Councils

Brings all school stakeholders together to improve learning outcomes & school communities



Volunteer Support

Assists stakeholders with preparing to volunteer in our schools



Customer Support Team

Fields constituent concerns and questions over the phone and in-person



Special Events

- Back to School Event
- Roadmap to Navigating the District Family Engagement Conference



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Thank you and questions?