

THE SCHOOL DISTRICT
OF PHILADELPHIA

SECTION: 100 Programs

**TITLE: English Language
Development/Bilingual
Education Program**

ADOPTED:

REVISED:

**138 (NEW) ENGLISH LANGUAGE DEVELOPMENT/BILINGUAL EDUCATION
PROGRAM**

Purpose

To provide a quality educational program for all students, the School District of Philadelphia shall provide a culturally and linguistically appropriate planned instructional program for-English Learners (ELs), which builds on students' home language and culture. The goal of the program shall be to ensure ELs at all levels of language proficiency can access grade-level academic content standards while developing advanced levels of English with support for students' integration and participation in the community. Students who are ELs shall be identified, assessed and provided an equal opportunity to participate in instructional programs with equal access to educational programs and extracurricular activities, consistent with federal and state laws and regulations.[\[1\]](#)[\[2\]](#)

Definition of Terms

Bilingual Education - Academic programs that are taught in two languages with the goal of all students becoming bilingual and biliterate.

CTE (Career and Technical Education) - Academic programs that specialize in the skilled trades, applied sciences, modern technologies, and career preparation.

EL(s) (English Learners) - Students who are learning English.

ELD (English Language Development) - Instruction specifically designed to develop English proficiency.

ESL (English as a Second Language) - Academic programs for students learning English.

FEL(s) (Former English Learners) - Students who have demonstrated proficiency in English and no longer qualify as an English Learner student.

GIEP (Gifted Individualized Education Plan) - A written plan describing the education to be provided a gifted student.

HLS (Home Language Survey) - Survey completed for all students as part of the enrollment process. The survey indicates the language(s) used in the home.

IEP (Individualized Education Plan) - A written plan describing the education to be provided a student who has a disability under the law.

LIEP (Language Instruction Educational Program) - District plan and design of instruction for English Learners.

Newcomer - An English Learner student who has been in the U.S. for less than one year.

PBIS (Positive Behavior Interventions and Supports) - A framework for adopting evidence-based behavior interventions.

SLIFE (Student with Limited or Interrupted Formal Education) - A term used to describe a diverse subset of the English Learners who have limited backgrounds in reading and writing in their home language(s) and/or are below grade level in most academic skills due to interruptions in their formal education.

Authority

The SRC authorizes the Superintendent or designee to approve a written Language Instruction Educational Program (LIEP) for students whose dominant language is not English and maintain an office for multilingual curriculum and programs to develop and support a plan that shall include English Language Development (ELD) and bilingual instruction programs. The programs shall be evidence-based and implemented with sufficient resources and appropriately trained staff. Programs shall be evaluated regularly for effectiveness in developing students' language proficiency and access to grade-level content.[2][3][4][5]

The Superintendent or designee shall address EL students and programs in all District functions, partnerships, and planning processes, as necessary to provide effective ELD and Bilingual Education instruction programs in compliance with laws and regulations. The District's plan for ELs shall include: (1) appropriate preparation and professional development for all professional staff, including core content and grade teachers (2) sufficient resources to implement the language instruction program including appropriate textbooks / materials and supportive technology (3) effective curriculum and programming to meet the needs of ELs at varying levels of proficiency, including newcomers, students with interrupted or limited formal education (SLIFE) and older ELs (18-21); (4) effective and accessible data management systems with accurate and relevant EL data points; and (5) language access for families and community. [3] [6]

Delegation of Responsibility

The Superintendent or designee shall implement and supervise an ELD/Bilingual Education program that ensures appropriate instruction for ELs in all schools and complies with federal and state laws and regulations.

The Superintendent or designee, in conjunction with appropriate stakeholders, shall develop administrative procedures regarding the ELD/Bilingual Education program. Administrative procedures shall be updated and revised annually, and made public through the District’s website and appropriate offices and distributed to District administrators, school-based administrators, teachers and staff, to ensure the implementation of Policy 138 is being transparently, consistently and equitably adhered to across the District.

Mandated Regulatory Procedures

Identification, Placement, and Notifications¹

The district shall establish procedures for identifying and assessing the needs of students whose dominant language is not English. The Home Language Survey shall be completed for each student upon enrollment in the district. Students who require language screening for ELD services, based on the Home Language Survey, must be administered the Pennsylvania Department of Education’s approved language screener. The Home Language Survey and language screener results must be maintained in the student’s permanent record folder and recorded in the District’s student information system through graduation. [\[4\]\[7\]\[8\]](#)

Families shall be notified, in the preferred home language, of student’s entry into ELD services, right of refusal as defined by State law, and student’s current language proficiency level as indicated by annual State ELD assessment. [\[3\]](#)

Students with a secondary school transcript will have their transcript evaluated in a timely manner to ensure proper placement in high school. Secondary EL students will be rostered in appropriate credit-bearing courses in accordance with the District’s rostering guidelines for secondary students. Elementary and middle school students will be placed in an age appropriate grade based on District policy.

Promotion and retainment of ELs must follow District, State, and Federal regulations and procedures must align with District guidelines. An EL may not be retained in a grade based solely on his/her lack of English proficiency. [\[3\]](#)

Students shall be reclassified or exited from their EL status in accordance with District required criteria as specified in State law with notification made to families in their preferred language. [\[3\]](#) [\[10\]](#)

¹ Administrative procedures are specified in “EL Identification and Program Enrollment” & “Reclassification Criteria and Monitoring Former ELs” sections of the *[English Learners Program Handbook](#)*.

Programming²

All students identified as English Learner (EL) students will be provided an asset-based Language Instruction Educational Program (LIEP), which values students' linguistic and cultural resources, is grounded in effective research-based theory, and allows students to draw from their entire linguistic repertoire, including languages other than English. Curriculum in language and grade/content areas shall be standards-based and modified as appropriate for ELs. In all language programs, students' home languages and cultures, as well as their educational experiences from the home country and family, shall be valued as a strong foundation for the acquisition of another language not limited to students participating in a designated Bilingual Education program. [3]

The LIEP must include either Bilingual or English as a Second Language program components. Both Bilingual Education and ESL programs, shall be aligned to the core instructional program and utilize certified teaching personnel to ensure that ELs are afforded full opportunity to master the essential knowledge and skills of the core curriculum. Staff will incorporate all appropriate modifications, interventions and accommodations into instruction and assessment to allow ELs meaningful access to the general curriculum and to promote language and grade-appropriate content learning. Programs shall draw from students linguistic and cultural resources and shall be assessed based on progress towards proficiency and achievement in core subjects and skills including math, reading, science and social studies. [3]

Bilingual and ESL programs must meet or exceed minimum State requirements and include instructional strategies and/or curriculum which integrates language and content instruction that is culturally competent, scaffolded and aligned with state and national standards. Instruction must be “high challenge with high support”³ to ensure access to the core curriculum. ESL and non-ESL teachers, including grade or content teachers, will be provided with opportunities to plan instruction collaboratively to ensure academic language development and access to grade-level content for all ELs including newcomer students. [3]

Bilingual Education programs will include language and literacy instruction in both English and the additional language and shall promote bilingualism, biliteracy, and biculturalism for all students. Language and literacy proficiency, including reading proficiency, must be formally tracked and recorded for both English and the additional language in District-issued report cards for students in bilingual programs. Teachers and administrators shall be provided consistent and appropriate preparation and professional development opportunities in order to effectively implement and sustain Bilingual Educations programs and must be certified with appropriate content or grade

² Administrative procedures are specified in the “Language Instruction Educational Program (LIEP) Implementation” section of the *English Learners Program Handbook*.

³ This is a core principle of the Quality Teaching for English Learners (QTEL) Framework developed by Aida Walqui and Leo van Lier. The principle maintains that content/academic rigor is not simplified for English Learners. Instead, language activities and tasks are purposefully selected to make the content accessible and engaging to English Learners.

certification and able to provide instruction in the additional language as demonstrated by the District’s screening process. [3]

ESL Education Programs must include English Language Development (ELD) instruction delivered by ESL certified teachers with appropriate content or grade certification in alignment with State requirements. ELD must be incorporated into all classes taught by ESL and non-ESL certified teachers, including grade and/or content teachers, in which ELs are enrolled. All teachers of ELs are responsible for deliberately planning for and incorporating language instruction as well as appropriate supports, modifications, interventions, and accommodations needed to allow ELs to fully access course standards and curriculum. ELD instruction by ESL and non-ESL teachers shall promote the use of students’ home language skills and culture to support and enhance learning and development of core content, skills and knowledge. ELD instruction by ESL and non-ESL grade / content teachers and administrators will be supported through consistent and research-based supplemental education and professional development opportunities in order to effectively implement and sustain effective ESL programs. [3]

Equitable Access⁴

EL students, at all levels of language proficiency, shall be required, with accommodations, to participate in assessments, as appropriate, and meet established academic standards and graduation requirements.

[\[9\]](#)[\[10\]](#)[\[11\]](#)[\[14\]](#)[\[15\]](#)[\[16\]](#)[\[17\]](#)[\[18\]](#)[\[19\]](#)[\[20\]](#)[\[21\]](#)

Pursuant to establishing a positive and safe school environment for all students, District policies apply to all students, regardless of immigration status, especially, but not limited to Bullying and Harassment Policies 248 and 249; Multiracial, Multicultural, Gender Education Policy 102; Nondiscrimination in Classroom Policy 103; Homeless Students Policy 251; Transgender and Gender Nonconforming Students Policy 252.

Students shall have equitable access to and be encouraged to participate in all academic programs, including Career and Technical Education and Special Admission/Magnet schools and programs, and extracurricular activities and programs available to district students. **Students shall be assisted by persons knowledgeable about high schools and high school programs to consider a range of programs and to obtain the accommodations and supports needed for the student to be successful, including modifications and waivers of admission criteria to enable EL students to access special programs and specialized schools. Families shall receive guidance in a language they understand. Students may not be excluded on the basis of admission criteria if they can participate successfully, given reasonable accommodations. [\[22\]](#)[\[23\]](#)[\[24\]](#)[\[25\]](#)[\[26\]](#)**

EL students in all settings, including alternative placements, newcomers programs, special admission / magnet, city-wide admission, Career and Technical Education (CTE), and students with an Individualized Education Plan (IEP), Gifted Individualized

⁴ Administrative procedures are specified in the “Guidelines for Annual Assessments and District-wide Assessments”, “Testing Accommodation for ELs” & “Equal Access Opportunities” sections of the *English Learners Program Handbook*.

Education Plan (GIEP), 504 plan, or students in schools with low EL enrollment, are entitled to equitable access to language development instruction and resources.

[3][22][23][24][25]

EL students are eligible for Individualized Education Programs (IEP), 504 Plans and/or Gifted Education Programs (GIEP), and shall be identified in accordance with law, regulations and SRC policy. The District shall ensure that assessment of a student for individualized and gifted education services includes screening for intervening factors, such as English proficiency, that may be interfering with school officials ability to identify various learning abilities.[13] [5][12]

Students' language proficiency or EL status cannot be grounds for denying or delaying evaluation to determine eligibility for special education services. ELs may be eligible for special education services when they have been identified as a student with a disability and it is determined that the disability is not solely due to lack of instruction or proficiency in the English language. An evaluation for an EL student must be conducted in a language the student understands to accurately assess eligibility with bilingual evaluations conducted when feasible in accordance with state and federal laws. Parents / guardians shall be consistently and equitably offered the District's interpretation and translation services to ensure meaningful participation in the special education process. [3][5][12]

EL students who are eligible for specialized education services shall continue receiving ESL / Bilingual Education instruction in accordance with their Individualized Education Program (IEP), Gifted Individualized Education Plan (GIEP), or 504 Plan at the appropriate language proficiency and developmental level, and with regular input and monitoring from an ESL specialist or trained designee.[5][12][13]

Students who are ELs may remain in high school through their 21st birthday regardless of credit attainment. Students who do not finish high school by the age of 21 are eligible for alternative education programs with ELD and content classes deemed appropriate and necessary to enable the student to obtain a high school diploma.

Evaluation & Accountability⁵

The District's plan for ELs, including ESL and /Bilingual Education programs, professional development offerings, and curriculum and instruction shall be regularly evaluated with asset-based approaches by District offices, superintendents and school based administrators with input from students, parents/families, and community stakeholders, at least once every three years, to ensure all components are aligned, implemented and working effectively to facilitate the acquisition of the English language and achievement of academic standards, and shall be revised when necessary to ensure greater student achievement. [9][10][11]

⁵ Administrative procedures are specified in the "Program Evaluation" section of the *English Learners Program Handbook*.

Students who are ELs must be assessed annually with Pennsylvania’s state adopted English Language Development assessment. [3] Individual schools and the ESL Program shall collect and disaggregate data based on student progress as reported to inform district and school-based planning, including school improvement planning. [5][12]

Parent, Family, and Community Engagement⁶

Parents/guardians whose dominant language is not English are entitled to and shall be consistently and equitably offered the District’s interpretation and translation services to ensure meaningful participation in their children’s education. These services, including training for families in how to be involved in a student’s education and removing barriers to family involvement, shall be provided by trained professionals. The District will ensure sufficient training of staff to ensure language access for all families. [\[1\]](#)[3]

School administrators must maintain a record of the family’s primary home language and ensure communication is in the mode and language preferred by parents/guardians. [1] [26]

The District shall maintain clear, comprehensive, and reliable means of outreach, including web based, that is not solely reliant upon parents / families coming to a school building, to ensure community stakeholder and parental / family involvement in the education of their children. [The program\(s\) designed for outreach to parents will be carefully monitored and evaluated by the Superintendent or designee and school-based administration in accordance with the Pennsylvania Department of Education and United States federal standards, for effectiveness.](#)[9][10][3]

Annual meetings will be convened by appropriate District administrators for community stakeholders, District offices and interested educators and families to monitor and review Policy 138.

Legal References:

- 1. 42 U.S.C. 2000d et seq**
- 2. Pol. 103 - Nondiscrimination in School and Classroom Practices**
- 3. 22 PA Code 4.26**
- 4. 20 U.S.C. 6801 et seq**
- 5. Pol. 103.1 - Nondiscrimination-Qualified Students With Disabilities/Protected Handicapped Students**
- 6. Pol. 333 - Professional Development**
- 7. 22 PA Code 11.11**
- 8. Pol. 200 - Enrollment of Students**
- 9. 20 U.S.C. 6812**
- 10. 20 U.S.C. 6826**
- 11. 20 U.S.C. 6841**

⁶ Administrative procedures are specified in the “Parental and Community Outreach” section of the [English Learners Program Handbook](#).

- 12. Pol. 113 - Special Education**
- 13. Pol. 114 - Gifted Education**
- 14. 20 U.S.C. 6842**
- 15. 22 PA Code 4.51**
- 16. 22 PA Code 4.51a**
- 17. 22 PA Code 4.51b**
- 18. 22 PA Code 4.51c**
- 19. 22 PA Code 4.52**
- 20. Pol. 127 - Assessments**
- 21. Pol. 217 - Graduation**
- 22. 20 U.S.C. 1703**
- 23. Pol. 115 - Career and Technical Education**
- 24. Pol. 122 - Extracurricular Activities**
- 25. Pol. 123 - Interscholastic Athletics**

Related Information:

34 CFR Part 200

Pol. 304 - Employment of District Staff

School Year

2017-18

ENGLISH LEARNERS PROGRAM HANDBOOK

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ENGLISH LEARNERS PROGRAMMING HANDBOOK

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I. INTRODUCTION

Approximately 13,800 students are English Learners (ELs) in The School District of Philadelphia (SDP). State and federal statutes, as well as SDP policies, provide the basis and structure for the EL instructional programs currently implemented within the SDP. Programs currently implemented include the English as a Second Language (ESL) Program, the Dual Language Program, and the Newcomer Learning Academy (NLA).

All instructional programs for ELs in the School District of Philadelphia share the following goals:

- Access to the PA Core. ELs across all levels of language proficiency are able to fully engage in rigorous grade-level content and meet grade-level standards.
- English Language Development. ELs will develop academic English through Focused Language Study (FLS) as well as Discipline-specific and Academic Language Expansion (DALE).

All programs share the following core value:

It is a shared responsibility of all educators in The School District of Philadelphia to foster and support ELs' academic learning and provide opportunities for English language development.

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

The handbook has been developed to:

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

A. Guiding Principles

Linguistic and cultural diversity are valuable assets to the School District of Philadelphia. The instructional programs and policies for ELs are driven by the following guiding principles¹:

¹ 1-10 from: *The Cornerstone of WIDA's Standards: Guiding Principles of Language Development* © 2010 Board of Regents of the University of Wisconsin System, on behalf of WIDA, .wida.us

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

Guiding Principles (continued)	
8. Students' development of academic language and academic content knowledge are inter-related processes.	Gibbons (2009); Collier & Thomas (2009); Gottlieb, Katz, & Ernst-Slavit (2009); Echevarria, Vogt, & Short (2008); Zwiers (2008); Gee (2007); Bailey (2007); Mohan (1986).
9. Students' development of social, instructional, and academic language, a complex and long-term process, is the foundation for their success in school.	Anstrom, et.al. (2010); Francis, Lesaux, Kieffer, & Rivera (2006); Bailey & Butler (2002); Cummins (1979).
10. Students' access to instructional tasks requiring complex thinking is enhanced when linguistic complexity and instructional support match their levels of language proficiency.	Gottlieb, Katz, & Ernst-Slavit (2009); Gibbons (2009, 2002); Vygotsky (1962)
11. Students' acquisition of language is framed in a social identity that is shaped by power and position. Psychological and physical safety critically influences language acquisition.	Ellis (2008); Watson-Gegeo & Nielsen (2003).

II. STATUTES, POLICIES, AND LEGAL REQUIREMENTS

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

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

1. Federal Policies

a. Title VI of the Civil Rights Act of 1964

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

<http://www.justice.gov/crt/about/cor/coord/titlevstatat.php>

b. Lau v. Nichols (1974)

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

The Court ruled that school districts must provide special services to English Learners (ELs) so that they have equal educational opportunity. ELs need language programs that allow them to progress academically while they are acquiring English language skills. There are several different program models; however, all include both academic content and English language development.

http://scholar.google.com/scholar_case?case=5046768322576386473&hl=en&as_sdt=2&as_vis=1&oi=scholarr

c. Castañeda v. Pickard (1981)

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

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

<https://web.stanford.edu/~hakuta/www/LAU/IAPolicy/IA1bCastanedaFullText.htm>

d. Plyler v. Doe (1982)

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

http://www.law.cornell.edu/supct/html/historics/USSC_CR_0457_0202_ZS.html

2. State Policies

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

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

Interpretations and guidelines are outlined in the Basic Education Circular (BEC).

[http://www.education.pa.gov/Documents/Codes%20and%20Regulations/Basic%20Education%20Circulars/PA%20Code/Educating%20English%20Learners%20\(EL\).pdf](http://www.education.pa.gov/Documents/Codes%20and%20Regulations/Basic%20Education%20Circulars/PA%20Code/Educating%20English%20Learners%20(EL).pdf)

3. Local Policies

a. SRC Policy 102

It is the policy of The School District of Philadelphia to foster knowledge of, and to respect, those of all races, ethnic groups, social classes, genders, religions, disabilities, sexual orientations (perceived or known), and gender identities (perceived or known).

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

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

B. EL Identification and Program Enrollment

1. Home Language Survey (HLS)

The Civil Rights Act of 1964, Title VI, Language Minority Compliance Procedures, requires school districts/charter schools to identify English Learners (ELs). The Pennsylvania Department of Education has selected the Home Language Survey (HLS) as the initial tool to identify students who require screening to determine language proficiency in English. The HLS must be given to all students enrolled in the school district. The HLS remains in the student's permanent record file through the student's graduation. To assist SDP schools in identifying non-English background students, the District has embedded the HLS in the Application for Admission of Child to School (EH-40) Form. The HLS asks the following questions:

1. What language does the family speak at home most of the time?
2. What language does the parent(s) speak to her/his child most of the time?
3. What language does the child speak to her/his parent(s) most of the time?
4. What language does the child speak to her/his brothers/sisters most of the time?
5. What language does the child speak to her/his friends most of the time?
6. What language does the child speak most frequently?
7. In what language would you like documents sent home?

2. EL Identification Procedure

1. Family completes the *Application for Admission of Child to School* (EH-40) in its entirety, which includes the 'Student Primary Language' and the 'Home Language Survey'.
2. Enrollment secretary reviews the EH-40 and enters the responses for all language fields in the Student Information System (SIS), Infinite Campus. *Note: 'Student Primary Language' must be entered under the 'Demographic' tab and the 'Home Language Survey' responses must be entered under the 'Enrollment' tab in Infinite Campus.*
3. If "other" is answered for question #3, #4, #5, **or** #6 in the HLS, the student **must** be administered the WIDA-ACCESS Placement Test (W-APT) or the WIDA Screener within 10 days of enrollment. *Note: The W-APT is given to Kindergarten students and the WIDA Screener is give to students in grades 1-12. Assessments must be administered by a WIDA certified teacher or counselor. ***If there is not a WIDA certified teacher/counselor at the school, please contact the Multilingual Assessment Center (MAC,) (215) 400-4240 (option 1), to schedule an appointment for the student to be tested.***
4. The results of the W-APT/WIDA Screener are recorded in Infinite Campus for all students who were administered the assessment.
5. Staff in the Multilingual Assessment Center review the assessment results and assign the student a status of 'EL' or 'Not EL' based on assessment results and record the appropriate status in Infinite Campus.

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

- Students are expected to enroll in school and start classes before taking the W-APT/WIDA Screener. ***Enrollment in school is not to be postponed due to language screening requirements.***
- The School District is responsible for translating documents presented by families. Please contact the Office of Translation and Interpretation at 215-400-4180 (option 4) for information on how to submit documents for translation.
- Students' names should not be changed in any way. We must abide strictly by the official documentation (e.g. birth certificate or baptismal certificate) presented at the time of registration. The only exception is for students who originate from countries where the surname is used first, who will be entered into the system according to local conventions.
- Subjecting students and family to scrutiny that is not part of the normal enrollment process is discriminatory and may place the School District at risk of legal action.
- It is unlawful to request Social Security cards, passports, or immigration documents.
- The Family Education Rights and Privacy Act (FERPA) prohibits schools from providing any outside agency, including the United States Citizenship and Immigration Services (USCIS) with any information from a student's school file that would expose the student's undocumented status without first getting

- permission from the student's parents or guardian; the only exception is if an agency obtains a court order/subpoena.
- All school personnel should be aware that they have no legal obligation to enforce U.S. immigration laws.

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

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

The State of Pennsylvania requires that schools keep a Primary Home Language Other Than English (PHLOTE) list in order to ensure that interpretation and translation services are provided appropriately to families. This PHLOTE list should be kept in an electronic file (e.g. Excel) that can be easily accessed and updated. The PHLOTE list should include:

- Student name
- Student ID number
- Country of origin
- Spoken language
- Document language
- EL status (yes, no, exited)

C. Multilingual Assessment Center (MAC)

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

- Ease transition into schooling in Philadelphia
- Facilitate school/home communication
- Promote understanding of cultural diversity

Some of the services provided at The Multilingual Assessment Center include:

- Translation and interpretation services (in association with the School District's Translation and Interpretation Center as well as Pacific Interpreters)
- Orientation on school information for families
- Resources for immigrant and refugee parental involvement
- EL high school transcript analysis and credit awarding
- Social service support for immigrant families in collaboration with community partners

The staff assists students and their families in the following:

- Student enrollment
- Student assessment

- WIDA Screener (grades 1 to 12), or KW-APT (kindergarten only)
- Student program placement (ESL, Dual Language, Newcomer Learning Academy)
- Student school placement
 - Assignment of student to a school site, as a result of the assessment, program options, and space availability

The Multilingual Assessment Center is located at:

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

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

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

A. The English Language Development (ELD) Standards

The WIDA Consortium's English Language Development Standards are designed as a curriculum planning and assessment preparation tool. They help educators determine students' English language proficiency levels and how to appropriately challenge them in reaching higher levels. The WIDA ELD Standards for ELs in Pre-Kindergarten through Grade 12 encompass:

1. English Language Development Standard 1:

English Language Learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

2. English Language Development Standard 2:

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

3. English Language Development Standard 3:

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

4. English Language Development Standard 4:

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

5. English Language Development Standard 5:

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

B. Four Language Domains

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

The definitions of the language domains are as follows:

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

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

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

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

C. Proficiency Levels

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

The English Language Proficiency Levels are:

1 – Entering	2 – Emerging	3 – Developing	4 – Expanding	5 – Bridging
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All students who participate in the District’s ESL and Bilingual Programs have a level of English Language Proficiency (ELP) in listening, speaking, reading and writing. Each

student's English proficiency level is determined by the W-APT/WIDA Screener (initial placement test for participation in an ESL/ Bilingual Program), or the yearly administration of the ACCESS for ELs assessment, which measures each student's English Language Development (ELD). Based on the student's performance on the language proficiency assessments, he/she will be assigned one of the following levels of English Proficiency:

Level 1 - Entering

Student does not understand enough oral and written language to perform in English.

Level 2 - Emerging

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

Level 3 - Developing

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

Level 4 - Expanding

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

Level 5 - Bridging

Student is able to speak English with fluency and use some figurative language and idiomatic expressions; can read a variety of grade-appropriate English texts in subject areas with considerable comprehension and speed; and shows an understanding of sentence structure and close to grade-appropriate composition skills.

D. Can Do Descriptors and Model Proficiency Indicators

1. Can Do Descriptors

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

For downloadable copies of the Can Do Descriptors visit:

http://www.wida.us/standards/can_dos/index.aspx

The descriptors can be used to plan lessons and assessments appropriate to student's language proficiency level, identify student needs, and monitor progress. Can Do Descriptors can also be distributed with ACCESS for ELs 2.0 score reports to help give

teachers a basic overview of what the Listening, Speaking, Reading, and Writing proficiency level results indicate about their students' abilities.

2. Can Do Descriptors, Key Uses Edition

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

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

- **Recount:** To display knowledge or narrate experiences or events. Example tasks that include the Key Use of Recount include producing information reports, biographies, historical accounts, lab reports, research papers and personal narratives.
- **Explain:** To clarify the “why” or the “how” of ideas, actions, or phenomena. Example tasks that include the Key Use of Explain include presentations, classroom discussions and various projects and research papers examining and demonstrating understanding of relationships, causes and effects of events, components of systems, and natural or historic phenomena.
- **Argue:** To persuade by making claims supported by evidence. Example tasks that include the Key Use of Argue include debates, oral presentations defending points of view, creating persuasive texts, editorials, critiques, opinion pieces and scientific argumentations.
- **Discuss:** To interact with others to build meaning and share knowledge. Example tasks that include the Key Use of Discuss include participating in academic conversations on various topics, small or large group activities and projects.

3. Model Performance Indicators

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

- a. The language function, or how students will use language to demonstrate proficiency (e.g. Depth of Knowledge, Bloom's Taxonomy),
- b. The grade level content or standards that students will learn or meet, and
- c. The supports or instructional strategies / scaffold to assist students in accessing the content.

More information is available at: <https://www.wida.us/standards/eld.aspx> (Right hand side of page - "Downloads and Products;" "2012 ELD Standards;" "WIDA 2012 Amplified ELD Standards;" begin on page 45).

IV. LANGUAGE INSTRUCTION EDUCATIONAL PROGRAMS (LIEP)

A. English as a Second Language (ESL)

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

B. Dual Language Program

The Dual Language Program that the SDP launched in the 2014-2015 school year is a Two-way Immersion Program which integrates English Learners and native English speakers for instruction in two languages: English and Spanish. Students from both language backgrounds are welcome to enroll. Parental commitment to the program will be reviewed with the parents at the time of enrollment.

The goals of the Dual Language Program are to:

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

The following schools offer Dual Language Programs:

Cayuga School** 4344-4358 N. 5th Street Philadelphia, PA 19140 Phone: 215-400-3850	Lewis Elkin School 3199 D Street Philadelphia, PA 19134 Phone: 215-400-7140
Alexander McClure School 600 W. Hunting Park Avenue Philadelphia, PA 19140 Phone: 215-400-3870	Muñoz-Marin Elementary School 3rd & Ontario Streets Philadelphia PA, 19140 Phone: 215-400-3920
Southwark Elementary School* 1835 S. 9th Street Philadelphia, PA 19148 Phone: 215-400-8280	Bayard Taylor School 3698 N. Randolph Street Philadelphia, 19140 Phone: 215-400-3880

*Southwark offers the Dual Language Program with a 90% Spanish/10% English language allocation in kindergarten and first grade, 80/20 in second grade, 70/30 in third grade, and with plans to expand a grade per year.

**Cayuga offers only Dual Language kindergarten and first grade in 2017-2018.

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

ELD Instruction within Dual Language Programs

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

C. Newcomer Learning Academy (NLA)

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

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

The following location offers the NLA program:

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

*Additional information is available in the **Newcomer Learning Academy Handbook:***
<https://www.philasd.org/multilingual/resources/educators/procedures/handbooks/>

D. Sheltered Instruction/EL Friendly Instruction

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

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

Sheltered instruction blends traditional instructional techniques with specially designed instructional and academic language strategies to meet the linguistic and educational needs of EL students. In the School District, the Office of Multilingual Curriculum and Programs endorses the use of the sheltered instruction practices and scaffolds that incorporate Discipline-specific and Academic Language Expansion in all ESL-friendly and sheltered classes.

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).

E. Supplemental Language Programs

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

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

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

V. LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM (LIEP) IMPLEMENTATION

A. ESL: Grades K-8

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

1. Collaborative ELD Instruction: K-8

Entering, Beginning, and Developing (Levels 1-3) students receive ELD instruction through a combination of collaborative pull-out instruction and co-teaching/push-in. The goal is to help acclimate students to the social and academic surroundings and to facilitate the acquisition of Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP).

Expanding and Bridging (Levels 4 & 5) students receive ELD instruction through co-teaching/push-in and communication between the ESL teacher or tutor in the content area/general education classroom. The goal is to individualize instruction to students' language learning needs, as indicated by their language test scores and academic performance and provide opportunities for academic language development.

2. ESL Scheduling and Instructional Materials: K-8

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

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

The following table outlines the framework for ELD instruction and scheduling.

ESL Program Implementation: K-8

	NON-NEGOTIABLES	INSTRUCTIONAL GUIDELINES
GRADES K-2	<p>Model: ESL Specialist provides regularly scheduled ELD instruction during the 120-minute literacy block for ELs at <u>all</u> proficiency levels through a co-teaching/push-in model. More intensive language support is provided for students at level 1 and 2.</p> <p>Materials: SDP ELA Core Curriculum materials: <i>Ready Gen/Wit & Wisdom</i></p> <p>ELD Core Curriculum materials: Grades 1-2: <i>Reach B</i> Newcomers: <i>In the USA**</i></p>	<p>Recommendations: ESL Specialist collaborates with classroom teachers to embed ELD instruction in various components of the Balanced Literacy Framework.</p> <p>Pull-out ELD instruction is <u>not</u> recommended for K-2 ELs at any proficiency level.</p> <p>Planning & scaffolding tools: <i>Promising Practices for English Language Learners</i> PA ELD Standards PA Core Standards</p>
GRADES 3-5	<p>Model: ESL Specialist provides regularly scheduled ELD instruction during the 120 minute literacy block for ELs at varying proficiency levels through a combination of collaborative pull-out and co-teaching/push-in. More intensive language support is provided to students at level 1 and 2.</p> <p>*Collaborative ELD pull-out instruction must take place during the literacy block.</p> <p>Materials: SDP ELA Core Curriculum materials: <i>Ready Gen/Wit & Wisdom</i></p> <p>ELD Core Curriculum materials: Grades 3-4: <i>Reach C</i> Grade 5: <i>Reach D</i> Newcomers: <i>In the USA**</i></p>	<p>Recommendations: ESL Specialist collaborates with classroom teachers to embed ELD instruction in various components of the Balanced Literacy Framework for ELs at level 2 and above.</p> <p>Collaborative pull-out ELD instruction is recommended for level 1 ELs only.</p> <p>Collaborative pull-out instruction should be considered on a case-by-case basis for levels 2 and 3.</p> <p>Pull-out ELD instruction is <u>not</u> recommended for levels 4 and 5.</p> <p><i>*Students can be at varying grade-levels (3-5) for pull-out instruction; however, instruction must be aligned to appropriate grade-level standards.</i></p> <p>Planning & scaffolding tools: <i>Promising Practices for English Language Learners</i> PA ELD Standards PA Core Standards</p>

GRADES 6-8	<p>Model: ESL Specialist provides regularly scheduled ELD instruction for ELs at varying proficiency levels through a combination of collaborative pull-out and co-teaching/push-in instruction. More intensive language support is provided to students at level 1 and 2</p> <p>*Collaborative ELD pull-out instruction must take place during literacy/language arts!</p> <p>Materials: SDP ELA Core Curriculum materials: <i>StudySync/Collections</i></p> <p>ELD Core Curriculum materials: National Geographic-<i>Inside A/B</i> & <i>OMCP middle school content units</i>: http://middleschoolsl.weebly.com</p> <p>Newcomers: <i>Inside the USA</i></p>	<p>Recommendations: ESL Specialist collaborates with classroom teachers to embed ELD instruction in various components of the Balanced Literacy Framework or during other content-area instruction (science, social studies, math) for ELs at level 3 and above.</p> <p>Collaborative pull-out ELD instruction is recommended for level 1 and 2 ELs only.</p> <p>Collaborative pull-out instruction should be considered on a case-by-case basis for level 3 students.</p> <p>Pull-out ELD instruction is <u>not</u> recommended for levels 4 and 5.</p> <p>Students can be at varying grade-levels (6-8) for pull-out instruction; however, instruction <u>must</u> be aligned to appropriate grade-level standards.</p> <p>Planning & scaffolding tools: <i>Promising Practices for English Language Learners</i> PA ELD Standards PA Core Standards</p>
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3. Rostering Directive: K-8

ESL teachers' time is limited and in many schools they must provide ELD instruction for students at various levels and grades. Therefore, rostering of ELs into appropriate classrooms should be a priority. Please follow the guidelines below when rostering EL students.

Rostering Guidelines

- ELs should be placed in as few classrooms as possible. Level 1 and 2 students should be placed in one classroom per grade, as long as the number of ELs does not exceed 15.
- To ensure appropriate collaboration, levels 3-5 should be placed together in as few classrooms as possible. Levels 1 & 2 ELs may be in the same room as levels 3-5, depending on the size of the EL population.
- It is recommended that pull-out ELD classes comprise of students from two grades (3rd & 4th, 5th & 6th, 7th & 8th)
- Pull-out instruction is **not** recommended for ELs in grade K-2

Options for Collaborative Instruction

- Schedule the literacy block at different start times during the day in order to facilitate collaborative instruction: co-teaching or pull-out.
- Set a common literacy block for lower grades and a different common literacy block for upper grades in order to facilitate collaborative pull-out ELD instruction.
- Stagger the start times of the literacy blocks within grades in order to facilitate co-teaching during guided reading.
- If literacy blocks are scheduled at the same start time, stagger the start times of the components of the literacy blocks.
- For schools with more than 75 ELs, an ESL coordinator is strongly recommended.

B. ESL Instruction: Grades 9-12

1. Instructional Models: 9-12

In all of the instructional models, teachers strive to create a learning environment in which students:

- Are active participants who have many opportunities daily to use English productively, in speaking and writing
- Interact frequently with classmates and with the teacher, so that they may rehearse, experiment, and receive feedback on their developing language
- Participate in learning tasks that build their listening, speaking, reading, and writing skills by immersing them in appropriate oral and written language models
- Are held to grade-level standards, and are supported through scaffolding that is appropriate for their language proficiency level
- Learn language and content simultaneously
- Are encouraged to continue to develop their academic language in level of sophistication and in increasingly more challenging contexts
- Continue to appreciate, use, and further develop their first language skills and knowledge acquired prior to entry into the U.S. high school.

Each of the models below requires:

- Careful rostering of ELD and content-area classes and grouping of students by grade and language proficiency level
- Professional development and coaching for ESL and content-area teachers, including the identification of potential EL-friendly teachers eager to work with English Learners and willing to make the necessary accommodations for them to succeed
- Support and time for collaboration between ESL and content-area teachers, such as Common Planning Time, so that each group may instruct the other on techniques and standards in their area of expertise, as well as plan accommodated instruction and assessment for language learners

- Sufficient numbers of ELs: In schools with small numbers of ELs, it is difficult to create a strong ESL and content-area program. Students with Level 1 or 2 skills should not be assigned to a high school with limited to no ESL support.

The ESL instructional models for high school ELs are summarized below.

a. English Language Development Credit-Bearing Classes

English Language Development (ELD) classes are credit bearing (e.g. ELD 1 = English 1, ELD 2 = English 2). The goal of increasing academic language proficiency is accomplished through focused language study, which according to the Council for Great City Schools, “calls for dedicated time for focused instruction in how English works, providing ELs with an understanding of the basic structures of language – in all four domains [listening, speaking, reading, and writing] – for a variety of registers, especially the academic register needed to engage in academic discourse across all content areas².”

ELD classes introduce both social and academic language. The ELD curriculum prepares students to understand and use the language of the content areas by introducing typical content-area tasks and texts.

ELD class is also a setting in which students may reflect on their developing identities as multilingual and multicultural individuals. In ELD classes with students from many countries and linguistic backgrounds, students learn to appreciate their classmates’ diverse backgrounds, as they acquire academic English proficiency.

b. English Language Development Electives

To support students’ academic language development, students are required to take additional classes that receive elective credit. ELD 1/ Elective and Linguistic Development 1 are required for Level 1 (Entering). ELD 2 is required for Level 2 (Emerging) students. If sufficient staff, Cross Curricular Language Development should be offered for students enrolled in an ELS program for four or more years and whose ACCESS level is below 3.9.

Two additional electives are Language of Math and Senior Seminar / Capstone. Language of Math is taught by a mathematics teacher; students receive mathematics credit. The course prepares newcomer students with interrupted formal schooling for Algebra 1. Senior Seminar / Capstone is a course to prepare students for college / career and to complete a senior research paper / project.

² A Framework for Raising Expectations and Instructional Rigor for English Language Learners. (2014, August). In *Council of the Great City Schools*. Retrieved August 22, 2014, from <http://www.cgcs.org/site/default.aspx?PageID=1>

c. Sheltered Content / Disciplinary Classes

Sheltered content classes are taught by content teachers (e.g. social studies, science, math) – not ESL teachers. Sheltered classes should be provided for Level 1 (Entering) and Level 2 (Emerging) students. If a school has sufficient staff and enrollment of ELs, Level 3 (Developing) content classes may also be sheltered. Level 4 (Expanding) and Level 5 (Bridging) ELs should be integrated with non-EL peers in content courses.

Sheltered content classes are designed to introduce and support students in mastering the grade-level curriculum of the designated content area, while also providing meaningful opportunities for students to increase their proficiency in using the language of that content area. A goal of sheltered instruction is to maintain the grade-level, academic rigor, while also providing appropriate levels of scaffolding for students to learn both academic and disciplinary language and content. Sheltered content classes must provide high support with high expectations.

Sheltered content classes require the teacher to design appropriate levels of support – scaffolds – to enable students to access both the disciplinary language and course content. Students are capable of concrete and abstract learning with appropriate scaffolds or supports. The teacher should not simplify the task(s) and concept(s) but, instead, provide graduated, scaffolded assistance that may include sensory, graphic, interactive and cognitive verbal / textual supports with students' interaction. The Office of Multilingual Curriculum and Programs (OMCP) provides professional development for content teachers of sheltered content courses for ELs.

2. ESL Curriculum: 9-12

As described in the section on program models, the ESL Program at the high school level provides support for students to develop academic language proficiency in all four language domains (reading, writing, listening, and speaking) in alignment with the Pennsylvania English Language Proficiency Standards (ELPS) and the Pennsylvania Core Standards. ESL lessons are integrated, in that the four language domains reinforce each other. Within an ELD 1 English / Elective class, for example, a writing assignment may have students discuss their ideas before drafting, listen to a video or a lecture about the topic for the writing assignment, or read multiple texts on that topic to enrich their background knowledge and specific language for the writing assignment. ESL classes also expose students to English grammar, pronunciation, phonemic awareness, vocabulary, and sociolinguistic rules for using English in academic and social settings through integrated language activities and explicit instruction. In addition, students practice using research-based language learning strategies, comprehension strategies, vocabulary-learning strategies, and writing strategies for more efficient learning. Fiction and non-fiction texts, specifically texts from the major content areas of science, mathematics, social studies and English language and literature, and authentic tasks used in those same content areas are central to ESL instruction at the high school level. In other words, materials and activities in the high school ESL classroom are content based, with the explicit purpose of immersing students in meaningful academic language and

facilitating practice in that language.

In the English Language Development (ELD) courses (ELD Levels 1 and 2) students practice using English in all four domains, with special emphasis on reading, listening, speaking and vocabulary. ELD 1 and 2 English is an English credit bearing course. ELD 1 and 2 Elective is an elective bearing course. The same teacher should teach both courses. Students with ACCESS levels 3 - 4.5 should be rostered in a sheltered English 1, 2, 3 or 4 course depending on their year in high school.

3. English Language Development (ELD) Materials

Since the 2016-2017 academic year, English Language Development Levels 1 (Entering) and Level 2 (Emerging) core materials are Cengage / National Geographic Learning *Hampton – Brown Edge: Reading, Writing and Language*.

- ELD1 – Edge Fundamentals
- ELD 2 – Edge A

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

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

Sheltered English courses (Levels 3 / Developing to 4.5 / Expanding) will use the English Language Arts (ELA) core materials purchased by the high school (McGraw Hill *Study Sync* or Houghton Mifflin Harcourt *Collections*). The School District of Philadelphia’s Curriculum Engine includes suggestions for accommodations and supplemental materials for English Learners.

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

Information on the high school ESL curriculum may be accessed from the website of the Office of Multilingual Curriculum and Programs:

<https://www.philasd.org/multilingual/resources/educators/curriculum-instructional-resources/>

Curriculum Map for courses are available at the Office of Multilingual Curriculum and Program website:

<https://www.philasd.org/multilingual/resources/educators/curriculum-instructional-resources/high-school-grades-9-12/>

4. Schedule, Staffing, and Placement of ELs in Grades 9-12

Daily schedule of ELD and sheltered classes:

English Learners (ELs) are rostered by level into one or more ELD (English Language Development) classes per day. Scheduling of ELs depends on number of staff, ESL and content teachers, and number of ELs. **Schedules for ELs should be created first in the rostering process to ensure students are grouped by level and can receive appropriate mandated ELD instruction.**

a. English Language Development (ELD) courses

(1) Entering (Level 1): 3 courses

- English Language Development - ELD 1 (one English credit)
- ELD 1 Elective (one elective credit)
- Linguistic Development (one elective credit)

If possible, Level 1 students should be in sheltered as a group in content classes (math, science, social studies).

(2) Emerging (Level 2): 2 courses

- English Language Development, ELD 2 (one English credit)
- ELD 2 Elective (one elective credit)

If possible, Level 2 students should be sheltered with Level 2 and Level 3 students as a group in content classes (math, science, social studies).

(3) Developing (Level 3): 2 courses

- Sheltered English 1 or 2 (one English credit)
- Cross Curricular Language Development (elective)

If possible, Level 3 students should be sheltered with Level 2 or 3 students as a group in content classes (math, science, social studies).

(4) Expanding & Bridging (Level 4&5): 0-1 course

Either roster in grade level course with non-EL peers for English 1, 2, 3 or 4 based on previous courses (one English credit) or in a sheltered course for ELs. If staffing permits, students with level 4.0-4.5 should be in a Sheltered English class taught by an ESL teacher. **Students with level 4.6 and higher may be placed in a grade level English class with non-ELs. Level 4 & 5 students do NOT need sheltered content instruction**

for math, social studies, science or other electives. Content teachers should provide appropriate accommodations.

5. Rostering Guidelines for ELs in Grades 9-12

a. General Rostering Guidelines:

- English Learners must be rostered **first** so that they may receive the full complement of ELD services to which they are legally entitled. Since Level 1 and 2 students are scheduled for ELD classes by level, and not by grade, it is a complex process to create the ELD class roster.
- The roster for a school with a sheltered content class program must be created every year. Sheltered rosters and schedules cannot be rolled over year to year. The number of ELs in a school and in each level of ELD within each grade changes annually. These factors necessitate creating a new roster for the entire school each year.
- Content-area sequences for Level 1, 2 and 3 students are propelled by ELD level and not grade or student age. Course sequences are not mandated by the School District of Philadelphia or the Pennsylvania Department of Education. ELs may take the courses in a sequence that best meets their linguistic needs. For example, Geometry may be more language dependent than Algebra 2, so students at lower levels of English proficiency may take Algebra 2 before Geometry.
- Sheltered content course should only include ELs. The ideal sheltered program has Level 1 students rostered separately from Level 2 – 3 students. The beginner-level learners require more scaffolding and accommodations. Level 2 and 3 students may be rostered together in the same sheltered class. The teacher may need to differentiate instruction and assessment.
- For Levels 1, 2 and 3, individual ELs' background and learning characteristics, ACCESS for ELs 2.0 composite levels and domain specific levels (reading, writing, speaking, listening), and credit profile should drive student placement in sheltered content classes.
- An ESL-friendly content class includes ELs and non-ELs. ESL-friendly content courses can be formed in schools where sheltered classes are not feasible because of a limited number of ELs between levels 1 – 3.

(See *High School English Learner Course Sequence by ELP Level* on the following pages)

ESL Course Sequence

Students with ACCESS levels 3 – 4.5 are enrolled into Sheltered English courses. 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) AND ELD 1 (Elective)	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) AND ELD 2 (Elective)	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*			

b. Block Rostering Guidelines

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

- If a school has one block period, the block period should be used for ELD courses for ELs in Levels 1 and 2 from September through June. Level 1 and 2 students, in particular, need to attend ELD classes daily and all year long. In addition, Level 1 students with interrupted formal schooling should have a 3rd course, Linguistic Development. Therefore, Level 1 students may have 3 of their 8 “blocks” used for ELD and/or EL elective courses.
- Students in Sheltered English 3 and 4 with 4 or more years in an ESL program and ACCESS levels under 3.9 should be rostered in Cross Curricular Language Development, an elective credit.
- Students should be rostered with the same teacher for ELD 1 English or ELD 2 English in the fall semester and ELD 1 Elective or ELD 2 Elective in the spring semester.

Sample Block Roster Chart for ELD Classes

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

c. ELD English Placement for High Schools

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

VI. RECLASSIFICATION³ CRITERIA AND MONITORING FORMER ELs

A. Reclassification Criteria

Under the Every Student Succeeds Act (ESSA), reclassification criteria changed starting 2016-2017 SY. No content based tests can be used to determine the continuation of a student’s EL status. Therefore, the new proposed criteria are based on ACCESS test

³ *Reclassification is also known as “exiting” from an ESL program*

results along with teachers' recommendations and rubrics. As 2016-2017 was a transitional year, rubrics were not needed. Please refer to the tables below to compare exit criteria used prior, during, and after 2016-2017 SY.

Reclassification Criteria Prior to 2016-2017 SY

Grade	ACCESS for ELs 2.0 Composite (overall) Score⁴	PSSA/Keystone/ District Standardized Assessment Performance	Report Card Grade
K	5.0 or higher	'D' or better on DRA for Reading and grade equivalent or better on GMADE for Math	'C' or better in Math, Science, and Social Studies and reading level "At Target"
1	4.6 or higher	'J' or better on DRA for Reading and grade equivalent or better on STAR for Math	'C' or better in 4 major subjects
2	4.6 or higher	'M' or better on DRA for Reading and grade equivalent or better on STAR for Math	'C' or better in 4 major subjects
3 – 5	4.6 – 4.9	'Proficient' or better on PSSA Reading and 'Basic' or better on PSSA Math	'C' or better in 4 major subjects
3 – 5	5.0 or higher	'Basic' or better on PSSA Reading and 'Basic' or better on PSSA Math	'C' or better in 4 major subjects
6 – 8	4.7 – 4.9	'Proficient' or better on PSSA Reading and 'Basic' or better on PSSA Math	'C' or better in 4 major subjects
6 – 8	5.0 or higher	'Basic' or better on PSSA Reading and 'Basic' or better on PSSA Math	'C' or better in 4 major subjects
9 – 12	4.8 – 4.9	'Proficient' or better on Keystone Literature or above-grade equivalent on STAR for Reading and 'Basic' or better on Keystone Algebra I or Benchmark threshold (TBA) for Math	'C' or better in 4 major subjects
9 – 12	5.0 or higher	'Basic' or better on Keystone Literature ⁶ or above-grade equivalent on STAR for Reading and 'Basic' or better on Keystone Algebra I ⁶ or Benchmark threshold (TBA) for Math	'C' or better in 4 major subjects

Reclassification Criteria for 2016-2017 SY Only

Grade	ACCESS for ELs Composite (overall) Score⁵	ESL Teacher Recommendation	Alternative Recommendation

⁴ Must be on a Tier C test.

⁵ Taken in 2016-2017 school year

K-12	5.0 or higher	At least one (1) ESL teacher recommendation for reclassification (exit).	In the absence of an ESL teacher recommendation for reclassification (exit), student must have at least two (2) recommendations for reclassification (exit) from two (2) different content teachers.
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Reclassification Criteria for 2017-2018 SY and Beyond

Grade	ACCESS for ELs Composite (overall) Score⁶	ESL Teacher Language Use Inventories⁷
K-12	4.5 or higher	At least one (1) ESL teacher recommendation for reclassification (exit) and one (1) content teacher. In the absence of an ESL teacher, two (2) recommendations for reclassification (exit) from two (2) different content teachers will be accepted.

The Reclassification, Monitoring, and Redesignation of ELs policy for the 2017-2018 school year and beyond will be posted on October 1, 2017.

For more information, go to:

<http://www.education.pa.gov/Teachers%20-%20Administrators/Curriculum/English%20As%20A%20Second%20Language/Pages/Reclassification-and-Exit-Criteria.aspx#tab-1>

B. Four-Year Monitoring Process

As per Title III mandate, all reclassified/exited students must be monitored for four (4) years. Monitoring the academic progress of ELs should be a collaborative effort of school staff including the classroom teacher, the ESL teacher, counselor, and principal. The classroom teacher and the ESL teacher should establish frequent and ongoing communication to ensure that the student receives appropriate support aligned with his/her instructional needs.

Post-Exit Monitoring forms must to be completed at least one time per year and a copy of the form should be included in the EL Data Folder/Envelope for each reclassified/exited student. A review of the following items can provide evidence of a student’s academic progress:

⁶ Taken in 2017-2018 school year. Once ACCESS scores are released, the points are added to the points from the rubrics.

⁷ Must be completed prior to the release of ACCESS scores.

- Report card grades
- Predictive test progress
- Standardized test scores
- Classroom work samples
- Writing samples

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

Post-Exit Monitoring forms will become available at <https://www.philasd.org/multilingual/resources/educators/forms/>

VII. DISTRICT-WIDE POLICIES AND PROCEDURES FOR ELS

A. Program Duration and Student Support

The School District of Philadelphia requires that English Learners (ELs) be enrolled and participate in the EL Education Program until the student achieves a level of English language proficiency as defined by State-mandated exit criteria. Pennsylvania Department of Education require that schools are kept accountable for student outcomes and therefore should strive to exit their ELs within six (6) years. Students with a medium to high English proficiency should be exited in less than six (6) years, as it is assumed that they would need less time to achieve English proficiency. However, we understand students coming from different backgrounds may take longer.

B. Marking and Grading Guidelines for ELS

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

For all ELs (Levels 1 – 5):

- ELs must receive modified and adapted instruction and assessment based on the WIDA Can Do Descriptors aligned with student’s grade level and proficiency level.
- ELs’ grades may only be based on assessment measures that have been adapted to accommodate the language-specific needs of EL students and may not be based on assessment measures designed exclusively for use by native speakers of English unless those measures match the Can Do descriptors for students’ levels.

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

- 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 by the content teacher with the ESL teacher regarding the suitability of assessments and modified instruction strategies as they relate to students' levels of language development.
- The family has been contacted and notified of the student's academic performance in their preferred language and mode of communication.

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

If an EL teacher or content/grade teacher assigns a "D" or an "F" to an EL in any subject area, the teacher must submit documentation for the student to the principal, ESL coordinator and Multilingual Manager prior to giving the failing mark. Documentation should include supports provided to the student, including evidence of modified and differentiated instruction, modified and differentiated assessments, interventions, and RtII/MTSS. The 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 be engaged in the RtII/MTSS process. An EL may fail once they have gone through the RtII/MTSS process, and their attendance has not improved.

Monitoring of EL grades is the responsibility of the ESL Teacher and/or ESL Coordinator or the ESL Point Person at schools without appointed ESL teachers.

For downloadable copies of the Can Do Descriptors visit:

http://www.wida.us/standards/can_dos/index.aspx

C. Guidelines for Annual Assessments and District-Wide Assessments

1. Annual Assessments

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

2. District-Wide Assessments: Benchmark Exams

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

3. State Standardized Assessments: PSSA and Keystone Exams

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

- (a) Students enrolled in a United States school for less than a year will not take any PSSA or Keystone exams.
- (b) Students in their second year will take all required PSSA and Keystone exams for participation purposes.
- (c) Students in their third year will take all required PSSA and Keystone exams for growth.
- (d) Students in their fourth year will take all required PSSA and Keystone exams for growth and proficiency.

4. Accommodations for District-Wide and State Assessments

Accommodations are provided to an EL to ensure that an assessment measures his/her knowledge and skills rather than his/her English proficiency. State-mandated accommodations for ELs may change from year to year. Please consult the most recent Pennsylvania Accommodations Guidelines, which can be found at 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, Keystone or any other standardized test.

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

5. ACCESS for ELs 2.0

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

In the 2015-2016 school year, the SDP began to roll out the online ACCESS for ELs 2.0 at 25 schools. Fifty schools will participate in the 2017-2018 academic year.

An explanation of ACCESS 2.0 is available at:

<https://www.wida.us/assessment/ACCESS20.aspx>

ACCESS for ELs 2.0 is a large-scale test that addresses the English language development standards that form the core of the WIDA Consortium's approach to instructing and testing English Language Learners. These standards incorporate a set of Model Performance Indicators (MPIs) that describe the expectations educators have of ELs at multiple grade level clusters and in five different content areas. The grade level clusters include 1, 2, 3, 4-5, 6-8, and 9-12 for the paper-based ACCESS for ELs 2.0, and 1, 2-3, 4-5, 6-8, and 9-12 for the online ACCESS for ELs 2.0. 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.

Kindergarten students are assessed using the original ACCESS for ELs. Information about the ACCESS for ELs can be found at:

<http://www.wida.us/assessment/access/index.aspx>

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

<https://www.wida.us/assessment/alternateaccess.aspx>

The EL's proficiency level is presented as a whole number followed by a decimal. The whole number reflects students' English language proficiency level (1-Entering, 2-Emerging, 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 student's 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.

D. Testing Accommodations for ELs

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

current accommodations, please check the PDE website at www.pde.state.pa.us.

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

E. Promotion and Retention Policy for ELs

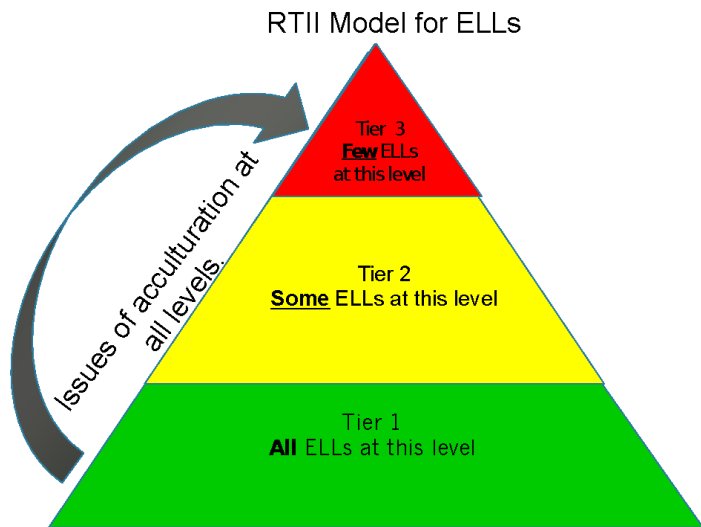
Promotion and retention decisions for ELs are based on policies and procedures specified by The School District of Philadelphia. ELs may not be retained based solely upon their English Proficiency Level. Promotion criteria for Special Education ELs are aligned with the individual student's IEP. All decisions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

F. RtII/MTSS for English Learners (ELs)

In Pennsylvania, ESL/Bilingual Education instruction **is considered core instruction**, and not an intervention. This means that all ELs should be included in the RtII/MTSS framework as Tier I students, rather than being placed in Tier II interventions because of their lack of proficiency in English.

It is imperative that that an ESL teacher or coordinator be part of the school's RtII/MTSS team. The ESL professional in the building is an important resource for developing a comprehensive approach to making instructional decisions. These decisions should be based on both quantitative and qualitative data that reflect the student's progress in attaining proficiency in English and meeting rigorous content standards. **WIDA has developed a tool, which can be used by educators to gather quantitative and qualitative data about ELs. The tool can be found at:** <https://www.wida.us/professionalDev/educatorResources/rti2.aspx>.

The RtII/MTSS pyramid for English Learners should look much like the model for all students, with the vast majority of students at Tier I, and a few students needing more intensive support at Tiers II and III.



Tier I

Core instruction in both content and ESL classes must be culturally and linguistically responsive. This means that all Tier I instruction and assessments and all interventions must consider and build upon a student’s cultural background and experiences and is differentiated to support the simultaneous development of language proficiency and content knowledge.

Planning for scaffolding and support in instruction and assessment must be based on students’ English proficiency level as evidenced by W-APT or ACCESS scores. Professional development regarding effective instructional practices for English Learners across English proficiency levels (for all teachers who work with ELs) and thoughtful planning and collaboration between ESL and content teachers are important components of an effective instructional program for ELs.

Special Considerations for Reading Instruction

Literacy instruction must not be delayed until students’ oral language has been developed, but rather supported while promoting English language development. Teachers must remember that learning to read in a second language is not exactly the same as learning to read in the first language, and there are many factors that can affect a student’s understanding of material. These factors include differences between English and many other languages across the components of reading (e.g. phonemic awareness, phonics, and vocabulary) in addition to formation of sentences and discourse styles. Please refer to the ELs and the 5 Essential Components of Reading document for more information on considerations for reading instruction for ELs. The document can be found in the Comprehensive Literacy Framework (p.22):

<http://webgui.phila.k12.pa.us/uploads/R8/iG/R8iGT7UQBgIm2d8BvFGLeg/Edited-CLF-8-25-16.Final.pdf>

When an EL seems to be lacking in grade-level target skills in one of the five Components of Reading, consider that the student’s home language and how it may differ from English at the word level, in sentence structure, or in discourse style, and provide explicit instruction as needed.

Remember to compare results of like peers, rather than measuring ELs against native-English-speaking students. Ensure that language differences are not confused with language disorders and that patterns of performance related to the student’s cultural/linguistic background or interrupted schooling are not mistaken for signs of a disability. Do not penalize students for dialect features, accents and pronunciations when scoring running records, DRA, etc., and provide modeled language when words are mispronounced. Code the error, but do not count it.

Tier II

When ELs fail to demonstrate a sufficient rate of academic progress compared to the majority of “like peers” (i.e., students with the same native language and culture and similar educational histories), it is recommended that a problem-solving process be initiated before automatically referring students to Tier II interventions. The purpose for this problem-solving approach is to rule out language-related reasons for a student’s perceived lack of progress.

In cases where a student is in genuine need of interventions, continue to provide ESL instruction and/or native language instruction (in Bilingual/Dual Language programs) in addition to specific literacy interventions in Tier II. Make sure to use evidence-based practices/interventions shown to be effective and validated for ELs. You can simultaneously build language and literacy skills by adapting or enhancing interventions to consider the linguistic background and language proficiency of students. Remember to read the English Language Learners and the Five Essential Components of Literacy document from the district’s Comprehensive Literacy Framework:

<http://webgui.phila.k12.pa.us/offices/e/earlychild/resources-for-teachers/comprehensive-literacy-framework>

Tier III

If necessary conditions for Tier I and Tier II instruction have been provided and a student is not making steady progress or is falling behind when compared with like peers, a more intensive intervention may be warranted.

For more detailed information about RTII for ELs, please consult the following resource: http://www.rti4success.org/sites/default/files/framework_for_rti.pdf

G. Support for Long-Term ELs

The SDP Language Policy has established a window of five years as the amount of time by which ELs should reach English language proficiency and be able to transition to the general education program. Please note that individual circumstances such as limited formal schooling in the home country or frequent moves during the first years in the U.S.

might affect the length of time needed for some students to reach proficiency, however. Provisions shall be made for students who are not progressing as determined by relevant data. A long-term EL is defined in SDP as:

- Demonstrating minimal (as measured by multiple assessments) language acquisition at the Entering and/or Beginning levels of proficiency within the first full academic year in the EL Education Program
- Stalling at the Developing or Expanding levels of proficiency (growth < 0.6 between the two composite scores) for more than two ACCESS for ELs-assessed years
- Continuing in the EL Education Program beyond five (5) years if exit criteria have not been met

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

- Differentiated/intensified instruction
- Intervention provided through RtII/MTSS
- Tutoring support
- Native language support in the content areas
- Computer programs that support language acquisition and academic literacy
- Enrollment in an after-school or Saturday program
- Enrollment in a summer program

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

An EL who has stalled at the Entering and/or Beginning level of English language proficiency may in fact be a struggling reader in his/her native language. Thus, this student faces literacy as well as language challenges. An EL who has stalled at the Developing and/or Expanding level of English language proficiency may simply be a struggling reader. In this case, the academic challenges may not be language-related, but rather may be literacy-based. In both cases, appropriate interventions aligned to the targeted areas of need must be provided and monitored in order for the student to achieve success. Schools are required to provide support for ELs through tutoring as well as extended-day and summer programs.

VIII. DATA COLLECTION AND MANAGEMENT

A. EL Data Folders/Envelopes

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

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

The EL Entry Letter can be found at:

<https://webapps1.philasd.org/tdm/search/any/xzwyEntry#results>

B. Data Maintenance

To facilitate the EL data entry process, a screen has been created in Infinite Campus, the Student Information System (SIS). The English Learner (EL) screen of Infinite Campus can be accessed via the PhilaSD Portal. It is the responsibility of the school’s designated EL Point Person to update and maintain the “LEP Initial Placement” tab monthly. Principals and Multilingual Managers will monitor the process as all allocations are based on the number of “EL/LEP” students.

The EL Point Person must enter the placement scores of students who were administered the WIDA Screener or K-WAPT. his/her ESL students upon enrollment. At enrollment, secretaries must indicate the student’s home language in Infinite Campus. Otherwise, the “LEP Initial Placement” screen will not be available and it will not be possible to properly enter the EL placement data in Infinite Campus

Detailed instructions on how to enter the Initial Placement information into Infinite Campus can be found at <https://www.philasd.org/multilingual/wp-content/uploads/sites/118/2017/08/SIS-Initial-Placement-Stepper-.pdf>

Please Note: Any student who takes the WIDA Screener or W-APT assessment must be entered onto the LEP Initial Placement tab in Infinite Campus, whether or not the child qualifies to receive services. If a student demonstrates proficiency in English by meeting the assessment’s cut-off scores, a “Not LEP” should be indicated on the LEP Initial Placement tab under Placement Results and the Placement Level and Placement Date must be entered.

IX. ADDITIONAL PUPIL SERVICES

A. Counseling Services

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

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

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

B. ELs with Special Needs

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

The ESL teacher must be part of the IEP team. Communication with the parents of English Learners being considered for special education placement must be clear and

presented in a mode and language they understand. Support documents translated into twelve major can be found at the following website
<http://www.pattan.net/category/Legal/Forms>.

In addition The School District’s Office of Translation and Interpretation offers resources to schools and families. Visit the office of translation and interpretation at <https://www.philasd.org/face/multilingual/interpretation-services/> . For additional questions related to identification of English Learners with special needs, please see the FAQs in the appendix of this document.

C. Gifted ELs

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

X. EQUAL ACCESS OPPORTUNITIES

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

A. LeGare

The LeGare review process allows for English Learners to apply for Special Admission and City Wide High Schools

What does LeGare mean for ELs?

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

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

The District has established a procedure for an impartial review of any individual decision not to admit a student with disabilities when the decision is based on a reason other than racial balance or space. Information regarding the impartial review and hearing procedures will be provided to parents when they are notified of the decision not to admit.

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

B. Alternative Education programs

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

C. Career and Technical Education (CTE)

The participation of English Language Learners in vocational-technical education classes and programs is not determined by their level of English language proficiency. English Language Learners should have access to any course of study available. It is the responsibility of the program to make the necessary accommodations and the responsibility of the principal to ensure that this happens. CTE students who are English Language Learners must be provided ESL instruction appropriate to their level of proficiency.

D. McKinney-Vento Homeless Education Assistance Act

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

XI. PROGRAM EVALUATION

A. Adequate Measurable Objectives (AMO)

AMO (Adequate Measurable Objectives) has replaced AYP (Adequate Yearly Progress). According to the Pennsylvania Department of Education's No Child Left Behind Waiver, this accountability system centers on four objectives:

- Test Participation Rate – to meet this goal, a school must achieve 95 percent participation rate on the PSSAs and Keystone Exams
- Graduation rate of 85 percent or, for schools for which this does not apply, 90 percent attendance rate or improvement over the prior year
- Closing the Achievement Gap for All Students
- Closing the Achievement Gap of Historically Underperforming Students – This objective applies to a non-duplicated count of students with disabilities, economically disadvantaged students and English Learners enrolled for a full academic year taking the PSSA, Keystone Exams or PASA

XII. FAMILY AND COMMUNITY OUTREACH

A. Family Notification

Title 22, Chapter 4, Section 4.26 and NCLB require that schools notify parents/caregivers of their child’s enrollment in an EL Education Program. This notice must take place no later than 30 days after the beginning of the school year or 14 days after the enrollment in the middle of the school year. The notice must be in English and in the home language of the student and convey, in simple and non-technical language, all of the information required by state and federal statutes. The following is a list of the information that must be included:

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

To assist schools in meeting these requirements, the Office of Multilingual Curriculum and Programs provides a Parent Notification Packet that includes the required notification letters and their translation in the eight major languages (Albanian, Arabic, Chinese, French, Khmer, Russian, Spanish, and Vietnamese). These translations can also be downloaded from the Office of Multilingual Curriculum and Program’s website: <https://webapps1.philasd.org/tdm/search/any/xzwyCover#results>

B. Translation and Interpretation Services

Students in the School District of Philadelphia speak more than a hundred different languages, making it the most diverse urban school district in the Commonwealth of Pennsylvania. More than 12,000 of our students are English Language Learners who face the challenge of learning a new language and adapting to a new culture. To serve the

needs of the students and families whose primary language is other than English, The School District of Philadelphia has developed a system of additional supports, which include:

- Office of Translation and Interpretation <https://www.philasd.org/face/translations/>
- English for Speakers of Other Languages and bilingual instruction
- Tutoring
- The services of bilingual counseling assistants
- Telephonic interpretation service, which is available to all schools and administrative offices (Pacific Interpreters: 1-800-264-1545; Contact the OMCP at OMCP@philasd.org for school specific access codes or contact the Multilingual Manager assigned to your Network)
- Translation of important parent communications <https://webapps1.philasd.org/tdm/>
- Access to information in languages other than English on the School District's website at <https://www.philasd.org/face/multilingual/multilingual-language-pages/>
- Language hotlines for parents <https://www.philasd.org/multilingual/contact/language-accessibility/>

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

C. Bilingual Counseling Assistant

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

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 203.1

SECTION: 200 Pupils

TITLE: HIV Infection

ADOPTED: November 18,
1985

REVISED: December 17,
1990

203.1 HIV INFECTION & STUDENTS

Purpose

The School Reform Commission (SRC) is committed to providing a safe, healthy environment for its students and employees. The purpose of this policy shall be to safeguard the health and well-being of students while protecting the rights of the individual. In fulfillment of that commitment, the SRC has and shall continue to seek guidance from appropriate medical, educational, legal and government authorities.

This policy is based on current evidence that HIV infection is not normally transmissible by infected individuals within the school setting.

Definitions

HIV Infection/Diagnosis - refers to the ~~condition~~ **disease** caused by the HIV or human immunodeficiency virus. HIV is the virus that causes Acquired Immune Deficiency Syndrome (AIDS).

HIV Status-refers to a **positive, negative or undetectable result in a lab test to detect HIV presence in the body.**

HIV positive students - refers to **individuals** medically diagnosed as having HIV Infection.

Health condition-the noted level of wellness in a person as it relates to their physical state and ability to participate in their routine and expected daily activities.

Bodily fluid--a fluid or fluid secretion (such as blood, lymph, saliva, semen, rectal fluid, drainage from cuts, vomitus, respiratory secretions or urine) of the body.

Authority

This policy shall apply to all students in all programs conducted by the school district. **Other provisions specific to HIV positive staff shall also be addressed in accordance with SRC Policy 314.1 HIV Infection.[12]**

The SRC directs that the established SRC policies and administrative procedures governing attendance and school rules relative to illnesses and other diseases among students shall also apply to HIV positive students.[1][2]

The SRC shall not require routine HIV screening tests in the school setting, nor will such tests be a condition for school attendance, or **to participate** in any school district-sponsored programs.

Delegation of Responsibility

The Superintendent or designee shall be responsible for developing and releasing all **procedures** concerning HIV Infection and HIV positive students.

All district employees shall strive to maintain a respectful school climate and to prohibit physical or verbal harassment of any individual or group, including HIV positive (or perceived to be positive) students. **The school district is committed to a policy of nondiscrimination based on actual or perceived HIV status.**[3][4]

Building principals shall notify students, parents/guardians and employees about current SRC policies concerning HIV Infection and shall provide reasonable opportunities to discuss the policy and related concerns.

Mandatory Regulatory Procedures

Attendance

HIV positive students have the same right to attend school and receive services as other students and shall be subject to the same policies and administrative procedures. HIV status shall not factor into decisions concerning educational programs, privileges or participation in any school-sponsored activity.[3][5][6]

An infected student may be excused from school attendance if the parent/guardian seeks such excusal based on the advice of medical or psychological experts treating the student.

An infected student's placement shall be reassessed if there is a change in the student's need for accommodations or services.

Confidentiality

When any staff member becomes aware, by any means, that a student is or is rumored to be HIV positive, no discussions shall take place and no other person shall be contacted.

Every employee must treat as highly confidential any knowledge or speculation concerning the HIV status of a student. Violation of medical privacy shall be cause for disciplinary action, criminal prosecution, and/or personal liability for a civil suit.[7]

No information regarding a person's HIV ~~diagnosis or~~ status will be divulged to any individual or organization without a court order or the informed, written, signed and dated consent of the person who is HIV positive (or parent/guardian of a minor).

Staff members shall not make inquiries regarding the HIV ~~diagnosis or~~ status or AIDS diagnosis of any student.

Any hard-copy health records, notes or other documents that reference a person's HIV ~~diagnosis or~~ status will be kept under lock and key. Information regarding HIV ~~diagnosis or~~ status will not be added to a student's permanent educational or health record without written consent from parent/guardian. [\[8\]](#)[\[9\]](#)

~~When the student's diagnosis or status has been noted in the district's student information system, further documentation regarding the student's HIV diagnosis and status will not be added to the student's electronic record.~~

Infection Control

All employees shall be required to consistently follow infection control/universal precautions in all settings and at all times, including playgrounds and school buses. Employees shall notify the school nurse of all incidents of exposure to bodily fluids that presents a reasonable risk of transmitting an infection.

The school district shall maintain reasonably accessible equipment and supplies necessary for infection control.

Designated district employees may receive additional, specialized training appropriate to their positions and responsibilities.

Staff Development

The district shall provide opportunities for employees to participate in inservice education on HIV infection.

Designated district employees may receive additional, specialized training appropriate to their positions and responsibilities.

Prevention Education

The goals of HIV infection prevention education shall be to promote healthy living and discourage the behaviors that put people at risk of acquiring HIV Infection. Prevention education shall be taught for primary, intermediate, middle school and high school students. Educational materials and instruction shall be determined by the local school district and be appropriate to the age group being taught. The school district may omit instruction in the elementary grades on transmission of disease through sexual activity.[\[10\]](#)

Prior to HIV Infection instruction in the schools, the district shall publicize that curriculum outlines and materials used in the instruction shall be available for review.[\[10\]\[11\]](#)

A student shall be excused from HIV Infection education when the instruction conflicts with the religious beliefs or principles of the student or parents/guardians, upon the written request of the parents/guardians.[\[10\]\[11\]](#)

Legal References:

1. Pol. 203
2. Pol. 204
3. Pol. 103
4. Pol. 248
5. Pol. 103.1
6. 24 P.S. 1327
7. Pol. 317
8. 24 P.S. 1409
9. Pol. 216
10. 22 PA Code 4.29
11. 22 PA Code 4.4
12. Pol. 314.1

Related Information:

- 24 P.S. 1301
- 24 P.S. 1329
- 24 P.S. 1330
- 22 PA Code 11.25
- 55 PA Code 3270.138
- 35 P.S. 7601 et seq
- Pol. 105.1
- Pol. 105.2
- Pol. 117
- Pol. 122
- Pol. 123

Administrative Procedures for HIV Infection & Students Policy
(Attachment for Policy 203.1)

The presence of a person living with HIV infection or diagnosed with AIDS poses no significant risk to others in schools, or other publicly attended facilities. However, this administrative procedure is intended to protect the health and safety of all students and employees who are diagnosed as having HIV/AIDS; to protect the confidentiality of all students and employees who are diagnosed as having HIV/AIDS and to inform staff of steps to be taken when staff become aware of or suspect a student or employee has HIV/AIDS.

Confidentiality

1. When any staff member becomes aware, by any means, that a student or employee is or is rumored to be HIV/AIDS positive, No discussions are to take place and no other person is to be contacted.
2. Every employee must treat as highly confidential any knowledge or speculation concerning the HIV status of a student or other staff member. Violation of medical privacy is cause for disciplinary action, criminal prosecution, and/or personal liability for a civil suit.
3. Staff members shall not make inquiries regarding the HIV **diagnosis or** status or AIDS diagnosis of any student.
4. No information regarding a person's HIV status will be divulged to any individual or organization without a court order or the informed, written, signed and dated consent of the person with HIV/AIDS (or the parent/guardian of a legal minor).
5. Any hard copy health records, notes or other documents that reference a person's HIV status will be kept under lock and key. Information regarding HIV status will not be added to a student's permanent educational or health record without written consent from parent/guardian.
6. When the student's diagnosis or status has been noted in the district's student information system, further documentation regarding the student's HIV diagnosis and status will not be added to the student's electronic record.

Infection Control

1. The term bodily fluids includes: blood, semen, drainage from scrapes and cuts, rectal fluid, urine, vomitus, and respiratory secretions (nasal discharge). Bodily fluids posing the highest risk for transmission of HIV are blood and any body-fluid visibly contaminated with blood, seminal, vaginal and rectal fluids, amniotic fluid and breast milk.
2. All employees shall be required to consistently follow infection control and universal precautions in all settings and at all times, including playgrounds and school buses.

3. Employees shall notify the school nurse of all incidents of exposure to bodily fluids that presents a reasonable risk of transmitting an infection.
4. The school district shall maintain reasonably accessible equipment and supplies necessary for infection control.
5. In the event of an outbreak of a communicable disease, all persons known to be immunosuppressed for any reason are to be excluded from school based on the recommendations of the Philadelphia Department of Public Health and to be referred to their health care provider.

Prevention Education

1. Prevention education shall be taught for primary, intermediate, middle school and high school students. Educational materials and instruction shall be determined by the local school district and be appropriate to the age group being taught. The school district may omit instruction in the elementary grades on transmission of disease through sexual activity.
2. The program of instruction must include information about the nature of the diseases, treatments and cures, methods of transmission and how infection can be prevented.
3. Programs discussing transmission through sexual activity must stress that abstinence from sexual activity is the only completely reliable means of preventing sexual transmission.
4. Programs must stress that avoidance of illegal drug use is the only completely reliable means of preventing transmission of disease through shared drug paraphernalia.
5. A school entity shall excuse a pupil from HIV/AIDS instruction when the instruction conflicts with the religious beliefs or principles of the pupil or parent or guardian of the pupil and when excusal is requested in writing.
6. Prior to HIV infection instruction in the schools, the district shall publicize that curriculum outlines and material used in the instruction shall be available for review.

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 200 Pupils

TITLE: Use of Medication/
Medical Technology

ADOPTED: August 24, 2011

REVISED: October 13, 2016

210 USE OF MEDICATION/ MEDICAL TECHNOLOGY

Purpose

The School Reform Commission shall not be responsible for the diagnosis and treatment of student illness. The administration of medication or utilization of **medical technology** should take place at home; however, students with health problems may require medication or **medical technology as defined in this policy** in order to permit them to function at as close to a normal level as possible in the classroom.

Definitions

Medication - all medicines, including over-the-counter medicines prescribed by a licensed prescriber and ~~an~~ executed **on a** medical consent form by the parent and licensed prescriber.

Medical technology - suction, oxygen, or other types of equipment **used to treat or respond to a student's medical condition.**

Licensed prescribers -licensed physicians (M.D. and D.O.), podiatrists, dentists, optometrists, certified registered nurse practitioners and physician assistants.

Authority

The SRC directs all district employees to comply with the Pennsylvania Department of Health's Guidelines for Pennsylvania Schools for the Administration of Medications and Emergency Health Care.

Before any medical technology may be utilized and before any medication may be administered to or by any student during school hours **or during school related activities**, the SRC shall require the written request of the parent/guardian, giving permission for such administration, and the written order of the licensed prescriber.[\[1\]](#)

Delegation of Responsibility

The Superintendent or designee, in conjunction with the Office of School Health Services, shall develop administrative procedures for the administration and self-administration of students' medications and use of medical technology.

All medications and/or use of medical technology shall be administered by the Certified School Nurse, **or in the absence of the Certified School Nurse by other licensed school health staff (RN, LPN), except as otherwise noted in this policy or the Administrative Procedure.**

In the event of an emergency, any district employee may administer emergency care, first aid or rescue when s/he believes, in good faith, that a student needs emergency care, first aid or rescue.[2]

The policy and administrative procedures for administration of medications and use of medical technology shall be reviewed, at least every two (2) years, by a committee consisting of the School Health Coordinator, Certified School Nurse, school physician and designated administrators, and revised as necessary.

Mandatory Regulatory Procedures

The district shall inform all parents/guardians, students and staff about the policy and **administrative** procedures governing the administration of medications and use of medical technology.

All standing medication orders and parental consents shall be renewed at the beginning of each school year.

Student health records shall be confidential and maintained in accordance with state and federal laws and regulations, the Department of Health Guidelines, and SRC policies **and administrative procedures.**[3][4]

Students may possess and use asthma inhalers, epinephrine auto-injectors and other emergency medications in accordance SRC policy.[5]

The administration of medication or utilization of medical **technology** shall be consistent with the school health program established by the SRC and, where applicable, any accommodations outlined in a student's Individualized Education Plan (IEP) or Section 504 Service Agreement.[7][8]

Delivery and Storage of Medications and Medical Technology

Procedures shall be developed for the delivery and storage of Medication and Medical Technology specifying:

- 1. Procedures for delivering to District facilities for storage.**
- 2. The appropriate manner of storage and the supply on hand.**
- 3. District approved forms for delivery and storage.**
- 4. Procedures for proper record keeping.**

Disposal of Medications

Procedures shall be developed for the disposal of medications consistent with the Department of Health Guidelines, which shall include:

- 1. Guidelines for disposal of contaminated needles or other contaminated sharp materials immediately in an appropriately labeled, puncture resistant container.**
- 2. Processes for immediately returning to parents/guardians all discontinued and outdated medications, as well as all unused medications at the end of the school year.**
- 3. Methods for safe and environmentally friendly disposal of medications.**
- 4. Proper documentation of all medications returned to parents/guardians and for all medications disposed of by the Certified School Nurse or other licensed school health staff. Documentation shall include, but not be limited to, date, time, amount of medication and appropriate signatures.**

Administration of Medication/Medical Technology During Field Trips and Other School-Sponsored Activities

The district directs planning for field trips and other school-sponsored activities to start early in the school year and to include collaboration between administrators, teachers, nurses, appropriate parents/guardians and other designated health officials.[6]

Decisions regarding administration of medication/medical technology during field trips and other school-sponsored programs and activities shall be based on the student's individual needs.

Legal References:

- 1. 22 PA Code 12.41; 0**
- 2. 42 Pa. C.S.A. 8337.1**
- 3. 24 P.S. 1409**
- 4. Pol. 216**
- 5. Pol. 210.1**
- 6. Pol. 121**
- 7. Pol. 103.1**
- 8. Pol. 113**

Related Information:

- 24 P.S. 510**
- 24 P.S. 1401**
- 24 P.S. 1402**
- 24 P.S. 1414.1**

Philadelphia Home Rule Charter - 12-300

55 PA Code 3270.133

Pennsylvania Department of Health Guidelines for Pennsylvania Schools for the Administration of Medications and Emergency Care, March 2010

**ADMINISTRATIVE PROCEDURES FOR ADMINISTRATION OF
MEDICATION/MEDICAL TECHNOLOGY**
(Attachment for Policy No. 210)

Delivery and Storage of Medications and Medical Technology

All medication and medical technology shall be brought to the nurse's office, or the main office if the nurse is in another building, by the parent/guardian or by another adult designated by the parent/guardian. All medication shall be stored in the original pharmacy-labeled container and kept in a locked cabinet designated for storage of medication.

The pharmacy label must contain the following information[1]:

- **Name, address and telephone and federal DEA number of the pharmacy**
- **Patient's name**
- **Name of medication and amount dispensed**
- **Directions for use of the medication**
- **Name and registration number of the licensed prescriber**
- **Prescription serial number**
- **Date originally filled**
- **Controlled substance statement, if applicable**

Medications that require refrigeration shall be stored and locked in a refrigerator designated only for medications. The district shall not store more than a thirty-day supply of an individual student's medication.

Medication and medical technology should be recorded and logged in with the date, name of student, name of medication, amount of medication, and signatures of the parent/guardian or designated adult delivering the medication and/or medical technology and the school health personnel receiving the medication and/or medical technology.

All medication and medical technology shall be accompanied by the appropriate district-approved form, or other written communication from the licensed prescriber.

Nonprescription medication must be delivered in its original packaging and labeled with the student's name.

An inventory of the medication, dosage used and supply remaining shall be properly recorded in the district's student information system.

Student Self-Administration

In specific cases, individual students shall be allowed to be directly responsible for the maintenance and administration of their medication with minimal supervision. **Prior to allowing a student to self-administer medication, the district shall require the following:**

1. **An order from the licensed prescriber for the medication, including a statement that it is necessary for the student to carry the medication and that the student is capable of self-administration.**
2. **Written parent/guardian consent.**
3. **An Individual Health Plan including an Emergency Care Plan.**
4. **A baseline assessment of the student's health status, conducted by the nurse.**

In order to self-administer medication, the student must demonstrate the ability to:

1. Respond to and visually recognize his/her name.
2. Identify his/her medication.
3. Wash hands properly.
4. Measure, pour and administer the prescribed dosage of the medication.
5. Sign the medication sheet as acknowledgment of having taken the medication/treatment.
6. Demonstrate a cooperative attitude in all aspects of self-administration of medication/treatment.
7. Notify **the school nurse and parent/guardian** when medication is gone.

The nurse shall provide periodic and ongoing assessments of the student's self-management skills.

The student shall notify the school nurse immediately following each occurrence of self-administration of medication.

Privileges for self-administration of medication will be revoked if school policies are abused ignored, or the student is otherwise not willing or able to follow the established policies and procedures.

Disposal of Medications [1]

1. **Contaminated needles or other contaminated sharp materials should not be bent, recapped or removed. Contaminated needles should be placed immediately in a puncture resistant container that is labeled with a fluorescent or orange-red biohazard symbol or in a red container that is closable.**

2. All discontinued or outdated medications should be returned to the parent/guardian immediately.
 - a. Documentation of disposition should include the date, time, amount of medication, and signatures of the parent/guardian and school personnel.
 - b. If the parent/guardian does not retrieve the medication at the end of the school year, the licensed personnel (CSN, RN, LPN) and one witness should dispose of the medication and document the disposal.
3. Medications should not be disposed down the drain. Instead, they should be disposed of in the trash. In order to discourage persons raiding the trash in search of the discarded medications, it is recommended to mix the medication with an undesirable substance prior to disposal.

Administration of Medication/Medical Technology During Field Trips and Other School-Sponsored Activities [2]

Students on field trips are entitled to the same health services, including medication administration, to which they are entitled while attending school. Prior to allowing a student to attend a field trip, the district will require the following documentation:

1. Notification of school trips should occur at least 2 weeks, but no later than one week prior to the planned trip.
2. The prescribed medications should be clearly described and outlined in a plan of care for the entirety of the field trip. The description of the medication use should state the medication's-
 - a. Formulation
 - b. Dosage
 - c. Route of administration
 - d. Frequency or time for taking the medication (i.e., "every 12 hours"; "take at 1 pm")
 - e. Medications should be provided to the district in an original container with the student's name clearly labeled.
3. The plan of care should clearly state who will be responsible for the administration of the student's medication while on the field trip. The possibilities for medication administration on a field trip, are as follows.
 - a. Agency nurse--if notified with an appropriate amount of time, the district can often provide an agency nurse to accompany the student on the trip and to administer the medication.
 - b. Parent--The school may ask a parent to accompany their student on a field trip to provide the necessary care, but it cannot require the parent to do so. When a parent is unable to accompany his or her child, the parent may designate, in writing, a responsible adult to accompany the child with the following restrictions.
 - i. The parent must provide the supplies and training if the parent delegates treatments or medication administration to a responsible

- adult. The school nurse may not participate in any way in the selection of a parent designee for the trip, nor in the training of the designee or in the provision of the supplies and medications.
- ii. The parent may not choose a school staff member, school-designated trip chaperone or secondary student as a designee.
 - iii. The parent may not prescribe or alter treatments or medication administration orders for the school nurse or other licensed professional unless the parent is a Pennsylvania licensed provider.
- c. Licensed volunteer--the district may choose a licensed volunteer to administer the student's medication. The licensed volunteer's assigned duties must be within their professional scope of practice. The volunteer's license must be active and in good standing. The licensed volunteer should be provided with the student's plan of care and order for the medication. Additionally, the licensed volunteer should have the necessary training to perform the treatment the student requires, utilizing the equipment/medication that the student routinely uses to receive the treatment.
 - d. Student--the only medications a student may self-carry and self-administer are an asthma rescue inhaler, insulin, glucagon and an epinephrine auto-injector. Students that are allowed to self-carry should already have a self care plan on file with signed statements by parent and health care provider, allowing for the self-carry/self administration. Prior to the trip the school nurse should perform an assessment of the student's ability to self-administer the medication.
- 4. Out-of-state field trips--the school must ensure that the nurse and/or licensed volunteer is permitted to practice in the state under their Pennsylvania license.
 - 5. Out-of-country field trips--the school must contact that country's consulate to ensure the nurse and/or licensed volunteer is permitted to practice in the country under their Pennsylvania license.
 - 6. Other considerations
 - a. The school should verify that each volunteer has had child abuse clearance
 - b. Volunteers expected to have more than 10 hours a week in direct contact with students will require a TB test.

References

1. Pennsylvania State Department of Health-Division of School Health
www.health.pa.gov "Guidelines for PA Schools for the Administration of Medication and Emergency Care"
2. Pennsylvania State Department of Health-Division of School Health
www.health.pa.gov "School Nurse Practice Issues"

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 200 Pupils

TITLE: Possession/Use of
Emergency Medications

ADOPTED: August 24, 2011

REVISED: October 13, 2016

210.1 POSSESSION/USE OF EMERGENCY MEDICATIONS

Authority

The School Reform Commission shall permit students to possess asthma inhalers, epinephrine auto-injectors and other emergency medications and to self-administer the prescribed medication in accordance with state law, SRC policy and administrative procedures.[\[1\]](#)[\[2\]](#)

Definitions

Asthma inhaler shall mean a prescribed device used for self-administration of short-acting, metered doses of prescribed medication to treat an acute asthma attack.[\[3\]](#)

Emergency medications shall include, but not be limited to asthma inhalers, epinephrine auto-injectors, and other medication prescribed to treat or respond to a student's medical condition in an emergency.

Self-administration shall mean a student's use of medication in accordance with a prescription or written instructions from a physician, certified registered nurse practitioner or physician assistant.

Licensed prescribers -licensed physicians (M.D. and D.O.), podiatrists, dentists, optometrists, certified registered nurse practitioners and physician assistants.

Delegation of Responsibility

The Superintendent or designee, in conjunction with the Office of School Health Services, shall develop administrative procedures for student possession and self-administration of asthma inhalers, epinephrine auto-injectors and other emergency medication.

The district shall annually inform staff, students and parents/guardians about the policy and procedures governing student possession and use of asthma inhalers, epinephrine auto-injectors and/or other emergency medication.

The certified school nurse shall develop an individualized healthcare plan **for each student prescribed emergency medication from a licensed prescriber**, which shall include an emergency care plan component.

Legal References:

1. 24 P.S. 1414.1
2. Pol. 103.1
3. 24 P.S. 1401
4. 22 PA Code 12.41
5. Pol. 113
6. 24 P.S. 1409
7. Pol. 216
8. Pol. 218

Related Information:

- 22 PA Code 12.3
- Pol. 113.1
- Pol. 227

Administrative Procedures for Possession/Use of Emergency Medications
(Attachment for Policy No. 210.1)

The possession/use of emergency medications shall be consistent with the school health program established by the SRC and, where applicable, any accommodations outlined in a student's Chapter 15/Section 504 Service Agreement, **in accordance with SRC policy.**
[1][2]

Before a student may possess or use emergency medications **in the school setting**, the SRC shall require the following:[2][3]

1. A written request from the parent/guardian that the school complies with the order of the physician, certified registered nurse practitioner or physician assistant.
2. A statement from the parent/guardian acknowledging that the school is not responsible for ensuring the medication is taken and relieving the district and its employees of responsibility for the benefits or consequences of the prescribed medication.
3. A written statement from the physician, certified registered nurse practitioner or physician assistant that states:
 - a. Name of the drug.
 - b. Prescribed dosage.
 - c. Times medication is to be taken.
 - d. Length of time medication is prescribed.
 - e. Diagnosis or reason medication is needed, unless confidential.
 - f. Potential serious reaction or side effects of medication.
 - g. Emergency response.
 - h. If the child is qualified and able to self-administer the medication.

The certified school nurse shall conduct a baseline assessment of the student's health status.

The student shall notify the school nurse immediately following each use of an asthma inhaler, epinephrine auto-injector or other emergency medication.[4]

If the student is physically incapacitated and unable to notify the school nurse, a witnessing adult staff member should notify the nurse immediately about the use of the asthma inhaler, epinephrine auto-injector or other emergency medication.

The certified school nurse shall provide periodic and ongoing assessments of the student's self-management skills.

Students shall be prohibited from sharing, giving, selling, and using an emergency medication in any manner other than which it is prescribed during school hours, at any time while on school property, at any school-sponsored activity, and during the time spent traveling to and from school and school-sponsored activities.

Violations of this policy by a student shall result in immediate confiscation of the asthma inhaler, epinephrine auto-injector or other emergency medication and loss of privileges.[\[4\]](#)

For students who are not able and students who lose the privilege to carry and self-administer emergency medications, the district shall ensure that the prescribed medication is appropriately stored at locations in close proximity to the student and inform the student's teacher(s) of where the medication is located and the means to access the medication.[\[4\]](#)

An inventory of the medication, dosage used and supply remaining shall be properly noted in the district's student information system. The district reserves the right to require a statement from the physician, certified registered nurse practitioner or physician assistant for the continued use of a medication beyond the specified time period. Permission for possession and use of emergency medication by a student shall be effective for the school year for which it is granted and shall be automatically renewed each subsequent school year, **unless revoked by parent in the form of a signed written request.**[\[4\]](#)

This request must be accompanied by a signed statement from a prescribing physician, certified nurse practitioner or physician assistant. Student health records shall be confidential and maintained in accordance with state and federal laws and regulations.[\[5\]](#)[\[6\]](#)

A student whose parent/guardian completes the written requirements for the student to possess emergency medication and self-administer the prescribed medication in the school setting shall demonstrate to the certified school nurse the competency for self-administration and responsible behavior in use of the medication.[\[4\]](#)

The district shall develop criteria to determine a student's competency to carry and self-administer emergency medications, which shall be based on the student's:[\[4\]](#)

1. Age.
2. Cognitive function.
3. Maturity.
4. Demonstration of responsible behavior.

Information about the possession and use of emergency medications shall be distributed with the Code of Student Conduct and made available on the district website.[4][7]

Possession of Emergency Medications

Permission for possession and use of emergency medication by a student shall be effective for the school year for which it is granted and shall be automatically renewed each subsequent school year, unless revoked by parent in the form of a signed written request. This request must be accompanied by a signed statement from a prescribing physician, certified nurse practitioner or physician assistant.

Use of Emergency Medications requiring follow-up in hospital emergency

The student shall notify the school nurse immediately following each occurrence of self-administration of medication. If the student is physically incapacitated and unable to notify the nurse, a witnessing adult staff member should notify the nurse immediately about the use of the asthma inhaler, epinephrine auto-injector or other emergency medication. In the case of a child that has self-administered an emergency medication while in school and the nurse has been notified of the use of the medication, the student will require an immediate assessment by the school nurse in the following instances:

1. Self-administration of epinephrine auto-injector--In the event a student is believed to be having an anaphylactic reaction, the school nurse or an individual in the school who is responsible for the storage and use of epinephrine auto-injectors shall contact 911 as soon as possible. [1]
2. Repeated administration of rescue inhalers—if a child has reported self-use of the rescue inhaler two or more times, the school nurse must assess the child for need of hospital emergency follow-up. If the nurse assesses the student **as in respiratory distress**, the nurse shall immediately contact 911. If the nurse assesses the student as **not in respiratory distress**, the parent should be contacted and informed of their child's repeated usage of the medication while in school. Follow-up with the child's primary medical provider should be strongly encouraged.

Legal References

1. Pol. 103.1

2. Pol. 113
3. 22 PA Code 12.41
4. 24 P.S. 1414.1
5. 24 P.S. 1409
6. Pol. 216
7. Pol. 218

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 200 Pupils

TITLE: Student Rights and
Responsibilities

ADOPTED: December 21,
2011

REVISED:

235 STUDENT RIGHTS AND RESPONSIBILITIES

Purpose

This policy sets forth guidelines by which student rights and responsibilities are determined, consistent with law and regulations.

Authority

The School Reform Commission has the authority and responsibility to establish reasonable rules and regulations for the conduct and deportment of district students. At the same time, no student shall be deprived of equal treatment and equal access to the educational program, due process, a presumption of innocence, and free expression and association, in accordance with SRC policy and school rules. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[14\]](#)

Attendant upon the rights established for each student are certain responsibilities, which include regular attendance; conscientious effort in classroom work and homework; conformance to SRC policies and school rules and regulations; respect for the rights of teachers, students, administrators and all others who are involved in the educational process; and expression of ideas and opinions in a respectful manner. [\[4\]](#)[\[7\]](#)

Delegation of Responsibility

The Superintendent or designee shall develop administrative procedures consistent with law and SRC policy to ensure that student rights under specific conditions are properly recognized and maintained.

It shall be the responsibility of the student to: [\[7\]](#)

- 1. Be aware of all policies, rules and regulations for student behavior and conduct him/herself accordingly. Each student shall assume that, until a rule is waived, altered or repealed in writing, it is in effect.** [\[9\]](#)
- 2. Volunteer information in matters relating to the health, safety and welfare of the school community and the protection of school property.**

3. **Dress and groom to meet standards of safety and health, and not to cause substantial disruption to the educational processes.[11]**
4. **Assist the school staff in operating a safe school.**
5. **Comply with federal, state and local laws.**
6. **Exercise proper care when using district facilities, school supplies and equipment.[12]**
7. **Attend school daily and be on time to all classes and other school functions.[8]**
8. **Make up work when absent from school.**
9. **Pursue and attempt to satisfactorily complete the courses of study prescribed by local school authorities.**
10. **Report accurately in student media.[10]**
11. **Not use obscene language in student media or on school property.[10]**

A listing of students' rights and responsibilities shall be included in the Code of Student Conduct, which shall be distributed annually to students and parents/guardians.[\[4\]](#)[9]

All students have the right to submit a complaint to The Office of Student Rights and Responsibilities if they have been subject to any harassment or violence by a School Police Officer.

All students and their families have the right to appeal disciplinary decisions, programmatic transfer decision, designation of homelessness, school selection, parental exclusion, bullying and harassment findings and neighborhood school transfers to the Office of Student Rights and Responsibilities.

Students should work in collaboration with Principals to establish student government .

Mandatory Regulatory Procedures:

Violations of this policy may result in disciplinary action, consistent with the Code of Student Conduct and SRC policy.[\[9\]](#)[13]

Legal References:

1. 24 P.S. 510
2. 22 PA Code 4.4
3. 22 PA Code 12.1
4. 22 PA Code 12.3
5. 22 PA Code 12.4
6. 22 PA Code 12.9

7. 22 PA Code 12.2

8. Pol. 204 - Attendance

9. Pol. 218 - Student Conduct and Discipline

10. Pol. 220 - Student Expression/Distribution and Posting of Materials

11. Pol. 221 - Dress and Grooming

12. Pol. 224 - Care of School Property

13. Pol. 233 - Suspension and Expulsion

14. 24 P.S. 696

Related Information:

Philadelphia Home Rule Charter - 12-300

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 300 Employees

TITLE: **Pre-Employment
Physical Examination
(NEW)**

ADOPTED:

REVISED:

No. 314

314 PRE-EMPLOYMENT PHYSICAL EXAMINATION (NEW)

Purpose

In order to certify the fitness of all district employees to perform their duties effectively and in order to protect the health of students and staff from the transmission of communicable diseases, pre-employment physical examinations of all district employees shall be required prior to beginning employment.

Definition

Pre-employment physical examination - a general examination by a licensed physician, certified registered nurse practitioner or a licensed physician assistant in accordance with expectations from the Pennsylvania Department of Health. [\[1\]](#)

Authority

After receiving an offer of employment but prior to beginning employment, all candidates shall undergo a pre-employment physical examination and tuberculosis examination, as required by law. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)

An employee who presents a signed statement that a pre-employment physical examination or tuberculosis examination is contrary to his/her religious beliefs shall only be examined if the Secretary of Health determines that the employee presents a substantial menace to the health of others. [\[5\]](#)[\[6\]](#)

Delegation of Responsibility

The Office of Employee Health Services is responsible for implementation of this policy and maintaining medical records.

Medical records of an employee shall be kept in a secured file separate from the employee's personnel file. [\[3\]](#)[\[7\]](#)

Legal References:

- 1. 24 P.S. 1418**
- 2. 28 PA Code 23.43**
- 3. 42 U.S.C. 12112**
- 4. 28 PA Code 23.44**
- 5. 24 P.S. 1419**

6. 28 PA Code 23.45

7. 42 U.S.C. 2000ff et seq

Related Information:

24 P.S. 1416

42 U.S.C. 12101 et seq

Philadelphia Home Rule Charter - 12-308

Position _____

**COMMONWEALTH OF PENNSYLVANIA
PENNSYLVANIA DEPARTMENT OF HEALTH
SCHOOL PERSONNEL HEALTH RECORD**

I. Patient Information

Last Name First MI Sex D.O.B.

Social Security Number Home Telephone Work Telephone

Mailing Address Street City Zip

Usual Source of Medical Care Physician's Name Address Telephone

Emergency Contact - Name Relationship Address Telephone

II. Immunization History

VACCINE	Enter Month, Day, and Year Each Immunization was Given				
	DOSES			BOOSTERS & DATES	
Diphtheria and Tetanus*	1 / /	2 / /	3 / /	4 / /	5 / /
Hepatitis B	1 / /	2 / /	3 / /		
Measles, Mumps, Rubella	1 / /	2 / /			
Other _____	/ /	Other _____		/ /	

*Tetanus and Diphtheria are usually received in combined vaccines such as DTP, DTaP, DT or Td

III. Required Tuberculosis Test Results (as per Regulations of the Department of Health)

Date Applied	Arm	Method	Antigen	Manufacturer	Signature
Date Read	Results (mm)		Signature		

For previously known/new positive reactors: _____

Chest X-ray: Date: _____ Results: _____ Other: Date: _____ Results: _____
(Attach a copy of the report.) (Attach a copy of the report.)

Preventive Anti-Tuberculosis - Chemotherapy ordered: No Yes Date: _____

IF SIGNIFICANT REACTION WAS REPORTED, THE PHYSICIAN REPORT MUST STATE THAT THE APPLICANT IS FREE FROM CURRENT TUBERCULOSIS DISEASE OR IS UNDER ADEQUATE CHEMOTHERAPY FOR TUBERCULOSIS DISEASE. _____

IV. Significant Medical Conditions (✓)

	Yes	No	If Yes, Explain
Allergies	<input type="checkbox"/>	<input type="checkbox"/>	_____
Asthma.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
Cardiac.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
Chemical Dependency.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
Drugs	<input type="checkbox"/>	<input type="checkbox"/>	_____
Alcohol	<input type="checkbox"/>	<input type="checkbox"/>	_____
Diabetes Mellitus.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
Gastrointestinal Disorder.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
Hearing Disorder	<input type="checkbox"/>	<input type="checkbox"/>	_____
Hypertension	<input type="checkbox"/>	<input type="checkbox"/>	_____
Neuromuscular Disorder	<input type="checkbox"/>	<input type="checkbox"/>	_____
Orthopedic Condition	<input type="checkbox"/>	<input type="checkbox"/>	_____
Respiratory Illness.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
Seizure Disorder.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
Skin Disorder.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
Vision Disorder	<input type="checkbox"/>	<input type="checkbox"/>	_____
Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	_____

V. Report of Physical Examination (✓)

	Normal	Abnormal	Not Examined	Comments
• Height (inches)				
• Weight (pounds)				
• Pulse				
• Blood Pressure /				
• Hair/Scalp				
• Skin				
• Eyes — Visual Acuity R / L /				
• Eyes — Color Vision				
• Ears — Hearing dB R L				
• Nose and Throat				
• Teeth and Gingiva				
• Lymph Glands				
• Heart — Murmur, etc.				
• Lung — Adventitious Findings				
• Abdomen				
• Genitourinary				
• Neuromuscular System				
• Extremities				

Are there any special medical problems or chronic diseases which require restriction of activity, medication or which might affect his/her work role? If so, specify _____

Physician Name (Print)	Signature of Examiner	Date
Physician Address		

The statements and answers as recorded above are full, complete and true to the best of my knowledge and belief. I understand that any false or misleading statements may cause termination of my employment.

I authorize the physician or other person to disclose any knowledge or information pertaining to my health to the employing authority for whom this examination is performed.

Signature of Employee	Date
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THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 300 Employees

TITLE: HIV Infection in
Employees

ADOPTED: November 18,
1985

REVISED: June 27, 1994

314.1 HIV INFECTION IN EMPLOYEES

Purpose

The **School Reform Commission (SRC)** is committed to **providing a safe, healthy environment for its students and employees and adopts this policy to safeguard the health and well-being of students and employees while protecting the rights of employees.** In fulfillment of that commitment, the **SRC** has and shall continue to seek guidance from appropriate medical, educational, legal and government authorities.

Definitions

HIV Infection/Diagnosis - refers to the **disease** caused by the HIV or human immunodeficiency virus. HIV is the virus that causes Acquired Immune Deficiency Syndrome (AIDS).

HIV Status-refers to a **positive, negative or undetectable result in a lab test to detect HIV presence in the body.**

HIV positive employee- refers to **individuals** medically diagnosed as having HIV Infection.

Health condition-the **noted level of wellness in a person as it relates to their physical state and ability to participate in their routine and expected daily activities.**

Bodily fluid--a **fluid or fluid secretion (such as blood, lymph, saliva, semen, rectal fluid, drainage from cuts, vomitus, respiratory secretions or urine) of the body.**

Authority

The SRC directs that the established SRC policies and administrative procedures relative to illnesses among district employees shall also apply to HIV positive employees.[1][2][3] Other provisions specific to HIV positive employees shall also be addressed in accordance with SRC Policy 203.1 HIV Infection. [4]

The SRC shall not require routine HIV screening tests in the workplace, nor will such tests be a condition for employment.

The district is committed to a policy of nondiscrimination based on actual or perceived HIV status.[2]

Delegation of Responsibility

The SRC directs that the established SRC policies and administrative procedures governing attendance relative to illnesses and other diseases among employees shall also apply to HIV positive employees.[1]

The Office of Employee Health Services shall be responsible for developing and releasing all procedures concerning HIV infection and HIV positive employees.

All district employees shall maintain a respectful working climate and shall not participate in physical or verbal harassment of any individual or group, including HIV positive (or perceived positive) employees.[2] [5]

An HIV positive employee **whose employment is interrupted or terminated shall be entitled to available medical leave and medical disability benefits** on the same eligibility basis as any other district employee who is qualified for such leave or benefits due to illness.[1][5]

Confidentiality

Every employee must treat as highly confidential any knowledge or speculation concerning the HIV status or diagnosis of an employee. Violation of medical privacy **shall be** cause for disciplinary action, criminal prosecution, and/or personal liability for a civil suit.[2]

No **information** regarding a person's HIV status or diagnosis will be divulged to any individual or organization **without** a court order or the informed, **written**, signed and dated **consent of the** person who is HIV positive.

Employees shall not make inquiries regarding the HIV status or diagnosis of any employee.

The Office of Employee Health Services shall securely maintain any hard or electronic copy health records, notes or other documents that references a person's HIV status or diagnosis.[7]

Legal References:

1. Pol. 334 - Sick Leave
2. Pol. 104 - Nondiscrimination in Employment Practices
3. Pol. 348 - Unlawful Harassment
4. Pol 203.1- Student HIV Infection
5. Pol. 317 - Conduct/Disciplinary Procedures
6. Pol. 314 - Physical Examination
7. Pol. 324 - Personnel Files

Related Information:

24 P.S. 510

35 P.S. 7601 et seq

Philadelphia Home Rule Charter - 12-300

Administrative Procedures for Employee HIV Infection Policy
(Attachment for Policy 314.1)

The presence of a person living with HIV infection or diagnosed with AIDS poses no significant risk to others in schools, or other publicly attended facilities. However, this administrative procedure is intended to protect the health and safety of all students and employees who are diagnosed as having HIV/AIDS; to protect the confidentiality of all students and employees who are diagnosed as having HIV/AIDS and to inform staff of steps to be taken when staff become aware of or suspect a student or employee has HIV/AIDS.

Confidentiality

1. When any staff member becomes aware, by any means, that a student or employee is or is rumored to be HIV/AIDS positive, no discussions are to take place and no other person is to be contacted.
2. Every employee must treat as highly confidential any knowledge or speculation concerning the HIV status of a student or other staff member. Violation of medical privacy is cause for disciplinary action, criminal prosecution, and/or personal liability for a civil suit.
3. Staff members shall not make inquiries regarding the HIV **diagnosis or** status or AIDS diagnosis of any student.
4. No information regarding a person's HIV status will be divulged to any individual or organization without a court order or the informed, written, signed and dated consent of the person with HIV/AIDS (or the parent/guardian of a legal minor).
5. Any hard copy health records, notes or other documents that reference a person's HIV status will be kept under lock and key. Information regarding HIV status will not be added to a student's permanent educational or health record without written consent from parent/guardian.
6. When the student's diagnosis or status has been noted in the district's student information system, further documentation regarding the student's HIV diagnosis and status will not be added to the student's electronic record.

Infection Control

1. The term bodily fluids includes: blood, semen, drainage from scrapes and cuts, rectal fluid, urine, vomitus, and respiratory secretions (nasal discharge). Bodily fluids posing the highest risk for transmission of HIV are blood and any body-fluid visibly contaminated with blood, seminal, vaginal and rectal fluids, amniotic fluid and breast milk.
2. All employees shall be required to consistently follow infection control and universal precautions in all settings and at all times, including playgrounds and school buses.

3. Employees shall notify the school nurse of all incidents of exposure to bodily fluids that presents a reasonable risk of transmitting an infection.
4. The school district shall maintain reasonably accessible equipment and supplies necessary for infection control.
5. In the event of an outbreak of a communicable disease, all persons known to be immunosuppressed for any reason are to be excluded from school based on the recommendations of the Philadelphia Department of Public Health and to be referred to their health care provider.

Staff Development

1. *Draft in progress*

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 300 Employees

TITLE: Employee Tobacco
Use

ADOPTED: April 27, 1981

REVISED: May 25, 2001

323 EMPLOYEE TOBACCO USE

Purpose

The **School Reform Commission** recognizes that **tobacco** presents a health and safety hazard that can have serious consequences for the **user** and the **nonuser** and the safety of the **schools**.

Definition

Tobacco - a lighted or unlighted cigarette, electronic cigarette, cigar, pipe or other smoking product or material and smokeless tobacco in any form.[\[1\]](#)

Authority

The SRC prohibits tobacco use by all employees on any property owned, leased or controlled by the school district, unless the SRC has designated specific areas for tobacco use by employees, where the designated area is at least fifty (50) feet from buildings, stadiums and bleachers.[\[1\]](#)[\[2\]](#)

The SRC may establish policy to enforce the prohibition of tobacco use at District-sponsored events which are held off District property.[\[1\]](#)

The district shall notify employees about this policy by distributing it through handbooks, newsletters, posted notices, and other efficient methods.[\[1\]](#)

Delegation of Responsibility

The Superintendent or designee may report incidents involving the sale or distribution of tobacco to minors by employees on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and SRC policies.[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)

In accordance with state law, the Superintendent or designee shall annually, by July 31, report incidents of possession, use or sale of tobacco on school property to the Office for Safe Schools on the required form.[\[4\]](#)[\[8\]](#)

Legal References:

1. 35 P.S. 1223.5

2. 20 U.S.C. 7183

3. 24 P.S. 1302.1-A

4. 24 P.S. 1303-A

5. 22 PA Code 10.2

6. 22 PA Code 10.22

7. 18 Pa. C.S.A. 6305

8. Pol. 805.1 - Relations With Law Enforcement Agencies

Related Information:

20 U.S.C. 7181 et seq

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 406

SECTION: 400 Charter Schools

TITLE: Charter **Amendments**

ADOPTED: April 24, 2014

REVISED:

406. CHARTER AMENDMENTS

Purpose

The Charter School Law (“CSL”) does not contain provisions related to the amendment of or modification to charters for brick and mortar charter schools. In August 2017, the Pennsylvania Supreme Court, in overturning the Commonwealth Court, held that the CSL does not set forth a procedure for amending the material terms of a charter nor the standard for evaluating an amendment request. Further, the Supreme Court held that the CSL does not provide for jurisdiction in the State Charter School Appeal Board (“CAB”) for appeals from a school district’s action or inaction on requested amendment. The Supreme Court recognized, however, that a charter could be amended by written agreement of the school district and the charter school.

Consistent with the **School Reform Commission’s (“SRC’s”)**¹ commitment to acting as a top-quality authorizer of high-performing charter schools, this policy **will** ensure that the charter school **amendment** process and decisions will be transparent, merit-based, comprehensive, and equitable.

Authority

The SRC recognizes that opportunities for charter schools to grow and improve may occur outside of the renewal process. As a result, **the SRC** may accept applications for material **amendments** of the charter agreement. **This policy as revised will apply to all charter amendment requests for implementation in the 2018-2019 school year and beyond.**

¹ Any reference herein to School Reform Commission (“SRC”) applies to any governing body or designated oversight entity for The School District of Philadelphia.

Charter Amendments Requiring SRC Approval

Material **charter amendments** are changes to the charter agreement that fundamentally affect a **charter** school's mission, governance, organizational structure, education program, or the **Charter School Office's** ("CSO's") ability to effectively monitor charter school operations and quality. For the purposes of this policy, material **charter amendments** include:

1. **Enrollment expansion;**
2. **Change to grade levels served;**
3. **Significant change to mission, program or educational plan;**
4. **Name change;**
5. **Change in building location or addition of new facility;**
6. **Change in charter management organization (any Educational Management Organization ("EMO") or Charter Management Organization ("CMO") providing or planning to provide substantially all of the school's educational services)**

The charter may not be amended in any of the instances outlined above except as authorized by SRC resolution. Such authorized or approved amendments will not become effective until a written amendment to the charter has been duly executed by The School District of Philadelphia ("School District") and the charter school. The CSO may issue procedures describing the application requirements and evaluation process to be followed in reviewing each type of Material Charter Amendment Application consistent with this policy.

Timeframes and Eligibility for Submission of Charter Amendments

Generally, charter amendments not deemed material as set forth in this policy do not require a formal submission. Charter schools may submit any charter amendment request to the CSO for a classification determination as material or non-material however. Further, a charter school must submit any non-material charter amendments to the CSO based on submission requirements stated in the charter school's current charter (e.g. change in board roster, change in school leader, etc.). Charter amendments shall be submitted in accordance with the requirements as set forth in Table 1 below based on classification.

No material amendment may be submitted for immediate effectiveness or to be effective in the same school year as submission with the exception of a change in facility/location or change in charter management organization that is necessary for the continued, uninterrupted operation of the charter school due to circumstances beyond the charter school's control.

The acceptable frequency, timeframe and eligibility requirements for application submission of a material charter amendment are detailed in Table 1. A “Material Charter Amendment” shall mean, collectively, a “material-selected charter amendment” and a “material charter amendment” as detailed in Table 1.

Table 1.

	Non-Material	Material – Selected	Material
Frequency	No limit	One per type per charter term; exception for those amendment types below that are submitted due to business need, these may be submitted one per type per effective year	One per type per renewal
Timeframe	Rolling, per time frames established in the charter	Submission of request with identified documents by January 15 of the school year prior to effective date	Submission of request only with renewal application in the last year of the current charter term
Amendment Types	Any not specified in Policy 406 as “Material”	<ol style="list-style-type: none"> 1. Change in building location or addition of a new facility 2. Name change 3. Significant change to mission, program or educational plan 4. Enrollment expansion 5. Change in charter management organization 	<ol style="list-style-type: none"> 1. Change in building location or addition of a new facility 2. Change to grade levels served 3. Name change 4. Significant change to mission, program or educational plan 5. Enrollment expansion 6. Change in charter management organization
Eligibility Requirements	n/a	<ol style="list-style-type: none"> 1. Due to business need²/unavailability of current facility 2. Due to business need or legal requirement 3. None 4. Up to 10% of current maximum authorized enrollment or 100 seats, whichever is 	<ol style="list-style-type: none"> 1. For reasons beyond business need/unavailability of current facility 2. None 3. For reasons beyond business need or legal requirement (e.g. rebranding) 4. None 5. Greater than 10% of the current

² Business need is defined as necessary for the continued, uninterrupted and/or legally compliant operation of the charter school.

		less (qualified applicants only) 5. Due to business need	maximum authorized enrollment or 100 seats (qualified applicants only) 6. None
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Charter School Eligibility Criteria for Enrollment Expansions

In addition to the frequency, timeline and eligibility requirements for Material – Selected charter amendments set forth in Table 1 above, charter schools seeking charter amendment requests for Enrollment Expansion must meet the additional following criteria to be eligible for submission:

1. Academic proficiency at or above the School District average in English Language Arts (“ELA”) and Literature in the most recent school year; and
2. Academic proficiency at or above the School District average in math and Algebra I in the most recent school year; and
3. Academic growth for the lowest performing group of students as measured by AGI (currently Lowest 20%) at the evidence of growth level of AGI ≥ 0 or above for the most recent school year in ELA and Literature; and
4. Academic growth for the lowest performing group of students as measured by AGI (currently Lowest 20%) at the evidence of growth level of AGI ≥ 0 or above for the most recent school year in math and Algebra I; and
5. Attendance rate of students attending 95% or more days of school in the top quartile (75th percentile or above) for similar school types.

Evaluation Criteria for Charter Amendments

Non-material charter amendments do not require an evaluation by the CSO. However, submission of required information to the CSO in accordance with the requirements of the charter may also constitute a non-material charter amendment because the charter application is incorporated into the charter. As such, the criteria for evaluation of any non-material amendment that is also a required submission in accordance with the charter is (i) timeliness of submission in accordance with the timeframe specified in the charter; and (ii) completeness of the submission in accordance with the requirement specified in the charter.

For material charter amendments, the evaluation criteria for all amendment types broadly includes (i) the extent to which the initial request and subsequent materials respond to the information requested by the CSO; (ii) capabilities of the charter school to provide comprehensive learning experiences to all students; (iii) demonstrated, sustainable support for the charter school’s plans by parents, community members, and students; (iv) evidence of the charter school’s previous performance and demonstration of ability to sustain this performance to meet the standards of the charter school performance framework in the

domains of academic success, organizational compliance and viability, and financial health and sustainability; and (v) demonstration of the charter school's compliance with its charter.

In addition, the CSO will review and evaluate the following for each type of material charter amendment:

Change in Building Location or Addition of a New Facility

All of the evaluation criteria identified as above for material charter amendments in addition to the following, but not limited to:

- 1. Evidence of the charter school's previous performance and demonstration of ability to sustain or improve performance consistent with the expectations of the charter school performance framework in all domains;**
- 2. Clear and compelling rationale for change in facility or new facility;**
- 3. Mitigation of expected impacts on students, families, and staff resulting from facility change (including any transportation and accessibility impacts);**
- 4. Financial impact on the charter school, including evidence of appropriate and sufficient budgeted expenditures for year one, and comparison to expenditures for current facility;**
- 5. Clear and complete information regarding any necessary zoning changes, permits or certifications for the proposed facility;**
- 6. Estimated timeline for project completion and for move are consistent with academic calendar; evidence of a suitable alternative for construction or renovation delays; and**
- 7. Strong evidence of community engagement regarding new facility, including any formal surveys or evaluations or recommendations from the school advisory council ("SAC").**

Name Change

All of the evaluation criteria identified as above for material charter amendments in addition to the following, but not limited to:

- 1. Clear and compelling rationale for name change;**
- 2. Mitigation of expected impacts on students, families, and staff resulting from name change (including uniforms);**
- 3. Clear and actionable plans to change, remove, or cover evidence of the current charter school name in or on the charter school building;**
- 4. Financial impact on the charter school to effectuate the name change; and**
- 5. Strong evidence of community engagement regarding new name, including any formal surveys.**

Significant Change to Mission, Program or Educational Plan

All of the evaluation criteria identified as above for material charter amendments in addition to the following, but not limited to:

- 1. Evidence of the charter school's previous performance and demonstration of ability to sustain or improve performance consistent with the expectations of the charter**

- school performance framework in all domains;
2. Clear and compelling rationale for change;
 3. Mitigation of expected impacts on students, families, and staff resulting from change;
 4. Financial impact on charter school as a result of the change;
 5. Strong evidence of community engagement regarding change, including any formal surveys or evaluations or recommendations from the SAC;
 6. Compliance of the proposed change with all Applicable Laws; and
 7. Evidence of research basis for the change.

Change in Charter Management Organization

All of the evaluation criteria identified as above for material charter amendments in addition to the following, but not limited to:

1. Evidence of the charter school's previous performance and demonstration of ability to sustain or improve performance consistent with the expectations of the charter school performance framework in all domains;
2. Clear and compelling rationale for change;
3. Mitigation of expected impacts on students, families, and staff resulting from change (including uniforms, code of conduct, employee benefits, etc.);
4. Financial impact on the charter school as a result of the change;
5. Review of proposed CMO contract;
6. Strong evidence of community engagement regarding new facility, if any, including any formal surveys or evaluations or recommendations from the SAC; and
7. Clear and detailed explanation of how change will allow charter school to meet the terms of its charter and applicable laws while ensuring performance is consistent with the charter school's goals and expectations of the charter performance framework.

Enrollment Expansion or Change in Grade Levels Served

All of the evaluation criteria identified as above for material charter amendments in addition to the following, but not limited to:

1. Strong evidence of the charter school's previous performance and demonstration of ability to sustain this performance to meet the best practice and equity expectations of the charter school performance framework in all domains;
2. Clear and compelling research-based rationale for change to grade levels served;
3. Mitigation of expected impacts on students, families, and staff resulting from proposed change;
4. Financial impact on the charter school, including evidence of appropriate and sufficient budgeted expenditures for year one through the year the charter school reaches full scale;
5. Demonstration of planned capacity increases at the charter school leadership or CMO level; evidence of responsive staffing plan;

6. Detailed description of proposed academic plan, including rationale for curriculum and plan for serving all learners, aligned with charter school's mission and Applicable Laws;
7. Compliant and sustainable plan for student recruitment including any proposed lottery preferences;
8. Evidence of an enrollment plan that is consistent and sustainable with any variations by grade level clearly explained;
9. Evidence of sufficient facility space to accommodate new grades or students;
10. Strong evidence of community engagement regarding new grade levels and any enrollment expansions, including any formal surveys or evaluations or recommendations from the SAC;
11. Fiscal impact on the School District as a result of the requested charter amendment request;
12. Enrollment impact on impacted public schools as a result of the requested charter amendment request; and
13. Consideration of applicable criteria as specified for new charter applications in the CSL.

Material Charter Amendment Application Process

The CSO may issue guidelines describing the application requirements and evaluation process to be followed in reviewing each type of Material Charter Amendment Application consistent with this policy. The CSO shall review Material Charter Amendment Applications and consider all necessary and appropriate factors relevant to the evaluation of the proposed change, including the impact of the request in the Material Charter Amendment Application on the charter school's ability to operate in an educationally and legally sound manner.

There are four identified phases of activity related to a Material Charter Amendment Application.

Phase 1 – Request

The charter school develops its charter amendment application and presents the application along with the required documentation to the CSO for review. The timeline for submission is stated in Table 1 above.

Phase 2 – Submission

The CSO performs an initial review of the application to determine completeness and the CSO may request clarifications. If submitted in accordance with the timeline in Table 1, the CSO will conduct this initial review within 30 calendar days after receiving an application.

Phase 3 – Completion

The CSO identifies the submission of the application as complete and conducts an

evaluation. The CSO notifies the SRC of the application at this stage. If application is submitted in accordance with the timeline in Table 1, the CSO will complete the full evaluation prior to the end of the school year in which the application was submitted.

Phase 4 – Acceptance

If the SRC intends to take action on a charter amendment application at a public meeting of the SRC, the CSO will notify the charter school, finalize the evaluation report and publicly post an evaluation report prior to the SRC action at a public meeting. Acceptance is at the discretion of the SRC.

Prior to the SRC acting on a Material Charter Amendment Application, the CSO, shall prepare a written evaluation report summarizing the evaluation of the criteria for evaluation as specified in this policy by type of material charter amendment. The evaluation report shall be posted publicly prior to SRC consideration of the Material Charter Amendment Application at a public meeting.

The CSO shall make a recommendation to the SRC on whether to grant or deny a Material Charter Amendment Application. The SRC may consider a Material Charter Amendment Application at a public meeting.

Legal References

24 P.S. §§ 17-1701-A et seq.

THE SCHOOL DISTRICT
OF PHILADELPHIA

SECTION: 600 Finances

TITLE: Purchases Subject To
Bid/Quotation

ADOPTED: April 27, 1981

REVISED:

610 PURCHASES SUBJECT TO BID/QUOTATION

Authority

The School Reform Commission shall obtain competitive bids and price quotations for products and services where such bids or quotations are required by law or may result in monetary savings to the school district.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)

Delegation of Responsibility

The Office of Procurement Services shall establish and maintain a Policies and Procedures Manual to identify the district's process for obtaining competitive bids and price quotations as required by applicable law.

Legal References:

1. 24 P.S. 120
2. 24 P.S. 696
3. 24 P.S. 751
4. 24 P.S. 807.1

Related Information:

- 62 Pa. C.S.A. 4601 et seq
- 73 P.S. 1602

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 600 Finances

TITLE: Purchases Budgeted

ADOPTED: April 27, 1981

REVISED:

611 PURCHASES BUDGETED

Authority

It is the policy of the **School Reform Commission** that when funds are available all purchases contemplated within the current budget and not subject to bid **shall** be made in a manner that ensures the best interests of the district.[\[1\]\[2\]\[3\]](#)

Delegation of Responsibility

All purchases that are within budgetary limits may be made upon authorization of the Purchasing Agent unless the contemplated purchase is for more than **\$25,000**, in which case prior approval from the **SRC** is required.[\[4\]\[5\]](#)

All purchase requests must be referred to the Purchasing Agent, who shall check whether the proposed purchase is subject to bid; whether sufficient funds exist in the budget; and whether the material might be available elsewhere in the district.[\[2\]\[3\]\[4\]\[5\]](#)

Guidelines

In the interests of economy, fairness and efficiency in its business dealings, the **SRC** requires that:

1. Items commonly used **in the district schools** or units thereof be standardized whenever possible.
2. Equal opportunity to do business with the district shall be provided to as many responsible suppliers as possible. Lists of potential suppliers for various types of supplies, equipment and professional services will be developed and maintained.
3. No purchase request will be honored unless made on a district approved requisition form that has the necessary approval.

Upon placement of a purchase order, the Purchasing Agent shall encumber the expenditure against a specific budget line item to guard against creation of liabilities in excess of appropriations.

Legal References:

1. 24 P.S. 696
2. 24 P.S. 751
3. 24 P.S. 807.1
4. 24 P.S. 2126
5. 24 P.S. 609

Related Information:

Philadelphia Home Rule Charter - 12-303

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 600 Finances

TITLE: Purchases Not
Budgeted

ADOPTED: April 27, 1981

REVISED:

612 PURCHASES NOT BUDGETED

Purpose

The laws of the state and the interests of the community require fiscal responsibility by the **School Reform Commission** in the operation of the school district. Appropriate fiscal controls **shall be** adopted to **ensure** that public funds are not disbursed in amounts in excess of the appropriations provided to the district. [\[1\]\[2\]\[3\]\[4\]](#)

Authority

The **SRC** shall have the power to amend the budget to authorize the transfer of any unencumbered balance or portion thereof from one appropriation to another or from one spending agency to another. [\[5\]](#)

The **SRC** shall have the power to make additional appropriations or increase existing appropriations to meet emergencies which could not be anticipated when the budget was adopted, the funds therefore to be provided from unexpended balances in existing appropriations, from unappropriated revenues if any, or from temporary loans. Under no circumstances may the **SRC** increase the aggregate total of budget appropriations unless unappropriated revenues become available in sufficient amount to maintain the budget in balance, in which event the **SRC** may make additional or increased appropriations. [\[5\]](#)

Guidelines

Under normal conditions, planned purchases that would exceed the amount appropriated may be placed **in accordance with SRC** policy by the Purchasing Agent, provided a sufficient amount is available in some other budget category for transfer by the **SRC** to cover the purchase. [\[6\]](#)

In the event of emergency, which exists whenever the time required for the **SRC** to act in accordance with regular procedures would endanger life or property or threaten continuance of existing school classes, a purchase order may be authorized by the **Chief Finance Officer**.

Any expenditures in excess of appropriation made in conformance with this policy shall be reported to the **SRC** at the next meeting, with a recommendation of funds to be transferred to cover said purchase.

Legal References:

1. 24 P.S. 2126

2. 24 P.S. 607

3. 24 P.S. 609

4. 24 P.S. 696

5. Philadelphia Home Rule Charter - 12-303

6. Pol. 611

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 800 Operations

TITLE: Opening Exercises/
Flag Displays

ADOPTED: April 27, 1981

REVISED:

807 OPENING EXERCISES/FLAG DISPLAYS

Purpose

The School Reform Commission adopts this policy to ensure that all district schools comply with state and federal laws concerning flag displays and opening exercises while respecting the rights of individuals.

Authority

A United States flag shall be displayed in classrooms and on or near each school building during school hours, inclement weather and at other times determined by the SRC.[\[1\]](#)

District schools shall provide opening exercises that include a salute to the flag and/or recitation of the Pledge of Allegiance or the National Anthem.[\[1\]](#)

Students may decline to recite the Pledge of Allegiance or National Anthem and to salute the flag on the basis of personal belief or religious conviction. Students who choose to refrain from such participation shall respect the rights and interests of classmates who do participate.[\[1\]](#)[\[2\]](#)

Opening exercises may also include a **brief period** of silent **prayer or meditation**. **Silent prayer or meditation shall not be conducted as a religious service or exercise.**[\[3\]](#)

Legal References:

1. 24 P.S. 771
2. 22 PA Code 12.10
3. 24 P.S. 1516.1