

# **ENGLISH LEARNERS PROGRAM HANDBOOK**

School Year

**2017-18**

**OFFICE OF MULTILINGUAL CURRICULUM AND PROGRAMS**

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**THE SCHOOL DISTRICT OF PHILADELPHIA**

# ENGLISH LEARNERS PROGRAMMING HANDBOOK

## TABLE OF CONTENTS

### Contents

I. INTRODUCTION .....	5
A. Guiding Principles.....	6
II. STATUTES, POLICIES, AND LEGAL REQUIREMENTS.....	7
A. Federal Laws, State Laws, and School District of Philadelphia Policies .....	7
1. Federal Policies.....	7
2. State Policies.....	9
3. Local Policies.....	9
B. EL Identification and Program Enrollment.....	9
1. Home Language Survey (HLS) .....	9
2. EL Identification Procedure.....	10
3. Primary Home Language Other Than English (PHLOTE) List .....	11
C. Multilingual Assessment Center (MAC).....	11
III. Proficiency Standards & Levels – World-Class Instructional Design and Assessment (WIDA) Consortium .....	12
A. The English Language Development (ELD) Standards.....	12
B. Four Language Domains .....	13
C. Proficiency Levels.....	14
D. Can Do Descriptors and Model Proficiency Indicators .....	15
1. Can Do Descriptors.....	15
2. Can Do Descriptors, Key Uses Edition.....	15
3. Model Performance Indicators.....	16
IV. LANGUAGE INSTRUCTION EDUCATIONAL PROGRAMS (LIEP).....	16
A. English as a Second Language (ESL) .....	16
B. Dual Language Program.....	16
C. Newcomer Learning Academy (NLA).....	18
D. Sheltered Instruction/EL Friendly Instruction .....	18
E. Supplemental Language Programs .....	19
V. LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM (LIEP) IMPLEMENTATION.....	20

A. ESL: Grades K-8.....	20
1. Collaborative ELD Instruction: K-8 .....	20
2. ESL Scheduling and Instructional Materials: K-8 .....	20
3. Rostering Directive: K-8.....	23
B. ESL Instruction: Grades 9-12.....	24
1. Instructional Models: 9-12.....	24
2. ESL Curriculum: 9-12.....	27
3. English Language Development (ELD) Materials .....	27
4. Schedule, Staffing, and Placement of ELs in Grades 9-12 .....	28
5. Rostering Guidelines for ELs in Grades 9-12.....	29
a. General Rostering Guidelines: .....	29
b. Block Rostering Guidelines .....	32
Sample Block Roster Chart for ELD Classes .....	32
c. ELD English Placement for High Schools.....	33
VIRECLASSIFICATION CRITERIA AND MONITORING FORMER ELs .....	33 A.
Reclassification Criteria.....	33 B.
Four-Year Monitoring Process.....	35
VII. DISTRICT-WIDE POLICIES AND PROCEDURES FOR ELS .....	36
A. Program Duration and Student Support .....	36
B. Marking and Grading Guidelines for ELs.....	36
C. Guidelines for Annual Assessments and District-Wide Assessments .....	37
D. Testing Accommodations for ELs .....	39 E.
Promotion and Retention Policy for ELs.....	40 F.
RtII/MTSS for English Learners (ELs) .....	40 G.
Support for Long-Term ELs .....	42 VIII.
DATA COLLECTION AND MANAGEMENT.....	43 A.
EL Data Folders/Envelopes .....	43 B.
Data Maintenance.....	44 IX.
ADDITIONAL PUPIL SERVICES .....	45 A.
Counseling Services.....	45 B.
ELs with Special Needs.....	45 C.
Gifted ELs .....	46 X.
EQUAL ACCESS OPPORTUNITIES .....	46 A.
LeGare.....	46

B. Alternative Education programs.....	47
C. Career and Technical Education (CTE) .....	47
D. McKinney-Vento Homeless Education Assistance Act.....	47
XI. PROGRAM EVALUATION.....	48
A. Adequate Measurable Objectives (AMO).....	48
XII. FAMILY AND COMMUNITY OUTREACH .....	48
A. Family Notification .....	48
B. Translation and Interpretation Services.....	49
C. Bilingual Counseling Assistant .....	49

# 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 principles<sup>1</sup>:

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

<sup>1</sup> 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

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

[Further information about Title VI of the Civil Rights Act of 1964](#)

*b. Lau v. Nichols (1974)*

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

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

[Further information about Lau v. Nichols](#)

*c. Castañeda v. Pickard (1981)*

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

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

[Further information about Castañeda v. Pickard](#)

*d. Plyler v. Doe (1982)*

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

[Further information about Plyler v. Doe](#)

*e. Every Student Succeeds Act (2017)*

Acknowledges diversity within English Learner student population. Moves provisions related to ELs from Title III, Part A of the ESEA to Title I, Part A of the ESEA.

[Further information about ESSA](#)



## **2. State Policies**

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

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

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

[Further information about Title 22, Chapter 4, Section 4.26](#)

## **3. Local Policies**

### *a. SRC Policy 102*

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

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

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

## **B. EL Identification and Program Enrollment**

### **1. 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 given to students in grades 1-12. Assessments must be administered by a WIDA certified teacher or counselor. **\*If there is no 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, 1<sup>st</sup> 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

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: [WIDA Can Do Descriptors](#)

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: [WIDA Model Performance Indicators](#) (Right hand side of page - "Downloads and Products;" "2012 ELD Standards;" "WIDA 2012 Amplified ELD Standards;" begin on page 45).

## **IV. LANGUAGE INSTRUCTION EDUCATIONAL 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

Alexander McClure School

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

Southwark Elementary School\*

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

Lewis Elkin School

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

Muñoz-Marin Elementary School

3rd & Ontario Streets  
Philadelphia PA, 19140  
Phone: 215-400-3920

Bayard Taylor School

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

\*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 15<sup>th</sup> Street  
Philadelphia, PA 19130

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

## **D. Sheltered Instruction/EL Friendly Instruction**

Sheltered Instruction classrooms are fully populated with 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**

GRADES	Non-Negotiables	Instructional Guidelines
<b>K-2</b>	<p><b>Model:</b> ESL Specialist provides regularly scheduled ELD instruction during the 120-minute literacy block for ELs at <i>all</i> proficiency levels through a co-teaching/push-in model. More intensive language support is provided for students at level 1 and 2.</p> <p><b>Materials:</b> SDP ELA Core Curriculum materials: <i>Ready Gen/Wit &amp; Wisdom</i></p> <p>ELD Core Curriculum materials: Grades 1-2: <i>Reach B</i> Newcomers: <i>In the USA</i>**</p>	<p><b>Recommendations:</b> ESL Specialist collaborates with classroom teachers to embed ELD instruction in various components of the Balanced Literacy Framework.</p> <p><b>Pull-out ELD instruction is <u>not</u> recommended for K-2 ELs at any proficiency level.</b></p> <p><b>Planning &amp; scaffolding tools:</b> <i>Promising Practices for English Language Learners</i> PA ELD Standards PA Core Standards</p>

<p><b>3-5</b></p>	<p><b>Model:</b> 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><i>*Collaborative ELD pull-out instruction must take place during the literacy block.</i></p> <p><b>Materials:</b> SDP ELA Core Curriculum materials: <i>Ready Gen/Wit &amp; 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><b>Recommendations:</b> 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><b>Collaborative pull-out ELD instruction is recommended for level 1 ELs only.</b></p> <p>Collaborative pull-out instruction should be considered on a case-by-case basis for levels 2 and 3.</p> <p><b>Pull-out ELD instruction is <u>not</u> recommended for levels 4 and 5.</b></p> <p><i>*Students can be at varying grade-levels (3-5) for pull-out instruction; however, instruction <u>must</u> be aligned to appropriate grade-level standards.</i></p> <p><b>Planning &amp; scaffolding tools:</b> <i>Promising Practices for English Language Learners</i> PA ELD Standards PA Core Standards</p>
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<p><b>6-8</b></p>	<p><b>Model:</b> 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><b><i>*Collaborative ELD pull-out instruction must take place during literacy/language arts!</i></b></p> <p>Materials: SDP ELA Core Curriculum materials: <i>StudySync/Collections</i></p> <p>ELD Core Curriculum materials: <a href="#"><u>Inside A/B &amp; OMCP middle school content units</u></a></p> <p>Newcomers: <i>Inside the USA</i></p>	<p><b>Recommendations:</b> 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, and math) for ELs at level 3 and above.</p> <p><b>Collaborative pull-out ELD instruction is recommended for level 1 and 2 ELs only.</b></p> <p><b>Collaborative pull-out instruction should be considered on a case-by-case basis for level 3 students.</b></p> <p><b>Pull-out ELD instruction is <u>not</u> recommended for levels 4 and 5.</b></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><b>Planning &amp; scaffolding tools:</b> <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 (3<sup>rd</sup> & 4<sup>th</sup>, 5<sup>th</sup> & 6<sup>th</sup>, 7<sup>th</sup> & 8<sup>th</sup>)
- 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 areas<sup>2</sup>.”

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

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<sup>2</sup> 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>

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.

#### **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 – 9<sup>th</sup> grade McGraw Hill *Study Sync* or Houghton Mifflin Harcourt *Collections*
- *Sheltered English 2, 3 or 4* – 10<sup>th</sup>, 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:

[Information on high school ESL curriculum](#)

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 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)
<b>1.0 - 1.9</b> (Entering)	<b>ELD 1 (English)</b> <u>AND</u> <b>ELD 1 (Elective)</b>	Scheduled at grade level into <b><u>Sheltered</u></b> courses with level 1.0-1.9 ELs.	<b>ELD Senior Capstone</b> (recommended for 12 <sup>th</sup> graders completing a senior project)
<b>2.0 - 2.9</b>	<b>ELD 2</b>	Scheduled at	<b>Language of</b>

<b>ACCESS Level</b>	<b>English Course(s)</b>	<b>Academic Core (Soc Stu, Math, Science)</b>	<b>Optional ESL Electives (get recommendations from ESL coordinator)</b>
(Emerging)	<b>(English)</b> <u>AND</u> <b>ELD 2</b> <b>(Elective)</b>	grade level into <b><u>Sheltered</u></b> or <b><u>ESL Friendly</u></b> courses with level 2.0-3.9 ELs.	<b>Math</b> (recommended for SIFE)
<b>3.0 - 3.9</b> (Developing)	Scheduled at grade level into <b><u>English 1-4 Sheltered</u></b> with level 3.0-4.5 ELs	Scheduled at grade level into <b><u>Sheltered</u></b> or <b><u>ESL Friendly</u></b> courses with level 2.0-3.9 ELs.	<b>Cross Curricular Language Development</b> (recommended for ELs with more than five years in an ESL program or ELs in need of additional support)
<b>4.0 - 4.5</b> (Expanding)	Scheduled at grade level into <b><u>English 1-4 Sheltered</u></b> with level 3.0-4.5 ELs	Scheduled into <b><u>general education</u></b> courses.	<b>Cross Curricular Language Development</b> (recommended for ELs with more than five years in an ESL program or ELs in need of additional support)
<b>4.6 +</b> (Expanding to Reaching)	*Students at this level should be programmed into general education*	*Students at this level should be programmed into general education*	*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 3<sup>rd</sup> 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 Optional - Linguistic Development	ELD 1 Elective (Linguistic Development may also be taken in the 2 <sup>nd</sup> 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 9<sup>th</sup> grade student scores 3.8 on the state-mandated ACCESS test, the recommended placement for 10<sup>th</sup> grade would be Sheltered English 2. If a level 1 9<sup>th</sup> grade student scores 2.5 on the state-mandated ACCESS test, the recommended placement for 10<sup>th</sup> grade would be ELD 2 English and ELD 2 Elective

## VI. RECLASSIFICATION<sup>3</sup> 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 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

<sup>3</sup> *Reclassification is also known as "exiting" from an ESL program*

<b>Grade</b>	<b>ACCESS for ELs 2.0 Composite (overall) Score<sup>4</sup></b>	<b>PSSA/Keystone/ District Standardized Assessment Performance</b>	<b>Report Card Grade</b>
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 <sup>6</sup> or above-grade equivalent on STAR for Reading and ‘Basic’ or better on Keystone Algebra I <sup>6</sup> or Benchmark threshold (TBA) for Math	‘C’ or better in 4 major subjects

### **Reclassification Criteria for 2016-2017 SY Only**

<b>Grade</b>	<b>ACCESS for ELs Composite (overall) Score<sup>5</sup></b>	<b>ESL Teacher Recommendation</b>	<b>Alternative Recommendation</b>
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.

### **Reclassification Criteria for 2017-2018 SY and Beyond**

<sup>4</sup> Must be on a Tier C test.

<sup>5</sup> Taken in 2016-2017 school year

Grade	ACCESS for ELs Composite (overall) Score <sup>6</sup>	ESL Teacher Language Use Inventories <sup>7</sup>
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:

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

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

<sup>7</sup> Must be completed prior to the release of ACCESS scores.

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: [WIDA's Can Do Descriptors](#)

## **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.education.pa.gov](http://www.education.pa.gov).

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:

[WIDA ACCESS 2.0](#)

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](http://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.

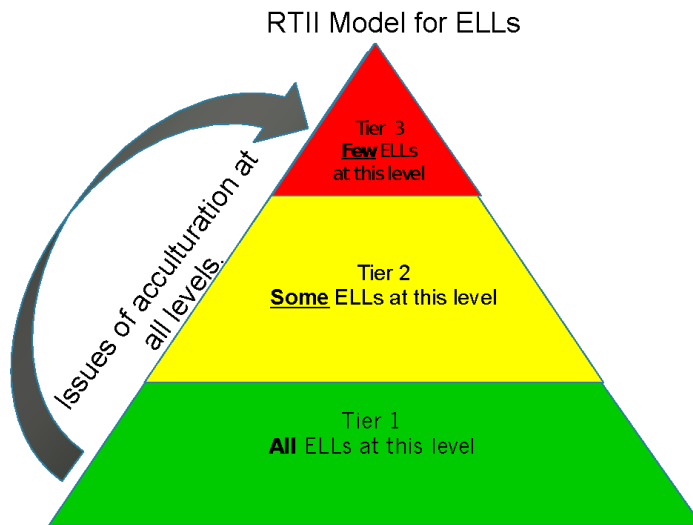
## **F. RtII/MTSS for English Learners (ELs)**

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: [WIDA RTI2 tool](#).

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 School District of Philadelphia Comprehensive Literacy Framework (p.22):

[School District of Philadelphia Comprehensive Literacy Framework](#)

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: [School District of Philadelphia 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.

## **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 this link: [SIS Initial Stepper](#) .

**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](mailto: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. 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 and/or English Learner status. 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) is currently the Pennsylvania Department of Education's (PDE) accountability system. It 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 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](mailto: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.