



# **Re-Entry to the 2020-21 School Year: Strategies and Tools for Supporting English Learners**

## **Part 1: Value English Learners' Cultural and Linguistic Backgrounds**

July 21, 2020

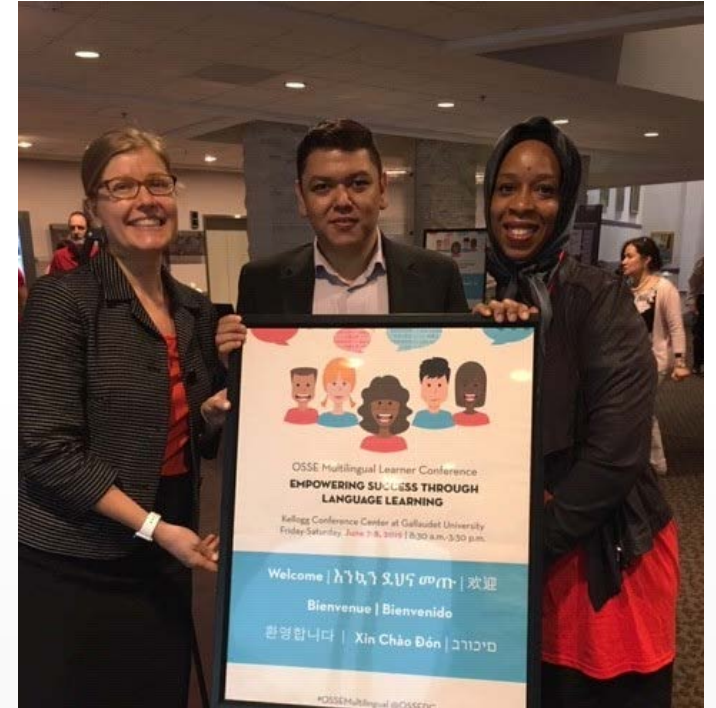
Jennifer Norton and Anika Harris

# Welcome and Introductions

## OSSE Office of Multilingual Education and English Learner Supports

- Jennifer Norton, manager of English learner supports
- Santiago Sanchez, multilingual specialist
- Anika Harris, professional development specialist, English language acquisition

*What is your name, school/LEA, and role?*



# How long have you been an EL POC (EL Coordinator, EL Department Chair)?

A: 0-1 year

B: 2-4 years

C: 5-10 years

D: 11+ years



# 2020-21 Start of School

*Overview & Announcements*



Visit the **Start of School webpage** to learn more about our five priorities for strengthening the 2020-21 start of school, important dates and deadlines, and helpful resources and tools.

[osse.dc.gov/startofschool](https://osse.dc.gov/startofschool)



2020-21 START OF SCHOOL DATES & DEADLINES

2020-21 START OF SCHOOL RESOURCES & TOOLS

Monday	Tuesday	Wednesday	Thursday
<b>July 20</b> <a href="#">New Data Manager Orientation</a> <a href="#">New Enrollment Audit POC Orientation</a> <a href="#">Returning Enrollment Audit POC Refresher</a>	<b>July 21</b> <a href="#">New Special Education POC Orientation</a> <a href="#">New Transportation POC Orientation + TOTE 2.0</a> <a href="#">Re-entry Strategies and Tools to Support ELs: Part 1</a>	<b>July 22</b> <a href="#">SEDS Train-the-Trainer: Eligibility Process</a> <a href="#">SEDS Train-the-Trainer IEP Process</a> <a href="#">TOTE 2.0 Training</a> <a href="#">SLED Training for New Users</a>	<b>July 23</b> <a href="#">SEDS Train-the-Trainer: Related Service Provision Documentation</a>
<b>July 27</b> <a href="#">SLED Training for New Users</a>	<b>July 28</b> <a href="#">Re-entry Strategies and Tools to Support ELs: Part 2</a> <a href="#">LEA Feed Management</a>	<b>July 29</b> <a href="#">Serving Students with Disabilities Remotely: Part 1</a> <a href="#">TOTE 2.0 Training</a>	<b>July 30</b> <a href="#">LEA Data Discussion for Data Managers</a>
<b>Aug. 3</b>	<b>Aug. 4</b>	<b>Aug. 5</b> <a href="#">Re-entry Strategies and Tools to Support ELs: Part 3</a> <a href="#">Serving Students with Disabilities Remotely: Part 2</a> <a href="#">TOTE 2.0 Training</a>	<b>Aug. 6</b>
<b>SY2020-21 Start of School Summer Training Calendar</b>  Additional details for each training can be found within the <a href="#">OSSE Training Registration System</a> and on the <a href="#">OSSE Start of School Website</a>		<b>Aug. 12</b> <a href="#">Serving Students with Disabilities Remotely: Part 3</a> <a href="#">TOTE 2.0 Training</a>	<b>Aug. 13</b> <a href="#">Kid Talk Event</a> <a href="#">LEA Data Discussion for Data Managers</a> <a href="#">Re-entry Strategies and Tools to Support ELs: Part 4</a>
		<b>Aug. 19</b> <a href="#">Special Ed POC &amp; Transportation POC Webinar</a>	<b>Aug. 20</b>


## 2020 Kid Talk: Thursday, Aug. 13, 2020 (Virtual)

- Extension of the [Bridge to High School \(B2HS\) Data Exchange Program](#)
- Middle school & high school staff come together to discuss the academic and social emotional needs of **incoming 9<sup>th</sup> graders.**
  - **INVITED:** Counselors, special education coordinators, English learner coordinators, student support staff, school leaders.
  - Allows the receiving high school to **plan for specific student needs** before the school year begins.
- **To RSVP:** Contact Janae Eason at (202) 251-7392 or [Janae.Eason@dc.gov](mailto:Janae.Eason@dc.gov).



# LEA EL Coordinator Series: Supporting English Learners (ELs) in Re-Entry to the 2020-21 School Year

This series will provide guidance, strategies and tools for assessing and supporting English learner (EL) students' needs following emergency remote learning in spring 2020. Each session will be interactive and solutions-oriented, with opportunities for participants to problem-solve and share their own practices and goals for supporting EL students' success in the coming school year.



Part 1: Value English Learners' Cultural and Linguistic Backgrounds	Tuesday, July 21, 2020
Part 2: Partner with English Learners' Families	Tuesday, July 28, 2020
Part 3: Provide Language Development and Academic Instruction Programs to English Learners	Wednesday, Aug. 5, 2020
Part 4: Use Multiple Data Sources to Support English Learner Students and Programs	Thursday, Aug. 13, 2020



# Session Objectives

**Key Strategy:** Prepare your school staff to recognize and value ELs' unique experiences, strengths and needs in the context of the coronavirus (COVID-19) pandemic to help ensure their success in the coming school year.

By the end of this interactive session, participants will be equipped to **lead professional learning opportunities and instruction with ELs** on:

- The use of socio-emotional learning activities to supporting ELs' well-being, given the current context
- How to transform the impact of the current law enforcement reform and Black Lives Matter movements on ELs into reflective, intersectional conversations about courage and self-empowerment

# Our Norms

## Agreements

- Stay engaged
- Speak your truth
- Assume positive intent as others share
- Be kind to one another...  
we are all in this  
together!

## Virtual Engagement

- Participate in chats and polls
- Keep mic on mute unless speaking to the group

# Summer Highlights



What has been a highlight of your summer so far?

# Foundational Principles for Serving EL Students



Value the cultural and linguistic backgrounds of English learners (ELs).



Partner with families, educators, system leaders, and communities to nurture EL students' linguistic, academic, social, and emotional development.



Provide EL students access to grade-level academic content and English language instruction that are appropriate for advancing their language proficiency and academic achievement.



Use multiple sources of data to inform and continually refine EL programs, services, instruction and assessment.

**Are you tasked with providing EL-related PD at your school?  
If SO, describe your PD plans. If NOT, but you want to do PD,  
describe the PD you would facilitate.**

# Guiding Questions

When supporting the social-emotional wellness of EL students to the new school year, educational leaders and teachers are encouraged to ask themselves:

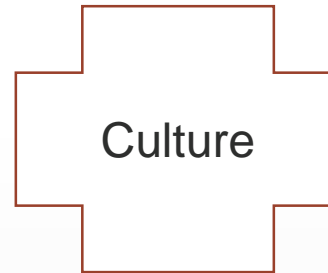
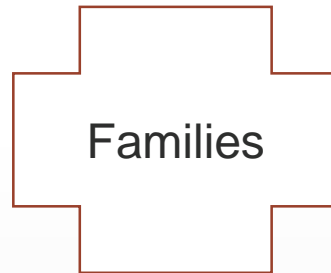
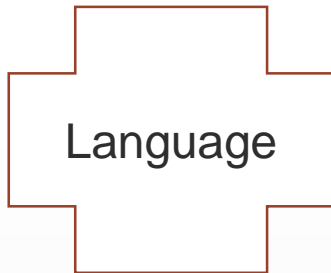
- How are we working with our EL students to meet them where they are and integrate the resources they have access to?
- What assumptions are we making that prevent us from fully understanding our EL students?
- Are we actively listening to our EL students about their experiences during the COVID-19 pandemic?

# Foundational Principles for Serving English Learners



Value the cultural and linguistic backgrounds of English learners (ELs).

Students come to school with assets:



All ELs will be provided an asset-based language instruction educational program.

ELs are encouraged to draw from their entire linguistic repertoire, including languages other than English.



# Influences on Social-Emotional Wellness of ELs

The social-emotional wellness of EL students is influenced by the unique *cultural*, *linguistic*, and *contextual factors* of their lived experiences.

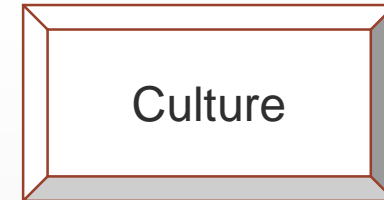
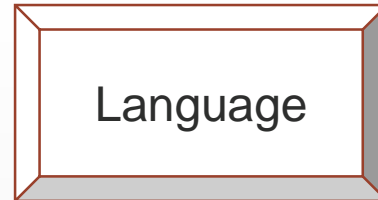
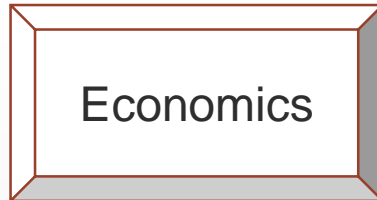




# Influences on Social-Emotional Wellness of ELs

ELs are not homogenous group.

They have had diverse experiences during the COVID-19 pandemic.



# And Now, a Brief Reminder...

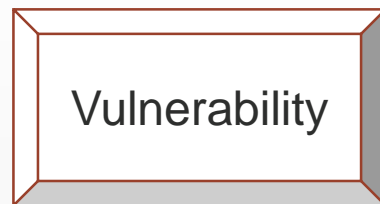
Not all ELs are undocumented.

It is illegal to ask students about their citizenship status.

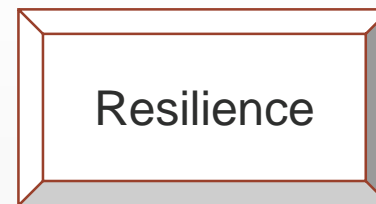
# Influences on Social-Emotional Wellness of ELs

Wards in DC that enroll many EL students have been affected significantly by COVID-19. <sup>1</sup>

Within the immigrant community,  
navigating a global pandemic in a language and culture which may be new,  
exists

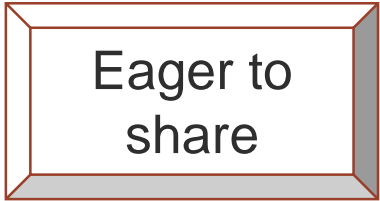


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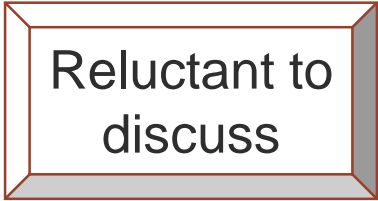


# Influences on Social-Emotional Wellness of ELs

ELs have had diverse experiences during the COVID-19 pandemic.  
How will they respond to their experiences?

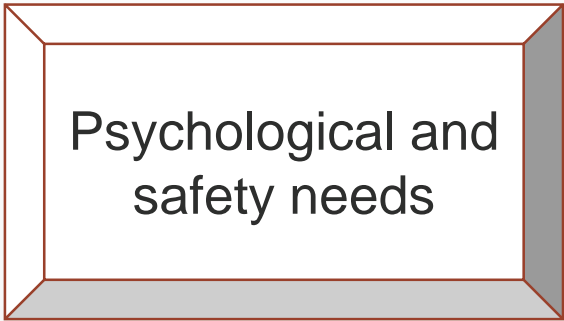


Eager to  
share



Reluctant to  
discuss

We know the importance of families' involvement in school, however,



Psychological and  
safety needs

may take priority over



Academics

# Training Tool: Music to Support Socio-Emotional Wellness of ELs

Self-care comes in many forms. Music allows us to convey and feel what we cannot always say in words. Lead **staff or students** in a musical self-care journey.

1. Provide a definition of self-care, share one of your practices, and ask what self-care practices, if any, they do.
2. Watch/listen to a musical clip.
3. Ask:
  - “How did the music make you feel?”
  - “What did you see that was interesting?”
  - “What do you think it takes to perform together from home like that?”
  - “How is the story behind Edward Elgar’s ‘Nimrod’ relevant today?”

These questions also make for great journal entries...

# Training Tool: Music to Support Socio-Emotional Wellness of ELs

*1. Provide a definition of self-care, share one of your practices, and ask what self-care practices, if any, they do.*

**Self-care:** Possessing an awareness of what practices or skills one needs, in times of difficulty or uncertainty, that allows one to take care of oneself.

Aim to support students in becoming self-aware and developing practices that work for them when self-care is needed. Steer clear of dictating what practices to do, when, and how to do them.



What self-care practices, if any, do you do?

# Training Tool: Music to Support Socio-Emotional Wellness of ELs

*2. Find a short musical selection. Decide if your audience would benefit from an energizing (to get instant smiles) or a reflective piece (to work through emotions). Consider if you will present guiding questions or supporting information before playing the music.*

We will watch/listen to a sample clip from the [Washington DC Youth Orchestra Program](#). Listen carefully to the conductor as he provides background information about the piece. As the musicians play you may focus on the scenery, on the musicians, or close your eyes and focus on the sound.

**\*Heads up!** – *some listeners may experience a profound release and **that's ok!***

# Training Tool: Music to Support Socio-Emotional Wellness of ELs

## 3. Ask:

- “How did the music make you feel?”
- “What did you see that was interesting?”
- “What do you think it takes to perform together from home like that?”
- Can we apply anything from the orchestra’s endeavor to the new learning environment we may find ourselves in this coming school year?
- “How is the story behind Edward Elgar’s ‘Nimrod’ relevant to:
  - ❖ Our lives as educators during the pandemic?”; or
  - ❖ You as students during a pandemic?”

**Writing extension:** These questions also make for great journal entries to activate the writing domain or to allow students time and space to reflect on their feelings individually.



When poll is active, respond at **Pollev.com/anikaharris283**

Text **ANIKAHARRIS283** to **22333** once to join

## Answer any or all of the following questions:

- “How did the music make you feel?”
- “What did you see that was interesting?”
- “What do you think it takes to perform together from home like that?”
- Can we apply anything from the orchestra’s endeavor to the new learning environment we may find ourselves in this coming school year?
- “How is the story behind Edward Elgar’s ‘Nimrod’ composition relevant today?”

# Training Tool: Music to Support Socio-Emotional Wellness of ELs

- What did you think of this exercise?
- When might you use it with staff and/or students?
- How might you use it, i.e., for what purpose and what type of music?
- What may make this particularly accessible for your students who are ELs?

# Influences on Social-Emotional Wellness of ELs

ELs have had diverse experiences during the COVID-19 pandemic.

Families of ELs may have strong extended family and community networks, some do not.

# Influences on Social-Emotional Wellness of ELs

ELs have had diverse experiences during the COVID-19 pandemic.

If family members are undocumented, concerns about deportation and/or access to resources or services due to being undocumented may have been especially heightened.

# Training Tools: Present and Discuss

Tools and Resources	How to Use
<a href="#"><u>Pre-Recorded Training: English Learners and the Law</u></a>	With a group, watch an excerpt (or all) of this OSSE webinar on English learners and civil rights laws with a group and discuss relevance of previous civil rights cases, the current context, and how it affects your EL students
<a href="#"><u>Brief Presentation: Keeping DC School Safe for All Families and Students: Immigration and Rights in Schools</u></a> and <a href="#"><u>USED Safe Spaces Fact Sheet for Families and School Staff</u></a>	Learn about local safe schools provisions to address the concerns of undocumented students and/or their family members Provide to school staff to discuss and raise awareness of immigration and rights in schools

# Influences on Social-Emotional Wellness of ELs

ELs have had diverse experiences during the COVID-19 pandemic.

ELs may not have been able to visit their home country to grieve or support an ailing family member, or may have been isolated from local relatives due to social distancing.

# Influences on Social-Emotional Wellness of ELs

ELs have had diverse experiences during the COVID-19 pandemic.

ELs may have lost a family member due to COVID-19 or have been afraid while a family member battled illness. Norms for the grieving process vary across cultures.

# Influences on Social-Emotional Wellness of ELs

ELs have had diverse experiences during the COVID-19 pandemic.

Accessing information and school resources is a challenge if information is not readily available in a language that families of ELs can understand.



# Influences on Social-Emotional Wellness of ELs

ELs have had diverse experiences during the COVID-19 pandemic.

Family members of ELs may have lost jobs and struggled to produce income or provide food.

# Influences on Social-Emotional Wellness of ELs

ELs have had diverse experiences during the COVID-19 pandemic.

Some ELs may have needed to work in order to provide additional income for their family.

# Influences on Social-Emotional Wellness of ELs

ELs have had diverse experiences during the COVID-19 pandemic.

Family members may not have had proper access to health care services when in need or may have had a hard time navigating resources in the community.

# Influences on Social-Emotional Wellness of ELs

ELs have had diverse experiences during the COVID-19 pandemic.

ELs may have new living arrangements, in a different location and/or with different people, and may be the primary caregiver for siblings.

# Build Your Toolbox

*If you learn that an EL or the family of an EL is struggling to get their basic needs met, would you know where to refer them?*

If not, check out these handy tools!

Here are resources to assist you in proactively planning to reengage students who disengaged from school during school closures as well as potential supports for families struggling to meet their basic needs:

- [OSSE's Distance Learning Guide for LEAs and Families](#)
- [Resources for Immigrant Families During COVID-19](#)
- [Information about free food in DC](#)
- The DC Deputy Mayor for Education's [mental health guidance for schools](#)

# Influences on Social-Emotional Wellness of ELs

ELs have had diverse experiences during the COVID-19 pandemic.

ELs may have a new found awareness of the growing pains the United States is experiencing with respect to civil rights. They may have increased concerns about the tension between policing, race, and residency or between race and COVID-19.

# Build Your Toolbox

*Do you have the background knowledge to lead a presentation about EL and immigrant civil rights pioneers and share their inspirational stories with your students?*

If not, check out these handy tools!

- PBS video - [Mendez v. Westminster: Desegregating California's Schools](#)
- Castañeda Family Interview: [Castañeda v. Pickard](#)
- [Speaking Up Against Racism Around the New Coronavirus](#)



# Training Opportunity: All (W)in

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<b>July 1995</b> <small>Sun Mon Tue Wed Thu Fri Sat</small> 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	<b>August 1995</b> <small>Sun Mon Tue Wed Thu Fri Sat</small> 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	<b>September 1995</b> <small>Sun Mon Tue Wed Thu Fri Sat</small> 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
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# Training Opportunity: All (W)in

Their past advocacy lead to *many* improvements for *many* living in the US.



Mendez v.  
Westminister



Source: Historical Photograph Collection of San Francisco Public Library's San Francisco History Center.

Lau v. Nichols



Castañeda  
v. Pickard



Plyler v. Doe

*Share with staff and students the influence and power that ELs and their families can wield.*

# Training: All (W)in



Now people around the globe are raising their voices around a common issue.

Ask students:

*Have they seen themselves represented in the current civil rights movement?*

*Based on the advocacy of ELs in the past, in what ways do they think they might benefit from this new movement?*

# Training Opportunity: All (W)in

What did you think of this exercise?

When might you use it with staff and/or students?

How might it be especially effective for ELs to participate in this activity?

How might you use it, i.e., for what purpose and what type of images or personal story-telling would you incorporate?

## Recap: What Training Tools Did You Gain Today?

Music for socio-  
emotional wellness

All (W)in civil rights  
and justice  
advocacy

Articles and multi-  
media resources  
for staff discussion  
sessions

# Next Steps

*I will help ensure the success of ELs this school year if I...!*

- ☐ Support teachers and staff to understand ELs' perspectives in the current context
- ☐ Create space in my lessons for students to express their COVID-19 realities
- ☐ Am OK with not having all the answers and solutions to students' challenges
- ☐ Establish a schedule of check-ins with ELs and with their families
- ☐ Identify the gaps in my knowledge about supporting ELs' socio-emotional health and seek out learning opportunities (PD, networking, webinars, books, etc.)
- ☐ Work with my LEA to continuously collect data on families' needs and ELs' engagement and collaboratively strategize supports



# Additional Resources to Support ELs' Socio-Emotional Wellbeing

Tools and Resources	How to Use
<a href="#"><u>Sample Student Reflection Tool</u></a>	<p>Use the notes to engage in discussions with students about their wellbeing.</p> <p>Select exercises to do with students and, for students at beginning levels of English, provide oral instructions to assist them with completing the activities.</p>

# OSSE Resources

- Register for upcoming EL trainings [here](#)

<b>Part 2: Partner with English Learners' Families</b>	<b>Tuesday, July 28, 2020</b>
<b>Part 3: Provide Language Development and Academic Instruction Programs to English Learners</b>	<b>Wednesday, Aug. 5, 2020</b>
<b>Part 4: Use Multiple Data Sources to Support English Learner Students and Programs</b>	<b>Thursday, Aug. 13, 2020</b>

- Subscribe to the monthly [Teaching and Learning PD Bulletin](#)
- Reach out for support; we are here to help:
  - EL policy and programs: Jennifer Norton [Jennifer.Norton@dc.gov](mailto:Jennifer.Norton@dc.gov)
  - EL instruction and PD: Anika Harris [Anika.Harris@dc.gov](mailto:Anika.Harris@dc.gov)
  - Dual language programs: Santiago Sanchez [Santiago.Sanchez@dc.gov](mailto:Santiago.Sanchez@dc.gov)

# OSSE Events

- **July 30:** Digital Storytelling and SEL Part 1: Accessing Student Voice in the Age of Remote Learning
- **Aug. 3-7:** Educator Self-Care and SEL Series
- **Aug. 10:** Restorative Justice for Staff Engagement and Wellness
- **Aug. 13:** Trauma-informed Response to School Re-entry