



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

Part 2: Partner with English Learners' Families

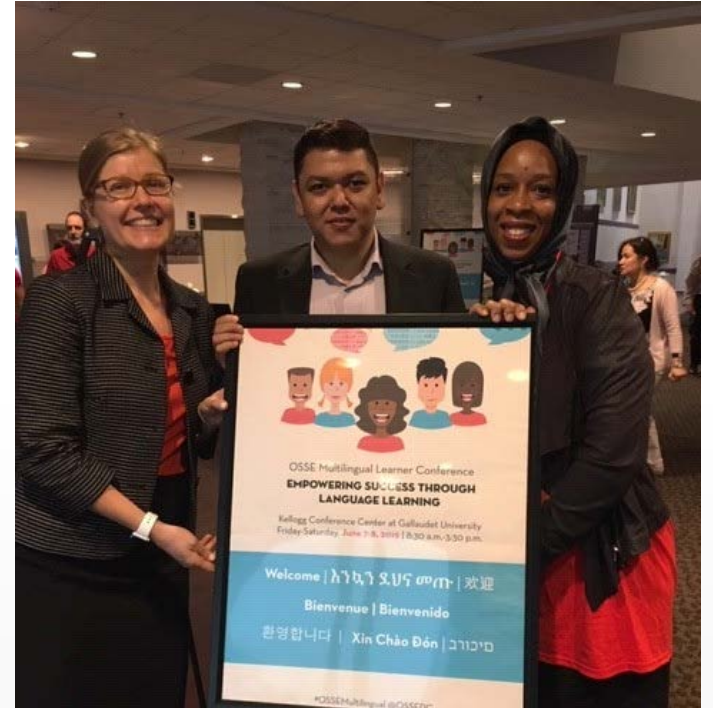
July 28, 2020

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



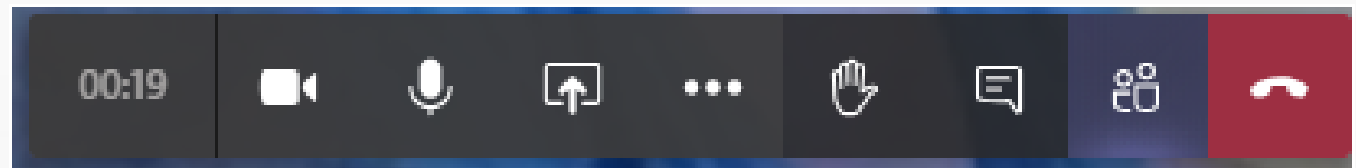
Agreements and Practice

Agreements

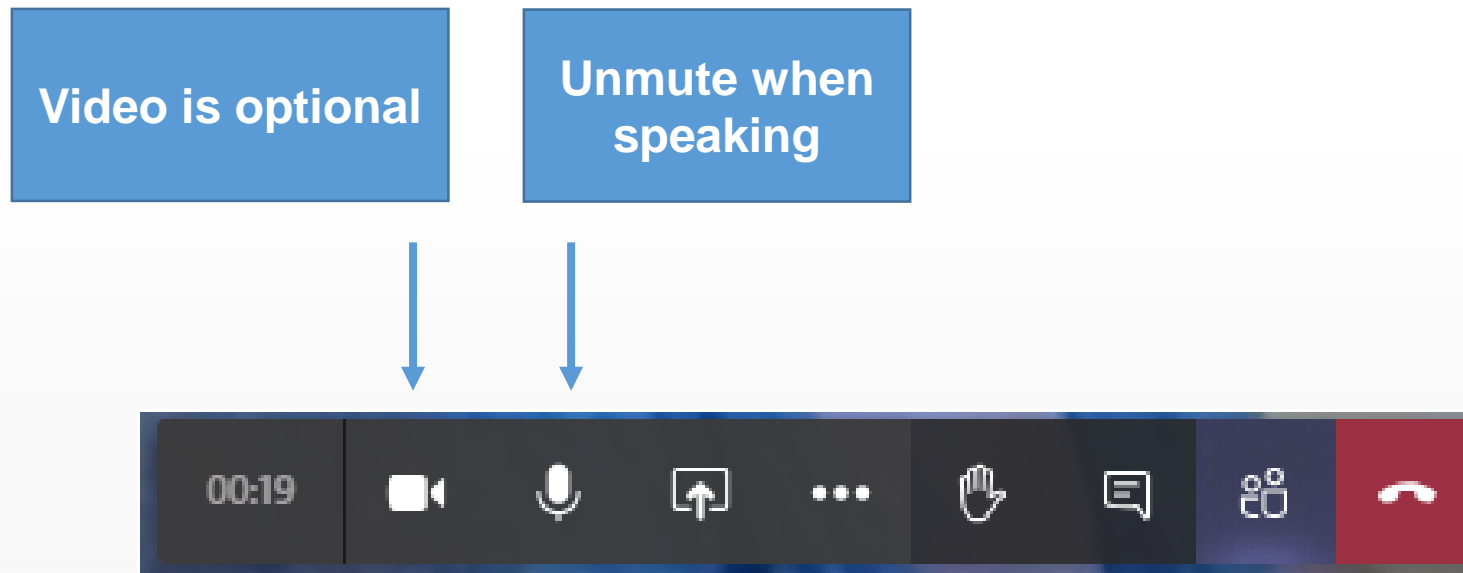
- Stay engaged
- Speak your truth
- Assume positive intent as others share
- Be kind to one another... we are all in this together!

Virtual Engagement

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



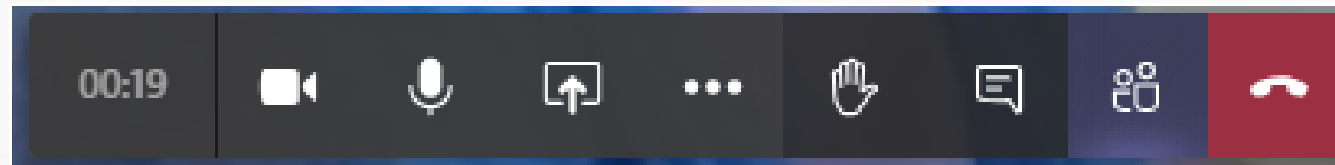
Warm Up



Warm Up Using Teams

Raise your hand if summer is your favorite season!

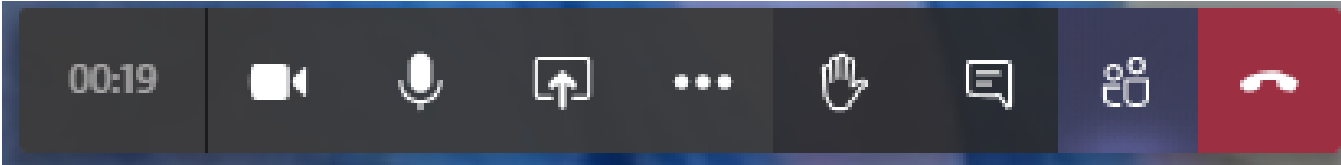
Hand raise



Warm Up Using Teams

What is your favorite season and why?

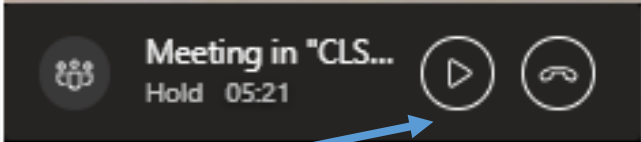
Click to see and write chat messages.



Practice Using Breakout Groups

- We will split into breakout groups by last name.
- [Main Room/Group 1](#) Last name A-D
- [Group 2](#) Last name E-K
- [Group 3](#) Last name L-P
- [Group 4](#) Last name R-Z
- Click the link in the chat box to go to your breakout group
- When you are in your breakout group, the main group will appear “on hold”
- Say hello and introduce yourselves
- Then toggle back to the main room by pressing the triangle

Introduce yourselves, your school, and your role





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



2020-21 START OF SCHOOL DATES & DEADLINES

2020-21 START OF SCHOOL RESOURCES & TOOLS

Monday	Tuesday	Wednesday	Thursday
July 20 New Data Manager Orientation New Enrollment Audit POC Orientation Returning Enrollment Audit POC Refresher	July 21 New Special Education POC Orientation New Transportation POC Orientation + TOTE 2.0 Re-entry Strategies and Tools to Support ELs: Part 1	July 22 SEDS Train-the-Trainer: Eligibility Process SEDS Train-the-Trainer IEP Process TOTE 2.0 Training SLED Training for New Users	July 23 SEDS Train-the-Trainer: Related Service Provision Documentation
July 27 SLED Training for New Users	July 28 Re-entry Strategies and Tools to Support ELs: Part 2 LEA Feed Management	July 29 Serving Students with Disabilities Remotely: Part 1 TOTE 2.0 Training	July 30 LEA Data Discussion for Data Managers
Aug. 3	Aug. 4	Aug. 5 Re-entry Strategies and Tools to Support ELs: Part 3 Serving Students with Disabilities Remotely: Part 2 TOTE 2.0 Training	Aug. 6
Aug. 12 Serving Students with Disabilities Remotely: Part 3 TOTE 2.0 Training			Aug. 13 Kid Talk Event LEA Data Discussion for Data Managers Re-entry Strategies and Tools to Support ELs: Part 4
Aug. 19 Special Ed POC & Transportation POC Webinar			Aug. 20

SY2020-21 Start of School Summer Training Calendar

Additional details for each training can be found within the [OSSE Training Registration System](#) and on the [OSSE Start of School Website](#)

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

- Extension of the [Bridge to High School \(B2HS\) Data Exchange Program](#)
- Middle school and high school staff come together to discuss the academic and social emotional needs of **incoming 9th 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.



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

By the end of this interactive session, participants will be equipped to **spearhead your school's EL family engagement using these two strategies:**

- Seek input from families in their preferred language.
- Establish a family engagement plan in which teams of educators jointly ensure ongoing communication with EL students and families

Foundational Principles for Serving EL Students



Value the cultural and linguistic backgrounds of 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.

GUIDING PRINCIPLES FOR CONTINUOUS EDUCATION



THE THREE PILLARS OF CONTINUOUS EDUCATION

**High
Expectations**

**Equity and
Access**

**Family
Engagement**

Resources on OSSE Website

[Guiding Principles for Continuous Education Overview](#)

[Continuous Education Resources for LEAs](#)

[Continuous Education Resources for Educators and Families](#)

2.C. English Learners

ELs retain all rights consistent with the law and should have their unique instructional and language needs met.

- ❑ Within the first two weeks of the school year, LEAs should plan for and **communicate to families** about how they will shift their resources, policies and practices to identify and support ELs across remote and in-person learning environments while complying with federal civil rights and education law and state policies.
- ❑ LEAs should prepare to **identify ELs** in a timely manner, including re-screening all students who were screened provisionally while in a remote learning environment using state-approved English proficiency screeners as soon as possible once the student is able to attend school in person.

2.C. English Learners

ELs retain all rights consistent with the law and should have their unique instructional and language needs met.

- ❑ LEAs should **implement their EL program plans with fidelity** across both remote and in-person learning environments to advance the linguistic and academic goals of ELs and have a system in place that draws upon multiple data sources to evaluate and refine their EL program.

- ❑ LEAs should **communicate with families in a language they understand**, to the extent practicable, in compliance with Title I and the Language Access Act.

2020-21 School Year LEA Continuous Education and School Recovery Plan Application

How will this be shared with families within the first two weeks of the school year *in families' preferred language*?

How will ongoing, two-way communication occur to support EL students' success this school year *in families' preferred language*?

Describe the LEA's plan to serve ELs, including:

- A description of the EL program model and how it will maintain fidelity across in-person, distance learning and hybrid learning environments;
- The manner in which the LEA will set language goals across the four language domains of reading, writing, listening, and speaking to advance your EL students' English proficiency;
- The manner in which the LEA will provide language instruction in reading, writing, listening, and speaking to EL students during distance learning/hybrid learning environments by grade and by proficiency level; and
- The manner in which the LEA will provide EL students access to academic content by grade and proficiency level.

LEAs' obligations to serve the District's ELs are outlined in [U.S. Department of Education Fact Sheet](#), [District Municipal Regulations 5-E3101](#), [OSSE's state EL policies and procedures](#), and [DC PCSB EL Services Assurance Letter](#), and [OSSE's Serving English Learners During Distance Learning FAQ](#).

Key Features of Family Engagement

Family engagement can be defined as a relationship between families and educators that is:

- ***Ongoing*** because it should span a child's educational journey from early childhood through 12th grade
- ***Mutual*** because the relationship should meet the needs of both families and educators, and promote meaningful two-way communication
- ***Built on trust and respect*** because these are essential components to any relationship, including relationships between families and educators
- ***Focused on student learning and achievement*** so that students are better prepared to face the challenges and opportunities of the 21st century

(WIDA, 2015)

Parental Participation In The Law

Did you know that parent and family parent engagement is written into both Titles I and III of the Every Student Succeeds Act (ESSA)?

Title I requires opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency), including providing information in a format and, to the extent practicable, in a language such parents understand. [ESSA Title 1, Sec. 1010\(7\)\(f\)](#)

One of the purposes of Title III is to promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners.. [ESSA Title III, Sec. 3102\(5\)](#)

Language Access

Families with limited English proficiency are entitled to meaningful communication in a language they can understand.

Oral interpretation

- In-person by a qualified staff member
- In-person by a hired contractor
- Telephonic service
- Effective translator app

Written translation

- In-house by a qualified staff member
- By a hired contractor
- Effective translator app

School Readiness: Silent Reflection

Areas	Yes (3)	In Progress (2)	No (1)
15. Communication and Relationships with Parents of ELs			
The school provides information about programs, services, and/or activities in a language parents understand as much as possible.			
The school has procedures and systems in place to provide interpreters for parents if needed and/or requested.			
The school conducts outreach to engage parents of ELs in regular school functions and meetings.			
The school provides training opportunities to parents to increase their participation in their children's education.			
The school keeps records of all parental involvement activities.			





How does your LEA partner with families to nurture ELs' linguistic development?

Foundational Principles for Serving English Learners



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

Schools can:

Be pro-active initiators of collaboration to serve ELs.

Engage families and communities of EL students to cultivate inclusive, collaborative relationships.¹

Unite with families to help *all* EL students, including those who have disabilities, to unlock their full potential.

Foundational Principles for Serving English Learners



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

Why do we need to talk about this?

Education systems around the world vary.

Individuals' own experiences within education systems vary.

Navigating the American system will be new for some families of ELs.

Foundational Principles for Serving English Learners



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

Q: Do some families seem uncommunicative or out of touch with the school?

A: They may need a consistent staff member to connect with who can help orient them to:

- American school culture
- Typical school communication mechanisms, and
- Educational technology.

Finding the Leader Within: Two Parents' Perspectives



Leticia Chaidez (top left) and Fabiola Corral (bottom left) currently hold leadership positions in the district's Bilingual Parent Advisory Council, or BPAC, as president and vice-president, respectively. Leticia is a mother of four sons, ages 7, 11, 16, and 18. She is a native of Durango, Mexico, and came to the United States 21 years ago with her husband. Her experience with schooling was all in Mexico; however, upon arriving in the U.S. she completed an ESL class at the local community college. Fabiola is a mother of two boys, ages 7 and 11. Fabiola is originally from San Luis Potosí, Mexico, and came to the United States 13 years ago with her husband. Like Leticia, Fabiola's schooling experience was also in Mexico. Both Leticia and Fabiola have children enrolled in Mannheim School District #83 in Franklin Park, IL. Their children are English language learners and are in the district's transitional bilingual education program.

(WIDA, 2015)

[Click to show virtual chart paper](#)

[Main Room/Gr. 1](#) Last name A-D
[Group 2](#) Last name E-K
[Group 3](#) Last name L-P
[Group 4](#) Last name R-Z

Whole Group Debrief

What's missing in your family engagement that you want to address in the coming year?

How does hearing the voices of families of ELs at your school lead you to achieve what the families want – to feel included in the school community?

Discussion Tool for LEAs and Schools

The following guiding questions can be used to initiate discussions on local family engagement practices:

1. What does family engagement mean to us? How do we define it? What do schools expect from families, and what do families expect from schools? What do our students need?
2. What do we currently do that is focused specifically on the needs of English language learners and their families? How are we currently engaging with families to support students' language learning?
3. How can we work together to support the academic achievement and language development of English language learners?
4. What do families think we are doing well? Why do they feel this way?
5. What do educators think we are doing well? Why do they feel this way?
6. What types of information is shared with families? How is the information shared (e.g., newsletters, phone calls, web sites)? In which language(s) is information shared with families? Is the information shared with families meaningful to them?

Family Input

Spring 2020 distance
learning

The upcoming 2020-21
school year



What have you learned from families about their hopes, dreams and fears for their children?

Top

What methods have worked in getting to know families and in staying in touch virtually? Use this space to share tips for others to learn from.

Sample Apps

Program	Overview	Pros	Cons
<u>Microsoft Translator App</u>	Offers translations of text and real-time speech. Parents receive written translations of teachers' speech/comments on their device.		
<u>Remind App</u>	Allows two-way messaging with automatic translation.		
<u>Talking Points App</u>	Allows two-way messaging with automatic translation.		
<u>Microsoft 365 Translate Feature</u>	Has a translate feature currently available for Word, Excel, OneNote and PowerPoint to automatically translate documents in commonly spoken languages.		
<u>ClassDojo</u>	Student and parent communication app that translates into 30 languages.		

LEAs should evaluate which tools are suitable for use. Web-based translation software is appropriate only when the translated document accurately conveys the meaning of the source document. Any use of web-based automated translation services must comply with the requirements of the Family Educational Rights and Privacy Act (FERPA) regarding personally identifiable information from a student's educational record.

Planning for Ongoing Communication

Strategy Two:

Establish a family engagement plan in which _____ of educators _____ ensure _____ communication with ELs and _____.

WORD BANK

Ongoing Teams

Families Jointly

Establish a family engagement plan in which **teams** of educators **jointly** ensure **ongoing** communication with ELs and **families**.

Reminders

LEAs should maintain contact with families in a language they can understand. ²

Keep the connection by offering written translation or spoken interpretation services.

Keep abreast of:
*The method of contact individual families of ELs prefer
*Their most up-to-date contact information

“Living arrangements and phone numbers may have shifted during this time.”

Create Your Ideal Family Engagement Plan (for the first two weeks of the school year)

Objective: Create a plan for **communicating to families within the first two weeks of the school year** about how they will shift their resources, policies and practices to identify and support ELs across remote and in-person learning environments while complying with federal civil rights and education law and state policies.

Language	Current Level of Engagement	Preferred Method of Communication	Familiarity with US School System
<ul style="list-style-type: none">• Predominantly Spanish• Spanish and Amharic are largest groups• Mix of languages	<ul style="list-style-type: none">• Take initiative in engaging• Reluctant to engage• Willing to engage if asked• A wide range	<ul style="list-style-type: none">• Text• Email• Phone call• School bulletins• A wide range	<ul style="list-style-type: none">• None• Some, but still confused• Very familiar• A wide range

Checklist as you Plan

- Is communication ongoing and two-way?
- Is communication in families' preferred language?
- Are relationships mutual, meeting the needs of both families and educators?
- Are relationships built on trust and respect?
- Are relationships focused on student learning and achievement?
- Does the plan address these points:
 - A description of the EL program model and how it will maintain fidelity across in-person, distance and hybrid learning
 - How the LEA will set language goals across the four language domains of reading, writing, listening and speaking to advance your EL students' English proficiency
 - How the LEA will provide language instruction in reading, writing, listening and speaking to EL students during distance learning/hybrid learning environments by grade and by proficiency level
 - The manner in which the LEA will provide EL students access to academic content by grade and proficiency level.

What else would you add to this checklist?

Family Engagement Plan Template

Timeframe	What	Purpose / Desired Outcome	Who You will Engage	How (be creative!)	Follow-Up Strategy/Next step	Language Access Required
Before summer break (sample)	Summer learning activities	Students and families will use the materials to maintain skills; avoid the summer slide	All students	Mailed newsletter with accompanying translations for those who need it	Text to schedule support to families who did not receive mail and/or need tips on how to complete activities	Written translations; text translations
Before the first day of school						
First week of school						
Second week of school						

Whole Group Debrief

[Virtual Chart Paper](#)

A-ha
moments

Key
strategies

Takeaways

Lingering
questions

Recap: What EL Family Engagement Planning Tools Are You Now Equipped With?

Resources for gathering input from families of ELs on school programming and instruction.

Ideas for family engagement that is responsive to EL students and tools to share with staff at your school.

Next Steps

I will help ensure the success of my school's EL family engagement program this school year if I....!

- Support teachers and staff in understanding the value of engaging the families of ELs.
- Verify the accuracy of and update EL family contact information.
- Establish a schedule of check-ins with families.
- Seek input from families to determine how best to support them and their students.

Next Steps

I will help ensure the success of my school's EL family engagement program this school year if I....!

- Establish at least one staff member who can be an EL family point of contact.
- Work with a team to develop, maintain or improve our schools EL family engagement program.
- Work with my school to source language support for families who need it.
- Am OK with not having all the answers and solutions to students' and families challenges with distance learning.

Additional Resources for Partnering with Families

Tools and Resources	How to Use
<u>Strategies for EL Participation and Engagement During Distance Learning</u>	Build family communication strategies around practices employed by local LEAs and gain ideas for monitoring the outcomes of your family engagement efforts.
<u>Strategies for EL Participation and Engagement PPT</u>	Share resources related to COVID-19 and meeting basic needs, published in languages commonly used in DC, with families.
<u>COVID-19 24/7 Parenting</u> (Parenting for Lifelong Health)	Use the COVID-19 parenting resources, in multiple languages, as a base for parent training content.

Additional Resources for Partnering with Families

Tools and Resources	How to Use
<u>Sample EL Family Survey in Multiple Languages</u> (DCPS)	Adapt this sample tool, developed by DCPS, for the unique parent and family community at your school, to assist educators in identifying whether any additional resources are needed to support their ELs with distance learning.
Pre-recorded OSSE Training: <u>English Learner Family Engagement Practices</u>	Gain awareness of the elements of a comprehensive EL family engagement program as outlined in the featured resource OSSE's School Readiness Reflection Tool.

OSSE Resources

- Register for upcoming trainings [here](#)

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

- 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
 - EL instruction and PD: Anika Harris Anika.Harris@dc.gov
 - Dual language programs: Santiago Sanchez Santiago.Sanchez@dc.gov

