

COMING TO AMERICA: EDUCATING ENGLISH LANGUAGE LEARNERS

-CONRAD O'BRIEN
-ESPERANZA ACADEMY
CHARTER SCHOOL

Pennsylvania
Coalition of
Public Charter
Schools
November 12,
2020

INTRODUCTION

- Patricia A. Hennessy, Esquire – Conrad O'Brien
- Karen Sergovic, ELD Coordinator – Esperanza Academy Charter School, ES/MS

LEGAL FRAMEWORK

- 1964 - Title VI of the Civil Rights Act
 - Congress prohibits discrimination on the basis of race, color, national origin in any program or activity receiving Federal financial assistance
- 1974 - Lau v. Nichols
- 1974 – Equal Educational Opportunities Act (EEOA)
 - LEAs and SEAs must act to overcome language barriers that impede equal participation by students in instructional programs

LAU V. NICHOLS

Lau v. Nichols, the Supreme Court decided that in order to comply with Title VI, schools must take affirmative steps to ensure that students with limited English proficiency (LEP) can meaningfully participate in their educational programs and services.

- Supreme Court found that that is no equality for students do not understand English even if provided with equal facilities, textbooks, teachers, and curriculum; not “meaningful education”
- Did not discuss or mandate a particular curriculum or program.
- Charter schools are required to have a program in place to serve EL students.

CASTANEDA V. PICKARD

Castaneda - established the standards to determine whether programs for EL students complied with federal civil rights laws.

- “...appropriate action under the EEOA” is “a genuine and good faith effort consistent with local circumstances and resources to remedy language deficiencies.”
- Three-part test:
 - Is the EL program based on a sound educational theory or considered “legitimate experimental strategy”?
 - Is the EL program implemented effectively?
 - Are language barriers overcome in a reasonable period of time?
- Still valid

TITLE III

- English Language Acquisition, Language Enhancement, and Academic Achievement Act, also known as Title III, Part A of the Elementary and Secondary Education Act
 - Federal funds - to improve the education of ELL students so that they learn English and meet state academic standards

-

OFFICE OF CIVIL RIGHTS

- History of OCR Guidance
 - 1970, 1985, 1990, 1991;
 - January 7, 2015 – guidance – schools must ensure that ELL students can participate meaningfully and equally in educational programs and services (addressing isolation, exclusion, personnel, full curriculum, misclassification as SPED, parent support, etc.)
- 5/6/11 and 5/8/14 Dear Colleague Letters re: immigrant student enrollment

OCR GUIDANCE (CONT)

- Can't deny enrollment on the basis of race, ethnicity, color, citizenship
 - May not categorically deny enrollment of ELL or immigrant students
- Recruitment/Outreach
 - Must recruit from all segments of the community served by the school
 - Information must be accessible to individuals who are not proficient in English
- Enrollment Practices – cannot have a chilling effect on enrollment of immigrants or non-citizens; May 8, 2014 Dear Colleague Letter
 - Can't require applicants to identify race/ethnicity, provide SSN, or provide birth certificate
 - Can ask for this information, but can't deny enrollment if it is not provided
 - If a district chooses to request this information, it shall inform the individual that the disclosure is voluntary, provide the statutory or other basis upon which it is seeking the information, and explain what uses will be made of it.
 - Shouldn't ask for information about citizenship status or country of birth
 - May require proof of residency

EVERY STUDENT SUCCEEDS ACT

- ESSA expands responsibilities for EL students:
- Prioritizes and emphasizes both academic achievement and accountability for EL students while allowing states the flexibility to design their own identification and exiting policies, proficiency standards, and assessments.
- Under ESSA, states must implement the following practices:
 - *Standardize identification and exiting processes for EL students* - statewide uniform policy
 - *Set high academic standards for their EL students* by developing multi-level English Language Proficiency (ELP) standards - aligned with content standards for reading and language arts; include all four domains of language development (reading, writing, listening, and speaking).
 - *Administer a rigorous, statewide, uniform assessments for EL students* by developing a single assessment aligned with ELP standards for grades K-12
 - *Design state accountability plans with specific indicators of EL students' academic progress* – must give “substantial weight” to attainment of grade-appropriate ELP and content standards
 - *Provide appropriate accommodations for EL students* by offering assessments in languages other than English when those languages are “present to a significant extent” as defined by each state

PENNSYLVANIA

- Basic Education Circular
- State regulation, 22 Pa. Code Section 4.26 declares:

*Every school district **[and charter school]** shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards under § 4.12 (relating to academic standards). Programs under this section shall include appropriate bilingual-bicultural or English as a second language (ESL) instruction.*

- Program means:
 - Planned English language development instruction by a qualified ESL/Bilingual Education teacher, and
 - Adaptations/modifications in the delivery of content instruction and assessments by all teachers based on students' language proficiency levels and the Pennsylvania English Language Development Standards (PA ELDS) Framework for ELs as well as the Pennsylvania academic standards.

PENNSYLVANIA

- ELD is a required component of all language instruction educational programs (LIEPs).
- Takes place daily and throughout the day for ELs
- Delivered by both ESL teachers and non-ESL teachers.
- Pennsylvania English Language Development Standards (PA ELDS) Framework – required for planning instruction and assessment by all teachers of ELs.
- All LEAs with ELs must offer annual professional development related to ELD/ESL for all personnel as part of their Act 48 PD Plan.

IDENTIFICATION OF ENGLISH LEARNERS

- Identified at the time of enrollment, notify parents of the identification and programming options, and appropriately place the ELs into a language instruction educational program (LIEP).
- This requirement extends to pre-K students in public LEA-funded programs. This process must be completed within the first 30 days of school or within 14 days of enrollment if a student enrolls after the first day of school.

IDENTIFYING ENGLISH LEARNERS

- Review Home Language Survey
- Determine which language is used in the home and how often is it used
- Complete a family questionnaire
- Review of child's records
- Assess child's English level-WIDA assessment
- PHLOTE vs EL

HOME LANGUAGE SURVEY

Questions for Parents or Guardians

1. Is a language other than English spoken in the child's home? ☐ No ☐ Yes (language) _____
2. Does your child communicate in a language other than English? ☐ No ☐ Yes (language) _____
3. What is the language that your child first learned to speak? _____

Parent/Guardian Signature: _____ Date: _____

Interpreter Provided ☐ No ☐ Yes

FAMILY INTERVIEW

1. Is this student a Native Alaskan, Native American, or Native Hawaiian?

☐ YES

☐ NO

2. Is this student's language influenced by a Tribal language through a parent, grandparent, relative, or guardian?

☐ YES

☐ NO

FAMILY INTERVIEW

- a. When at home, how often does this student hear a language other than English?
☐ Never (Skip to f) ☐ Occasionally (Go to b) ☐ Often (Go to c) ☐ 100% or near 100% of the time (Skip to g)
- b. When at home, how often does this student speak a language other than English?
☐ Always (Skip to g) ☐ Occasionally (Go to c) ☐ Never (Skip to f)
- c. When interacting with their parents or guardians, how often does this student hear a language other than English?
☐ Never (Go to d) ☐ Occasionally (Go to d) ☐ Often (Skip to g)
- d. Within the last 12 months, when interacting with caregivers other than parents/guardians, how often did this student hear a language other than English?
☐ Never (Go to e) ☐ Occasionally (Go to e) ☐ Often (Skip to g)
- e. When interacting with siblings or other children in their home, how often does this student hear or use a language other than English?
☐ Never (Go to f) ☐ Occasionally (Go to g) ☐ Often (Skip to g)
- f. DO NOT place this student on the PHLOTE list - DO NOT screen for English language proficiency. End identification procedure.
- g. PLACE this student on the PHLOTE list - Continue with identification procedure. Go to STEP 3.

OPT OUT OPTION

- Parents can now opt out of an LIEP or Special Instruction for English Learners
- Districts must honor the request but must still assess the English Learner with the Access 2.0 assessment every year.
- Parents can also opt back into services if they wish

ACCESS 2.0 FOR EL STUDENTS

- WIDA Consortium uses an assessment entitled Assessing Communication and Comprehension in English State to State for English Language Learners (ACCESS for ELLs)
- Required instrument for the annual assessment of English language proficiency. Access for ELLs is a standards-based, criterion referenced English language proficiency test designed to measure English language learners' proficiency in English.
- Assesses social and instructional English as well as 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.

RECLASSIFICATION PROCEDURES

- Performance on Access assessment can range from a level 1.0 to 6.0.
- Students who meet reclassification requirements should be reclassified as former EL's and monitored actively for 2 years.
- Reclassification requires a 4.5 or higher on the most advanced Access tiered assessment and two teacher rubrics which endorse the use of language use in the classroom.
- Schools should be collecting samples of the language use all throughout the year

IMPLEMENTATION OF PROGRAM REQUIREMENTS

- allows EL students to access rigorous grade level curriculum which is modified and accommodated for their English Language proficiency level.
- allows EL students to meaningfully participate in your school community and advances their learning in Academic English and in the content areas.
- National Graduation rates for general education students is US based on 2015-2016 data shows that 84% graduate in four years and for EL students that rate is 67%.
- In PA general education students graduate at a rate of 87% and EL students at 62%.

<https://www2.ed.gov/datastory/el-outcomes/index.html#two>

ACTIVITY

The questions that p_____ face as they raise ch_____ from in_____ to adult life are not easy to an_____.

Both fa_____ and m_____ can become concerned when health problems such as co_____ arise any time

after the e_____ stage to later life. Experts recommend that young ch_____ should have plenty of s_____ and nutritious food for healthy growth. B_____ and g_____ should not share the same b_____ or even sleep in the same r_____. They may be afraid of the d_____.

ANSWERS

The questions that poultry men face as they raise chickens from incubation to adult life are not easy to answer. Both farmers and merchants can become concerned when health problems such as coccidiosis arise any time after the egg stage to later life. Experts recommend that young chicks should have plenty of sunshine and nutritious food for healthy growth. Banties and geese should not share the same barnyard or even sleep in the same roost. They may be afraid of the dark.

WHERE TO START?

- Use the data on the Access score report to accommodate an EL's academic language proficiency based on what they can do.
- Use that information to plan activities and tasks--and design instruction on where they need to go to get to the next level

ES STUDENT LEARNING PLAN

NAME: Sample Student <input type="text"/>	GRADE: 4	PLAN START DATE: 10/06/2020
MILESTONE CHECKPOINT DATE: 10/30/2020	GOAL PLAN END DATE: 6/4/2021	
CURRENT EL STUDENT: Yes	READING: 3.3	LISTENING: 2.1
ACCESS COMPOSITE PROF LEVEL 2020: 3	WRITING: 3.3	SPEAKING: 2.4
Reclass this school year? no-6th grade	On track: yes	ELD Teacher: Clark

CAN DO DESCRIPTORS

DOMAIN	CAN DO:	WORKING TOWARDS	Goals	Ways to do this:
READING	<ul style="list-style-type: none"> • Interpret information or data from charts and graphs • Identify main ideas and some details • Sequence events in stories or content-based processes • Use context clues and illustrations to determine meaning of words/phrases 	<ul style="list-style-type: none"> • Classify features of various genres of text (e.g., "and they lived happily ever after" fairy tales) • Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) • Find details that support main ideas • Differentiate between fact and opinion in narrative and expository text 	SWBAT <u>verbalize</u> and <u>explain</u> whether information in a text is fact or opinion.	https://drive.google.com/drive/folders/1tAkOVuqpUHRxARunROQvV0ed2-FSyTD-?usp=sharing

CAN DO DESCRIPTORS

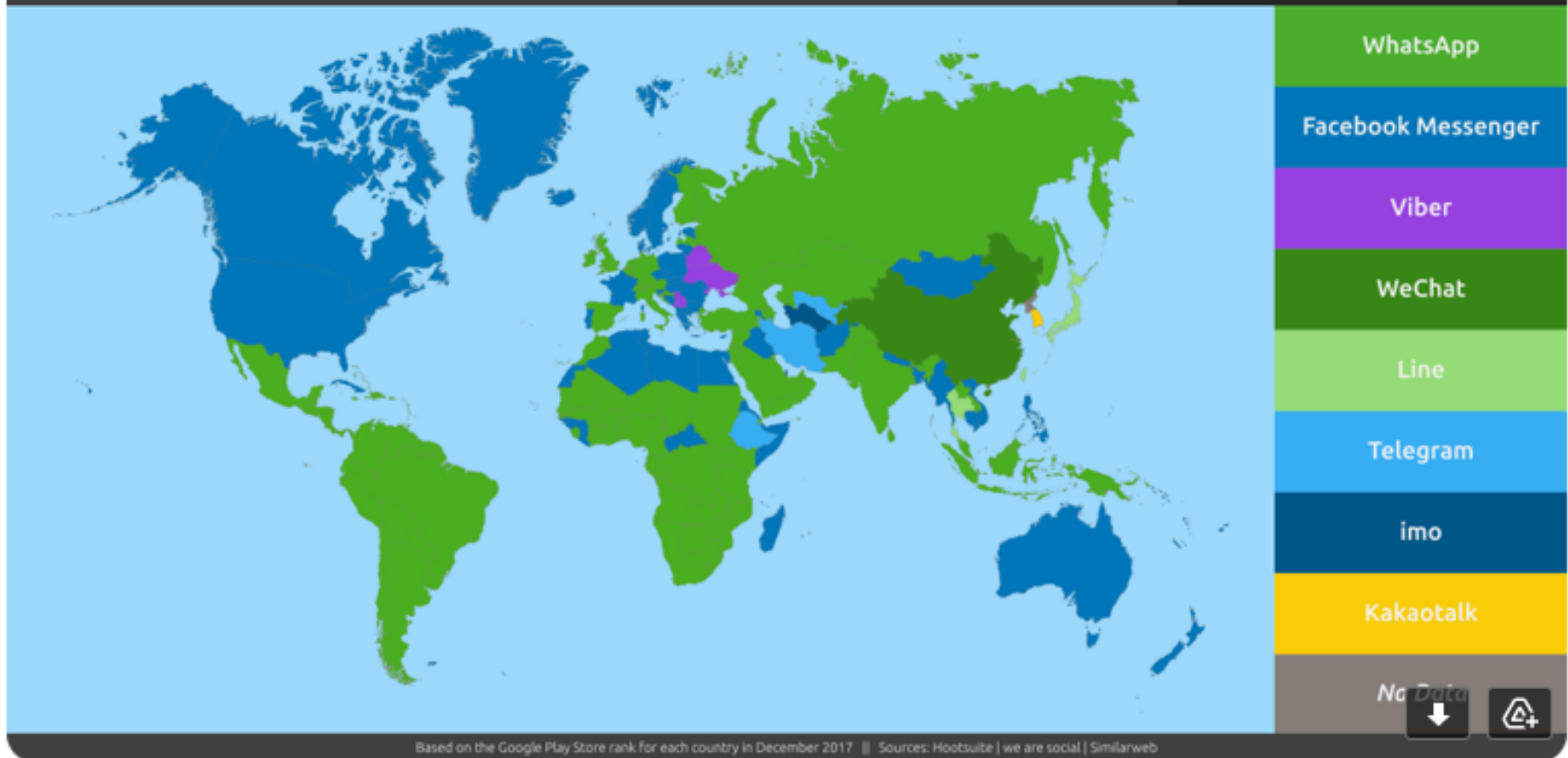
<p>WRITING</p>	<ul style="list-style-type: none"> • Produce simple expository or narrative text • String related sentences together • Compare/contrast content-based information • Describe events, people, processes, procedures 	<ul style="list-style-type: none"> • Take notes using graphic organizers • Summarize content-based information • Author multiple forms of writing (e.g., expository, narrative, persuasive) from models • Explain strategies or use of information in solving problems 	<p>SWBAT Write an opinion paragraph with supporting details in response to a writing prompt.</p> <p>Student may use sentence starters/frames initially, such as:</p> <p>In my opinion _____ because _____.</p> <p>OR</p> <p>I think _____ because _____. Another reason is because _____</p>	<p>https://drive.google.com/drive/folders/1tAkOVuqoUHRxARunROQyV0ed2-FSyTD-?usp=sharing</p>
-----------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

CULTURAL RESPONSIVENESS

- Provide all communications to EL families in a language they prefer
- Think outside the box when communicating with families
- Hold meetings when they can attend and communicate with them in a mode that they understand
- Provide training on the platforms and programs you use in their home language.

SOCIAL MEDIA

Top Messaging Apps by Country



CONNECTION & ENGAGEMENT

- Make sure your families are connected to reliable and stable internet
- Ensure your families have the appropriate device the student needs to complete the work
- Designate a point person to be the liaison with a family and have regular communication

VIRTUAL INSTRUCTION



For teachers: Have set days to provide synchronous livestreaming lesson and deadlines for posting asynchronous assignments



For Students: Post the weekly routine and due dates



Keep and send reminders for you and your students:

[REMIND](#) is a great app for this practice

Today's Lesson: Monday, April 20, 2020




Time		What We Will Do...
10:00 am – 10:15		Photo Talk
10:15 – 10:30		Daily Oral Language
10:30 – 11:00	 Chapter 1	Reading: Chapter 1 Charlotte's Web
11:00- 11:25		Discuss Story Setting
11:25 – 11:45		<u>ChatBox Write</u> : Describe the farm and barn in our story.
11:45 – 12:00	 Homework ICON dynalitics.com	Assignment review: Complete handout about Chapter 1 with word bank included

Dr. Eugenia Krimmel,
Fall 2020




CYBER SWIRL

- Speaking
- Writing
- Interaction
- Reading
- Listening

Speaking

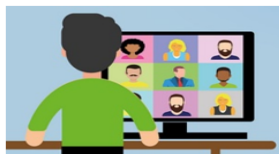
Synchronous	Asynchronous	Online Tools
		
<p>Livestream class or small group <i>discussion</i> of memes, videos, reading texts or Big Books, realia. Debates can also be facilitated in livestream classes.</p>	<p>Record spoken reactions to shared stories, memes and other attention-grabbing readings or images.</p>	<p><u>Flipgrid</u> <u>SeeSaw</u> Stora <u>BackchannelChat</u></p>
<p>Daily Oral Language (DOL) lessons Post a sentence with errors and have students become “detectives” looking for corrections. Call on students, then choral read the corrected sentence together</p>	<p>Practice Daily Oral Language based on prompt or short passage provided. Have students make corrections in an audio recording by reading the correct word, sentence, or <u>mini-paragraph</u>.</p>	<p><u>Vantastic Learning</u></p>
<p>Review weekly schedule and lesson routine Have students repeat lesson objectives posted; routinely have a student choral read the class etiquette rules and/or assignment expectations; discuss as needed</p>	<p>Assign ELs a process they can do in their home or with materials supplied. Have them “teach” that process by audio or video recording of themselves showing how to do something – science, cooking, creating, etc.</p>	<p>Your School’s LMS Audio</p>
<p>During a livestream class discussion of a shared text or topic, have students do a quick write/draw to process their thoughts, then in pairs (breakout rooms) or whole group, have students talk about what they wrote or drew.</p>	<p>Character Roles: After reading a story, literature, or historical events, assign students character roles. Send them “interview questions” to answer as that character (i.e. Harriet Tubman, Charlotte the Pig, or Romeo). They must record their oral responses stating the question then their response.</p>	<p><u>KialoEdu</u> Your School’s LMS Audio</p>

Writing

Synchronous	Asynchronous	Online Tool
 <p>Create quick-write questions to ask during live instruction and have students post answers in the chat box or on paper (show in camera).</p>	 <p>Written reaction discussion boards based on essential questions, prompts, readings, shared videos, etc.</p>	 <p>Your School' LMS w capabilities</p> <p>Edutopia</p>
<p>In a shared whiteboard have students write letters, words, or phrases related to the lesson materials and objectives as they would with whiteboards in traditional classrooms. Elementary students can write the initial, middle or final sound of a given vocabulary word.</p>	<p>Fill in graphic organizers online and post; sentence frames, cloze paragraphs, and matching words to images, etc. can connect words to mental pictures. Els then use these “virtual word walls” or organizers to complete academic writing tasks like retelling, summarizing, or posing questions based on reading or listening pieces.</p>	<p>Virtual Word Wall Creation</p>
<p>Provide students with a graphic organizer related to the lesson topic. Have each fill it in individually and have ELs share their written work, any lists or steps in a process, or paragraphs for teacher or small group review.</p>	<p>Complete longer writing sentence frames, paragraph, and short essay organizers step by step to complete an informative, persuasive, or narrative essay.</p>	<p>K12ThoughtfulLearning</p>
<p>Students contribute to a book creation project in a stream. Ask ELs to think of words, phrases, sentences to contribute to the class book, story-completion task, or interactive summary. They can write their ideas on the whiteboard or chat box. Have ELs write a summary, story ending, or exit ticket.</p>	<p>Students contribute to a book creation project online by adding pages, details, story lines in a shared book file through Google docs or websites. ELs are assigned to pages, characters, or images to write their ideas, thoughts, or responses to open-ended questions. Have each EL write a summary.</p>	<p>BookCreator</p>

ading

ynchronous



Provide novels or stories for the class to choral read, turn-taking reading practice, teacher- student reading, or student read in live class. Pre-reading strategies, images, and background knowledge is essential for this activity.

Post an image or series of images related to a topic or to make opinions. In small groups, students write a prediction, or even a description of the image as an interactive writing task. One step further, have groups share their work in paired groups and write a prediction, critique, or comments about the group's work.

Read chunks or segments of text. Students read and react to a question or task for that segment. Then present the next segment, repeat until whole text is read and students had time to react quickly. Compare notes in an interactive whiteboard or shared document activity

Model reading strategies for later practice such as summarizing for GIST, SQ3R, text-dependent analysis, or word problem analysis. After modeling the process of each, perform an interactive practice session for ELs to participate in or observe for later reading practice time.

Asynchronous



Post grade and ESL-appropriate texts, novels or books: literature fiction or non-fiction to read and react with a purpose (opinion, retell, critique, analyze, etc.) after modeling how to do each task

Read direction to perform a process offline (art, science, physical actions, and math problems or equations) while recording actions to teach others, or submit a reflective spoken or written summary of task/lessons learned

Read to respond to classmates' written work editing or posted responses to a lesson task. After a lesson on how to revise, edit, critique, etc. students can be read peer written work to read and react with a purpose (critique, give an opinion, etc.)

ELs read a story, piece of literature at their English-appropriate level to respond to comprehension and expansion questions, complete a task, or finish the story with a different ending.

Online Tools



[Newsela](#)
[BreakingNewsEnglish](#)

[Pexels](#)
[Pic4Learning](#)

Your School's LMS
[CommonLit](#)

[Topics Magazine](#)
[Epic!](#)

ening

Asynchronous



Record and post homemade videos of a process, science experiment, art process, simple cooking or backyard game – have students respond to questions, repeat key concepts, or ask their own questions in live, interactive sessions before, during, and/or after viewing the video.

Record and play audio of a newscast, text, or class discussion/audio recording for immediate livestream responses like opinions, reactions, information requests, and/or speaker's point of view.

Conduct an in-house scavenger hunt of everyday objects. Students bring one to the live session. Tally up how many of each item is presented (yes even toilet paper can be included). Put into a graph, model the math process. Ask students to repeat process orally with other objects. Have each EL describe their objects with adjectives.

Develop active listening skills to ELs by modeling with short audio clips, then pair students in breakout rooms to practice semantic active listening tasks. This 2-sided active listening skill development involves negotiated meaning.

Asynchronous



Create interactive self-paced slides with audio and post lesson with level-appropriate virtual tours, games, posted questions or tasks to complete. EL responses are written or recorded audio.

Assign podcasts or videos to complete listening logs/tasks for listening comprehension like Q&A, opinions, character analysis (if a story) or speaker's point of view. This like most asynchronous listening activities is a 1-sided active listening skill development task.

Create or curate a spoken process for students to perform. No reading. Students can record or write their reactions, their end products, or what they learned. Teachers can also record an audio scavenger hunt for students to look for household objects using spoken clues. Take and post a picture of objects found!

Post audio of sounds for ELs to guess what they hear and name the sound or what makes the sound. Have them match sound to object for mental imagery and comprehension.

Online Tools



[Listenwise](#)

[Peardeck](#)

[TechLearning](#)

[Randall's ESL](#)

[Lab](#)

[Voice of America](#)

[Learning English](#)

[TED Talks / TED](#)

Your School's

[WeAreTeachers](#)

[Mindtools](#)

[NewsInSlow](#)

Supporting ELs in 2020-21: Looking Back and Looking Ahead

2020 Webinar | www.GetSupportEd.net

entation

ation

portEd

ELs in 2020-21:
Looking Back and Looking Ahead

2020 Webinar
Staeher, Ph.D. | SupportEd
Staeher and Yutzi Becker
Department of Education

portEd.net

to School for Padlet

5 Areas for Supporting ELs in the New Academic Year

Reflection Tool for ELs Returning to School in 2020: Five Areas of Considerations for the Upcoming School Year

SupportEd, 2020

Reflection Tool: ELs Returning to School in 2020

Reflection	Yes/No
Social-Emotional Support	
How will we determine and address ELs' social-emotional needs?	
How will we monitor individualized instructional plans for ELs during the school year, taking into account individual needs?	
How will we ensure culturally responsive and asset-based instruction?	
Formative Assessment	
How will we assess ELs' progress in high-impact instruction in this context?	
How will we use formative assessment data to differentiate instruction of language and content for ELs?	
How will we use assessment data to plan instruction in the upcoming year of 2021?	

Social-Emotional Resources

How to Support Culturally Responsive Instruction in Your School

Snyder, 2018

Culturally responsive instruction is **assets-based**

Culturally responsive instruction **places students at the center of the learning**

How to Support Culturally Responsive In...
The holiday season is a great time to refl...
supported

Formative Assessment Resources

EL Formative Assessment Checklist

Handout 3: Formative Assessment Checklist

English Learner Formative Assessment Checklist

Criteria	Yes	No	Action
Is the assessment aligned to the standards and objectives of the lesson?			
Are the assessment directions easy to understand for students?			
Are students aware of the teacher's expectations for the assessment (e.g., a student-friendly rubric), and are assessment results shared with students?			
Is the format of the assessment familiar to students? (For example, if it is an oral presentation, have students had practice giving presentations?)			
Are the assessment questions or prompts linguistically accessible to ELs? The assessment should not include unfamiliar vocabulary, idioms, or complex sentence structures.			
Are the questions, tasks, or prompts free from cultural bias? There should be no references to			

3-Formative Assessment Checklist 3 co...
PDF document
padlet drive

Scaffolding

EL Scaffolds

Staeher Fenner

Categories of Scaffolds and Examples

Categories of Scaffolds	Examples
Materials and Resources	Graphic organizers, manipulatives, visual aids, etc.
Instruction	Pre-teaching, modeling, think-alouds, etc.
Student Grouping	Small groups, peer tutoring, etc.

Categories of Scaffolds
PDF document
padlet drive

♡ 0

Colorín Colorado Guide: Distance Learning for ELLs

These articles offer planning tools, strategies, recommended resources, and much more.

Part I: Instruction for ELLs

- [What You Need to Know](#)
- [Distance Learning and ELLs: Needs Assessment](#)
- [How to Expand ELLs' Technology Access for Distance Learning](#)
- [Planning Instruction](#)
- [Offline Learning at Home](#)
- [Challenges and Opportunities](#)
- [Recommended Resources](#)
- [Privacy Considerations for ELLs/Immigrant Students](#)

Part II: Building Partnerships with ELL Students and Families

- [8 Strategies for Building Relationships with ELLs in Any Learning Environment](#)
- [Distance Learning and ELLs: Lessons Learned About Family Partnerships](#)
- [How Schools Can Communicate with ELL Families During COVID-19](#)
- [The Importance of Updated Contact Information](#)
- [How COVID-19 Is Impacting ELL and Immigrant Families](#)

Empowering ELLs

Learn. Teach. Empower



March 29, 2020 / 4 Comments

107. 4 Buckets for Virtual School Tech

In a world turned upside down by COVID-19, many schools are now closed, and some are offering virtual learning. The question I get most often is: How do we determine which tech tool to use for online...



March 16, 2020 / 12 Comments

106. 5 Structures for Virtual School

Due to the increasing number of schools and districts offering distance learning or virtual school in response to the COVID19 outbreak, I wanted to share how my school is structuring online learning f...

TAN HUYNH



Sharing strategies that empower ELs

RESOURCES FOR VIRTUAL INSTRUCTION

- <https://padlet.com/diane30/f6oq6ehws6ke8blr>
- <https://www.colorincolorado.org/guide/distance-learning-ell>
- <https://www.empoweringells.com/>

PAT'S SCARY SLIDES

- USDOE - Office of Civil Rights in tandem with US Department of Justice Civil Rights Division
- Scrutiny of ELL Issues is Significant
 - OCR Complaints
 - USDOJ Action
 - Affinity Group Lawsuits

Results: legal fees, compensatory services, heightened reporting requirements, program rectification in a condensed time frame; money damages

AFFINITY GROUPS

Issa V. School District Of Lancaster
Education Law Center

Tuyizere v. Utica

- New York Civil Liberties Union/Legal Services of Central New York

Providence RI - Cases

- Rhode Island Legal Services/ ACLU

Collier County Florida

- Southern Poverty Law Center

USDOJ/OCR

- Adams 12 Five Star School District
- Arizona Department of Education
- Arlington Public Schools
- Boston Public Schools
- Bound Brook New Jersey School District
- USDOJ filed a Statement of Interest in *D.J. et al v. State of California*, a state case brought by parents and guardians of English Language Learner (ELL) students against the State of California and the California Department of Education (CDE) among others, which alleged that the State violated the Equal Educational Opportunities Act (“EEOA”) by failing to respond to credible information that tens of thousands of ELL students were not receiving ELL instructional services.
- Clay County School District – AL
- Denver Public Schools (DPS)
- Crestwood School District – MI
- Ganado Unified School District – AZ

USDOJ/OCR

- Horry County Schools- SC
- Illinois State Board of Education (ISBE)
- Jefferson Parish Public School System ("JPPSS")
- San Francisco Unified School District (SFUSD)
- Lewiston School District
- Martin Luther King, Jr. Charter School of Excellence - MA
- Mercer County School District in West Virginia,
- North Plainfield, New Jersey school district,
- Plainfield, New Jersey School District,
- Prince William County School District,
- Providence Public Schools
- Somerville School District in Massachusetts
- Stamford Public School District
- Philadelphia School District
- Union Public Schools- OK
- Worcester Public School District
- Arlington Public Schools
- California Department of Education and State Board of Education
- Pennsylvania Department of Education (AEDY)
- Palm Beach School District (Discipline)

Patricia A. Hennessy, Esquire
CONRAD O'BRIEN
Centre Square, West Tower, Suite 3900
1500 Market Street
Philadelphia, PA 19102
phennessy@conradobrien.com

Karen A Sergovic, ELD Coordinator
Esperanza Academy Charter School
Elementary and Middle Grades
4261 N 5th St
Philadelphia, PA 19140
ksergovic@neacademy.net

CONRAD
O'BRIEN

