

New Jersey Department of Education



Division of Student Services
Office of Supplemental Educational Programs
Bilingual/ESL Unit

**English language learner (ELL) Roundtable
May 12 and 13, 2020**



Agenda



- **Welcome & Introductions**
- **Supporting ELLs**
 - Model Program district best practices
- **Online Resources for ELLs**
- **Department Broadcasts/Updates**



What does this passage mean for students with the added layer of remote teaching & learning?

Of course language is integral to most of what happens in the classroom, but to a competent language user its role is like that of a window, through which we look at the content. It is transparent, and although we may recognize that it is there, its transparency means that it is very hard to see. Focusing on content alone makes language the invisible curriculum in the school.

And for ... (English as a second language learners) the language becomes a block for learning. To put it another way, their window is made of frosted glass. So, for children learning in a second language, it is important that we are aware of the language we use and that we deliberately create opportunities for children to hear and use it. We need to look at language rather than simply through it.

- Pauline Gibbons, Learning to Learn in a Second Language

Model Programs Present . . .



DISTRICT BEST
PRACTICES



NAVIGATING REMOTE
INSTRUCTION



SUPPORTING ELLS &
THEIR FAMILIES



Online Resources for ELLs



Guiding the Education Community Through the COVID-19 Pandemic

Guiding the Education Community Through the COVID-19 Pandemic [Home](#)

[Home](#) / [Guiding the Education Community Through the COVID-19 Pandemic](#) / [Specific Student Populations](#)

Specific Student Populations



Special Education



English Language Learners



Gifted and Talented



Homeless Children and Youth



Provisional Identification of ELLs



- **Registration and enrollment during remote instruction must continue**
 - All students must be given a [Home Language Survey](#) (HLS)
- **ELL identification (if HLS = LOTE)**
 - Certified language specialist interview parents and students
 - Review past school records, if available
 - If applicable, assign “informal/provisional” ELL designation
 - ***Do not enter designation into NJSMART ELLIdentificationDate field**
- Provide LIEP consistent with district remote plan



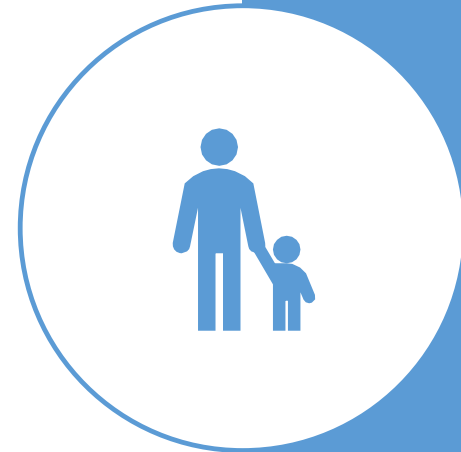
Returning to School Guidance

- Formally screen students with provisional designation
- If student is identified, enter the identification date in NJSMART's **ELLIdentificationDate** field ([SID Handbook](#), p. 64.)



Parent Notification

- In writing
- No later than 30 days
- Language parents can understand
- Parental notification requirements may be modified to include the results of the process detailed above to determine the child's level of English proficiency, rather than a test score



ACCESS 2.0



- [2020 state assessments cancelled](#) (March 24, 2020)
- Scores will be provided
- Adjusted timeline: 8/3/20 deadline for shipping completed test materials



The Cares Act:

Education Stabilization Fund



Provide direct money to school districts and allow funding to support areas impacted by the disruption and closure of schools from COVID-19.

Funds can be used for activities to address the unique needs of student groups:

- Low-income students or children;
- Students with disabilities;
- English learners;
- Students of racial or ethnic minority; and
- Students experiencing homelessness.



Federal Waivers



- 2019-2020 School Performance Reports will not include ESSA indicators (e.g. ELP)
- FY 2018 (18-19 funds) extended until **09/30/2021**
 - Including, carryover
- FY 2018 and 2019 (19-20 funds): waive use of funds requirement on technology
- FY 2019 allow for time-sensitive, one-time or standalone professional development focused on supporting educators to provide effective distance learning



Required Updates to District School Closure Plans



- ❖ Required updates by May 22, 2020
- ❖ Updated [Checklist](#) for School Health-Related Closure Plans.

How are ELLs included in equitable remote instruction?

- Describe the provision of ESL and bilingual education to meet the needs of ELL.
- Describe how the district communicates with ELL families, including the translation of materials and directions.
- Describe how the district uses alternate methods of instruction, differentiation, access to technology, and strategies to troubleshoot ELL access challenges.



Next Steps



1. What support do teachers need during this time and in this transition?
2. How to address regression in ELD during remote learning?
3. What strategies can be used to transition ELLs back to school?
4. What are some recommendations for the use of the emergency relief funds for ELLs?
5. *Other...*



Thank You!

New Jersey Department of Education Website

<http://www.state.nj.us/education/>

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