

>> Good afternoon. My name is Ana Sainz de la Pena. I am here with my colleagues Paula Zucker and Francine Dutrisac as well as our new EL consultant here at PaTTAN, Dr. David Vasquez. Today, our third webinar is entitled "Adolescent ELs with Limited or Interrupted Education in MTSS Framework." This is the third one of a series of webinars in which we have addressed the needs of adolescent populations that either are long-term ELs, refugees or students with limited or interrupted education. We will start with our PaTTAN mission. As you know, our mission is to support the efforts and the initiatives of the Bureau of Special Education and to build a capacity of local educational agencies to serve students who receive special education services. PDE's commitment to least restrictive environment. Teams begin with a general education setting with the use of supplementary aids and services before considering a more restrictive environment. If you have participated in all three webinars, you will be awarded Act 48 credits. And in order to do that, you probably have completed already the Survey Monkey for the very first two webinars and for this third webinar. At the end of the webinar, we will show a code to access that Survey Monkey so you can answer the questions. And you will be awarded Act 48 credits. The outcomes for today's webinar are to, first of all, identify the characteristics and educational needs of adolescent ELs with limited or interrupted education, SLIFE as they are known. We do this within that framework of a multi-tier systems of support. We are also going to identify effective educational practices and interventions to address these students, specially their levels of literacy and the academic gaps that they bring along. One of the important things about this group is that we will need to address these needs within the ESL program but also within their whole educational program. And we will see that also there are some resources we're going to share with you where you can actually find more information in how to develop or design programs that will address the needs of these students. When we talk about a multi-tier system of support, we are really referring this term from the perspective of providing all students with the opportunity to learn and with the opportunity to show progress within that context of teaching and learning. We have to understand that this framework will provide appropriate level of instruction and interventions for all students, including students with interrupted education. Within that MTSS framework, we also consider the fact that we are going to address the needs of these students within tier one. And tier one also encompasses the idea of culturally responsiveness for all students, including students with interrupted education. Within the framework of MTSS, we are going to really focus on tier one. When we talked about long-term ELs as well as refugees and now students with interrupted formal education, we are going to focus on, what do we need to do in tier one to support these students? And after we go through that area of tier one in our ESL programs, ESL instruction in Pennsylvania is part of tier one. So all of the references that we do in regards to the education of these children start there at tier one. This is just a little review about when we talk about MTSS. What are the parts or the elements that make a program into a frame or within the framework of MTSS? First of all, these are the nine key elements to say that you are implementing MTSS in your buildings or in your district. First of all, all students receive education through the standards-aligned system. That means that all the education or all the core content areas are really aligned to our standards. There is universal screening. That means that we are using a particular instrument to assess all students in regards to moving towards proficiency from the perspective of literacy and math at this point. There is a shared responsibility of the whole school or the personnel really know what their roles are in relation to a multi-tier system of support. That any kind of decision is based on data. That means that everybody, all teachers, know how to collect data and use it as not only to create interventions later on but also to provide evidence that students are learning. And if the evidence is there, then you can discuss the ones that are not really learning. And that's the whole idea of providing support to our students. Once that is decided through data, then there is a multi-tiered intervention. That means that there are interventions in tier one. Then there are interventions in tier two and tier three. That the student that is in tier three actually has gone through interventions in tier one then in tier two and in tier three. So there is not such a thing that because I have a multi-tier system of support, there will be

students that are a tier three that only receive interventions in tier three time. Tier three students receive interventions in all the three tiers. That there is also a very important component called parent and family engagement. And that is part of what we consider one of the most important elements in a multi-tier system of support. And that is definitely the family or parents are informed and take part in some of the decisions that we make in regards to their children. Parents are important, are partners in multi-tier system of support. Then using RTII for SLD eligibility, that part is really limited to the schools that have applied to use a multi-tier system of support as evidence for substantiate or for document the eligibility of students to receive special education in the category of SLD. So that is something that not all schools have. There is a process for applying that. You can go to our website at PaTTAN and look for the multi-tier system of support initiative. And you could be guided in how to really get that approval to be eligible to provide MTSS evidence to place students in special education. There needs to be for all students that center for the system, a central administration support of MTSS. That means that principals are involved, assistant principals are involved. That also central office personnel is involved in all of these areas that encompass multi-tier system of support, that there is a commitment from the district or from the school to really provide professional development to all people involved in a multi-tier system of support. This is just an overview of what is a multi-tier system of support for you to understand that when we talk about multi-tier systems of support, we're talking about a framework that needs to be articulated, that needs to be supported, that needs to be understood by all school personnel. The foundational standards aligned instruction for all students really looks like this. First of all, when we talk about a definition of this foundation piece of MTSS, we are talking about standards-aligned instruction and school-wide foundational interventions provided to all students in the general education core curriculum. And this includes, number one, access to high-quality standards-aligned core instruction. And when we talk about English learners, when we talk about also for students that have interrupted education, we have to align their achievement to the standards that we have for all content areas, including our English language proficiency standards. And this includes instruction that will happen during ESL instruction that is aligned to the standards and implementation of the language, the English language proficiency, standards. When we talk about differentiation, when we differentiate instruction, we differentiate it based on the level of English language proficiency that our students have. When we talk about evidence-based and culturally responsive practices, we are also talking about the whole ecology of our students. Number one, their academic development in first language. What is the level of English language proficiency? The cultural area where that we need to really address from the perspective of acculturation processes. Academic development in their first language. And, definitely, we have to look at all of these components as well as the family engagement to be able to consider then these culturally responsive practices. When we talk about reliable and valid assessment practices and measures, including universal screening, we are also talking about the inclusion of and definitely basically looking specifically to ACCESS 2.0 results and the results of the W-APT, which is the test that we use. It's a state-mandated test for English language learners. That data is very important to make decisions in a multi-tier system of support when our students are ELLs. School climate and positive behavioral support, which is also part of MTSS, we need to include, in the case of our students, major considerations need to be made to that cross cultural misunderstandings and levels of acculturation of our students. That also has to do a lot with parent engagement and community engagement. We have a working definition of students with limited or interrupted formal schooling. Students who are in this category are defined as ELs above the age of seven who have missed more than 6 consecutive months of formal schooling prior to enrolling in a US school and/or have more than 2 years below grade level in the development of academic skills. Okay, so when we look at adolescent ELs, this whole series has been focusing on adolescent ELs. But we also need to consider the fact that any student that is older than 7 years old and has really have had an interruption in their education for 6 consecutive months or more also falls into this category. So students with interrupted education are not just students who are

adolescents. That's what we want to make that point. You have to look at students beginning in grade three or four that have never been to school before or have had really very little time in school. Many times, of course, we look at our refugee students, which many of them have had that interrupted education due to living in camps in the time that it has taken for them to come to the United States as refugees. But, again, they are not the only ones that are student with limited or interrupted education. We are getting more and more students who are coming to us as unaccompanied young adolescents who are coming from Central America who fall into this category. These are more characteristics of these students. We've been looking at research from Short, Boyson, Montero, Newmaster and Ledger, who really looked at statistics in the risks that these students have of really dropping out of school. Actually, Short and Boyson in 2004 said that they are really the ones that are the most at risk for academic failure. And therefore they also are the most at risk of dropping out of school. Actually, Montero, Newmaster and Ledger in 2014 found out that 75 percent or higher levels of students who with interrupted education do not graduate from high school. This is so important because we have to understand that servicing or educating them by just incorporating them into an ESL program is not enough for these children. It is important to understand that most of them, yes, will need to speak English or need to be proficient in English. But that is just one part of the barriers that they have. Most of them come with tremendous gaps in academic development. And just the ESL program by itself would not be able to support them in the process of closing those gaps. We have to look at our ESL program as one part of the solution but not the whole solution. And that's what has been happening. In many districts, they just place the students in ESL programs. And in many instances, just with the ESL teacher, and there is not a specific or a different way to address the needs of these children because even among ELLs, these are very needy children. They will not be able to close the gaps just because they participated in your ESL program. One hope that there is with these children and their families is that many of these families really want their children to be successful in school. They really think that education will give them a better future. So the families really will support all the efforts that the schools will do in order to help their children. Why are these children here? And how come they didn't really meet the academic development in their countries? There are many situations in which children have been denied opportunities for education. Some of these factors, as many families have been interviewed, is poverty in their countries. These are children sometimes who come from agricultural societies where they have to really work in their families in order to survive. So they do not go to school. Sometimes, they live in very isolated areas, geographically isolated areas, where they have to walk for hours to get to a school. And sometimes, weather permitting, they cannot really get to their schools. So poverty and geography locales happen to be barriers. Transportation that is limited. Children in these agricultural societies or places where there is not really big villages or big cities do not have transportation. So they rely either on their horses or llamas or any animals to transport. Or they have to walk. Other issues are societal expectations for school attendance. As you know, in many countries, gender is an issue to get education. Parents will prefer their children to go to school only if they are boys. And there is a gender difference. Girls are, most of the time, if there is a choice to really send to school one out of two, they will prefer to send their boys to school rather than their girls. So there is a gender issue. Sometimes, it is the oldest child that gets selected to be the one that is educated so he can take care of the rest of the family. So ask about those issues. Sometimes, of course, many of these children are forced to enter the workforce when they are still at school age. They need to contribute to the family income. In many places, they sometimes support their parents from the perspective that they can actually do some kinds of jobs that will be more aligned to having a young person doing that kind of job. It is also important to understand that because once they immigrate here, sometimes those patterns are not changed just because you moved. So in many instances, many of your children who will have interrupted education probably also have jobs, especially if they are adolescents. There's also natural disaster, war or civil strife. As you know, and you've been reading in the news, many children, for

example in Syria, haven't been in school for the past 4 to 5 years. So that creates the gap. Possible victims of abuse or human trafficking, that is also part. You have been reading in the news how these children are really victims of human trafficking. So those are the realities of society now. What are some of the things that really are factors that may affect student learning? First of all, we talked a little bit about the background factor. And you have it right there in front of you. The abilities that they have in first language are going to be important for students to be successful. As we say, the family situation, are these children with their parents? Or do they live with relatives? That is also important because some of them come here, especially the unaccompanied youth, they come here. And now they live with brothers, sisters or other relatives. The personality of the child, is the child outgoing? Is the child really circumspect? The culture, the expectations for gender in that culture. Maybe girls do not feel that they need to finish school. And they need to go to work because those are the expectations, those were the expectations of their culture. And then the learning environment. The learning environment is what we offer. Have teachers been trained in how to really work with children that have interrupted education? Are they meeting to meet the needs of these children? Are they talking about how to support them? How about the school community? Is the school community welcoming to these children? Are they treated in a way that will support their emotional and psychological being? Is the program really aligned to meet their needs? Or is it just like any other ELL, they would just go through all the same things that other children, who do not have interrupted education, are going to? Is the ESL program the only program supporting these children? What other resources do we have? How about other students? How are we promoting that social interaction? I mentioned several times unaccompanied minors. You probably have read in the news about children that are coming from Central America walking long distances to get to the border so they can come into the United States and then being arrested, literally, by ICE and then placed into transition homes where then they are freed to their relatives or parents who are already here. And then they come to our schools. So these children really have stories that fall into the area of abuse, violence. They have been, in a way, smuggled into the country after having horrible experiences of moving from one country to the other. So these children are the ones that have had probably interrupted education due to violence in their countries. Parents do not send their children to school in some of these Central American countries due to a lot of gang activity. And they're afraid their children will really be killed in the process. So that's why the children are coming. It is not because they just want to have a nice experience or a nice education here. They're coming really fleeing violence, fleeing abuse and lack of opportunities for them to be educated. So now they are here. Now, we have to start looking at how can we support them in order for them to reach their academic goals? I would just read to you a case scenario. Delon was 17 years old when he migrated to live with his aunt. Delon is originally from Haiti but left with his mother at a young age to travel throughout the Caribbean islands. Delon's mother was working as a merchant. So they moved often. As a result, Delon did not complete many years of schooling. He learned some English in his travels to English-speaking Caribbean islands but never learned to read or write in any language. Okay. So we have this case. When Delon arrived in the United States, he did not know his birthday, his age or how to count. A few weeks after his arrival, Delon was enrolled and placed in an ESL program in a high school. Since enrolling, Delon has made no progress in improving his literacy skills and has joined a gang. Okay. This is a very typical case scenario. We have read several case scenarios. But this one really is important because we are going to, later on, we're going to look at this case and see somehow how an ESL program by itself is not the answer or is not the only answer. Actually, these students need more than the ESL program. They need counseling. They need to have their families really work with other agencies. And we have to understand that the fact that they really fall into the category of not liking school or not being really motivated to stay in school and improve their skills has nothing to do with their inability to do it. But it has to do a lot with the lack of connection that they feel from the perspective of the school environment and their own needs. So I think that one of the pieces that we need to understand about these students is that they

would like to have a voice in regards to what they want for their future as well as their parents need to be connected to the school system. So everything that happens is really aligned to their real needs. In the case of Delon, he is not even with his mother at this point. He lives with an aunt. So the joining a gang is an answer to his need to feel welcome and belong to a family. So we really need to start looking at these cases as a way to really know more and better how to provide these students with an opportunity to improve not only their skills but their ability to be part of a society and be a productive member of society. My colleague, Francine Dutrisac, is going to take you to the next part of the webinar.

>> Good afternoon, everyone. As Ana mentioned previously, because of these families' high expectations, when students commonly enroll in American school, they have an optimistic outlook. They're eager to improve their personal and family circumstances. And they see schools as providing them a step towards a more stable future. They see enrolling in the American school system as the opportunity to increase their educational level in one more step. These experiential resources can be tapped in the classroom to build knowledge and skills for these students with limited or interrupted education. By the way, we, as a team, do not like the term SLIFE. So because it sounds so negative. So we are using the long version of it simply because of our aversion for the term. But it is the term used in the literature. School supports for ELs will look at their acculturation in the US school system. When students come from a culture that has a great cultural distance, the more difficult it will be. As Ana mentioned previously, refugee students are often students with interrupted or limited education. And if the culture where they are from is very different from where they're coming in the US, the more difficult it will be for them to acculturate, feel like they belong here. Part of the supports will be to tend to their socioemotional needs. Some of our families may not have much clothing or food. They may suffer from post-traumatic stress disorder. I remember my first students with limited or interrupted formal education were from Vietnam. And if there was a loud noise, they would jump from their seat under the table in an instance. Family separation or reunification, we had a family where the 2 and 3-year-old were separated from their parents when there was a raid on their village and at the age of 15 and 16 were reunified with their parents, which causes them a lot of emotional distress. They're teenagers who are trying to distance themselves from their parents, which is a typical development of teenagers. And here they are reunited for the first time with those students. Many of these students will also hoard food or may struggle with authority figures because in the refugee camp or in the country of origin, authority figures were not necessarily protectors of the law. Types of supports that we can provide is focused initial literacy instruction that is appropriate for adolescents, even though they are reading at a level at a very low beginning literacy levels, texts. They are in need of literacy instruction that is appropriate for adolescents. So look for adolescent texts that are at Lexiles that are lower. There are several tools out there that you can use. There's one called Newsela. I'll say that again, newsela.com provides texts at different Lexiles. Provide targeted academic skill instruction to bridge gaps and knowledge. Some of our students will come with mathematic gaps and won't have the prerequisite to be successful in an algebra one, for example, in ninth grade. So the school will have to provide the academic skill instruction to bridge those gaps so they are successful in algebra one, not fail them in algebra one because they don't have the prerequisite. And, finally, the more the content and language are integrated, the better. These classes have to have high student engagement. Students must be engaged in learning 90 percent to 100 percent of the time. There are many ways to interpret student engagement. But for these purposes, it is interpreted as follows. Student engagement for students with limited or interrupted education includes both socializing the learning and fostering an academic identity. It's representing by the student's perception of competence and control, I can, giving students as voices, as mentioned earlier, provide them with personal values and goals, I want to, what is it that they want to accomplish, and social connected to peers and teachers, I belong. Teaching and learning only occurs when a relationship has been established between teacher and student. There are different

subtypes of engagement, academic, the time on task, the academic engaged time, accrual of credits, good grades, behavioral, attendance, fewer suspensions, classroom participation, friendly attitude, cognitive engagement, perceived relevance of schoolwork, self regulation towards goals and, finally, effective identification with school belonging connection at school with teachers and peers. There are five ways to create a culturally responsive classroom, academically, socially and emotionally. Commit to knowing your students well by learning about their families, their cultures, their interests, asking questions, talk with parents, community members and colleagues, the cultural brokers from that culture that might be providing you with information to support your understanding of what those students need, reading books, watching movies, listening to music. There's a really great movie called by the National Geographic, "When God Grew Tired of US." It's on the Sudanese, the Lost Boys of Sudan. And it provides us with great insight on all that students may face in a setting like the US. For example, on the flight here, the youngsters, they're young men in their late teens, are flying to the US. They're actually being resettled in Pittsburgh is one of the settlement sites. And they are looking at a pat of butter. And they think it's edible and are eating butter, not knowing that it's not to be eaten all by itself, so on and so forth. So it provides you with an understanding of what those students may be facing as they acculturate here. Provide them with opportunities for students to share and celebrate their family traditions and cultures and never underestimate the power of a positive phone call to the home. Many of our students, no matter the subject matter, it's important to build on their students life experiences and consistently bring it back to the classroom. Current real-world examples help students connect the curriculum, allow for deeper engagement and help students make connections with their individual, community, national and global identities. According to Gloria Ladson-Billings, the classroom can be a space for students to develop and explore their socio-political consciousness. Encourage students to care for one another and be responsible for each other inside and outside of the classroom. Create a classroom learning community. Hold high academic standards and expectations for all of your students. Design lessons with your most underserved students in mind. Provide consistent routines that help students feel valued and safe and accountable to one another. Students with limited or interrupted education often face bullying. Because they are so far behind, they are perceived as unable to learn or with gaps in their learning and look different from them in many ways because of their acculturation process that is so steep. So designing a safe and welcoming classroom environment is very important. Students will respond cognitively and emotionally to classroom provided where classrooms are, when possible, have lots of natural light, have movable chairs and desks and ample spaces to highlight students' work and cultural artifacts. Students need to see mirrors in their education as well as being provided with windows in education. Let students know that the classroom space is theirs to create together. Enthusiastically encourage all students to reach those standards and beyond. Treat all students as competent and developing. Focus on fostering a growth mind-set. Rigorously examine your cultural behavior patterns yourself. Understand your own cultural identity and its consequences, especially when it comes to classroom management and discipline. Be yourself with your students, honest, caring and human. LEAs should include parent, guardian interviews, native literacy and math screeners to identify English learners who are students with a limited or interrupted formal education. In our resources at the end of this webinar, we have provided you with a fast math screener entitled FAST Math from Fairfax Public Schools. It provides you with a math screener that allows you to determine at what level of computation this student is able to accomplish. At the initial enrollment, also find out from the family the level of literacy in L1 that children have, if they've had the opportunity to go to school prior to their arrival in the US, et cetera. At intake, it is the best time to be asking those questions. For students with limited or interrupted education, family engagement will look somewhat different. Schools need to provide information to the family concerning social, mental health, emotional and educational services available for the student and the family as a whole. If the student is acculturating, so are the parents, so is the family. I had an experience of teaching a Laotian family as

they first came to the US in Harrisburg. And the family in November was still going barefoot at Thanksgiving but had winter coats on. There is so much that they needed to know and were still clinging to their old ways, even though the cold was making it very difficult for them to do so. Based on the above information, knowing what the family needs, the family must also determine what their expectations and the student's expectations are for the future. So once they've been provided with the information needed to support them as a family and as for the student, we need to allow them to have a voice in sharing their expectations and their student's expectations for what they are hoping their student will accomplish in the future. Then connect the family with social services, community-based organizations and, if needed, a mental health services. Effective programs for students with limited or interrupted education must focus on providing thematically-coordinated literacy content courses that will help their youngsters transfer what they're learning from one content area to another. Because of their individual needs, it goes without saying that teachers and students will benefit from some small-size classroom that address both the students' learning needs and English-language-proficiency levels. Here are a few more recommendations in providing effective program for students with limited or interrupted education. Team-based instructional approach must involve teachers, administrators, guidance counselors and community-based agencies to allow for the program to be the most effective that it can possibly be. Programming is made more effective for these students when needed when long-term remedial instruction and tutoring is provided by qualified teachers. Adolescent students with interrupted or limited education need to programs for them need to focus on both coordination of linguistic and academic development, as was mentioned in the previous slide. The implementation of flexible scheduling where students, when they have accelerated and have accomplished the goals for that content area would be allowed to move onto the next course so that they have a clear pathway for graduation and for life after graduation for those students as early as ninth grade. Meeting with the family to determine what this looks like will be very helpful. Students need to have a voice in determining their future. They need to have input. Some of these students have had some work experience their country of origin. As a school system, we need to be good listeners. High school programs that are aligned with their higher education and adult education programs would be the most beneficial. Consider providing credit-accruing, credit recovery programs that allow these students to accrue credits in aft-school, Saturday or summer programs. Provide them with noncredit-bearing programs also that allow for extended day programs that don't necessarily follow the regular curriculum closely but are geared towards meeting individual student needs. Those can easily incorporate small study groups and individualized instruction. Help students feel a sense of belonging by encouraging to participate in extracurricular activities. The more they are engaged in actions that are appropriate in belonging, the less likely that they are going to be engaged in behaviors that are not in their favor for student achievement. Serving English learners with interrupted education involves a critical step in the educational process of building on the students' funds of knowledge. For example, educators may want to consider whether specific practices are common or uncommon in the students' native country. For instance, group work, is the students accustomed to working in that way? Or does he come from a more traditional schooling background? If so, the student may need to be taught how to effectively work in a group to accomplish academic tasks. Educators may also consider relating historical events and phenomena being taught in social studies course to real-life student experiences, such as water scarcity. These students may be able to share their unique first-hand experiences, which can enhance everyone's learning. While acknowledging students' familiarity with concepts like these, educators need to consider that some curriculum, for example war and revolution, can generate painful memories and emotion for students. Like we shared in the refugee webinar, the use of timelines or asking about their childhood may be very painful topics to bring to the surface and should probably left there. By building instruction around the students' funds of knowledge, teachers and guidance counselors can begin to build language, content knowledge and acculturation skills for this group of students. Counselors need to

receive professional development concerning the issues students with limited or interrupted instruction may have faced or are currently facing. These students often lack experience in a formal school setting and will need to learn how to behave in a school community. These students may experience academic difficulties due to academic gaps and linguistic barriers. Guidance counselors will need to think outside the box to provide them with the support needed for success. As mentioned by Ana, these students may have experienced trauma and unstable conditions in their country of origin, refugee camps or since their arrival in the US. Immigrant bullying, again, is quite rampant among that population. These students often need counseling and other reports but rarely receive them, unfortunately. When students do not receive counseling, many become disengaged and develop behavioral issues in and out of the classroom, leading to them dropping out of school. Some SLIFE students who have very little prior school experience will have significant trouble adjusting to a formal school setting and participating in group activities. WIDA has a focus bulletin entitled "SLIFE. Students with Limited or Interrupted Formal Education" that was published back in May. You were provided with that resource. It's one of your handouts. Due to our time coming close to an end, I'm just going to quickly give you an overview over those two pages that are included in that focus bulletin on page four and five. The learning and tips to connect, the factors that influence ELs performance in schools are the following. And those are specific to students with limited, interrupted formal education but could be also present in other sub populations of English learners. The learning environment, not enough can be said about the importance of creating a welcoming environment for both students and their families. Providing them with information in their native language, providing them with supports whenever possible. We've talked at length about academic achievement and instruction and also oral language and literacy. But consider thinking about the importance of oral language skills in connection with literacy. Building that oracy will help them with literacy. So the more you provide them with academic conversations, the better it is for those students as they are provided with units of study that are based or connected to their funds of knowledge. Families will not be aware of school district subsidized lunch program and all the supports, the social supports, that schools provide for the student personally and for the family, making sure that that is transparent for them as they try to be effective in providing support to their students. Physical and psychological well being, some of our kids, when they get to the US, may have severe dental problems, severe malnutrition, and it's impacting their education, creating partnerships with community agencies that might provide therapy in the native language, connecting them with students and families from similar background, providing them assistance for those that are in poverty, creating support groups for those students in similar situation of reunification, separation, et cetera. Those are some of the bullets that I wanted to highlight. And finally, how do we go about collecting information about previous schooling? As I mentioned before, at intake is the best time to gather that information because, most of the time, the family will come with a language broker with them. So here's your opportunity to gather that information when you have the family there to provide you with that information. Some of those families, when they arrive in the US, are working more than one job. And it may be very difficult to get them back in school. And it has nothing to do with their lack of interest but more because they don't have any time available for them to meet when we are available to meet with them. Finally, cross-cultural orientation that explains the US grading system and expectations for our homework completion. This is a requirement under title three that we provide orientation to our families as they are newly immigrated to the US so that they have understanding that school attendance is a requirement and that reporting absences is also a requirement. Otherwise, it's considering an absence that has not been accounted for. Make a personal phone call when you expect them to come for parent-teacher conferences and explain to them what to expect when they will arrive. Provide them with bilingual services whenever possible to provide them with support as they acculturate with us. Finally, we wanted to leave you with this visual. In the first image, it's assumed that everyone will benefit from the same support. So they are treated equally. So I will let you guess who the tall person is versus

the one that is barely seeing over the fence and whoever is that person that has no, is completely barred or access from learning. In the second image, the same individuals were given different supports that made it possible for them to have equal access in the game. So it is now fair. They're being treated equitably. And it is a fair playing field. In the third one, the barrier has been totally been removed. All three students can see the game without any supports or accommodations because the cause of the inequality was addressed, as can be provided in personalized learning. For students with limited or interrupted formal education, it takes the whole school system to provide the supports needed for the student and his or her family to have a sense of belonging and to be successful in our school communities. We have provided you with a list of supports. Earlier, I mentioned Fairfax County School District. Rather, I should have said school county. It's written school district. But it should say school county. FAST is the math program that I mentioned that provides a screener that allows you to have an understanding or a gauge of what the student is able to do in math. And finally, at the bottom of this list is the focus bulletin that was mentioned just a few slides back. We also wanted to acknowledge the presence of support of Dr. David Vazques-Gonzalez, the new PaTTAN ELL Initiative Consultant that can be reached at that e-mail address.