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March 2018 IDRA Newsletter

This month's focus: Duty to Educate



"The United States is still uniquely committed to one education system that prepares us all for living in a great democracy. We must preserve this commitment." - Dr. María "Cuca" Robledo Montecel, IDRA President and CEO

In this issue:

- School Leaders Create Culture of Equity and Success
- Addressing "Ecological Shock" - Supporting Refugee Students in School
- Schools' Duty to Educate English Learner Immigrant and Migrant Students
- Latest IDRA Parent Involvement Tool Focuses on Keeping Public Money in Public Schools

Plus online tools

- New Infographic - Immigrant Students' Rights to Attend Public Schools
- Public Money for Public Schooling - Training Kit
- Related Classnotes Podcast episodes

Duty to Educate

School Leaders Create Culture of Equity and Success

by *Nilka Avilés, Ed.D.*

Transforming schools requires looking at the context of the system and its policies. But how do we accelerate schools' transformation? This article highlights the culture of equity and success created by two school leaders who demonstrate patterns of thinking, feeling, acting and speaking to cause success in their campuses.

Ms. Vanessa Fox-Norton, the principal of Smith Elementary school, maintains a climate and culture of collaboration where stakeholders have their own part to play in bringing about innovative solutions.



Dr. Julio García, principal of Highlands High School, uses collaborative planning to meet his school's goals and vision.

Both are participating in IDRA's School Turnaround and Reenergizing for Success (STAARS) Leaders project. These leaders inspire others, hold all stakeholders to high expectations, and help their students succeed to create sustainable, equitable learning communities. - [See Article](#)

Addressing "Ecological Shock" - Supporting Refugee Students in School

by *Kristin Grayson, Ph.D., and Hannah Sung*

Dr. Kristin Grayson and Hanna Sung address in this article how schools can support refugee students through building connections and fostering understanding. Educators and school stakeholders must understand the effects of

trauma and the unique aspects that refugee students bring to the classroom.

Schools can pro-actively create a welcoming and positive learning environment to help these students cope with stress and fear by fostering community - bringing students in fully as members of their schools rather than isolating them. Building this positive learning environment requires a commitment to equity. - [See Article](#)



Tools for Serving English Learners

[Framework for Effective Instruction of Secondary English Language Learners](#) (PDF)

[Good Schools and Classrooms for Children Learning English ~ A Guide](#)

[Science Instructional Strategies for English Learners - A Guide for Elementary and Secondary Grades](#)

[Semillitas de Aprendizaje Teacher Guide \(Manual de Maestro\)](#)



New Infographic - Immigrant Students' Rights to Attend Public Schools

As schools are registering students for the next school year, IDRA is releasing this new infographic as a reminder that public schools, by law, must serve all children.

Not only should undocumented students not be discouraged from attending, they are required to attend school under the state's compulsory education laws.

And parents should be assured that the *Family Educational Rights and Privacy Act* restricts schools from sharing information with the U.S. Immigration and Customs Enforcement agency (ICE).

At IDRA, we are working to strengthen schools to work for all children, families and communities. Help us make this goal a reality for every child; we simply cannot afford the alternatives.

Denying children of undocumented workers access to an education is unconstitutional and against the law.

This infographic in full color and bilingual is available on IDRA's website along with many other resources for schools and advocates. We encourage you to share them across your networks.

[See website with resources](#)

Welcoming Immigrant Students in School

Immigrant students are guaranteed access to free public education by the U.S. Supreme Court.

Certain procedures must be followed when registering undocumented immigrant children (and those whose parents are undocumented) in school to avoid violation of their civil rights as outlined in the Plyler vs. Doe decision.

- Public schools cannot deny admission to a student on the basis of undocumented status.
- Public schools cannot require students or parents to disclose their immigration status.
- Public schools cannot ask students or parents questions intended to expose their undocumented status.
- Public schools cannot require social security numbers from students or parents.
- Public schools cannot demand that parents produce driver's licenses or other identification documents that are not required.
- Public schools cannot engage in any practices that "chill" or hinder the right of access to school.

- All children are **required** under state laws to attend school until they reach a mandated age.
- School personnel have no legal obligation to enforce U.S. immigration laws.
- U.S. Immigration and Customs Enforcement (ICE) agents are to refrain from enforcement actions at certain sensitive locations, which include schools, as detailed in ICE's own policies.
- The Family Education Rights and Privacy Act prohibits schools from providing any outside agency (including ICE) with any information from a child's school file that would expose the student's undocumented status.

The only exception is if an agency gets a court order/subpoena that parents can then challenge.

What schools can do...

- Focus on teaching all students.
- Pro-actively show parents that their children are welcome.
- Ensure teachers and staff are properly trained about protecting the rights of children and on culturally competency.
- Communicate with parents in their language.
- Share information about resources for students, families and educators in English and other languages at the school.

Review all of your enrollment and registration documents (including forms, websites, and communications with parents) to be clear that the provision of the child's social security number, birth certificate, etc., is voluntary, and that not providing such information will not bar a child's enrollment.

Adults without social security numbers who are applying for a free lunch and/or breakfast program for a student need only state on the application that they do not have a social security number.

Get more info and resources, including IDRA's School Opening Alert Flier & eBook.
<https://bit.ly/2-IDRAimmiged>

www.idra.org [facebook.com/IDRA](https://www.facebook.com/IDRA)

March 2018, Intercultural Development Research Association, 3800 Calaghan Road, Suite 200, San Antonio, Texas 78248 | 214-522-1208

Related Classnotes Podcasts

How Inclusive Education Shapes Teaching in Diverse Classrooms - 170

Skills Needed for Teaching in Diverse Classrooms - 173

5 Strategies for College Readiness in Diverse Schools - 175

Capacity Building Among School Leadership - 177

English Learners and the New ESSA Law -163

Civil Rights Update for English Learners -150

Sign up to receive free e-mail notices when new episodes are available.

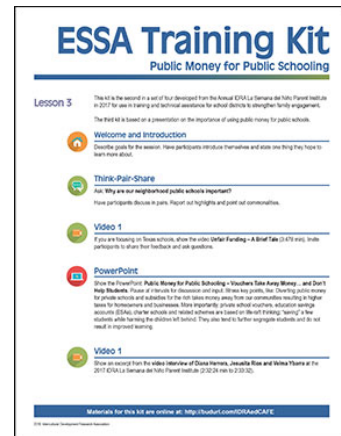


Latest IDRA Parent Involvement Tool Focuses on Keeping Public Money in Public Schools

by Aurelio M. Montemayor, M.Ed.

Last year, three grandmothers whose children graduated from public high schools and whose grandchildren are now in public

schools spoke at the Annual IDRA *La Semana del Niño* Parent Institute. They discussed the importance of keeping public money in public schools. The session, led by Velma Ybarra, Diana Herrera and Jesusita Rios, was designed to inform parents about vouchers and similar schemes and to encourage advocacy for children in public schools. They gave an overview of how funding systems affect classrooms and how the state can identify necessary support mechanisms for neighborhood public schools. Given the urgency of this issue across the country, a session on equitable school funding will again be presented at this year's parent institute.



The [20th Annual IDRA La Semana del Niño Parent Institute](https://budurl.me/IDRApi18w) will be held on April 6, in San Antonio. It will be bilingual (English-Spanish), with some sessions live-streamed, and offer an array of concurrent presentations of interest to families, with many of the presentations led by parents. For information about the event, see <https://budurl.me/IDRApi18w>.

[See the new training kit online](#)

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The Intercultural Development Research Association is an independent, non-profit organization. Our mission is to achieve equal educational opportunity for every child

through strong public schools that prepare all students to access and succeed in college. IDRA strengthens and transforms public education by providing dynamic training; useful research, evaluation, and frameworks for action; timely policy analyses; and innovative materials and programs.

We are committed to the IDRA valuing philosophy, respecting the knowledge and skills of the individuals we work with and build on the strengths of the students and parents in their schools.