



Washington Office of Superintendent of
PUBLIC INSTRUCTION



Reopening Washington Schools 2020: Supporting Multilingual/English Learners

REOPENING WASHINGTON SCHOOLS 2020: GUIDANCE FOR SUPPORTING MULTILINGUAL/ ENGLISH LEARNERS

2020

Gayle Pauley

**Assistant Superintendent of Special Programs
and Federal Accountability**

Prepared by:

- **Veronica M. Gallardo**, Director, Migrant and Bilingual Education
veronica.gallardo@k12.wa.us | 360-725-6148
- **Patty Finnegan, Ph.D.**, Bilingual Education Special Projects Program Supervisor
patty.finnegan@k12.wa.us | 360-725-4468
- **Amy Ingram**, Bilingual Education Program Supervisor
amy.ingram@k12.wa.us | 360-764-6201
- **Shannon Martin**, Bilingual Education Program Supervisor
shannon.martin@k12.wa.us | 360-725-4476



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Name	Organization
Concie Pedroza, Ed.D.	Seattle Public District/ESD 121
Michael Sampson	Burlington-Edison School District/ESD 189
Nesreen Al Muzayen	Kennewick School District/ESD 123
Megan Anderson Reilly	Yakima School District/ESD 105
Marlene Perez	North Beach School District/ESD 113
Francisca Elena Velasquez	Quillayute Valley School District/ESD 114
Stephanie Andler	Selah School District/OSPI Dual Language Steering Committee/ESD 105
Teresa Mendoza-Casby	Selah School District/ESD 105
Machelle Beilke	Tacoma Public Schools/ESD 121
Erika Moline Lopez	Winlock School District/ESD 105
Nadya Bush	Wenatchee Public Schools/ESD171
Kelly Moses	Edmonds School District/ESD 121
Kristin Day	Central Valley School District/ESD 101
Jean-Marie Wright	Longview Public Schools/ESD 112
Kristen French, Ph.D.	Center for Education, Equity & Diversity/Western Washington University
Michelle Whitney	Pasco School District/ESD 123
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LETTER FROM THE DIRECTOR OF MIGRANT AND BILINGUAL EDUCATION

Dear administrators, educators, and support staff:

These past months have brought about changes that were previously unimaginable. As we shift our focus to the reopening schools and the start of the school year, it presents us with an opportunity to connect to students in new and innovative ways to continue providing them with high-quality English language development services and meaningful access to content instruction.

This publication is intended as a companion resource to the Office of Superintendent of Public Instruction's (OSPI's) [Reopening Washington Schools 2020: District Planning Guide](#), issued June 2020. The document provides guidance and strategies for reopening schools and providing continuous learning to your multilingual/English learners. You will also find key resources including federally mandated laws specific to multilingual/English learners, professional development and learning resources included in the appendices. These resources include civil rights obligations, technology-based options and others that are not technology dependent. Developing plans for reopening and continuous learning is a monumental challenge for local systems with limited resources and it is our hope that this guidance will assist your efforts.

We will continue to update this resource as additional information, questions, and input become available. [We have set up a survey for partners to submit feedback, suggestions, and questions about the publication.](#)

As always, the OSPI Bilingual Education team is here to provide feedback and answer questions as needed. We are in this together.

With appreciation,



Veronica M. Gallardo
Director, Migrant and Bilingual Education
Office of Superintendent of Public Instruction

BACKGROUND

This guidance is designed as a companion resource to the Office of Superintendent of Public Instruction's (OSPI's) [Reopening Washington Schools 2020: District Planning Guide](#), issued June 2020. Our goal for this companion document is to provide guidance, best practices, resources, and unique considerations for supporting multilingual/English learners, their families, and all educators throughout the school reopening process. All guidance is posted on the [OSPI COVID-19 Guidance and Resources webpage](#).

This guidance is intended to provide districts with recommendations, strategies, and resources to meet civil rights obligations to provide each eligible English learner with an appropriate English language development instructional program and meaningful access to content instruction through the various reopening models. English language development instruction must be designed to meet individual needs for sustained progress toward reaching English proficiency in the least amount of time (*Castañeda v. Pickard*, 1981, U.S. Court of Appeals). In addition, eligible English learners must be provided appropriate supports for meaningful access to rigorous content (*Lau v. Nichols*, 1974, U.S. Supreme Court).

The information included in this document attempts to address the most frequently asked questions for providing English language development instruction and meaningful access to content instruction through the reopening process. This guidance document includes the following categories:

- [Supporting Multilingual/English Learners Through a Continuum of Reopening Models](#)
- [Multilingual/English Learner Continuous Learning Implementation Guide](#)
- [Multilingual/English Learner Continuous Learning Plan](#)
- [Appendix A: Systems Planning to Meet Civil Rights Obligations for Multilingual/English Learners](#)
- [Appendix B: Family Partnerships & Communication](#)
- [Appendix C: Student Engagement & Social-Emotional Supports](#)
- [Appendix D: Meaningful Access to Content Instruction & Universal Design for Learning](#)
- [Appendix E: English Language Development Through Continuous Learning](#)
- [Appendix F: Supporting Young Multilingual/English Learners](#)
- [Appendix G: Secondary Education and Graduation](#)
- [Appendix H: Online Instructional & Professional Learning Resources](#)

The appendices present additional information and resources for supporting multilingual/English learners and their families.

SUPPORTING MULTILINGUAL/ENGLISH LEARNERS THROUGH A CONTINUUM OF REOPENING MODELS

Assessment: Identification Procedures and Annual English Language Proficiency Scores

Identification and appropriate English language development instruction of all eligible English learners is a civil rights obligation of school districts. With many districts limiting in-person educational services, OSPI has developed identification procedures to accommodate the continuum of reopening models. The procedures for identifying eligible English learners detailed on the following page are effective for only the 2020–21 school year.

Additionally, many students were unable to complete the 2019–20 annual English language proficiency assessment (ELPA21). Completed domains accurately show the student’s progress within that domain. Incomplete domains should not be used to measure student’s progress with English language skills. Considering this, OSPI does not recommend making comparisons across schools, districts or the state with the 2019–20 ELPA21 scores.

Students who completed all sections of the 2019–20 ELPA21 and met the proficient level will exit English language development instructional services. Exited students receive English language development support and academic monitoring for two years. For additional information, see the [OSPI Bilingual Education Program Guidelines](#).

To explain student progress with English language development skills to parents/families, consider other sources of information about the student’s language progress in addition to the 2019–20 ELPA21 scores. Some examples are teacher feedback, grades, and assignments that show mastery of language and academic skills. Please use the template letter on page 14 (Appendix A) to explain the 2019–20 ELPA21 scores to parents/guardians.

Contact your OSPI Bilingual Education program supervisor if you need assistance with identification procedures or any aspect of your English language development program. Use the following guide to connect with your district’s OSPI Bilingual Education program supervisor:

- A – North Mason / Shannon Martin / shannon.martin@k12.wa.us
- North Thurston – Z / Amy Ingram / amy.ingram@k12.wa.us
- Dual language education support for all districts / Patty Finnegan / patty.finnegan@k12.wa.us

English Learner Identification Process

Parent/Family completes the **Home Language Survey (HLS)** when enrolling their child.

HLS Question #2: The language the child first learned is a language other than English.
 —OR—
 HLS Question #3: The language the child uses most at home is a language other than English.

HLS Questions 2 & 3: The language the child first learned and most frequently uses is English.

HLS Question #1: Parent/family prefer to receive communication from school in a language other than English.
 —OR—
 HLS Question #4: A language other than English is used in the home.
 —BUT—
 The language the child first learned and most frequently uses is English.

If the student received TBIP services in the sending district:

Do not screen.

 Place student into English Language development services.

For new to country/ Washington students, give the screener. If the student qualifies, place them into the appropriate English language development services within 10 days of enrollment.

Follow up with parent/family to ensure that all questions were clearly understood and that the responses are accurate.

English language proficiency screener is NOT required.

Parent/family verify that the language the child first learned to speak and the language the child most frequently uses is English.

District Option for Administering the Screener for 2020–21
Step 1: Provide English language development services within 10 days of enrollment to **possible eligible students** based on the answers to questions 2 & 3 on the Home Language Survey. **Step 2:** Complete the placement assessment within 30 days of enrollment. This option applies only to the 2020–21 school year.

Best Practices for Supporting All Multilingual/English Learners

In the various reopening models, learning should reflect the following tenets of asset-based best practices:

1. All students feel a sense of belonging and value as full members of the school community.
2. All students have access to equitable and high-quality, meaningful instruction.
3. Instruction is culturally responsive, culturally sustaining and student- and family-centered.

Strategies that support English language development for all multilingual/English learners include the following¹:

- Establish and maintain regular communication with the student and family.
- Maintain focus on supportive relationships with students and families, beyond considerations for instructional content.
- Develop projects with flexible choices for students and families, to foster interest, creativity, and build on student strengths while focusing on the next steps for growth with the student's English language development.
- Provide individualized learning experiences utilizing accessible materials and multiple modalities.
- Incorporate strategies to support students with balancing continuous learning and home responsibilities.
- Design materials/activities that support technology and technology-free experiences for students.

¹ Adapted from [California Department of Education \(CDE\) Distance Learning](#) guidance.

MULTILINGUAL/ENGLISH LEARNER CONTINUOUS LEARNING IMPLEMENTATION GUIDE

This implementation guide is intended to support districts with planning for the provision of English language development instruction and meaningful access to content instruction for all multilingual/English learners. Each section of the guide maps to an appendix with additional information and strategies.

Guidance resources for reopening schools:

- Federal:
 - [U.S. Department of Education COVID-19 Information and Resources webpage](#)
 - [FERPA and COVID-19 webpage](#)
- State:
 - [OSPI COVID-19 Guidance and Resources webpage](#)

Systems Planning: Questions and Considerations–Appendix A	
Infrastructure	<i>What is the district process for providing technology devices and Internet connectivity to all students, including those who live in more remote settings? What are the protocols for students and families using their own existing devices? What supports are available for families with limited experience with technology or without devices and/or Internet?</i>
	<i>What are the district guidelines for safely delivering devices and materials to all students, including any translated materials, printed learning materials, and additional instructional materials?</i>
	<i>What visual supports, third party software, and reference materials are needed to best serve multilingual/English learners? What is the process for providing individualized instructional supports?</i>
Staffing	<i>Which staff are providing English language development instructional services to multilingual/English learners, what are their roles, how will they collaborate, what resources will they use, and what is the daily schedule for each? How will staff be informed about supports and resources needed at each language proficiency level?</i>
	<i>How are staff schedules developed (including educators, interpreters, paraeducators, etc.), and how can those schedules be accessed?</i>
	<i>How and when will staff meet to coordinate continuous learning for multilingual/ELs?</i>
	<i>How will staff document time and effort and travel related to planning and instruction?</i>

Staff Support	<i>Who is providing supervision/support for staff? (Schedule of supervision, documentation of supports, problem-solving discussions, etc.)</i>
	<i>How will staff access needed professional learning and supports for continuous language learning for all students? How will staff access linguistically appropriate materials and provide continuous language and content learning instruction?</i>
	<i>What guidance has been developed to support the provision of continuous language and content learning for multilingual/English learners?</i>
Family Partnerships & Communication–Appendix B	
Confidentiality	<i>What practices and protocols are in place to maintain staff, student, and family confidentiality? What training has been provided?</i>
Communication	<i>How often are staff expected to communicate with multilingual/English learners and families? What is the process for documenting and providing resources in families' preferred languages and methods of communication?</i>
	<i>How will staff contact families with interpreters in each language to support students and families?</i>
	<i>What is the staff process for accessing interpreter supports for communicating with families, whether online, by phone, or in person?</i>
Partnerships	<i>What is the role and expectation of family involvement and partnership?</i>
	<i>What resources and outreach will be used to support literacy in the home?</i>
	<i>For families needing assistance with childcare, nutrition, medical, and other supports what is the process for collaborating and connecting families with services?</i>
Student Engagement and Social-Emotional Supports–Appendix C	
Student Engagement	<i>How will the learning day be structured to support student engagement? Is this arrangement aligned to OSPI's recommended guidelines for age-appropriate time commitments² and individualized needs?</i>
	<i>What additional materials and/or resources do families need to support student engagement?</i>
Social-Emotional Supports	<i>What strategies and approaches will educators utilize to support the social-emotional health of students (and staff and families) engaged in continuous learning?</i>

² See *Recommended Time Guidelines and Suggested Activities* section of the OSPI publication [Continuous Learning 2020](#).

**Meaningful Access to Content Instruction and Universal Design for Learning (UDL), English Language Development through Continuous Learning, and Supporting Young English Learners–
Appendices D, E, & F**

Instruction	<i>What strategies will be used to support continuous English language and content learning for all multilingual learners/English learners?</i>
	<i>How will educators measure and evaluate content access and language learning? What methods will be used to measure progress?</i>
Continuous Learning Plan & Resources	<i>What English language development instructional is provided to all multilingual/English learners and how is this documented in continuous learning?</i>
	<i>How will educators and families collaborate to provide continuous learning for each multilingual/English learner?</i>
	<i>What are the online & offline educational resources that will be utilized to provide continuous learning, and how will they be operationalized?</i>

Secondary Education and Graduation–Appendix G

Graduation & Beyond	<i>How will the immediate needs of graduating seniors be addressed? By which staff?</i>
	<i>How will staff collaborate in the development and implementation of High School and Beyond Plans (HSBPs)?</i>
Services for Students 18–21 Years Old	<i>What is the service model and plan for students 18–21 years old receiving continued, comprehensive education services?</i>

Online Instructional and Professional Learning Resources–Appendix H

Online Resources to Support Continuous Learning	<i>Do educators have access to educational resources to meet the language proficiency levels and unique learning needs of each student?</i>
	<i>What professional learning support do educators need to provide English language development instruction in a continuous learning model?</i>

MULTILINGUAL/ENGLISH LEARNER CONTINUOUS LEARNING PLAN

This optional template is intended to support and document individualized student planning for the delivery of English language development and academic content instruction through continuous learning. The Multilingual/English Learner Continuous Learning Plan is also intended to support communication with families about the student’s English language development program and meaningful access to rigorous, grade-level content instruction.

Student Name:		Date of Birth:
Teacher Name:		Date:
Parent/Guardian Contact:		
Present English language development levels and instructional priorities: Describe the student’s strengths, and language domain levels, and anticipated needs for accessing continuous learning instruction.		
Continuous learning English language development goals: Describe the learning goals, including when and how progress toward those goals will be measured.		
Domain(s):	Goal:	When & How Measured?
Description of English language development services: Use the space below to document/describe English language development services delivered through continuous learning instruction.		
Description of methods for providing meaningful access to content: Use the space below to document/describe how the student will meaningfully access rigorous, grade-level content instruction.		

APPENDICES

Appendix A: Systems Planning to Meet Civil Rights Obligations for Multilingual/English Learners

Comprehensive systems-level and instructional planning is needed for multilingual/English learners as schools develop various models for reopening. Addressing civil rights obligations for identifying and serving multilingual/English learners needs to be the foundation of both the systems-level and individual learning plans. This includes providing multilingual/English learners with; 1) appropriate English language development instruction, 2) meaningful access to rigorous, grade-level content, and 3) recovery of learning loss through an accelerated model, not remediation, for students who were not able to access instruction last spring.

Civil Rights Obligations for Multilingual/English Learners

The Equal Educational Opportunities Act of 1974 (EEOA) requires states and districts to take “appropriate action to overcome language barriers that impede equal participation by [their] students in [their] instructional programs.” 20 U.S.C. § 1703(f).

- “Appropriate action” is a duty to make “a genuine and good faith effort, consistent with local circumstances and resources, to remedy the language deficiencies of [an educational agency’s] students.” *Castañeda v. Pickard*, 648 F.2d at 1007-1008, 1009 (5th Cir. 1981).
- Castañeda’s Three-Prong Test for Evaluating the Appropriateness of an EL Program
 1. Is the EL program informed by sound educational theory?
 - Do all eligible ELs have access to the most effective EL programs?
 2. Are the *practices, resources, and personnel* reasonably calculated to implement the EL program *effectively*?
 - Are ELs timely identified and properly placed in EL programs?
 - Are EL services adequate and appropriate?
 - Are curricula and materials appropriate for ELs?
 - Do all eligible ELs have access to certificated teachers with EL-expertise?
 3. Do program results show language barriers *actually being overcome*?
 - What are the student outcomes for each English language development program being offered?
 - How are parents/families providing input to improve the English language development program?
- In addition, eligible English learners must be provided appropriate supports for meaningful access to rigorous content (*Lau v. Nichols*, 1974, U.S. Supreme Court).
 - Do multilingual/English learners have access to and meaningfully participate in rigorous, grade-level core instruction?

- Do core content teachers receive on-going professional learning on effective instruction of multilingual/English learners?

Districts should also incorporate principals of universal design for learning in systems planning, to support access for all students, including students multilingual/English learners. For guidance on supporting students with disabilities, see [Reopening Washington Schools: Special Education Guidance](#).

The following examples and resources are included to support with system planning to meet the civil rights obligations for providing multilingual/English learners with appropriate English language development instruction and meaningful access to rigorous content through a continuum of reopening models.

Considerations for Serving Multilingual/English Learners during School Reopening

- [Aligning Structural and Instructional Practices to Promote English Learner Success During the 2020–21 School Year](#) from the Institutes of Education Sciences, Office of English Language Acquisition, U.S. Department of Justice, and U.S. Department of Education
- [Restart and Recovery: Serving English Language Learners During COVID-19](#) from CCSSO
- [Restart and Recovery: Considerations for Teaching and Learning – System Conditions](#)
- [Supporting Immigrant and Refugee Students: Considerations for School Leaders in Response to the COVID-19 Pandemic](#) from Californians Together
- [Teaching Multilingual Learners Online](#) from WIDA
- [Moving a DL/Biliteracy Program to a Distance Learning Platform: Suggestions and Examples](#) from the Center for Teaching for Biliteracy
- [Online Learner Readiness Rubric](#) developed by Michigan Virtual
- [Offline Learning at Home: Ideas for English Language Learners](#) from Colorín Colorado

Systems Plans and Instructional Resources

- [Ensuring Continuity of Learning and Operations](#) from the National Clearinghouse for English Language Acquisition. Includes examples and resources for providing distance learning and system plans for distance/continuous learning from across the nation

Sample Templates to Support Online Learning and Readiness

- Sample Technology Surveys in OSPI's [Continuous Learning 2020](#) publication (Appendix C)
- [Learning Continuity Resources by Michigan Virtual](#) – includes rubrics and checklists for schools and educators to support online learning and readiness
- [International Society for Technology in Education \(ISTE\) Planning Documents](#) – templates, examples, and resources to support administrators, educators, families, and students

Professional Learning Resources for Serving Multilingual/English Learners during School Reopening

- [Distance Learning for ELLs: Colorín Colorado Guide](#) – short articles on planning instruction and family partnerships for offline and online learning
- [Supporting Multilingual and English Learner Students during Distance Learning](#) from WestEd – recorded webinar series on English language development and providing meaningful access to rigorous content

- [Cast.org Learning Designed Collection](#)
- [Edutopia Starter Kit for Teaching Online](#)

Template for Explaining 2019–20 ELPA21 Scores to Parents and Guardians

(Template is on the following page.)

Date

Dear Family Members,

Each year, your child participates in the English Language Proficiency Assessment for the 21st Century (ELPA21). The ELPA21 assesses English language skills in reading, writing, speaking, and listening. The assessment is typically given in February and March. This year, the 8-week testing window was interrupted due to school closures related to the novel coronavirus (COVID-19) pandemic.

With the shorter test window, many students were unable to complete testing. Incomplete tests can offer little information about a student's actual abilities. These tests can only show a student's skill as equal to or lower than their actual skills depending on how much of the test the student was able to complete. An incomplete test cannot show a student's skills as higher than they would have appeared on a completed test.

Due to the interruption of the 2019-20 testing season, OSPI does not recommend looking for comparisons across districts or across the state. The testing data were likely impacted by the early closure as well as other factors, such as extended student absences prior to the closure of schools. Families should consider multiple pieces of evidence of their child's language progress in addition to ELPA21 scores. Among other items, this evidence may include teacher feedback, grades, classroom assessments, and assignments that show mastery of academic skills.

Schools and districts often use the results of ELPA21 to make decisions around instruction, placement, and exiting of services. OSPI is providing guidance to districts around the use of additional qualitative and quantitative data sources to best inform adequate and appropriate instruction. This guidance is available for families to view as well. It can be found at <https://www.k12.wa.us/about-ospi/press-releases/novel-coronavirus-covid-19-guidance-resources> under the tab titled Supporting English Learners and Migrant Students. Following this guidance, your child's school considered these other sources of information about your child's progress:

Finally, we want to thank you for the continued partnership and shared goal of helping your child to do well in school. During these uncertain times, we remain committed to helping our multilingual students access a robust English language development program and an equitable education.

If you have any questions, please contact:

Name

Phone / Email

Appendix B: Family Partnerships & Communication

When transitioning to continuous learning outside of the traditional classroom, positive relationships and family engagement are critical for success. Refer to the *Providing Family Supports* section of OSPI's [Continuous Learning 2020](#) publication and the [OSPI Translation and Interpretation webpage](#) for recommendations on communicating with and supporting families.

Schools and districts have the civil rights obligation to provide English language development instruction to all eligible English learners through the various models of reopening schools. In all reopening models, schools and families work together to facilitate English language development instruction and positive learning experiences for multilingual/English learners. Considering the following when communicating and engaging families in their child's education:

Be sensitive to family needs, family and student cultures, language differences, and strengths.

All families have a wide variety of strengths and needs that should be recognized and addressed throughout the provision of continuous learning. As districts work with families around providing English language development services, it may be helpful to include discussions of technology access and resources, schedules, content, modality, flexibility, and focus.

Some homes have more than one multilingual/English learner student in multiple grades and will need to coordinate resources and expectations from different instructors. The student's age, grade level, language proficiency level, and individualized learning needs will affect the level of support and supervision needed by families. It is also important to recognize that many families may not understand the concepts and assignments that students are expected to demonstrate and could become overwhelmed and frustrated if expectations are not clear and manageable for them and their student. Some families might find it particularly challenging to support their student with activities or work that is presented only in English when that is not the language spoken in the home.

Some families may need access to additional resources to meet basic needs before they are ready to incorporate a plan of education for their student. In some instances, families may need to be connected with other community resources.

The following resources may support families with information and advocacy:

- [Starting School in the United States: A Guide for Newcomer Students' Families](#) (with translations)
- [EL Toolkit, Ch. 10-Ensuring Meaningful Communication with EL Families](#)
- [WIDA ABCs of Parent Engagement](#)
- [Open Doors for Multicultural Families](#)
- [OneAmerica's COVID-19 Resources for Immigrant Families](#)
- [Washington Immigrant Solidarity Network – Resource Finder](#)

Provide learning resources and a schedule. Consider creating a communication plan in collaboration with families to include assigned learning tasks and phone or virtual connections so learning can be structured and within a schedule that works for both staff and families. Resources can include loaned books, written learning materials, internet links, templates, and prescribed activities. Be sure to ask families what resources they need, how they would like to receive them, their choices for selecting and completing activities, and their preferences for maintaining ongoing communication. Be prepared to adapt schedules, expectations, and lessons as necessary.

Staff considerations. Administrators and educators are planning, instructing, assessing, and responding to multiple students during school days. A weekly planner/activity log is essential for managing time, resources, communication with families, and plans. A system of organization (such as a folder on the staff-assigned computer/device) is essential to document the needs and assets of each family, the instructional services, and the progress of each student. Educators are encouraged to meet virtually and collaborate to share systems, resources, and even lesson plans (while maintaining confidentiality).

Confidentiality considerations. Staff should be aware of confidentiality requirements for student information. With regard to virtual classrooms, the Family Education Rights and Privacy Act (FERPA) requirements apply to the information contained within educational records and do not specifically prohibit a parent or guardian from observing their child's virtual classroom ([see recent guidance issued by the U.S. Department of Education Student Privacy Policy Office \[SPPO\]](#)).

Appendix C: Student Engagement & Social-Emotional Supports

Continuous learning activities are student-centered and enable all students to feel a sense of belonging and ensure all students have access to high-quality, meaningful instruction.

Student Engagement

Identify steps for supporting students with a more active role in their learning. Students may need additional supports to continue developing self-management and self-regulation skills, such as checklists, self-reinforcement, timers, if-then charts, self-assessments, movement breaks and pre-arranged procedures for requesting help.

When providing education outside traditional classroom settings, staff may need to use technology tools that allow them to check in with students in creative ways or provide multiple opportunities for engagement. For general information regarding recommendations for age-appropriate daily learning times, see the *Summary of Continuous Learning Guidance for Elementary and Secondary Educators* section of OSPI's [Continuous Learning 2020](#) publication.

Identify student-specific needs in continuous learning instruction. The move from traditional, in-person learning to continuous learning can result in various access barriers for students. Prior to implementing lesson plans, it is important for staff to identify and, whenever possible, remove or work around, the barriers.

If the continuous learning will be provided using online learning platforms or programs, staff will need to determine how familiar the student is with the platform/program as well as with the device used to access, which accessibility features are available for the device and platform/program, and how independent the student is with navigating those features.

Regardless of the continuous learning modality, additional environmental considerations include:

- Does the student have access to a location to complete schoolwork (e.g., table, chair, lighting)?
- What materials does the student need to complete assignments (e.g., paper, pencil, dictionary)?
- What family support/supervision is available for the students during learning time?

The following resources may support student engagement in continuous learning:

- [Sample Daily Schedules in OSPI's Continuous Learning 2020 publication \(pg. 31–34\)](#)
- [Online Learner Readiness Rubric](#) developed by Michigan Virtual
- Time management and engagement tools (e.g., online timers, [Kahoot](#), [Padlet](#)), websites that provide supplemental videos on a topic (e.g., [Science Channel's How It's Made](#)) and opportunities for movement (e.g., [GoNoodle](#)) are examples that support *all* students with focus and self-regulation.

Social-Emotional Supports

Social-emotional learning (SEL) is broadly understood as a process through which individuals build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and in life. When we think of educating the whole child, their social and emotional development must be considered as a part of overall instruction. The [Washington State Social Emotional Learning Framework](#) describes six social-emotional learning competencies, including self-awareness, self-management, self-efficacy, social awareness, social management, and social engagement.

Supporting students' social-emotional needs requires educators to intentionally create learning environments that validate student participation and voice, respect diverse views and opinions, promote respectful language and action, and create a sense of community. The primary need of all learners is to feel safe in the learning environment, and, once safety is established, both academic and social-emotional learning can occur. Relationships—and student voice to identify emotions to support those relationships—are key to building a responsive and socially competent learning community.

Another critical component related to student's social-emotional growth involves understanding the neurobiological impact of trauma and stress on one's ability to regulate emotions. To help students build resilience and overcome the impact of trauma/stress, they need to develop attachment through relationships, self-regulation and learn social skills (see [Trauma-Informed Approach to Teaching through Coronavirus](#)).

When supporting students with behavioral challenges through continuous learning, it is important to work from the lens that "kids do well if they can." Remember that, as supported by neuroscience research over the past 30 years, these students often require supports to practice and master critical problem solving, planning, and thinking skills. Ross Greene (*The Explosive Child*, 2014) explains that these students "are lacking the skills of flexibility, adaptability, frustration, tolerance, and problem solving, skills most of us take for granted" (p. 10)³. As such, it is important that educators consider the function of behavior to identify skills or other needs that are reflected in the behavior. This information is used to make environmental and instructional changes needed to better support the student.

Individualized instruction for these students often extends beyond traditional academic domains, to include domains such as regulating one's emotions, considering the outcomes of one's actions before one acts, understanding how one's behavior is affecting other people, having the words to let people know something's bothering you, and responding to changes in plans in a flexible manner.

Ideas for supporting social and emotional learning for multilingual/English learners during continuous learning include:

- Begin lessons with routine opportunities for students and staff to check-in with how they are feeling and what they need to be mentally ready to focus on work.
- Select culturally relevant reading content that can provide opportunities for students to learn how others manage their emotions in a variety of situations.
- For writing assignments, encourage students to keep journals and, when possible and with their approval, respond to their journal writings with affirmation and empathy.

³ Greene, R. (2014). *The Explosive Child: A New Approach for Understanding and Parenting Easily Frustrated, Chronically Inflexible Children* (5th ed.). Harper.

- Have students dedicate a portion of their school day at home to “service projects” and keep track of things they do to help their families. This could be expanded to include student reporting of their student projects and identifying how it felt to be helping and how those who received the help felt.
- Teach explicit strategies for conflict resolution and anger management, and have students make posters to remind them of the steps to follow, role play them with staff or in small groups, and be ready to share-out when they used the strategy and how well they worked.
- Teach students to identify the emotion they are feeling, and possible strategies for successfully managing it, e.g., it is okay to be angry, but it is not okay to hurt people or things.
- Debrief student communications that involve social/emotional struggles as an opportunity to use and reinforce previously learned language and coping skills, e.g., what happened, how did it make you feel, did you get a desired outcome, what else could you have tried.
- Introduce students to a variety of apps or online sites to help them manage or monitor physical and mental health, e.g., fitness tracker, apps to support sleep, meditation, yoga, taking breaks.
- Provide and teach students strategies for self-calming and managing anxiety, e.g., quiet time, painting, singing, listening to music, drawing, exercising.

The following resources may be used in providing social-emotional supports during continuous learning:

- [OSPI's Social Emotional Learning webpage](#) includes implementation resources and research
- [Wisconsin DPI – Trauma Sensitive Schools](#)
- [Creating a PBIS Behavior Teaching Matrix for Remote Instruction](#)
- [Harvard University's FAQ about ACEs and Toxic Stress](#) includes information on Adverse Childhood Experiences (ACES), impact of toxic stress, and how to respond to potential signs of trauma
- [Responding to COVID-19 from the Comprehensive, Integrated, Three-Tiered \(Ci3T\) Model of Prevention](#)
- [Zones of Regulation: Resources & Ideas to Support Distance Learning during COVID-19](#)
- [Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#)

Appendix D: Meaningful Access to Content Instruction & Universal Design for Learning

With all reopening models, continuous learning for multilingual/English learners can be individualized, effective, engaging, and lead to positive learning experiences and outcomes. Instructional plans and delivery will be different for each student, but all multilingual/English learners must be provided with meaningful access to rigorous, grade-level content. Educators should start with the [Washington State Learning Standards](#), the [English Language Proficiency Standards with Content Area Correspondences](#), and general education curriculum as the foundation for core instruction.

[High-Leverage Principles of Effective Instruction for English Learners](#) provide support for educators with designing and delivering meaningful access to content instruction for multilingual/English learners. Staff providing instruction for preschool multilingual/English learners will find recommendations supporting the use of evidence-based strategies for that age group in Appendices F and H of this document.

Universal Design for Learning (UDL) is a framework for instructional planning that meets the varied needs of each student. Using the [principles of UDL](#) to design and deliver instruction provides all students with lessons that are flexible in a variety of ways to support student access at their language level, opportunities for active engagement with the learning, and multiple ways to demonstrate growth. Detailed descriptions on the principles of UDL and how they can be applied in different environments with different subject matters can be found on the [CAST, Inc. website](#).

Continuous learning involves expanding ways that high leverage practices, UDL, and other scaffolding strategies can be applied throughout the design and delivery of lessons. Teaching and responding, in flexible and novel ways, to students who experience language barriers to learning requires creative thinking, problem solving, and collaboration.

The following resources can be used to support instruction with a continuous learning model. Additional instructional resources can be found in [Appendix H](#).

The following resources may be used by educators in lesson planning:

- [K–5 eLearning Template \(editable copy available\)](#)
- [CAST](#) Lesson planning, video demonstrations, planning. Also see Cast’s [Accessible Educational Materials](#) site
- [Buck Institute for Education PBLWorks](#) Project-based learning resources and lessons
- [ELL Strategies and Best Practices](#)
- [Instructional Practices for English Language Learners During Content Instruction](#)
- [Organizing Instruction and Study to Improve Student Learning](#)
- [Academic Language and ELLs: What Teachers Need to Know](#)
- [5 Myths about English Language Learners \(ELLs\) and Special Education](#)

Appendix E: English Language Development Through Continuous Learning

This section supports the development of a Multilingual/English Learner Continuous Learning Plan.

Equity and Educational Tools/Materials

All students can benefit from the use of instructional and assistive technologies that enable access to general education content. Simple tools such as closed captions, text-to-speech, voice recognition, word prediction, or the ability to change text properties can be helpful to anyone⁴.

With all reopening models, districts should consider the following:

- Districts should also be flexible in providing access to school-purchased assistive technology devices when necessary, consistent with law, to ensure students have access to devices they typically use at school.
- Students and families have different needs and access to technology and Internet resources. It is critical to communicate with families prior to school beginning to determine the best method of supporting each student through reopening. Some families may need support with basic computer literacy skills in their home language. Families may also benefit from a variety of communication and distance learning modalities, including printed materials and instructional packets sent via mail or distributed along with school meals, materials loaded onto a flash drive, telephone and video calling, email and web conferencing, social media, and Wiki sites. Some district systems are also utilizing public broadcast television and radio stations, and recorded audio and video lessons and communications.

English Language Development Instruction

School districts should develop a Continuous Learning Plan for providing English language development and meaningful access to content instruction for each eligible English learner, including Title III-eligible Native American students. As addressed in [Appendix A](#), districts and schools will need to assess their ability to deliver instruction using technology and non-technology settings, keeping in mind not all families have access to devices and high-speed Internet.

A student's [Continuous Learning Plan](#) is an opportunity to document the continuous learning to ensure access to high-quality and meaningful instruction for all multilingual/English learners and monitoring of exited English learners. The plan should also address when and how staff will monitor student progress and communicate with families.

The following resources are intended to support English language development instruction with a continuous learning model. Additional instructional resources can be found in [Appendix H](#).

English language development resources:

- [How to Support English Learners in Distance Learning?](#) Infographic by WestEd
- [EL Toolkit, Ch. 2-Providing English Learners with a Language Assistance Program](#)

⁴ [Michigan Virtual](#) is a non-profit organization working to leverage face-to-face, blended, and online learning innovations that facilitate the advancement of education.

- [Newcomer Toolkit, Ch. 3-High Quality Instruction for Newcomer Students](#)
- [OSPI Guidance on Monitoring and Supporting Exited English Learners](#)
- [EL Toolkit Ch. 8-Monitoring and Exiting English Learners from EL Programs and Services](#)
- [CCSSO Supporting English Learners](#)

Supplemental language and literacy resources for Title III-eligible Native American students:

- [OSPI Guidance for Identifying and Serving Title III-Eligible Native American Students](#)
- [Office of Native Education Student Learning Resources](#)
- [*Since Time Immemorial* Curriculum](#)
- [*Since Time Immemorial* Professional Learning Guide](#)
- [*Since Time Immemorial* Lesson Planning Template](#)

Appendix F: Supporting Young Multilingual/English Learners

Special considerations are needed when providing English language development services to young learners. OSPI recommends the continuous learning options include a combination of direct instruction with additional time for imaginative play and movement activities each day. Here is a sample schedule⁵:

- 5 minutes: Daily routines (review daily schedule, engage in connection activities, review the calendar/date, etc.—educators can provide ideas that overlap with familiar school routines)
- 5 minutes: Story time (video from educator or read to by family member)
- 5 minutes: Break (music and movement—ideas provided by educator)
- 5 minutes: New content (video from educator or instructed by family member)
- 10 minutes: Hands-on activity related to content or story (activities provided by educator)
- Extension activities 30–60 minutes of outdoor play, exploratory projects, or household chores
- 90+ minutes of imaginative play; 10–20 minutes of reading with family (books of their choice)

Additional ideas for engaging early learners:

- Provide resources/directions with all activities, to support families and caregivers—which may include older siblings helping with instruction.
- Make kits with hands-on materials to have families pick up/be delivered (weekly or bi-weekly).
- Help families create predictable routines for learning and play, based on family schedules—share recommendations for minutes of each activity that families can easily accomplish.
- Have parents take pictures of work and submit through app/text/email through daily/weekly “challenges,” to showcase learning.
- Emphasize the importance of daily reading with students.
- Model what instruction looks like in the classroom and how that can translate to home settings.
- Provide guidance on how to follow their child’s lead and how learning success can look.
- Provide prompts (questions/videos) for families to use during play and reading that encourage critical thinking. (“Tell me about what you are drawing.” “What made you think of that?”).
- Share classroom strategies that could also work at home, focusing on what’s familiar.

The following resources can support early learners and families with continuous learning:

- [Healthy at Home](#)—A toolkit for supporting families impacted by COVID-19.
- [Early learning resources](#) from Washington’s Open Educational Resources (OER) Hub.
- National Association of Educators of Young Children (NAEYC) [Resources for Supporting Young Dual Language Learners](#)

⁵ Adapted from [Kansas Department of Education \(KSDE\) Continuous Learning Task Force Guidance](#).

Appendix G: Secondary Education & Graduation

Today, secondary education is not only credit accrual for high school graduation, but it's about offering all students multiple pathways to prepare for post-secondary learning and career development. When we consider the various reopening models, we must stretch our thinking about how this can be done.

Please refer to OSPI [Bulletin 022-20](#) and the *Planning Guide for Graduating Seniors* section of OSPI's [Continuous Learning 2020](#) publication for information on supporting high school seniors in meeting graduation requirements, assessment options for graduation, special education services for high school students, alternative learning settings, and supporting students' emotional well-being. See the [OSPI Graduation resources webpage](#), [Graduation Pathways Toolkit](#), and [Systems that Support English Learners through Graduation and Beyond](#) for information and ideas.

Examples of High School and Beyond Planning for Multilingual/English Learners through Continuous Learning

- Use assessment lessons to help students identify their strengths, preferences, interests, and needs. The educator provides instruction on the purpose and importance of assessment in the areas of interest inventories, needs assessments, preferences, career clusters, self-determination, etc. The student is then guided to chosen websites to complete the assessment, print results to a PDF, and send to the instructor.
- As students identify areas of interest, assignments that include activities such as researching three job titles and listing the job title, training, salary range, skills, etc., can become not only an avenue of discovery about their job goals, but also a writing and research assignment. Another activity that can be useful for students who are just beginning to discover job interests is creating a PowerPoint of jobs A–Z where the student identifies a job title (internet research or through a source like [Career Bridge](#), [My Next Move](#), etc.) and gives a brief summary of the job. The students can upload their work into a Google doc or email it to you for evidence of work. If the student does not have access to the Internet, Career Bridge has printed copies that are sent to schools and can be distributed to students as printed learning materials and returned to the instructor for review and feedback to the student.
- The instructor can provide scaffolds to engage every student such as sentence frames for writing post-secondary goals: After high school, ___ (I) will ____ (do) ___ (where/what). Students can fill out a template that has them identify their goal(s), what steps they plan on taking to achieve those goals, a timeline, and how they will measure their progress and success.
- Assign a task for students to compare their readiness with the tasks/responsibilities of their chosen post-school employment outcomes. The students create a list of things they could do, such as conduct an informational interview with someone in the field with focused questions.
- The educator could arrange for a guest speaker, informational interviews of employers/employees, mock interviews, phone interviews, or virtual tours of businesses, all focusing on the skills and preparation for employment.
- Students who wish to attend college and post-secondary education are provided instruction on the importance of a course of study plan, how to navigate the course catalogue, thinking about experiences that will enhance their learning, and filling out a template such as a college application

or application for financial assistance or scholarships. This would be a great opportunity to co-teach with the school counselor!

- Invite personnel from the local college, skills center, or businesses to an online class. Have the students brainstorm their college and career aspirations. Help students generate a list of questions they can ask to learn more about college or specific careers. Provide the students with a template to fill out and submit to the instructor via email or Google Docs.

Appendix H: Online Instructional & Professional Learning Resources

Instructional Resources for Multilingual/English Learners

OSPI has curated a selection of links to external organizations to support educators, families, and students with various continuous learning resources. Resources are posted at the [OSPI Resources for Continuous Learning](#) webpage, including a section to support multilingual/English learners. Resources include courses, lessons, videos, educational games, and physical and outdoor activity suggestions. The resources can be filtered by content area, grade span, and whether they include supports/activities for educators, families, and/or students.

- [Red Bilingüe](#) (free, authentic Spanish texts, courses, and videos from the Center for Applied Linguistics and the Consulate of Mexico)
- [Washington Association for Bilingual Education e-Learning Resources](#)
- [National Clearinghouse for English Language Acquisition \(NCELA\)](#)
- [Colorado Department of Education Resources for English Learners by Grade Bands](#)
- [Road Map Project Discover U - Theme Days 2020](#) (with K–12 career development resources)
- [Wide Open School Online Teaching Resources for Teachers and Families](#) (resources in Spanish)

Professional Learning Resources for English Language Development Instruction

- [Language Learners 101: Supporting Best Practices](#) with Veronica M. Gallardo
- [Language Learners 201: Designing Research-based Programs](#) with Veronica M. Gallardo
- [EL Home Visits](#) with Eric Johnson, Ph.D.
- [Funds of Knowledge](#) with Eric Johnson, Ph.D.
- *Transforming Sanchez School: Shared Leadership, Equity, and Evidence* / [recorded webinar by Jim Cummins and Raymond R. Isola](#) at CABE 2020 from Caslon Publishing.
- *Biliteracy from the Start: Literacy Squared in Action*, [recorded webinar by Kathy Escamilla](#) at CABE 2020 from Caslon Publishing.
- *La enseñanza en el aula bilingüe: Content, language, and biliteracy* / [recorded webinar by Sandra Mercuri](#) at CABE 2020 from Caslon Publishing.
- [Virtual Collaboration Course: Stretching Your Co-Teaching](#) with Andrea Honigsfeld and Jon Nordmeyer through WIDA.
- [Academic Language: From Paper to Practice](#) with Gisela Ernst-Slavit, Ph.D.
- [Academic Language: Important for ALL, Essential for English Language Learners](#) with Gisela Ernst-Slavit, Ph.D.
- [What do Educators and Parents Need to Know about Children’s Language Development?](#) with Fred Genesee, Ph.D.
- [Children’s Language Development](#) with Fred Genesee, Ph.D.
- [Early Care and Education Promising Practices \(for English Learners\)](#) with Linda Espinosa, Ph.D.
- [Strategies that Support Dual Language Learners \(English Learners\) and English Development](#) with Linda Espinosa, Ph.D.
- [PK–5 Grade - Oral Language Proficiency](#) with Diane August, Ph.D.

- [PK–5 Grade - Promising Practices: Types of English Language Programs](#) with Diane August, Ph.D.
- [Dual Language Learners and English Learners with Disabilities](#) with Fred Genesee, Ph.D.
- [High Expectations for Access, Outcomes & Collaboration: Providing a Continuum of Services for English Learners with Disabilities](#)
- [Title III Native American/Alaska Native Language & Literacy Support](#)
- [Since Time Immemorial Professional Learning Guide](#)
- [Since Time Immemorial Lesson Planning Template](#)
- [August – December 2020 Since Time Immemorial "Ready to Go" and Teacher to Teacher" Webinars](#) from the OSPI Office of Native Education
- [Understanding and Supporting the Educational Needs of Recently Arrived English Learner Students: Lessons for States and Local Education Agencies \(CCSSO\)](#)

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Download this material in PDF at <https://www.k12.wa.us/about-ospi/press-releases/novel-coronavirus-covid-19-guidance-resources>. This material is available in alternative format upon request. Contact the Resource Center at 888-595-3276, TTY 360-664-3631.



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