



Washington Office of Superintendent of
PUBLIC INSTRUCTION

*Supporting
Multilingual/English
Learners During
School Closures*

2020

SUPPORTING MULTILINGUAL/ENGLISH LEARNERS DURING SCHOOL CLOSURES

2020

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LETTER FROM THE DIRECTOR OF MIGRANT AND BILINGUAL EDUCATION

Dear administrators, educators, and support staff:

These past few weeks have brought about changes that were previously unimaginable. The sudden closure of our educational facilities due to the novel coronavirus (COVID-19) pandemic has brought about many trials and struggles. For our families and students, it means the loss of structure, connection, and valuable instructional time. For our administrators, educators, and support staff, it means a sudden shift in the way teaching and learning happens. For all of us, the closure of our school facilities 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 to provide guidance and strategies for providing continuous learning to your multilingual/English learners. You will also find professional development and learning resources included in the appendices. These resources include technology-based options and others that are not technology dependent. Developing alternative plans for 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 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 you are connecting remotely with students, keep in mind that your guidance, structure, stability, and support are just as important in the virtual world as they are in the classroom. Be open to trying new strategies and allow yourself to learn from mistakes and have fun!

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) [Continuous Learning 2020](#) publication, issued April 2020¹, which states: "Continuous learning" means establishing and maintaining connections with students and families to provide learning materials and supports using a variety of modalities (e.g., email, phone, printed learning materials, and available online platforms). The terms "online learning" and "remote learning" are both defined in RCW, and any use of those terms in this document should not be construed as superseding those definitions; they are simply used to communicate various ways of providing "continuous learning." 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 English language development instructional program and meaningful access to content instruction during school facility closures. 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 continuous learning. This guidance document includes the following categories:

- [Overview of Best Practices for Continuous Learning for All Multilingual/English Learners](#)
- [Multilingual/English Learner Continuous Learning Implementation Guide](#)
- [Multilingual/English Learner Continuous Learning Plan](#)
- [Appendix A: System Readiness Planning for Continuous Learning](#)
- [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 English Learners](#)
- [Appendix G: Secondary Education and Graduation](#)
- [Appendix H: Online Educational & Professional Learning Resources](#)

The appendices mapped onto the implementation guide present additional considerations when planning for implementation across each of the areas covered throughout this resource.

Districts should work with the families of each eligible English learner within the context of continuous learning during school facility closures². The Multilingual/English Learner Continuous Learning Plan is intended to provide guidance with instructional design, documentation of instructional services, and

¹ Visit the [OSPI COVID-19 webpage](#) for the latest updates.

² Per April 6, 2020 OSPI publication, [Continuous Learning 2020](#).

communication with families throughout the duration of the school facility closures.

OVERVIEW OF BEST PRACTICES FOR CONTINUOUS LEARNING FOR ALL MULTILINGUAL/ENGLISH LEARNERS

Continuous learning should reflect the following tenets of 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, and student- and family-centered

Options for Engaging Multilingual/English Learners in Continuous Learning³

For most multilingual/English learners, continuous learning instruction may include interacting via computer and communications technology, with instruction and check-in times between educators and students. Some students may engage with materials that do not require technology access, such as printed learning materials or oral feedback. The use of in-person settings should be minimal during school facility closures, in accordance with current federal, state, and district guidelines and procedures.

Best Practices for Supporting All Multilingual/English Learners

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

- 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.

³ 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 during school facility closures. Each section of the guide maps to an appendix with additional information and strategies.

Guidance Resources for Educational Services During COVID-19 School Facility Closures.	
Federal	US Department of Education COVID-19 Information and Resources webpage and FERPA and COVID-19 webpage .
State	OSPI COVID-19 Guidance and Resources webpage .

System Readiness 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?</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 supporting the provision of services to multilingual/English learners and what are their roles? How will staff be informed about supports 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 & how often will staff meet to coordinate continuous learning for multilingual/English learners?</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 if interpreters in each language are not available?</i>
	<i>What is the staff process for accessing interpreter supports for communicating with families during school facility closure, 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 commitments⁴ 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>

⁴ 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 Educational 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 individualized student planning for the delivery of English language development and academic content instruction through continuous learning during school facility closures. The Multilingual/English Learner Continuous Learning Plan is intended to document and support individual instruction for English language development services throughout the duration of the school facility closures.

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 for the duration of the school facility closure, 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 during school facility closure.		
Description of methods for providing meaningful access to content: Use the space below to document/describe meaningful access to content instruction delivered through continuous learning instruction during school facility closure.		

APPENDIX A: SYSTEM READINESS PLANNING FOR CONTINUOUS LEARNING

Refer to OSPI's [Continuous Learning 2020](#) publication for guidance on how to evaluate the district's overall readiness for providing continuous learning for all students. Districts should incorporate principals of universal design in systems planning, to support access for all students, including students multilingual/English learners.

The following examples and resources are included to support with system readiness planning for supporting multilingual/English learners through continuous learning.

District Examples
<ul style="list-style-type: none">• Instructional Continuity Plan for School Closures from Miami-Dade County Public Schools• Remote Learning Resources for English Language Acquisition from Denver Public Schools Includes curricular resources and resources for families.
Sample Templates
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.
International Society for Technology in Education (ISTE) School Closure Planning Document Templates, examples, and resources to support administrators, educators, families, and students.
Professional Learning Resources for Continuous Learning Instruction
Cast.org Learning Designed Collection
Edutopia Starter Kit for Teaching Online

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 during school facility closures.

English language development service requires that schools and families work together to facilitate learning and positive experiences for multilingual/English learners during school facility closures. Families are essential partners as homes become the hub of learning. Consider the following:

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 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 during school facility closures:

- [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](#)

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 the school facility closure. 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 during school facility closures. 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).⁵ 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.

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

- For writing assignments, encourage students to keep journals and, when possible and with their approval, respond to their journal writings with affirmation and empathy.
- 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

Continuous learning outside of a school classroom 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 based on individual needs and circumstances. 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 for use during school facility closures.

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 anyone.⁶

When preparing to offer continuous learning, 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 may benefit from a variety of communication 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 during School Facility Closures

School districts should develop a Continuous Learning Plan for providing English language development and meaningful access to content instruction during school facility closures. 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 that will be provided during school facility closures 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 and families will monitor student progress through continuous learning instruction.

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](#).

⁶ [Michigan Virtual](#) is a non-profit organization working to leverage face-to-face, blended, and online learning innovations that facilitate the advancement of education.

English language development resources:

- [EL Toolkit, Ch. 2-Providing English Learners with a Language Assistance Program](#)
- [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 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 schedule:⁷

- 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 may depend on safety guidelines throughout school facility closure:

- 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](#)

⁷ 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 move these activities to continuous learning environments, 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 EDUCATIONAL & PROFESSIONAL LEARNING RESOURCES

In response to school facility closures due to COVID-19, OSPI has curated a selection of links to external organizations to support educators, families, and students with various continuous learning resources. These resources are posted at the [OSPI Resources for Continuous Learning](#) webpage, including a section to support bilingual and 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.

Supporting Bilingual and English Learners

Resource	Type	Pre-K-2	Grades 3-5	Grades 6-8	Grades 9-12	Educator	Family	Student
Basho and Friends – YouTube channel	musical content to help students explore languages and experience diverse cultures	x					x	x
BBC Learning English	free courses, audio, video, and text		x	x	x	x	x	x
Ello - English Listening Lesson Library Online	over 300 videos for targeted listening			x	x	x	x	x
International Children's Library	free e-books in a variety of languages.	x	x	x	x	x	x	x
Read Conmigo	free children’s books in English and Spanish. Registration required.	x	x			x	x	x
Starfall	early literacy, language, and math lessons. Some features require paid subscription	x				x	x	x
The Fable Cottage	new versions of traditional tales especially for language learners	x				x	x	x

Resource	Type	Pre-K-2	Grades 3-5	Grades 6-8	Grades 9-12	Educator	Family	Student
The Spanish Experiment The French Experiment The Italian Experiment The German Project	free lessons and children's stories in Spanish, French, Italian, and German	x	x	x	x	x	x	x
ThoughtCo	collection of mini lessons in the four domains of language				x	x	x	x
US Department of State - American English	courses, music, games, comics, webinars, and more					x	x	

Additional Educational Resources for Multilingual/English Learners

- [Washington Association for Bilingual Education e-Learning Resources](#)
- [National Clearinghouse for English Language Acquisition \(NCELA\)](#)
- [Wide Open School Online Teaching Resources for Teachers and Families](#)

Online 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.
- [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](#)
- [Understanding and Supporting the Educational Needs of Recently Arrived English Learner Students: Lessons for States and Local Education Agencies \(CCSSO\)](#)

Additional Online Professional Learning Resources

Resource	Audience	Description	Delivery Method	Cost
CARE: Confident Action and Referral by Educators	Educators	Research-backed, web-based course to provide educators and other school staff guidance to help students who may be going through	Moodle, requires registration	Free
CASEL - SEL	Educators	The Collaborative for Academic, Social, and Emotional Learning (CASEL) is a trusted source for knowledge about high-quality,	Resource collection	Free
ELPA21	Educators	Professional learning to introduce and integrate ELP standards into instruction across the curriculum.	Online professional learning/resources	Free
Google Education Hub	Educators	Learning opportunities for novice to advanced Google Classroom users, including lesson plans, student activities, family connection	Online professional learning/resources	Free
Intel Teach Elements	Educators	Classes on incorporating technology into the classroom, including personalized instruction, creating courses.	Online professional learning/resources	Free
OER Commons WA Hub (Professional Learning)	Educators	Professional learning opportunities offered or identified by OSPI staff, Educational Service Districts, and district collaborators.	Resource collection	Free
OSPI YouTube Channel	Educators	Playlists that highlight resources, programs, and educators across the state. Includes training, webinars, and legislative updates.	Video	Free
pd Enroller	Educators	Registration system used by eight of the state’s Educational Service Districts (ESDs) and OSPI. System enables Washington educators to	In person and online professional	Both fee-
Professional Development to Support Students with Disabilities	Educators	OSPI curated list of professional learning opportunities to support students with disabilities.	Varied	Both fee-based

Resource	Audience	Description	Delivery Method	Cost
Resources from ASCD	Educators	Timely and relevant topics such as student engagement, classroom technology, and instructional strategies.	Online classes, webinars	Both free
Teaching Tolerance	Educators	Social justice and anti-bias self-guided professional development and classroom lessons with a Plan Builder tool.	Online professional learning/resources	Free

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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. Please refer to this document number for quicker service: 20-0009.



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