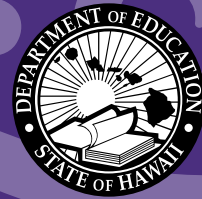


# OFFICE OF Student Support Services



## CONTINUITY OF LEARNING: ENSURING EQUITY FOR HAWAII'S ENGLISH LEARNERS

### Overview

Schools are providing continuity of learning enrichment to all students using both distance learning (online resources) and paper packets.

Schools are ensuring that English Learner (EL) students have equal access to the continuity of learning enrichment provided to all students by using content area enrichment activities differentiated by level of English proficiency; native language supports for ELs to complete content area enrichment activities; synchronous or asynchronous collaboration between classroom teachers and EL program staff; and interpretation and/or translation of information to parents on expectations for continuity of learning enrichment.

In addition, a variety of online programs and supports are used to provide EL students with continued English language development (ELD) enrichment activities including teacher created ESL/ELD Google Classroom sites; ESL/ELD Webex meetings between EL Coordinators/EL teachers and students (individual, small group); Imagine Language & Literacy; Wonders ELD; Brain Pop ELL; Learning A-Z / RazKids Plus - ELL (K-6); NewsELA; and Lexia PowerUp.

Many different virtual/online platforms are being used to support continued ELD enrichment activities for EL students such as Google Classroom; Google Translate; Webex; Flip Grid; SeeSaw; and ScreenCastify.

### Best Practices

#### 1. Communicate with students and families

- Share information through phone calls, text messages, social media, school website, email, community and religious organizations on an on-going basis.
- Utilize bilingual staff such as teachers, Bilingual School-Home Assistants (BSHAs) and casual employees to share information with parents in a language they can understand.
- Provide instructions for free internet from Spectrum and Hawaiian Telecom.
- Encourage parents to use [native language](#) at home to read together and share stories, songs, and cultural traditions.

#### Bright Spot: Kapaa-Kauai-Waimea (Kauai)

Communication with EL families by phone calls and text messages is done by Ilokano and Tagalog speaking program staff. The Talking Points translation app and SeeSaw are also used.

#### 2. Ensure EL students have equal access to content area learning

- Differentiate content area enrichment activities by level of English proficiency.
- Provide native language supports for ELs to complete content area enrichment activities.
- Ensure synchronous or asynchronous collaboration between classroom teachers and EL program staff.

**Bright Spot: Kau-Keaau-Pahoa, Naalehu ES** has created literacy/numeracy [bingo boards](#) that are accessible for all students at each grade level. They are also creating offline differentiated learning packets for ELs and distributing to their most remote neighborhoods.

### 3. Create engaging ELD instructional activities

- Support EL students' continued ELD by creating activities that align to the WIDA Can Do Descriptors and incorporate all language domains (listening, speaking, reading, writing).

**Bright Spot: Kau-Keaau-Pahoa** - Complex Area EL Resource Teachers Robin Merriam Walker and Dawn Dasher are creating a 4-day ELD routine for grades [K-2](#), [3-5](#) and [6-12](#) using native language and English for academic topics that can be printed out. It is designed to be used by students/parents online or offline and can be delivered virtually by EL teachers moving forward. It includes short, high-interest grade appropriate texts with visual support, captions and activities integrating all four language domains and WIDAs discourse dimensions. The packet also includes a parent cover letter translated into Chuukese and Marshallese.

### 4. Document EL continuity of learning activities provided to EL students

- Recommended best practice is using eCSSS [Goals and Interventions](#) at school level.
- Recommended best practice is using Google Docs to support Complex Area to school communications.
- Ensure that Title VI requirements are met.

**Bright Spot: Castle-Kahuku** - Complex Area is advocating that EL supports are documented using Google Docs and by meeting with the school EL coordinators via Webex several times a month to discuss EL enrichment activities provided to students.

#### Resources:

- [March 30, 2020 Memo: Programming and Timelines for English Learners During School Closures](#)
- [Continuity of learning EL Translation & Instructional Resources Matrix](#)
- [EL Distance Learning Guidance](#)
- [EL School Closures FAQ](#)
- [EL Guidance Manual](#)
- [OELA Tools and Resources for Providing ELs Equal Access to Curricular and Extracurricular Programs](#)