

**EL RISE! Learning Continuity Plans
Opportunities for addressing English Learner Needs**

Sections of the Learning Continuity Plan	Examples of services and actions to address needs of English learners
Stakeholder Engagement	<p>Translation/interpreters for DELAC meetings and input sessions for EL family perspectives on distance/hybrid learning</p> <p>Scheduled EL Student Listening <i>sessions (in student home languages)</i> at regular intervals in school year – how is it going, what’s working, input</p> <p>Specific outreach to EL parents of students who did not engage initially in distance/hybrid formats. Find out what they need to be engaged and what they need from the district.</p> <p><i>Note: LEAs are expected to respond to the DELAC in writing regarding DELAC recommendations, including where those recommendations & responses appear in the plan and the specific actions/recommendations that came from them.</i></p>
Continuity of Learning: In person instructional offerings	<p>Prioritize direct teacher instruction for students with greatest needs – including English learners.</p> <p>Schedule dedicated Designated ELD time in all delivery models, and Integrated ELD in all delivery models</p> <p>Extra periods for small group Designated ELD to meet need</p> <p>Targeted instructional support for students who have experienced learning loss through various options, such as: learning hubs, individual tutoring, small group instruction, time set aside for assessing English proficiency, etc.</p> <p>Extended learning enrichment sessions in home language</p>
Continuity of Learning: Distance Learning Program – Continuity of Instruction	<p>Prioritize direct teacher interaction for students with greatest needs – including English learners.</p> <p>Daily dedicated Designated ELD</p> <p>Extra periods for small group Designated ELD with teacher</p>

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	<p>Targeted instructional support for ELs who need it through various options such as: learning hubs, individual tutoring, small group instruction, time set aside for assessing English proficiency, etc.</p> <p>Extended learning enrichment sessions in home language</p> <p>Provide resources for student learning at home</p> <p>Weekly zoom sessions between teachers and families to support and co-create instruction at home</p> <p>Workshops for families on strategies to support their students’ learning (in home language)</p> <p>For coherence in dual language programs, ensure teachers in have use of bilingual online materials and resources – and these materials are made available to students</p> <p>Provide materials for students in language of instruction</p> <p>Emphasize relationship building, personalization, frequent and direct interaction, and inclusive community building.</p> <p>Provide tiered reengagement strategies for students who are not appearing or engaging – including options such as home visits, home school liaisons, 1:1 mentors with direct outreach to EL students who are not attending in distance learning</p> <p>Include preschool programs in planning, with developmentally appropriate, language rich supportive programs that include dual language strategies.</p>
<p>Continuity of Learning: Distance Learning Program – Access to Devices and Connectivity</p>	<p>Technical support, videos and workshops for families on uses of technology (in home languages)</p> <p>1:1 devices for all students</p> <p>Regular check in communications between families/students and teachers to ensure equipment, material, internet and supplies are adequate for student participation</p>

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<p>Continuity of Learning: Distance Learning Program - Distance learning professional development</p>	<p>Build a system of district guidance and support to teachers and administrators on implementing best practices for English learners in distance learning– including for comprehensibility, active engagement, oral language interaction, home language supports, etc.)</p> <p>Extra professional development days for teachers on meeting needs of ELs in distance learning – level specific, from preschool through high school.</p> <p>District TOSAs to work with grade levels collaborating on addressing EL needs</p> <p>Build in teacher planning and teacher collaboration time weekly – with supports for focusing on EL student engagement and work to inform instruction</p> <p>Administrators training on supporting staff during this new reality, including visiting and observing virtual classrooms (what to look for in quality EL instruction and engagement)</p> <p>Provide professional learning supports specific to dual language delivery in a distance learning context (e.g., professional learning workshops, coaching, TOSAs)</p>
<p>Continuity of Learning: Distance Learning Program - Staff Roles and Responsibilities</p>	<p>Use bilingual staff strategically - to reach out and connect to students/families and support instruction, to provide some direct instruction across “classrooms” and even campuses as needed, to focus on newcomer students, etc.</p> <p>Plan time and ongoing supports for teacher collaboration and planning related to meeting the needs of English learners, such as:</p> <ul style="list-style-type: none"> • Extra professional development days for teachers on meeting needs of ELs in distance learning • District TOSAs to work with grade levels collaborating on addressing EL needs • Weekly teacher planning and teacher collaboration time • Regular collaboration and planning time for teachers in dual language/bilingual programs for within grade planning as well as cross-grade program collaboration

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	<p>Administrators focus on supporting staff during this new reality, including visiting and observing virtual classrooms</p> <p>Teachers weekly engage in collaboration and planning with peers – including with EL TOSAs/coordinators and (in secondary) cross departmental planning involving ELD teachers and other academic departments.</p>
<p>Continuity of Learning: Distance Learning Program - Supports for pupils with unique needs</p>	<p>Summarize any/all plans and actions designed to address needs of ELs in other sections of the Continuity of Learning plan.</p> <p>Ensure materials essential for instruction are available to all students, including packets of school supplies, course materials and supplemental materials in languages of instruction, access to bilingual and primary language reference materials.</p> <p>Plan carefully to ensure English learners have access to materials, equipment, internet and supplies needed to participate, engage and learn – including resources in their home languages</p> <p>1:1 devices</p> <p>Regular check in communications between families/students and teachers include checking on equipment, material, internet and supplies</p>
<p>Mental Health and Social and emotional Well-Being</p>	<p>Emphasize relationship building, personalization, frequent and direction interaction, inclusive community building – such as:</p> <p>Provide curriculum units for all teachers for start of school year emphasizing building relationships and connections</p> <p>Provide units/lessons that incorporate SEL</p> <p>Teacher professional learning on SEL and on needs of immigrant and English learner students related to Covid disruption and impacts on their communities</p>

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	<p>Direct counselor communications with families, Interviews, surveys and other mechanisms to check in on student/family needs impacting participation in school – with referral and resource responses – all available with translation or in languages of the home</p>
<p>Pupil and Family Engagement and Outreach</p>	<p>Expect the need for flexibility and change of plans, and communicate clearly, regularly and in the home languages of families what these changes entail and why they are occurring – with two-way communication mechanisms such as:</p> <p>Translation/interpreters for DELAC meeting and check-in/input sessions</p> <p>Use social media to reach parents, using simultaneous translation</p> <p>Designated home language personnel and mechanisms <i>(including translation apps for teachers and parents)</i> to support two-way communication</p> <p>Regular office hours in the evening for working families</p> <p>Support families as partners in supporting student learning (e.g., clear and regular communication, technical support, workshops on strategies – in their home languages), such as:</p> <p>Technical support, videos and workshops for families on uses of technology (in home languages)</p> <p>Provide resources for student learning at home</p> <p>Weekly zoom sessions and regular sessions between teachers and families to support and co-create instruction at home</p> <p>Workshops for families on strategies to support their students’ learning (in home language)</p>

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	<p>Support families in two-way dual language programs with guidance related to home-based support of dual language model</p> <p>Prior to the start of school, teachers, support staff, administrators contact each family to check in each family at the elementary level and those who minimally engaged at the secondary level on their needs, describe distance learning, parent expectations, resources available and method for ongoing communication</p>