

Rhode Island Department of Education

Distance Learning 2020

Guidance for Ensuring Educators, Families, and Students are Supported

Commissioner Angélica Infante-Green
Rhode Island Department of Elementary and Secondary Education

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RIDE Rhode Island
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Learning Goes On

Dear Educator:

These are unprecedented times for all of us working in education across the State of Rhode Island. Our decision to conduct distance learning statewide, after a short planning window, set us apart from the vast majority of other states. Together, we have learned a host of valuable early lessons, and the entire education community has risen to the challenge in countless remarkable ways.

It has been a tremendous honor to watch you all perform at such a high level. Now, it is time for all of us to work collectively to synthesize what we have learned, apply an analytical lens to this endeavor, and create a shared body of practice around distance learning. We cannot back down from our commitment to *Excellence in Learning*, even as we get credit for simply making school happen. However, we must also be mindful and sensitive to home conditions, including but not limited to, the conditions COVID-19 may be creating in the home. For example, some students may have parents who are first responders and/or essential workers, others may be supporting younger siblings. We must meet families where they are, and provide the necessary supports to ensure learning is possible.

We owe it to all our students to make sure that we improve, even as we employ new teaching techniques. We need to make sure our multilingual learners, differently-abled students, and other students with high need are making progress. We need to formalize our approaches to grading, attendance, credit awards, and all the other issues that we track at the school and LEA level.

As a state, we have two clear objectives during the time we are implementing Distance Learning:

- 1. Ensuring that Learning Continues:** While we know that learning will look different during this time, we remain fully committed to ensuring that students continue to learn new ideas and reinforcing what has already been taught.
- 2. Prioritizing Genuine Connections with Students and Families:** In this new age of physical separation, it is our role as educators to maintain and strengthen connections with and among students and families -- creating a new, shared sense of community.

In addition to advancing these statewide goals, I challenge you all to ask yourselves what your personal goals are during the period of distance learning and how you will ensure that your work and planning align with it.

This document is an attempt to support these two statewide objectives for this time and constitutes the Rhode Island Department of Education's (RIDE) initial contribution to the task we all share. We offer it to you as a reflection of suggestions that districts should consider when making decisions in the best interests of their students and their communities, and as a starting point for our ongoing work to ensure our students make real academic progress during this unprecedented moment.

I wish you nothing but success, and I look forward to completing this historic chapter in our state's education history on a high note.

Sincerely,



Angélica Infante-Green
Commissioner

Distance Learning: Things to Remember

Create a Task Force or Steering Committee that will:

1. Develop and implement the district's response to the COVID-19 Pandemic, including, but not limited to, Distance Learning.
2. Represent various departments, curriculum, professional learning, information technology, teacher representatives, parent representatives, students, etc.
3. Develop a schedule and means for the group to communicate frequently and regularly.
4. Create a website that includes curriculum goals, strategies, suggested activities, and additional resources. The website should be updated frequently to easily communicate with educators and families.

Encourage Educators to Establish a Routine

1. Any school day, virtual or physical, calls for a strong routine. Research is clear that routines provide a sense of emotional safety and security and maximize learning time. Ensure each student knows how to use the delivery platform (e.g. Zoom, Google, Microsoft Teams), how to log in, mute/unmute, use the chat feature, use screen sharing, etc. Conduct a daily check-in and provide students an opportunity to elevate any difficulty they experience.
2. Daily morning announcements could be a helpful communication structure that sets the expectations for the day and week. The daily calls/video meetings could help students better understand where they are heading, the objective for each day or class, and the deliverables they are expected to produce. Family members should be invited to the morning announcements, or similar opportunities, so that they, to the extent they can, reinforce expectations.
3. Afternoon check-ins ensure students are on task and provide an opportunity for student discussion related to the morning's activities. Afternoon check-ins can be swift, allowing students time to get back to work on key assignments.

Design both Synchronous and Asynchronous Learning

Synchronous	Asynchronous
<p>For two-way communication and interaction; when collaboration and brainstorming are helpful or needed:</p> <ul style="list-style-type: none">• Breakout groups/Live discussion• Polling your audience• Live assessments of mastery—can be 1-on-1 or small groups with breakout rooms• Fun sessions—host a game hour, for example, for students to socialize	<p>One-way communication where feedback can be provided after the fact or no feedback is needed:</p> <ul style="list-style-type: none">• A short lesson by the instructor• Short presentations given by students that can be viewed at a later time• Posted assignments that are completed by students and uploaded for instructor feedback

Ensure All Parties Execute the Attendance Protocols Consistently

1. Attendance protocols identified by each LEA with feedback by the team at RIDE should be followed with consistency and be easily accessible to teachers and school leaders, at a minimum.
2. Attendance protocols must include both asynchronous and synchronous methods. Doing so provides educators with more data on a student's accessibility to virtual learning. For example, you may have students online and simultaneously take attendance or, for an asynchronous method, you may count assignment submission as attendance, depending on context.
3. Trends in attendance data should be used to identify the needs of students. For example, if you notice a student has called in every day but has not participated in synchronous learning or has not completed assignments, a possible root cause may be that the student does not have consistent access to the technology needed to participate.

Ensure Equitable Connectivity and Access to Technology

1. Assess whether all students, including student groups, and their families have sustained access to internet and enough devices for student use throughout the day.
2. Leverage [COVID-19 Technology Resources](#) information compiled at the RIDE website in order to mitigate connectivity and access barriers.

Encourage Educators to Schedule Follow-Up with Students that need additional support

1. As you would in a physical classroom, differentiate learning and follow up with students who are struggling.
2. Tiered intervention approaches; universal, targeted and intensive intervention should be maintained through distance support and intervention. Teacher communication with

academic interventionist, special education teachers and behavioral support, is as important in distance learning as it is in the typical school day.

3. Consider collaborating with other teachers to pre-plan future modifications to assignments for students who struggle. Students who do not typically struggle in the physical classroom may struggle in a virtual environment and vice versa.

Remind Educators to Over-communicate with Families

1. Ensure that communication is clear, centralized, and routine, so families can support students and schools can reduce barriers to digital access.
2. Use multiple modes of communication, try multiple attempts, and translate into multiple languages, when communicating with families.
3. Reach out more frequently during this time. Families are learning to juggle multiple responsibilities in addition to the new responsibility of motivating students throughout the day.
4. Engage families on how to set up optimal learning conditions in the home, and how and when learning can be best facilitated. Adjust lesson plans and schedule to maximize student participation and success.
5. Offer “Office Hours” for optional drop-in support to families and students.

Ensure District and School Leadership Overcommunicate with Faculty and Staff

1. District leadership should hold weekly meetings with principals to review attendance trends, highlight successes and challenges, and determine if any new district-wide interventions are needed.
2. Principals should hold weekly faculty meetings to level-set for the week (ideally Monday morning) to review attendance trends, highlight successes and challenges, instructional goals and determine if any new school-wide interventions are needed. The scheduling of faculty meetings are left to the principals’ discretion.
3. Principals should hold daily check-ins to troubleshoot challenges and pivot from original plans. Principals may schedule optional “Office Hours” to provide drop in support to teachers.

Provide Guidance on Protecting Student Privacy

1. For guidance on protecting student privacy, refer to the U.S. Department of Education page on [Family Educational Rights and Privacy Act \(FERPA\) and Virtual Learning](#).

Encourage Educators to Leverage Online Features for Distance Learning

1. Educators can leverage the recording tool to differentiate learning or review a lesson. Many applications offer the option to record class discussions.



2. Educators may create small group meetings to provide one-on-one support to students that need it.
3. Educators can use chat functions to facilitate discussion, check for understanding, and field questions (see synchronous learning chart above).



Registration and Enrollment

Districts should continue to enroll new students.

The following guidance is provided to districts in order to support schools and new families through the registration process:

1. Provide information publicly and directly on district websites and share this information with key partners about how new students to the district can register.
 - a. For example, place signage outside of district registration center with information on how to register.
2. Register students as soon as possible, assign students to a class/classes, and provide students all the necessary tools (laptop and any other devices or materials) to participate in distance-learning.
3. Provide families with options for an online registration and enrollment process, as well as a process for families without internet/email access.
 - a. Online registration and enrollment process:
 - i. Create an option for families, who are able, to register online.
 - ii. Provide an application that families can download/print, complete, and scan to an email.
 - iii. If the family does not have scanning capabilities, they can take a picture of the form and necessary materials, and email them.
 - b. Enrollment process for families who do not have email or internet access:
 - i. Offer a district phone number that families can call to receive information.
 - ii. Have a district plan for creating an in- distancing guidelines.
 - iii. Create an option for families to visit a specific location to fill out any necessary forms and drop off copies of necessary documents.
 - iv. Personal appointment for the family to register, while adhering to all social-distancing guidelines.

Early Childhood Distance Learning Considerations

For our youngest students, the U.S. Department of Education and the Institute of Education Science has released interactive guidance on how to support these earliest learners from home during this time. These recommendations are, in part, drawn from those resources, in collaboration with the Early Childhood team at the Rhode Island Department of Education.

Educators should share a daily schedule with families that helps give them some idea of activities they can do during the normal course of their day. Highlight to families that all times during the day can be used to gain practice and additional skills. For example, setting the table for dinner and placing one napkin, one fork and one glass helps a child practice 1:1 correspondence. Additionally, RIDE recommends sharing Rhode Island's Family Fun Activities with families. These activities are available in either [English](#) or [Spanish](#) and were written specifically for families to support their child's learning using the Rhode Island Early Learning Development Standards. Most of these activities just require materials that are common household items.

Any online platforms used to share child-level information must be private, and not on a public site; some schools have created private pages on Facebook that need a direct invite. Morning Meetings can be held so that children can watch live or so parents can show them later in the day. Zoom meetings can be used with children to sing the morning song together or with teachers to engage children with Conscious Discipline techniques.

Educators should focus on supporting parents to develop language skills by talking and discussing with their children. To develop oral language, using the acronym PEER: Prompt, Evaluate, Expand, and Repeat, might be useful. Parents can *Prompt* the child with questions or wonderings and *Evaluate* their response verbally back to the child to demonstrate metacognition and understanding. Subsequently, asking the child to *Expand* on their ideas or statements, stretching their thinking, and prompting the child to *Repeat* their thinking. While doing this, educators and parents should encourage students to notice and focus on linking sounds to letters or recognizing and accurately naming letters in the alphabet. As children discuss and focus on letters and letter sounds, also consider colors, shapes, and other concrete aspects of the lived and the built environment.

Shared reading, between parent and child or educator and student, is also an important way to sustain and grow early-childhood skills during this period of distance learning. More interactive and play-based activities, like: (i) cutting out shapes, stars, or snowflakes from paper using child-safe scissors, (ii) tracing letters in sand or rice, (iii) moving or building with blocks or other

manipulatives, or (iv) pouring a pitcher of water into individual cups, and then pouring those individual cups of water back into the pitcher, will help children continue to develop important fine and gross motor skills.



Elementary Level Distance Learning Considerations

While distance learning is not necessarily synonymous with online learning, please note that almost all forms of online learning require significantly more motivation, attention, and time to complete for kids. For young students, forms of synchronous learning may prove best to keep students focused, motivated, social, and on task.

Length of Day and Screen Time

The recommendations below provide a planning baseline for length of school day and screen time. It is also important to note that some students, depending on the activity, task and/or content may require more time than what is suggested below. Educators should weave in a variety of engaging instructional practices that combine online learning with off-screen activities. It is also important to note that screen time does not necessarily mean time alone. Engaging in pro-social and play-based activities is essential for growth and development, as well as for proper stress management during this time; technology can provide an avenue for this kind of connection. In planning the day, think about ways students can co-view, co-play, and co-engage through technology. Planning should also take into account that it may take students up to twice as much time to complete a given task, when compared to the time they would spend on a similar paper and pencil task.

Grade Level	Length of School Day	Approximate Screen Time Guidance
Kindergarten	4 – 6 hours or approximately equal to a regular in-school day	1 – 2 hours
1 st through 6 th grade		3 – 4 hours

The recommendations encourage educators and caregivers to think both strategically and expansively about what kind of engaged learning students can partake in daily that will enrich or augment any online learning they are experiencing. This may include, but need not be limited to: time away to regroup and get a small snack, brain breaks involving movement or dance, reading, visual or performing arts, time outside but in accord with social distancing guidelines, creative writing exercises, responding to unique journal prompts, simple science experiments, helping measure ingredients for cooking meals, and so forth.

In addition to screen time, when scheduling the day, educators should consider the importance of “serve-and-return” discourse and dialogue with peers, adults, or caretakers in language development for all students. As such, RIDE recommends scheduling talk time, both to explicitly support multilingual learners (MLLs) and students with sensory based disabilities (i.e. students who are deaf or hard of hearing communicating with American Sign Language, students who benefit from augmentative communication, etc.), but also to support the broader work to develop oral language, fluency, verbal reasoning, and articulation.

Grading, Assessment, and Feedback

Across the state of Rhode Island, most elementary settings already engage in standards-based grading practices and formative assessment; these practices are well-established and are now even more crucial in order to serve communities well during distance learning. However, for those communities that do not yet do so, RIDE encourages districts and schools to move toward such practices, for the benefit of both educators and students.

RIDE strongly encourages all districts and schools to consider moving toward employing a pass/no pass, complete/incomplete, or credit/no credit options—at least for the time being, to ensure greater equity. Making a uniform decision in this regard will remove questions of uncertainty, inequity, and access from the realm of concern.

Important considerations for making this decision may include: What are other districts with reasonably comparable student populations or in geographic vicinity doing? Is teaching and learning being consistently delivered in an accessible way by the teacher? Do all students have equitable access to content and ability to receive support? Are all students being supported by an educator to access meaningful grade level content? How or with what frequency do teachers provide students with clear and explicit feedback related to the content or standards?

Attendance

While it remains the expectation of RIDE that attendance will be collected and reported daily, approaches to capturing that attendance data may vary depending upon whether a district and its schools take a synchronous or asynchronous approach to distance learning. Regardless of approach, documenting attendance should focus on gauging meaningful participation in learning.

When learning is synchronous, RIDE suggests that educators take attendance at the commencement of a lesson or learning unit. Additionally, attendance should be taken again after an extended break, such as lunch.

When learning is asynchronous, RIDE suggests educators leverage the completion of assigned material as a proxy mechanism for presence or absence in an attendance calculation. To be more specific, attendance does not necessarily have to be dependent upon a visual confirmation via videoconferencing software; a wide variety of interactions could serve to demonstrate student attendance in any given day, from email communication, to survey completion, to telephone calls or text messages.



Secondary Level Distance Learning Considerations

Length of Day and Screen Time

The shift to distance learning will likely lead to longer times necessary to complete assignments than would be expected in a physical classroom. Schools should still expect secondary students to spend 4-6 structured learning hours per day, but traditional academic assignments should be limited to approximately four hours per day. Some structured school hours should be devoted to visual and performing arts, physical and wellness activities, student check-ins with teachers, peers, family members, and student reflection, including journaling and goal-setting.

Additionally, screen time and school time should not all be synonymous. LEAs should encourage all teachers to assign some work that does not require a screen to complete (LEAs may need to ensure students have equitable access to print materials, writing utensils and paper), and should encourage students, to the extent possible and safe under current restrictions, to enjoy physical and/or outdoor activities, connected to their learning.

Grade Level	Length of School Day	Approximate Academic Work Time Guidance*
Middle School	4 – 6 hours or approximately equal to a regular in-school day	3 hours
High School		4 hours

**Academic work time consists of time spent on core subjects. The school day should include mentor check-ins, conferences, peer check-ins, self-reflection time and goal setting in addition to academic work time.*

Key factors to consider when determining the length and structure of the day include:

- The total time of the structured at-home school day should be approximately equal to a regular day in school.
- Educators should be mindful that academic work completed outside of school may take about twice as long as it would face-to-face and should plan accordingly so as not to overwhelm students.
- Structured school time should also include creative/wellness-focused pursuits, either teacher-guided or self-directed. These activities should be considered part of the school day just as in a normal secondary setting.

- Structured school time not spent on core academic work should be spent on mentor check-ins, student/family/teacher conferences, student/student (learning partner, group) check-ins, self-reflection time and/or goalsetting.

Key factors to consider when determining appropriate screen time for students:

- Caregivers should develop a thoughtful and consistent schedule of use and non-use, with designated media-free times and locations.
- Not all academic work should require screen time – for example, reading books, journaling, conversations with family/peers about learning, time engaged in creative/wellness pursuits.

Grading, Assessment, and Feedback

Each district will continue to implement grading policies through decisions that are in the best interest of their schools and communities and in accord with best practices. With that in mind, RIDE recommends that LEAs adopt a holistic “credit/no credit” model, based largely on performance assessments and/or open-resource summative assessments, which incorporate teacher feedback and student self-reflection, numerous content standards, cross-curricular skills, and higher-order thinking. Student learning should still be recorded at the standard-level and reviewed frequently by teachers, students, and parents, in structured conversations.

Key factors to consider when determining grading, assessment, and feedback practices:

- Due to the unprecedented nature of the COVID19 crisis and the rapidity with which students, teachers, and the entire education system have had to evolve, the assignment of “credit/no credit,” accompanied by relevant and accurate qualitative information about student performance is most appropriate.
- Teachers should focus most of their attention on summative assessments of student understanding and providing specific, actionable feedback to improve student learning.
- Making student learning visible through visualizations of progress increases students understanding of expectations, efficacy, and decision-making.
- Gamification (building in systems of points or other game-like incentives) into learning as a form of feedback that can produce motivation and engagement.
- Assignments for grades should focus on [performance assessments](#) and/or be open-notes/resources.

- For juniors and seniors, due to possible implications for college eligibility, RIDE recommends that LEAs give students the option to earn a grade and not just credit or no credit. This decision is contextual, given that many, but not all, colleges and universities have eased admissions/matriculation criteria in response to the pandemic. The failure to issue a grade may impact scholarships or other agreed upon admissions requirements.

Attendance

Consistent with the recommendations for elementary grades, documenting attendance at the secondary level should focus on gauging meaningful participation. Research indicates that the technicalities of measuring attendance are less important for student learning than ensuring access to, and completion of, assignments, a structure for frequent interpersonal interactions framed around coursework, feedback, and relationship maintenance. RIDE recommends that LEAs create a framework for recording attendance that offers reasonable discretion to teachers for determining attendance. RIDE also recommends LEAs maintain a strong focus on ensuring frequent school-student/family contacts per week to discuss student progress.

Examples of framework include daily elements, such as a teacher check-in over face-to-face technology, the phone, email, time-stamped student log-in, or access to a program or particular resource. This framework could be supplemented by weekly work logs, with the expectation that students complete all the assignments for a class by the end of the week to receive 100% attendance. Any missed daily check-ins could result in one-on-one outreach to the family and student to understand the reason for the missed attendance or assignment.

Example secondary attendance chart for one student, for one period

Monday __/__/__	Tuesday __/__/__	Wednesday __/__/__	Thursday __/__/__	Friday __/__/__	Weekly Totals
Period 1: <input type="checkbox"/> AM Check-in Assignment: _____	Period 1: <input type="checkbox"/> AM Check-in Assignment: _____	Period 1: <input type="checkbox"/> AM Check-in Assignment: _____	Period 1: <input type="checkbox"/> AM Check-in Assignment: _____	Period 1: <input type="checkbox"/> AM Check-in Assignment: _____	Period 1: __/5 check ins
<input type="checkbox"/> Complete	<input type="checkbox"/> Complete	<input type="checkbox"/> Complete	<input type="checkbox"/> Complete	<input type="checkbox"/> Complete	__/__ assignments

Note: Not every day will have an assignment due

Key factors to consider when determining measuring student attendance:

- Ways to measure student attendance may vary and include virtual attendance during online face-to-face meetings, tracking student activity on software, number of logins or

accesses of files, or one-to-one check-ins with the student and family, depending on the technological capabilities available.

- Districts may want to track attendance for each course by weekly completion of assignments or by regular two-way communication with the student and teacher.
- However attendance is measured, early research from higher education on distance learning says that the frequency and quality of interaction with peers and instructors is far more predictive than any of the measurement methods above.

Graduation

Distance learning should not impact a student's ability to meet the requirements to graduate on time. All efforts should be made to allow students to continue their current coursework to earn credits required for graduation. [The Secondary Design: Middle and High School Learning Environments and the Rhode Island Diploma System Regulations](#) allow flexibility regarding content-area course completion requirements, including expanded learning opportunities, dual enrollment, concurrent enrollment, and on-line learning (Sec 2.3.1). While the means of instruction will change using distance learning, the level of rigor and completion requirements remain unchanged.

State-recognized performance-based diploma assessment options can be delivered remotely to allow students to demonstrate applied learning skills and proficiency in one or more content areas (Sec 2.3.2). LEAs have the discretion to decide the best means of carrying out senior portfolios and projects using distance learning. Every effort should be made to maintain the same level of rigor based on distance learning expectations. All performance-based diploma assessments shall be evaluated utilizing a scoring criteria defined by the LEA and aligned with state-adopted content standards and applied learning standards, and/or other relevant nationally-recognized content standards.

Supports for Differently-Abled and Multilingual Learners

As Rhode Island continues on its distance learning journey, an important consideration is ensuring that differently-abled learners and multilingual learners are receiving equitable and high-quality experiences. RIDE is regularly posting updated information to its web site to support all student populations in distance learning. Please visit the following sites often for regular updates and resources.

[COVID-19 Special Education Resources](#)

[Multilingual Learners \(MLLs\) / English Learners \(ELs\)](#)

Differently-Abled Learners

RIDE recommends that districts and schools make the following considerations for differently-abled learners:

Establish consistent communication with students and families

1. Transparency and communication with families of differently-abled students are critical to ensuring they are involved in the process as the implementation of an Individualized Education Program (IEP) may look different during distance learning.
2. There should be regular communication with the family to review the IEP and discuss ways to prioritize goals and how they can be best implemented. These communications should provide opportunity for feedback to make necessary adjustments and modifications.
3. LEAs should establish regular communication during distance learning to keep families involved in the process and to check on progress and next steps.
4. LEAs should also ensure teachers and school staff are appropriately documenting communication and progress monitoring.

Identify clear learning objectives during the period of distance learning and how they will be met

1. Students with an IEP have articulated goals identified based on their specific needs. This is a moment in time when typical learning has changed; to that end, schools can use this period to prioritize and focus on students' IEP goals that are appropriate to address. It is also important to consider goals that may be reached with a different approach or method, such as opportunities for interactions with peers.

2. Both IDEA and civil rights laws require the availability of methods and materials appropriate for use by students with disabilities in all learning environments. For example, digital learning environments should provide flexible options for colors and contrast, keyboard access, semantics and page structure, video captioning, and other supports (2015).

In addition to the recommendations from RIDE, the US Department of Education, Office of Civil Rights and the Office of Special Education Programs, have issued the only official policy interpretation documents regarding the implementation of IDEA during the COVID19 crisis:

1. [Questions and Answers on Providing Services to Children with Disabilities During Coronavirus Disease 2019 Outbreak \(March 2020\)](#)
2. [Fact Sheet: Addressing the Risk of COVID-19 in Schools While Protecting the Civil Rights of Students \(March 16, 2020\)](#)
3. [Supplemental Fact Sheet Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities \(March 21, 2020\)](#)

Parents, teachers and school district administrators are advised to follow the official guidance provided by the U.S. Department of Education in interpreting the laws and regulations governing special education services and timelines. However, RIDE has received many inquiries about further interpretation of the official guidance offered by the US Department of Education and will provide updates to policies and guidance on the [COVID19 Special Education Resources page of the RIDE web site.](#)

Multilingual Learners

Every district should ensure that their distance learning plan provides MLLs/ELs and former ELs with targeted instruction in English and the appropriate amount of supports in their home language. Schools should continue to consider students' specific strengths and needs, such as current level of proficiency in English and their home language literacy, in addition to the academic areas, where they need the most support. Meaningful access to academic content includes language objectives, scaffolds, and visual supports. Teachers should provide multiple representations of concepts and provide vocabulary instruction, utilizing all available online resources in academic and home languages to support content learning.

Please consider the following for multilingual learner students and families:

1. Does the distance learning plan take multilingual learners and their families into consideration? Does the plan support English language development and grade-level content learning? Does the plan show how teachers will leverage embedded support features to facilitate MLL/EL learning? Additional information is available at the RIDE website [MLL/EL COVID-19 Resource Page](#).
2. Do families have access to information about distance learning they are able to understand, in their native language? Are families connected with interpretation services and/or specific personnel within the district who can provide interpretation services? For LEAs, some translation and interpretation services can be found at the [RIDE website](#).
3. Have educators and administrators made efforts to lighten the technological load by establishing routines and carefully selecting the digital tools they expect multilingual families and students to learn?
4. How is the district addressing multilingual learners with special needs? Is there a time in the schedule for distance learning for specialist teachers to work with the special education teacher for students who are dually identified?
5. Are online platforms accessible for multilingual learners to navigate with the help of visual or written modeled instruction or steps for guidance? Are instructions translated to allow multilingual families to support students?
6. Are multilingual learning resources available to students and families to support learning across the content areas in multiple languages?
7. Are paper multilingual resources offered where instruction may be hindered by technology access or readiness?



For additional family support, the following outreach centers are available:

- **Family Service of Rhode Island** - Provides access to many resources for families in need. <https://www.familyserviceri.org/community-resources>
- **Dorcas International Institute of Rhode Island** - Has many services for newcomers including education, employment, resettlement, translation/interpretation, etc. <http://diiri.org>
- **Refugee Dream Center** - Offers post-resettlement services for youth and families. <http://www.refugeedreamcenter.org>
- **Americans Helping Others Prosper (AHOPE)** - Offers mentoring programs for refugees. <http://www.ahoperi.com>
- **Breakthrough Providence** - Provides programs increase academic opportunity for underserved students. <https://breakthroughprovidence.org>
- **English for Action** - Offers participatory English language, childcare, and other educational programs. <http://www.englishforaction.org>
- **Clínica Esperanza/Hope Clinic** - Provides free multilingual healthcare for those without healthcare coverage. <https://www.aplacetobehealthy.org>

