New Hampshire
Department of Education

Guidance on Remote Learning for NH's English Learners

On April 16, 2020, Governor Sununu extended remote learning and support through the remainder of the 2019-2020 academic year. In response, the New Hampshire Department of Education, has provided [guidance](#) for the extended emergency order for remote instruction and support.

The purpose of this guidance is to offer school districts additional supports in planning and implementing remote learning supports specific to English learners (ELs). This guidance is a set of recommendations for districts. Districts and schools are encouraged to customize these recommendations to meet the unique needs of their individual contexts, capacities and individual students.

State and federal laws require school districts to provide access to academic content and facilitate student progress towards English language proficiency. School districts, including charter schools, will need to adapt services during remote learning. School districts must meet their legal obligations to ELs, even when students are learning remotely.

While remote learning offers some positive advantages for NH students, such as flexible pacing, and opportunities for more personalization, some students, especially English learners, may be challenged by the lack of in-person interaction. In addition, EL students in NH represent a wide range of proficiency levels and academic backgrounds. The recommended resources and strategies included in this guidance can help teachers continue providing services to keep ELs engaged while remote learning during this period of school closure[1].

1) Importance of Internal Communication and Collaboration

Collaboration between EL teachers and core content or classroom teachers is even more critical now. Monitoring ELs' progress together will ensure that ELs continue to access grade-level academic content.

- ☐ Working together, EL and content teachers, can review and plan [language objectives](#) to anticipate the supports ELs will need to ensure that the grade-level content is comprehensible.
- ☐ Through collaboration and co-planning, EL teachers can offer support to content/classroom teachers by:
  - o Embedding links to resources within the main lesson to provide language scaffolds through visual supports and language models

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[1] Nearly all of the resources listed in this guidance are currently offering free use of their products during school closure. While the NH DOE has complied these resources to assist school districts, it does not control or endorse these companies or their product content.

- o Introducing colleagues to embedded language supports (e.g., Microsoft Immersive Reader, Google Classroom Translate, etc.).
  - o Advising colleagues on best practices specific to ELs:
    - Teachers should avoid assigning long text passages or videos
    - Teachers are encouraged to intentionally pace instruction to deliver one idea or one step at a time (i.e., "chunking" content). This approach can significantly improve learning for ELs by making content more comprehensible for them. More information on chunking for ELs and specific technology to help ELs process new information can be found here.
  - ☐ EL teachers can also develop lessons around content themes students are exposed to in core academic classes to support ELs.

Teachers are encouraged to organize co-planning meetings when possible.

2) Instructional Strategies and Resources or Remote Learning

Language instruction is still a requirement for all EL programs during school closures and must be made accessible to all students; however, equitable access will remain a challenge for some. The Department acknowledges that some families may not have access to devices or reliable internet service; and for these families, online instruction may not be a viable option. Here are a list of suggested offline learning options for these students:

- Make paper learning packets available for families:
  - o Keep directions simple
  - o Translate directions into student's home language
  - o Include a model for students to use
  - o Add visuals (word banks, graphs, charts, pictures, sentence frames, etc.)
  - o Chunk the texts and tasks
  - o Offer choice when possible
- Emphasize the importance of strengthening primary language skills through oral storytelling or songs.
- Distribute copies of books or monolingual/bilingual picture dictionaries.
- Encourage students to keep a daily journal (in any language they are comfortable).
- Write to students and encourage them to write back.

In the best-case scenario, for students with a device and stable access to the internet, remote learning still requires a different skill set than in-person classroom instruction (for both student and teacher). An extensive list of resources and ideas for how districts can provide instruction to ELs is shared in Appendix A, but educators are encouraged to stay focused on creating opportunities for students to continue language production and helping students with effective strategies and tools to access content.

Districts should review student data and privacy policies. Districts should verify that all websites and online services used for remote learning are compliant with federal laws, including the federal Children's Online Privacy Protection Act (COPPA)[2], and the Federal Educational Rights and Privacy Act (FERPA)[3], which applies to schools that receive federal education funds.

Districts should develop a regular cycle to review and adjust remote learning plans to ensure that language is not a barrier for the district's ELs, and that the program is meeting the goals it has set.

3) Flexibility and Student/Family Communication

Districts should remain flexible with pacing and expectations. This abrupt transition may be more difficult for students who have experienced prior trauma or instability and for those with limited English proficiency, who may be relying on older siblings for childcare. ELs may become stressed if expectations and timelines are unrealistic. Students may need more time to adjust to new online programs and platforms. Here is a list of recommendations:
- Be consistent with expectations, assignments and communication
- Post all assignments at the beginning of the week
- Post flexible and reasonable due dates

The stress of this national crisis may be devastating for some families. Our EL families are resilient and strong and will provide the support they can to their children, but they may also be balancing financial stress, illness or even loss in their families, making remote learning less of a priority. Prioritize the support you offer to families in crisis. The social and emotional health of students should come first.

There are several NH based services for language assistance (see Appendix B). Check your local districts policies and procedures for accessing translation services to help you stay connected to your students and their families. There are also several free online resources you can use (see Appendix B).

Thank you for your hard work, flexibility and leadership, and for all you do for New Hampshire's multilingual learners!

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[2] Websites and online services used to facilitate remote learning must be compliant with the federal Children's Online Privacy Protection Act (COPPA), 15 U.S.C., §6501 *et seq;* 16 C.F.R. Part 312. COPPA limits the gathering of personal information from children under the age of 13 on the Internet. It also requires parental consent for the collection, use, or disclosure of children's personal information online and directed the Federal Trade Commission to issue regulations to that effect. Districts should verify that websites and online services used for remote learning are compliant with COPPA.

[3] FERPA requires schools to protect the privacy of personally identifiable information about students contained in education records and gives parents and students rights, including inspection and review of education records. The FERPA statute is found at 20 U.S.C., §1232g. The FERPA regulations are found at 34 CFR Part 99. The Massachusetts Student Record Regulations, 603 C.M.R 23.00, are consistent with the FERPA statute and regulations.

Appendix A
Remote Learning Resources for English Learners

K-12 Online Resources

The New Hampshire Department of Education remains committed to supporting parents, educators and students to meet the needs of the state's English learners (ELs). The Department has complied this list of tools and resources for educators, ELs and the families who support their learning.

The NH Department of Education does not officially endorse any of these products for instruction. Districts and schools are responsible for making choices about appropriate technologies and products.

Please cross-reference the list below with the WIDA, "*Teaching Multilingual Learners Online*" guide to see how the resources align to the 2019 WIDA Guiding Principles of Language Development.

Resource	Grade Span	Description
A-B-C Mouse	2-5	Learning games and videos with adaptive learning path
Book Creator	3-12	A simple way to create, read and publish digital books online using Chromebooks, PCs, iPads or tablets. Learn more through this instructional video.
Buncee	K-12	A cloud-based graphics program designed to help ELs engage with content, develop critical thinking and use language for authentic purposes. Free live training, daily @ noon.
BrainPop-ELL	K-6	English language curriculum is comprised of short, animated movies as well as games, quizzes and interactive features, engaging ELs in all four language domains.
Code	K-12	Provides the leading curriculum for K-12 computer science. Live tutorials every Wednesday @ 10am.
Colorin Colorado	K-12	Variety of teaching, professional learning and parent engagement resources.
CommonLit	3-12	Over 2,000 high-quality free reading passages for grades 3-12, including leveled texts, aligned interim assessments. Texts can be translated in several languages.
Duolingo	K-12	Free language learning software

English Media Lab	1-8	Free English lesson plans, exercises and interactive learning modules.
Epic	K-12	Digital library where teachers can assign books and videos to differentiate reading.

ESL Home	K-12	Examples of choice board available in multiple languages
ESL Kid Stuff No account required, but access limited without an account.	K-5	Free lesson plans, flash cards and songs.
Flipgrid	K-12	Engage and empower every voice in your classroom or at home by recording and sharing short, awesome videos together. Compatible with Microsoft Immersive Reader.
Games to Learn English	1-8	A resource for students to practice content language in an engaging way. Games are accessible for students at beginning levels of proficiency.
Global Oneness Project	K-12	A rich library of multimedia/multicultural stories comprised of award-winning films, photo essays and articles. Companion curriculum and discussion guides are also available.
Google Drawing	3-12	A simple drawing tool for both instruction and learning. Use this link to learn more about expanded use for ELs.
Google Expedition	5-12	A rich source of visuals—allows teachers to guide students through collections of 360° scenes and 3D objects. Learn more @ Google Help Center.
Google Meet	3-12	Cloud-based meeting space where students can use chat function and screen sharing to collaborate with teachers or classmates. Learn more through this instructional video.
Google Sites	9-12	Google websites platform with translation feature
Google Translate	K-12	Besides translating a text, Google Translate's Snap feature instantly translates an image using a camera. The Talk feature enables users to have live bilingual conversations. The Google Translate Chrome extension translates an entire webpage.
International Children's Library	K-12	A digital library of outstanding children's books from around the world, including a variety of multilingual books.
Khan Academy	K-12	Free content area lessons and courses for all grade levels.

Listenwise	2-12	Curated podcasts and lessons on engaging topics, plus comprehension quizzes and a variety of accessibility features and embedded supports for ELs.
Microsoft Immersive Reader	K-12	Free tool built into Word, OneNote, Outlook, PowerPoint, Flipgrid, MineCraft Education and (new) Edge web browser. It can read documents (including PDFs) to students in multiple languages. The tool also allows students to adjust the screen to avoid visual crowding and includes embedded dictionary and visual supports. Compatible with Google Classroom. Learn more through this instructional video.
Mystery Science	K-5	Engaging Science lessons
National Geographic Kids	K-8	Online magazine, including supplemental videos (and games)!
Newsela	K-12	Offers real-world texts across content areas that feature diverse people and perspectives in an easy-to-use platform that allows teachers to select from 5 different reading levels within the same text/topic.
News in Slow English	7-12	News reports read to students in slow English. Limited translation available.
No Red Ink	3-12	Writing curriculum and activities, including authentic assessments and actionable data
NY Times ELL	7-12	Articles and resources customized for ELs
Padlet	3-12	Teachers create an online bulletin board to display information for any topic. Students can comment. It is available in 29 languages.
Panda Tree	K-12	Educational games and materials available in multiple languages.
Picktochart	6-12	Allows teachers to create professional-looking infographics fast. You can use it to make posters, presentations, and reports for your blog, website or Google classroom. It is intuitive and easy to use. Here some ideas for using Picktochart with ELs.
Podcasts	3-12	A podcast is an episodic series of spoken word digital audio files. Students can create or consume podcasts. There are many streaming applications and podcasting services available. Learn about the many options here.
Screencastify	3-12	Students create a series of slides to present their work in Google Slides, then use Screencastify to record presentation using any language can. Teachers can also use this program to narrate their lessons or

		provide feedback. Here are some ideas for using Screencastify with ELs.
Seesaw	3-12	A student-driven student digital portfolio that is easy to use and captures learning throughout the year. Here are some ideas for using Seesaw with ELs.
Starfall	K-3	Educational games to support early literacy with embedded supports for ELs.
Quill	K-12	Free writing and grammar activities.
Quizlet	K-12	Study tool for students. Teachers can make flashcards and study sets to help ELs review new language/information.
Unite for Literacy	K-5	Short fiction and nonfiction books available in a variety of topics and languages. Students can read independently or be read to.
Voces Digital	K-12	English curriculum designed specifically for ELs, includes audio/video supports and interactive writing and speaking exercises.
WIDA	K-12	Guide to teaching multilingual learners online
WIDA Early Years	2-5	The WIDA Early Years team has developed two free activity books, available in English and Spanish, that support conversations with young children about their families and environments
Within	5-12	Virtual reality tours and documentaries

Appendix B

Language Assistance Resources for Interpretation and Translation

Effective Communication and Language Assistance: When school officials provide information to students, parents, and the community about any aspect of coronavirus or actions the schools are taking in response to coronavirus, they generally need to provide meaningful access to such information to English learner students and adults with limited English proficiency (LEP).

Further, families with limited English proficiency must be offered language assistance for **ANY** critical district or school communication regarding their child's needs or access to educational programs. Documents containing critical information include, but are not limited to: (1) registration forms; (2) conduct and discipline; (3) safety and health notices; (4) special education and related services; (4) entitlement notices relevant to public education placement in special programs (e.g., English language learner); (5) legal or disciplinary matters and (6) emergency notifications. [4]

The NH Department of Education does not officially endorse any of the vendors listed below. Districts and schools are responsible for determining which provider best fits the needs of their LEP families.

NH Based Service Providers

- [Language Bank](), Manchester, NH
- [PinPoint Translation Services](), Manchester, NH

A list of NH based independent interpreters is also available on the [DOE website]().

National "on-demand" Providers

Note: These providers often require a district account, but are critical providers, as they are available on-demand 24-hours a day, 365 days a year and offer 240 languages.

- [Language Line Solutions]()

Web-based Apps

- [Talking Points]()
- [Class Dojo]()
- [Remind]()

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[4] Civil Rights Act of 1964 § 7, 42 U.S.C. § 2000e et seq (1964).

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