Local Education Agencies (LEAs) have been provided with flexibility in fulfilling the 2021 English learner summer school requirements for bilingual education and English as a second language (ESL) students entering kindergarten and grade 1 (Texas Education Code Sec. 29.060; Texas Administrative Code \$89.1250). Although 120 hours of instruction that are supplemental to the regular school day/year are still required, LEAs may choose to extend the summer school requirement by completing this supplemental program throughout the 2021-2022 school year. This document provides updated guidance and answers to frequently asked questions for implementing EL summer school with the available adjustments.

## **Guidance Sections**

- Requirements
- Considerations for Delivery Methods
  - Delivery Method Descriptions
  - Logistical Considerations
  - Skill Development Considerations
  - Progress Monitoring Considerations
- Additional Resources
- Voices from the Field
- Frequently Asked Questions

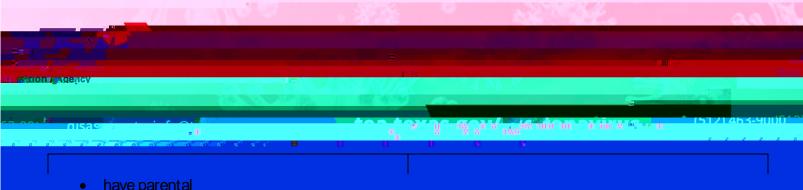
The required summer school program for English learners who are entering kindergarten or grade 1 is intended to prepare our youngest English learners for linguistic and academic success in early grades. This program provides multiple opportunities for students to engage with meaningful linguistic and academic experiences to prepare them for the next grade level.

The <code>L</code> summer school program guidance described in Texas Administrative Code (TAC) §89.1250 will remain in effect for the summer of 2021 with the following alterations. The chart below highlights similarities and differences between statutory requirements and current flexibilities. A check mark ( ) indicates that the 2021 <code>L</code> summer school requirement is identical to the statutory requirement.

LEAs must offer summer school to families of English learners if they are required to offer bilingual or English as a second language (ESL) programs.

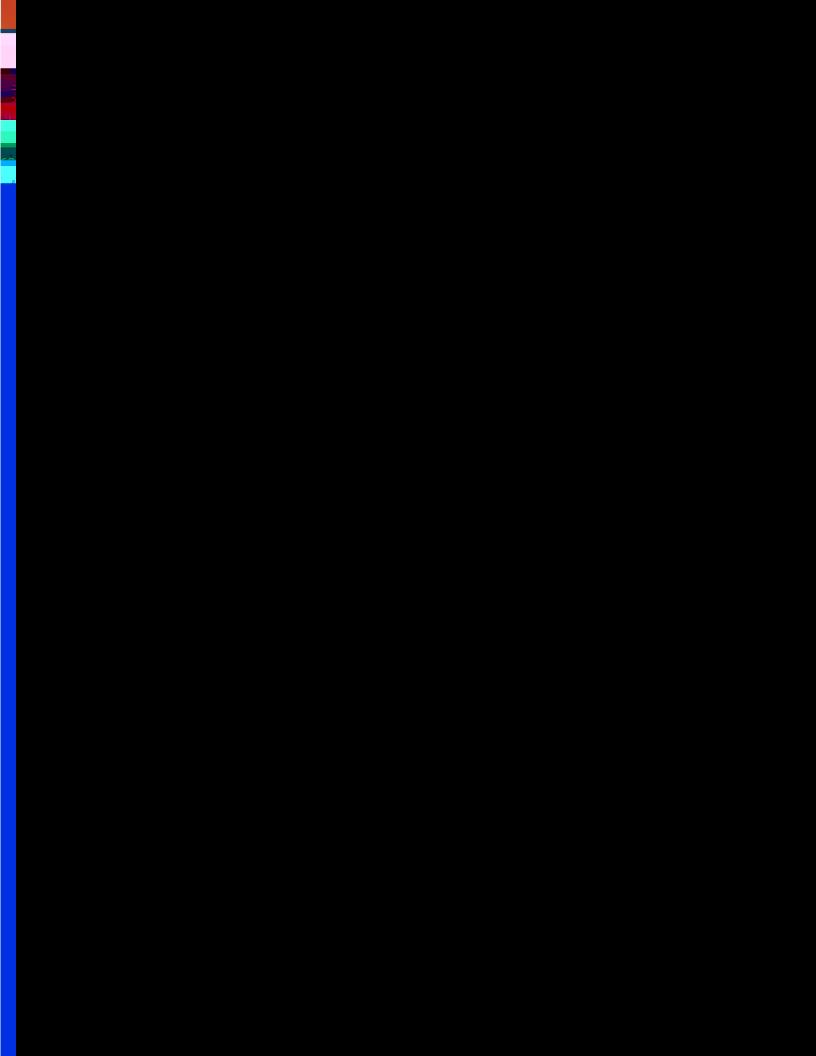
TAC §89.1250 (2)(A)

To be eligible for enrollment, a student must



• have parental

An LEA shall maintain records of eligif 7-it T.17 TET Qq36.



- Develop procedures to observe state and local health regulations in the classroom, during arrival, dismissal, recess, and time in the cafeteria.
- Brainstorm alternative physical classroom setups that support social distancing such as individual work areas, and classroom procedures that facilitate health guidelines such as hand washing routines.
- For materials/paper delivery
  - Establish methods for parent/guardian communication, and for students to return finished work products and get feedback.
  - Arrange for families to drop off work products at the following pick-up opportunity, and papers from the previous week can be displayed outside, visible to the car lane.
- For remote instruction
  - Prioritize interactive sessions requiring a fluent language model for synchronous learning opportunities and provide links for students to access fluent language models during asynchronous learning opportunities.
  - Provide clear instruction or guidance for families on digital submission of photos/videos of work products and the summer system for families to receive technical help with LEA devices.
- For hybrid instruction, consider the strategic implementation of learning experiences for small groups or for specific purposes. Examples include
  - Mon/Wed and Tues/Thurs rotations of students to create small class sizes
  - o Individual testing and/or progress monitoring opportunities
  - $\circ\quad$  Small groups for students new to the LEA or with similar specialized needs.
- Summer school may be the first time some students have had instruction in the building. Use summer
  as a time to teach and practice schoolwide routines and functional language they will need during the
  school year.
- Regardless of the delivery method, empower families to extend summer school learning at home.

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- Students should be consistently monitored for both academic and linguistic progress, and progress should be systematically reported to families.
- Students can be informally monitored for linguistic progress during a synchronous online session, or through regularly scheduled phone calls or video chats on a smart phone. In both cases, the teacher would initiate a conversation intended to elicit the desired linguistic characteristics previously identified.
- Students can come to the school for individual or small group progress monitoring.
- Students can be evaluated face to face when school resumes for the 2021-2022 school year to see if linguistic and academic goals set at the beginning of summer school were achieved. This information will inform the new classroom about the most recent goals set for the student and can also be shared with parents/guardians.

## Add on sourc s

Potential curriculum sources that may be customized based on delivery method and other factors include:

- a. Curriculum from past LEA summer programs
- b. LEA-created materials
- c. <u>TEA and PBSAt-Home Learning Collaboration</u> > PBSEducator Resource Guide > Toolkit for At-Home Learning includes content for Spring 2021
- d. <u>El Portal</u> Parents and Families pathway has resources for parents under <u>Supporting my Child</u> and Student Resources
- e. <u>Texas Home Learning</u> (THL) is a suite of instructional materials designed for learning acceleration and COVID recovery. THL is available to any Texas educator at no-cost with several resources for educators leading an English Learner summer program. These resources are available for free to any Texas educator to use as they see fit.

If an LEA would like additional support, printed materials, and a \$1,000 stipend for participating educators, the \_\_\_\_\_ could be a great option. Apply for the program by Friday, April 9, 2021.

- i. <u>Summer Learning Framework</u> The framework defines important planning topics for districts and school administrators for a high-quality summer learning program. District and school leaders can engage with the framework and supports as needed.
- ii. Summer-specific units These units were created for summer from THL publishers. Webinars are scheduled for unit overviews and product-specific Q&A.
- iii. <u>STMath</u> This product is found under the Math Supplement tab on the linked page and may be of interest since the focus is on spatial-temporal understanding and is largely language-free. The linked page includes a recorded materials overview and registration link.

Our 2020 summer school was entirely virtual. Materials, such as the books, were mailed directly to families. Other necessary resources like Chromebooks, MiFi, journals, crayons and other school supplies were set out for parents to pick up. For those who had difficulty getting themselves to the nearest pick-up location, we scheduled a drop off with them. We met through Google Meet. This allowed for live instruction. We knew this would be important to allow for an immediate feedback loop. Seesaw was used to house activities,

EL summer school participation is collected through the Public Education Information Management System (REIMS).

- : For LEAs who are currently completing the 2020 H\_summer school program during the 2020-2021 school year, participation data will be reported in the PHMS Submission 4 and due to TEA on August 26, 2021. Reimbursement to LEAs will be provided through direct deposit in September of 2021.
- : Participation data will be collected through PEMSSubmission 4 only, and the due date to TEA must be reported by August 25, 2022. Reimbursement to LEAs will be provided through direct deposit in fall of 2022.