



# COVID-19 Guidance and FAQ on 2019-2020

## Summer School for English Learners

May 26, 2020

(512) 463-9000

disasterinfo@tea.texas.gov

[tea.texas.gov/coronavirus](http://tea.texas.gov/coronavirus)

Local Education Agencies (LEAs) have been provided with flexibility in fulfilling the 2019-2020 bilingual education and English as a second language (ESL) summer school requirements for English learners (ELs) 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 2020-2021 school year. This document provides detailed guidance and answers to frequently asked questions for implementing EL summer school with the available adjustments.

For general information on English Learners (ELs), including EL program services, Texas English Language Proficiency Assessment System (TELPAS) Administration, and Language Proficiency Assessment Committee (LPAC) procedures, please see the **English Learners Guidance FAQ** located on the TEA Coronavirus webpage under [Special Populations](#).

### 2019-2020 Summer School for English Learners Guidance: Section Topics

Click on the links below to go directly to that section of the document.

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### Requirements

The summer school program for English learners (ELs) who are entering kindergarten or grade 1 required by Texas Education Code (TEC) Sec. 29.060 is intended to prepare our youngest English learners for success in early grades. This summer, more than ever, English learners need multiple opportunities to engage with English listening and speaking as well as meaningful experiences with literacy.

The EL summer school program guidance described in Texas Administrative Code (TAC) §89.1250 will remain in effect for the summer of 2020 with the following alterations. The chart below highlights similarities and differences between previous and current requirements. A check mark (✓) indicates that the 2020 EL summer school requirement is identical to the traditional requirement.

Traditional Summer School for English Learners	2020 Summer School for English Learners
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)	✓



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Traditional Summer School for English Learners	2020 Summer School for English Learners
<p>To be eligible for enrollment, a student must</p> <ul style="list-style-type: none"> <li>• be eligible for kindergarten or grade 1 during the 2020-2021 school year,</li> <li>• be identified as an English learner, and</li> <li>• have parental/guardian approval for bilingual/ESL program placement.</li> </ul> <p>TAC §89.1250 (2)(B)</p>	
<p>Instruction focuses on language development and essential knowledge and skills appropriate to the level of the student.</p> <p>TAC §89.1250 (1)(B)</p>	
<p>Program addresses the affective, linguistic, and cognitive needs of English learners.</p> <p>TAC §89.1250 (1)(C)</p>	
<p>Enrollment is optional.</p> <p>TAC§ 89.1250 (3)(A)</p>	
<p>LEA employs a traditional system for parents/guardians to register for the summer school program.</p> <p>(general guidance)</p>	<p>LEA creates an alternate way for parents/guardians to register for the EL summer school program based on current communication methods. Every effort should be made to ensure equitable access to information.</p>
<p>Duration of the program should be 120 hours of instruction.</p> <p>TAC §89.1250 (3)(B)</p>	<p>The program must be a coordinated system of instructional opportunities that may include face to face, synchronous and asynchronous instruction to total 120 hours. Materials/paper delivery method may estimate a number of instructional hours per bag or packet.</p>
<p>Student/teacher ratio does not exceed 18:1.</p> <p>TAC §89.1250 (3)(C)</p>	<p>This ratio limit still applies.</p> <p>However, the current public health guidance for schools restricts schools so that no more than eleven individuals should be in an enclosed area together regularly, for example as a class group. This includes teachers, staff, and students. For more information on in-person groupings, please see <a href="#">TEA's Guidance for Reopening and Student Interaction</a>.</p>
<p>A school that operates on a semester system shall offer the program during the period school is recessed for the summer.</p> <p>TEC Sec. 29.060 (a)(1)</p>	<p>The Governor has allowed for LEAs to adopt a schedule to deliver the EL summer school program by the end of the 2020-2021 school year.</p>



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Traditional Summer School for English Learners	2020 Summer School for English Learners
	<p>Therefore, LEAs that do not complete the EL summer school requirement during the summer may complete the 120 hours of instruction (supplemental to the regular school day*) during the 2020-2021 school year.</p> <p><i>*Supplemental to the regular school day may include before or after school hours, weekends, or during any LEA incremental breaks within a year-round schedule.</i></p>
<p>Program is staffed by teachers appropriately certified for the bilingual/ESL program. TAC §89.1250 (3)(E)</p>	
<p>Reporting of student progress shall be determined by the board of trustees. A summary of student progress shall be provided to</p> <ul style="list-style-type: none"> <li>• parents/guardians at the conclusion of the program and</li> <li>• next year's teacher.</li> </ul> <p>TAC §89.1250 (3)(F)</p>	
<p>LEAs must document that they have communicated to parents/guardians and encouraged participation in multiple ways; however, if an LEA has fewer than 10 students LEA-wide desiring to participate, they are not required to provide the program. TAC §89.1250 (4)(A)(iii)</p>	
<p>An LEA shall maintain records of eligibility, attendance, and progress of students. TAC §89.1250 (4)(B)</p>	<p>An LEA shall maintain records of eligibility, <b>attendance*</b>, and progress of students. *Attendance for 2020 summer school may be recorded based on online participation and/or materials/paper pick up.</p>
<p>An LEA shall use state and local funds for program purposes. TAC §89.1250 (4)(A)</p>	
<p>Funding for the summer school program shall be on a unit basis in such an allocation system to ensure a pupil/teacher ratio of not more than 18:1. TAC §89.1250 (4)(A)(ii)</p>	
<p>Payment to LEAs for summer school programs shall be based on units employed. TAC §89.1250 (4)(A)(iv)</p>	

## Delivery Methods

Local and up-to-date social distancing recommendations, feedback and analysis from recent distance learning efforts, input from families, and health restrictions will require LEAs to think differently about the delivery of required EL summer school. Regardless of the flexibility in delivery, certain aspects of summer school will require the same intentional planning as in previous years. These include scope and sequence, which identifies specific skill development, and progress monitoring. LEAs are encouraged to use their ingenuity, established learning systems, and knowledge of local community resources to provide instructional opportunities that are accessible to students. Some considerations for each delivery method are included below.

### Traditional (Brick and Mortar)

Students attend classes in the school building and follow local health recommendations as well as TEA's [Guidance for Reopening and Student Interaction](#). Curriculum includes both linguistic and academic development opportunities and is delivered in a traditional way, with typical classroom experiences altered only by local health guidelines. LEAs determine specific goals for the program based on the needs of students enrolled.

### Logistical Considerations

- Gather stakeholder input on the proposed schedule for meeting the 120-hour requirement. For example, if the LEA proposes to utilize days during the 2020-2021 school year, does the community prefer evenings, weekends, or both?
- Consider morning and afternoon summer school sessions to ensure that no more than eleven individuals are in an enclosed area together regularly, however the 18/1 unit still applies for reimbursement.
- Develop procedures to maintain social distancing 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.

### Skill Development Considerations

- When planning for the development of listening and speaking skills, modifications to daily greetings and other routines will need to be determined. For example, verbal greetings rather than handshakes or hugs and hand washing routines will need to be implemented more intentionally.
- Creating themed lessons related to hygiene and social-emotional wellness that incorporate choral response, chants and read alouds can support ELs development in listening, speaking and early literacy during this time.
- Increasing family engagement can include extension activities related to themed lessons.

### Progress Monitoring Considerations



- Progress monitoring and assessment practices should be consistent with established requirements and procedures practiced in the LEA
- Plan for consistent method of reporting progress to families.
- Plan for consistent method of assessing students' proficiency levels.

## Materials/Paper Delivery

Students pick up materials for summer school on a regular schedule and complete learning opportunities in a family environment. Curriculum includes linguistic and academic development opportunities that can be carried out by families, as well as activities intended to address the students' affective needs. Like family math or literacy night activities, the bag of materials includes everything needed for the activity/ies (book, crayons, play dough, blank paper, etc.). An estimated number of hours for completion per bag/packet should be indicated, to support families in fulfilling learning and expectations. Simple instructions accompany each activity and are provided in English, Spanish, and any other home language the LEA deems appropriate.

## Logistical Considerations

- Gather stakeholder input on the proposed schedule for meeting the 120-hour requirement. For example, if the LEA proposes to utilize days during the 2020-2021 school year, does the community prefer evenings, weekends, or both?
- Consider replicating the LEAs meal distribution system. If meals are provided during the summer, align materials pick up time so families can make one trip.
- Determine frequency of materials distribution and create a system to prepare bags in advance.
- Establish a method for students to return finished work products and get feedback.
- Establish a method for families to contact the teacher directly for specific questions about summer school, the student, or the learning opportunities.
- 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.
- Include recommendations that can be given to parents/guardians and families for low-tech activities that require minimal internet access or are alternatives to digital learning experiences.
- Foster teacher/student relationships via an "All About Me" page on the teacher in the first packet, YouTube introduction video, phone call and/or video chat.
- A teacher should be responsible for no more than 18 students, following the typical summer school requirement.

## Skill Development Considerations

- To foster the development of listening and speaking English during at-home learning, guide parents/guardians to consider opportunities to interact with fluent speakers, and how to make these opportunities regular and purposeful. For example, have an older sibling or parent/guardian (fluent in English) teach the student a new skill, dance, household chore for a set number of minutes a day, or watch and discuss educational TV programming or recommended YouTube videos in English. Links can be sent via text to a cell phone.

- To support the continued development of students' home languages during at-home learning, assure parents/guardians that conversations in the home language are very important for cross-linguistic connections. These conversations can be on routine home topics such as meal planning and preparation, helping around the house, and individual responsibilities like brushing teeth.
- To promote early literacy, consider ways for students to access text read aloud, daily by a fluent English speaker. For example, the teacher can send a voice recording of one of the books in the bag or a YouTube link to a Reading Rainbow video to the parent's/guardian's cell phone.

### Progress Monitoring Considerations

- Students can be informally monitored for linguistic progress through regularly scheduled phone calls or video chats on a smart phone.
- Students can be evaluated face to face when school resumes for the 2020-2021 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.

### Virtual

Students access all communication and learning opportunities online. The LEA utilizes an online system for communicating learning opportunities based on feedback from the most recent distance learning environment. Curriculum includes linguistic and academic development opportunities that can be carried out by a teacher in a virtual setting, or online with support from families.

### Logistical Considerations

- Intentionally create a classroom culture in early synchronous learning opportunities, or in an asynchronous learning opportunity, the teacher can share an "All About Me" video as a model for students who in turn submit their own.
- In synchronous learning opportunities, teachers prioritize interactive sessions requiring a fluent language model.
- Asynchronous learning opportunities include links for students to access fluent language models, including the teacher modeling a previously introduced text, poem, or song that students can practice and teach family members (see Read Aloud Guidance in Additional Resources).
- A teacher should be responsible for no more than 18 students, following the typical summer school requirement.
- Pictures or videos of work products can be submitted digitally to a designated page within the LEA's or campus's site.
- Students can receive feedback on their digital submission from the school – from teachers, the school's mascot, etc.
- Consider strategic distribution of LEA devices that are age appropriate. For example, iPads commonly used in early childhood classrooms could be distributed to students meeting an LEA established criteria

like lacking fluent or near fluent English language models. Families could pick up devices in person and receive a tutorial/demonstration of appropriate use and care.

- Communicate the summer system for parents/guardians and families to receive technical help with LEA devices.

### Skill Development Considerations

- Prioritize synchronous or asynchronous learning sessions to include authentic use of language (calendar, circle time), utilizing verbal sentence stems to support listening and speaking development in English.
- Have families access PBS videos such as this [Daniel Tiger Hand Washing video](#) for the procedure, and then the subsequent song for asynchronous learning focused on listening and speaking in English.
- Guide families to access the [English Learner Portal](#) for additional elementary targeted online supports.
- For early literacy exposure, incorporate online read alouds to be utilized in synchronous or asynchronous learning opportunities.

### Progress Monitoring Considerations

- Students can participate in a synchronous online session with a teacher and have a guided conversation intended to elicit the desired linguistic characteristics previously identified.
- Students can be informally monitored for linguistic progress through regularly scheduled phone calls or video chats on a smart phone.
- Students can be evaluated face to face when school resumes for the 2020-2021 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.

### Hybrid

Students participate in some combination of traditional, materials/paper delivery, and/or virtual delivery methods for summer school.

### Logistical Considerations

- Gather stakeholder input on the proposed schedule for meeting the 120-hour requirement. For example, if the LEA proposes to utilize days during the 2020-2021 school year, does the community prefer evenings, weekends, or both?
- Determine the ways in which the LEA's current distance learning plan be implemented or modified to offer specialized instruction for summer school.
- Consider the strategic implementation of traditional classroom experiences for small groups or for specific purposes. Examples include
  - Mon/Wed and Tues/Thurs rotations of students to create small class sizes
  - Individual testing and/or progress monitoring opportunities
  - Small groups for students new to the LEA or with similar specialized needs.

- Consider strategic distribution of LEA devices that are age appropriate. For example, iPads commonly used in early childhood classrooms could be distributed to students meeting an LEA established criteria like lacking fluent or near fluent English language models. Families could pick up devices in person and receive a tutorial/demonstration of appropriate use and care.
- Intentionally create a classroom culture in early synchronous learning opportunities, or in an asynchronous learning opportunity, the teacher can share an “All About Me” video as a model for students who in turn submit their own.
- A teacher should be responsible for no more than 18 students, following the typical summer school requirement.

### Skill Development Considerations

- Follow relevant guidelines in sections above, as applicable.

### Progress Monitoring Considerations

- Students can participate in a synchronous online session with a teacher and have a guided conversation intended to elicit the desired linguistic characteristics previously identified.
- Students can be informally monitored for linguistic progress through regularly scheduled phone calls or video chats on a smart phone.
- 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 2020-2021 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.

### Additional Resources

- Potential curriculum sources that may be customized based on delivery method and other factors include:
  - a. Curriculum from past LEA summer programs
  - b. Unused LEA materials from the 2019-2020 school year
  - c. LEA-created materials
  - d. [Texas Home Learning \(TEA\)](#)
  - e. [Learn at Home \(Scholastic\)](#)
  - f. [TEA and PBS At-Home Learning Collaboration](#)
- [Abriendo Puertas](#) (Opening Doors) has several resources and activities that parents/guardians can do with their child at home during the COVID-19 crisis. The website is available in Spanish as well.
- [Canticos](#) is a website featuring short videos of songs/nursery rhymes in Spanish and English. The song is sung once in English and the video continues with Spanish lyrics to the same tune. They are featured on the cable television channel, [Nick Jr](#), but can also be accessed on YouTube. The site includes resources like character headbands, lyric sheets, etc.



## Frequently Asked Questions

1. **Is there flexibility for completing the 2019-2020 bilingual education and ESL summer school requirements for English learners (ELs) entering kindergarten and grade 1 (Texas Education Code [Sec. 29.060](#); Texas Administrative Code [§89.1250](#))?**

Yes. Local Education Agencies (LEAs) are still required to offer 120 hours of instruction that are supplemental to the regular school day/year, but instead of completing these hours in the summer of 2020, they may meet the provisions of this requirement throughout the summer of 2020 and the 2020-2021 school year. LEAs may

- complete the EL summer school requirement **prior to** the beginning of the 2020-2021 school year,
- **begin** EL summer school **in summer** of 2020 **and complete** the 120 hours of instruction (supplemental to the regular school day) **throughout** the 2020-2021 school year, or
- complete the 120 hours of instruction (supplemental to the regular school day) **during** the 2020-2021 school year.

*Note: "Supplemental to the regular school day" may include before or after school hours, weekends, or during any LEA incremental breaks within a year-round schedule.*

2. **What methods of delivery are permissible for meeting the requirement of 120 hours of instruction for EL summer school?**
  - [Face-to-Face Instruction](#) (traditional brick and mortar classrooms)
  - [Materials/Paper Delivery](#)
  - [Virtual](#) (synchronous and asynchronous)
  - [Hybrid](#) (combination of any of the above options)
3. **What are factors to consider within the various methods of delivery regarding the student to teacher ratio (not to exceed 18:1) requirement for EL summer school?**
  - The required student to teacher ratio should not exceed 18:1, as would apply normally.
  - Please note, though, that public health restrictions currently provide that no more than eleven individuals should be in an enclosed area together regularly, following [TEA's Guidance for Reopening and Student Interaction](#).
4. **How should LEAs determine the best way to meet the EL summer school requirement, given the State's [guidance on summer school](#)?**

- Survey **students' families** (including calls, emails, online surveys, etc.) to determine interest and desired methods for participation in EL summer school.
- Survey **teachers** (including calls, emails, online surveys, etc.) to determine interest and desired methods for facilitating/providing EL summer school.
- Utilize existing LEA distance learning systems and previously used EL summer school resources to formulate a feasible plan.
- Consider factors for student and family participation in order to ensure access to instruction and materials based on current distance learning experiences. See *Tips for Families of English Learners* on the [TEA COVID-19 Support: Special Populations](#) webpage.

*Note: LEAs must adhere to all social distancing requirements and other guidance from healthcare officials.*

## 5. How will attendance be tracked for EL summer school participation?

- In **face-to-face** instruction (traditional brick and mortar classrooms), LEAs will track attendance as they do regularly for EL summer school.
- With **materials/paper delivery**, a number of hours of instruction can be estimated for completion of the activities in each delivery to mark that student's attendance in those hours of instruction.
- Through **virtual** instruction (synchronous and asynchronous), attendance may be collected per synchronous session participation and evidence of asynchronous assignment completion.

*Note: Participation data will be reported through PEIMS.*

## 6. How will reimbursement be calculated for EL summer school?

- Reimbursement amounts will be based on teaching units with 18 students or a fraction thereof, regardless of method of delivery. Allotments will be prorated on this unit value.
- Based on 2019 EL summer school program costs, LEAs received reimbursements of approximately \$1,300 per unit. This is subject to change based on the number of total units statewide for 2020 EL summer school.
- Business managers should be informed that the fund code is 289 and that payment to the LEA will be provided through direct deposit.

## 7. Will LEAs be reimbursed for technology and other necessary materials if the requirement is offered virtually?

LEAs will only be reimbursed for teaching units. Additional funds for technology, transportation, printing costs, additional staff, and other materials may be available through [CARES funding](#).

## 8. How will LEAs report summer school participation?

2019-2020 EL summer school participation will be collected through the Public Education Information Management System (PEIMS).

- For LEAs completing EL summer school prior to the 2020-2021 school year, “THE-BILINGUAL/ESL-SUMMER-SCHOOL- INDICATOR-CODE” is included in the Student Program Extension as documented in the 2019-2020 Texas Education Data Standards (TEDS) to identify students participating in the Bilingual/ESL Summer School Program. This indicator code is collected in Submission 4 only, and the due date to TEA is **August 27, 2020**.
- For LEAs completing the EL summer school program during the 2020-2021 school year, participation data will be reported in the 2020-2021 PEIMS Submission 4 and due to TEA on **August 26, 2021**.