

# ESL Return to School Task Force

## In-Person Option

### Recommendations

- ELs with ELP below 3.5 (approximately 2,000/59%) receive in-person instruction.
- Pull out no more than 8-10 ELs (elementary and middle school) and 11-12 ELs (high school) at a time (90 min/day).
- Need full size classroom for distancing.
- Sufficient number of ESL teachers and support staff.

### Content and Pedagogy

- ESL teachers would benefit from scheduling their own structured time with their students who are newcomers.
- ESL teachers will need common planning time with their grade level teachers (with grade level or content).
- If any packets/content come from the district, it would be beneficial if the directions were translated into high incidence languages.
- Implement Next Generation ESL MCUs aligned to Common Core Standards and other newcomer instructional resources and materials (Opportunity to format a district wide curriculum).
- Utilize WIDA Can Do Indicators/Instructional resources.
- Teachers will need professional development in ESL MCUs.

### Materials and Equipment

- PPE/Proper masks (shields, clear masks, gloves, hand sanitizers, disinfectants, fogging).
- ELs need to maintain their own learning materials/supplies.
- ELs need a device and Wi-Fi access.
- No sharing of materials.

### Family Support

- Virtual/Socially Distant Open House and/or Parent Teacher Conference should be held early to build community with our parents.
- Our families with newcomers would benefit from home visits in the first month.
- We should teach both parents and students how to use the Google Translate extension.
- We should teach both parents and students how to use the Read Aloud Extension.
- Focus on the whole child utilizing English Learner Parent Advisory Council (ELPAC), community partners and parent liaisons.
- School based ELPAC with various stakeholders (ESL Lead Teacher contact member - minimum).

# Communication

- Language Line availability.
- Provide ongoing communication and documentation.
- Talking Points is a communication tool that was created for schools to communicate with families that speak multiple languages. <https://talkingpts.org/>
- Remind app translates into 150 languages.
- Class Dojo does not have Khmer.

# Social Emotional and Well-being

- Plan to assess for non academic needs of our students who are newcomers (i.e. health, food, clothing, etc.).
- ESL teachers take on the role as caseworker and help families and students navigate these obstacles.
- Student representatives (leaders) to support (mentor) younger students.

# Technology Set Up and Considerations

- We will need to spend the time organizing and pushing out extensions, bookmarks, and apps to student devices.
- We can set up a Clever page with a QR code.
- We will need time for explicit technology training for the students, parents, and teachers. Parents would benefit from a “tech tent” format to show them how to use different platforms.
- Instructional videos for platforms, apps, etc. should be dubbed into high incidence languages. Closed captioning is adequate but some of our families do not have much exposure to literacy.
- Even if every student has a device, reliable internet is still an issue.
  - Hotspots were not reliable for all our learners.
  - If a family has multiple devices running at a time, it becomes difficult to maintain a signal.

# Technology Tools

- Zoom - Our students and parents have become accustomed to Zoom. It would benefit them if we did not move to another video delivery service.
- Google Classroom.
- Seesaw - Seesaw is a great tool for those learning English. It is an online portfolio and can be used K-12 for our students who are newcomers.
- (Middle and High School): Kami (<https://www.kamiapp.com/pricing/>). Kami allows teachers to post assignments to Google Classroom and students can annotate them, add audio, video, highlighting, etc.
- Read and Write for Chrome (<https://chrome.google.com/webstore/detail/readwrite-for-google-chro/inoeonmfapjbbkmdafoankkfajkcphgd?hl=en-US>) - Read and Write is a Chrome Extension.”From hearing emails or documents read out loud to text prediction, picture dictionaries, summary highlighters and a grammar, spelling and confusable words checker, Read&Write makes lots of everyday literacy tasks simpler, quicker and more accurate.”

- Reverso context has been recommended as one of the more accurate, online translation tools.  
<https://context.reverso.net/translation/>

# ESL Return to School Task Force

## Remote Option

### Recommendations

- ELs with ELP below 3.5 (approximately 2,000/59%) receive in-person instruction.
- Pull out no more than 8-10 ELs (elementary and middle school) and 11-12 ELs (high school) at a time (90 min/day).
- Need full size classroom for distancing.
- Sufficient number of ESL teachers and support staff.

### Content and Pedagogy

- We will need a special consideration for students that score from 1.0 to 1.9 on the WIDA.
- We will need special consideration for students who are Students With Limited or Interrupted Formal Education (SLIFE).
- ESL teachers would benefit from scheduling their own structured time with their students who are newcomers.
- ESL teachers will need common planning time with their grade level teachers.
- Implement Next Generation ESL MCUs aligned to Common Core Standards and other newcomer instructional resources and materials (Opportunity to format a district wide curriculum).
- If any packets/content come from the district, it would be beneficial if the directions were translated into high incidence languages.
- ESL teachers should track attendance for services.
- Parents and students need to be made explicitly aware of remote learning attendance policies.
- Teachers will need professional development in ESL MCUs.

### Family Support

- Virtual Open House and/or Parent Teacher Conference should be held early to build community with our parents.
- Our families with newcomers may benefit from home visits in the first month.
- We should teach both parents and students how to use the Google Translate extension.
- We should teach both parents and students how to use the Read Aloud Extension.
- Students should be provided with basic school supplies (i.e. paper, pencils, crayons, etc.).
- Focus on the whole child utilizing English Learner Parent Advisory Council (ELPAC), community partners and parent liaisons.
- School based ELPAC with various stakeholders (ESL Lead Teacher contact member - minimum).

# Communication

- Language line availability.
- Provide ongoing communication and documentation.
- Talking Points is a communication tool that was created for schools to communicate with families that speak multiple languages. <https://talkingpts.org/>
- Remind app translates into 150 languages.
- Class Dojo does not have Khmer.

# Social Emotional and Well-being

- Plan to assess for non academic needs of our students who are newcomers (i.e. health, food, clothing, etc.).
- ESL teachers take on the role as caseworker and help families and students navigate these obstacles.
- Student representatives (leaders) to support (mentor) younger students.

# Technology Set Up and Considerations

- We will need to spend the time organizing and pushing out extensions, bookmarks, and apps to student devices.
- We can set up a Clever page with a QR code.
- We will need time for explicit technology training for the students, parents, and teachers. Parents would benefit from a “tech tent” format to show them how to use different platforms. Translators should be available.
- Instructional videos for platforms, apps, etc. should be dubbed into high incidence languages. Closed captioning is adequate but some of our families do not have much exposure to literacy.
- Even if every student has a device, reliable internet is still an issue.
  - Hotspots were not reliable for all our learners.
  - If a family has multiple devices running at a time, it becomes difficult to maintain a signal.

# Technology Tools

- Zoom - Our students and parents have become accustomed to Zoom. It would benefit them if we did not move to another video delivery service.
- Seesaw - Seesaw is a great tool for those learning English. It is an online portfolio and can be used K-12 for our students who are newcomers.
- (Middle and High School): Kami (<https://www.kamiapp.com/pricing/>). Kami allows teachers to post assignments to Google Classroom and students can annotate them, add audio, video, highlighting, etc.
- Read and Write for Chrome. (<https://chrome.google.com/webstore/detail/readwrite-for-google-chro/inoeonmfapjbbkmdafoankkfajkcphgd?hl=en-US>) - Read and Write is a Chrome Extension. “From hearing emails or documents read out loud to text prediction, picture dictionaries, summary highlighters and a grammar, spelling and confusable words checker, Read&Write makes lots of everyday literacy tasks simpler, quicker and more accurate.”

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- Classwork Zoom for Google Classroom  
(<https://chrome.google.com/webstore/detail/classwork-zoom-for-google/flkiihnalkdcocknmgjolnbhfaingfp?hl=en>) - Tracks time spent on assignments.

# ESL Return to School Task Force

## Hybrid Option

### Recommendations

- ELs with ELP below 3.5 (approximately 2,000/59%) receive in-person instruction.
- Pull out no more than 8-10 ELs (elementary and middle school) and 11-12 ELs (high school) at a time (90 min/day).
- Need full size classroom for distancing.
- Sufficient number of ESL teachers and support staff.

### Content and Pedagogy

- ESL teachers would benefit from scheduling their own structured time with their students who are newcomers.
- ESL teachers will need common planning time with their grade level teachers as well as a district wide group.
- If any packets/content come from the district, it would be beneficial if the directions were translated into high incidence languages.
- ELs students should be strategically placed in a subset (2 in a 4 strand school) of classrooms depending on level.
- Student pods remain while ESL teachers relocate to various classrooms or in a separate remote breakout group.
- ESL teachers have their own regular-sized classroom to accommodate these large groups if ELs are all in-person.
- ELs still have access to the content area curriculum.
- Utilize paras and tutors to support small group instruction (co teaching/breakout groups).
- Utilize paras and tutors with second languages to support instruction (2nd individual assisting with remote instruction).
- Encourage buddy classrooms when remote.
- Implement Next Generation ESL MCUs aligned to Common Core Standards and other newcomer instructional resources and materials (Opportunity to format a district wide curriculum).
- Utilize WIDA Can Do Indicators/Instructional resources.

# Materials and Equipment

- PPE/Proper masks (shields, clear masks, gloves, hand sanitizers, disinfectants, fogging).
- ELs need to maintain their own learning materials/supplies (No sharing of materials).
- ELs need a device and Wi-Fi access.

# Family Support

- Utilization of community organizations to support students and families with physical location, participation and engagement.
- Community organizations/partners provide support and training with respect to technology.
- Community organizations/partners receive similar training as LPS staff.
- Focus on the whole child utilizing English Learner Parent Advisory Council (ELPAC), community partners and parent liaisons.
- Siblings are placed in similar cohorts in support of families (Cohort Groups A-D).
- Virtual Open House and/or Parent Teacher Conference should be held early to build community with our parents.
- Our families with newcomers would benefit from home visits or school visits (by family) in the first month.
- We should teach both parents and students how to use the Google Translate extension.
- We should teach both parents and students how to use the Read Aloud Extension.
- School based ELPAC with various stakeholders (ESL Lead Teacher contact member - minimum).

# Communication

- Language line availability.
- Provide ongoing communication and documentation.
- Talking Points is a communication tool that was created for schools to communicate with families that speak multiple languages. <https://talkingpts.org/>
- Remind app translates into 150 languages.
- Class Dojo does not have Khmer.
- In person instruction must include clear shield or face mask to enable reading facial expressions.
- Volunteers to aid teachers in communicating with families (ELPAC) (Cori necessary for remote interactions).
- Translation of health protocols.

# Social Emotional and Well-being

- Plan to assess for non academic needs of our students who are newcomers (i.e. health, food, clothing, etc.).
- ESL teachers take on the role as caseworker and help families and students navigate these obstacles.
- Student representatives (leaders) to support (mentor) younger students.

# Technology Set Up and Considerations

- Technology training front loaded (families, students, community partners, staff). Parents would benefit from a “tech tent’ format to show them how to use different platforms.
- We will need to spend the time organizing and pushing out extensions, bookmarks, and apps to student devices.
- We can set up a Clever page with a QR code.
- Instructional videos for platforms, apps, etc. should be dubbed into high incidence languages. Closed captioning is adequate but some of our families have literacy limitations.
- Even if every student has a device, reliable internet is still an issue.
  - Hotspots were not reliable for all our learners.
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# Technology Tools

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