



HUNTSVILLE CITY  
SCHOOLS

# Return to Learn Programming for 2020-2021

ESOL

Huntsville City Schools



# Return to Learn Programming for 2020-2021

## ESOL

### Introduction

How will we teach and serve students during a pandemic? This guidance is our effort to answer how the English to Speakers of Other Languages or ESOL department will continue to fulfill Title III responsibilities and support instruction and language development for our multilingual learners while considering physical distancing recommendations. Guidance is subject to changes pending health conditions and directives from our District and State leadership.

Guidance may be applied to any of the learning options proposed by Huntsville City Schools including Traditional (on campus), Traditional contingency plans based on response to health conditions (remote or staggered attendance), and Huntsville Virtual Academy.

## CommonAcronyms



EL - English learner; also, multilingual learner

FEL - Former English learner (students who exited program; FELs monitored for four years)

ELD - English Language Development

ESOL - English to Speakers of Other Languages; ESL – English as a Second Language

HCS – Huntsville City Schools

HLS - Home language survey

I-ELP - Individual-English Learner Plan or EL Plan



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### Learning Options for 2020-2021

#### Traditional

- Students attend school daily on campus.
- Instruction provided by classroom teachers.
- Employees and students follow safety protocols established in response to current health conditions.

#### Traditional Staggered -Attendance

- Face-to-face and online learning environment
- Students/classrooms transition seamlessly from traditional learning environment to online learning environment on alternating days
- This plan is implemented based on response to health conditions.

#### Traditional Remote

- Courses are delivered virtually and students participate in their instruction and coursework from home and do not attend class on campus
- This plan is implemented in response to pandemic health conditions.
- Students return to the school building pending changes in health conditions and directives from District or State leadership.

#### Huntsville Virtual Academy (HVA)

- Option offered to students in grades K-12 beginning Fall 2020.
- Student must have a completed 2020-2021 registration and submitted proof of residence with home school.
- Registered HCS students may complete HVA enrollment online by the designated enrollment date.
- Parents must commit to one semester to ensure adequate staffing is provided for both traditional and virtual learning options.

## Options



Families who are new to the district may begin the enrollment process by visiting [huntsvillecityschools.org](http://huntsvillecityschools.org)

Families already enrolled in HCS may complete the registration process for Huntsville Virtual Academy on the district website.

Learn more about Huntsville Virtual Academy by visiting :

[huntsvillecityschools.org/hva](http://huntsvillecityschools.org/hva)



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### Identification and Notification

All Home Language Surveys (HLS) for new enrollees must be reviewed upon enrollment. Students with a language other than English noted on the HLS must be screened within 10 days of enrollment, or before the end of 30 days at the start of the school year.

Principals are asked to identify a location for screening if the ESOL teacher does not have her own classroom or appropriate space for testing. Students will be screened one on one with WIDA MODEL (Kindergarten and First Grade) and in small groups with WIDA Screener (Grades 1-12). Small group screening will be conducted if space allows for appropriate physical distancing. If parents do not wish to bring their child to school due to health concerns, we will implement ALSDE guidance and alternate screening protocol issued April 2020.

EL Plans must be developed following review of ACCESS for ELLs data or WIDA Screener results. School administrators are asked to coordinate meeting times with ESOL teacher to complete EL Plans in [Ellevation](#). Meetings may be conducted virtually or face to face with appropriate physical distancing measures outlined by Huntsville City Schools.

## EL Identification



Identification and placement guidance for Alabama is located on the WIDA website under the member states information.

<https://wida.wisc.edu/memberships/consortium/al>



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### Instruction

Classroom teachers provide the core instruction for multilingual learners identified as EL. Core instruction should consider differentiation and sheltered instructional strategies to give ELs access to the core curriculum while developing English skills in listening, speaking, reading, and writing. All teachers must incorporate [WIDA Standards](#) with content standards. Classroom teachers will meet with ESOL teachers to review and develop EL Plans. In addition, teachers should make a sincere effort to communicate with parents in a language they understand. See **Parent Engagement**.

Instructional planning is guided by many factors that may be discussed during EL Plan development. A review of ACCESS for ELLs results or WIDA Screener results should be conducted when developing the EL Plan.

**Resources for classroom teachers include but are not limited to:**

[Ellevation Education](#) (EL Plan and Instructional activity library)

[WIDA Can Do Descriptors](#)

[Go To Strategies: Scaffolding Options for Teachers of English Language Learners, K-12](#)

[TESOL Remote Teaching Resources](#)

[NCELA Ensuring Continuity of Learning](#)

HCS District EL Plan

**Supplemental technology purchased for ELs for 2020-2021**

ELs should have access to the same district technology resources and classroom teachers may determine which product is best suited to meet the needs of the learner. Supplemental tools specific to ELs include:

[IL Language & Literacy](#) (priority for ELs in K-1; additional licenses may be available for newcomers)

[Rosetta Stone](#) (priority for secondary newcomers)

[Tales2Go](#) – audio library subscription for K-12 ELs

## WIDA English Language Development Standards



English language learners communicate for social and instructional purposes within the school setting.

English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.

English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.

English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.

English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.



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### Instruction

In addition to providing supplemental ELD instruction, ESOL teachers' responsibilities include identification and screening of ELs, parent notification of EL status, facilitating development of EL Plans, monitoring Former ELs, collaborating and consulting with classroom teachers, assisting with parent engagement activities specific to families of multilingual learners, maintaining accurate screening records and overall EL documentation.

During initial school closures, ESOL teachers and interpreters spent many hours assisting students and families with technology and ensuring that students connected with their classroom teacher. We anticipate this support will continue to be needed as both teachers and students learn how to navigate Schoology, Schools PLP, and other technology tools used for instruction and communication.

ESOL teachers are informed by state and national guidelines including:

[WIDA Can Do Descriptors](#)

[WIDA – Alabama Information](#)

[USDOE English Learner Toolkit](#)

[USDOE Newcomer Toolkit](#)

[NCELA Family Toolkit](#)

EL Plans and instructional planning recommendations will be accessible to teachers in the [Ellevation Education](#) platform.

Parents will be provided a copy of their child's EL Plan.

## Collaboration



Collaboration between ESOL and classroom teacher is more important than ever with multiple learning options and diverse needs of students.



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### Scheduling Supplemental ELD

Scheduling for supplemental ELD pull-out during pandemic may be flexible and adjusted based on current health conditions. **ESOL teachers will use assessment data and teacher input to prioritize small group instruction for listening, speaking, reading, and writing.** In addition, ESOL teachers will work with students on developing self-advocacy so that they can communicate their needs with their subject area teachers.

Itinerant ESOL teachers will limit daily travel by scheduling one school per day. Depending on EL count at each school, ESOL teachers will create a schedule to address supplemental EL instruction on-site and remote. For example, when a school caseload does not require a full day on campus, ESOL teacher may utilize time at that school for virtual meetings with students or teacher at another school, WIDA Screener scoring, parent notifications, and completing other related compliance and instructional tasks.

Virtual meetings may include but are not limited to the following: EL Committee or EL Plan Meeting, student support for students on another campus, ESOL and classroom teacher collaboration, parent outreach, ESOL team meetings, planning for delivering professional development.

ESOL teachers will minimize pulling out ELs from multiple classrooms. Pull-out ELD in elementary will be planned by classroom. Pull-out ELD and EL support in secondary will be coordinated to ensure physical distancing between students and teachers but may include students from different homerooms and classes. Use of virtual meetings blended with students physically present may be implemented.

Every school building is unique and ESOL teachers will work with school administration with regards to instructional space and movement in the building.

## ESOL Schedule



Flexible meetings in person or virtual

Limited daily travel for itinerant teachers

Collaboration with general education teachers essential

Work with students on developing self-advocacy skills

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### Parent Engagement

We recognize that parents of multilingual learners may need extra time and support to learn and understand remote and virtual learning expectations and tools. Short tutorials or orientations that provide an overview of expectations for school-home relationship and a how-to use technology tools will help student success.

Information and messages have been fast paced and subject to changes as we navigate recommendations for opening and closing schools during a pandemic. Schools and teachers are encouraged to offer brief and clear messages in a language parents understand using tools that provide communication in multiple languages. There are many technology resources that can help. It is important schools and teachers plan for providing information and messages in a language parents understand.

#### Schools and Teacher Recommendations:

- Communicate message in a language parents and students understand. Conduct a self-assessment. What are you using? What reliable tools or resources are available to you?
- Consider that cultural differences may cause some confusion between school and home. Learn something about the culture of your student to improve understanding and communication.
- **Plan ahead. Use the Request for Interpreter form when you need assistance with a parent meeting.**
  - Do not use children to translate.
  - Remember that even if children English proficient, their parents may still need an interpreter during conferences.
  - Be mindful of FERPA guidelines
- Bilingual teachers and staff may be a great support, but be careful not to pull them from their regular work to the extent that they cannot meet their daily responsibilities.

## Communication



Schools and teachers have some flexibility with communication tools for multilingual parents. Be consistent.

Available tools include:

- [School Cast](#)
- [Class Dojo](#)
- [Talking Points](#)
- [TransACT Parent Notices](#)
- Online translation tools
- Over the phone interpretation
- Contract Interpreters
- Other reliable and vetted tools



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### Frequently Asked Questions

#### How will EL or multilingual students receive services with traditional and virtual learning options?

- ESOL teachers will work with traditional and virtual teachers to review student's language assessment and formative data to discuss strategies that will assist student with development of listening, reading, speaking, and writing skills as well as instructional approaches to support access to and mastery of academic standards. Students identified as English learners will have an EL Plan to assist the general education teacher with planning, differentiation, and grading.

#### How will EL or multilingual students be identified if they are not on campus?

- Identification of new English learners (EL) Kindergarten through Grade 12 will continue with review of Home Language Survey and state screening tools. If ESOL teacher cannot complete screening due to health conditions in the school, they will apply the "Provisional Identification Plan" provided by State Dept. of Education.

#### What is the role of the ESOL teacher?

- The ESOL teacher's responsibilities include identification and screening of ELs, parent notification of EL status, facilitating development of EL Plans, monitoring Former ELs, collaborating and consulting with classroom teachers, assisting with parent engagement activities specific to families of multilingual learners, maintaining accurate screening records and overall EL documentation.
- Scheduling for supplemental English language development (ELD) during pandemic may be flexible and adjusted based on current health conditions. **ESOL teachers will use assessment data and teacher input to prioritize small group instruction for listening, speaking, reading, and writing.** In addition, ESOL teachers will work with students on developing **self-advocacy** so that they can communicate their needs with their subject area teachers.

## Contact



Parents requesting an interpreter may contact  
Ann Marie Batista  
256-428-6990  
[Ann.batista@hsv-k12.org](mailto:Ann.batista@hsv-k12.org)

Spanish interpreters may be reached at:  
256-428-7996

[Spanish.support1@hsv-k12.org](mailto:Spanish.support1@hsv-k12.org)

[Spanish.support2@hsv-k12.org](mailto:Spanish.support2@hsv-k12.org)



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### Resources for Multilingual Families

WIDA Family Engagement

<https://wida.wisc.edu/teach/learners/engagement>

Tales2Go K-12 Audiobooks

<https://www.tales2go.com/faqs/>

Schoology Help Center – English

<https://support.schoology.com/hc/es/articles/201001193-Iniciar-sesi%C3%B3n-estudiante->

Schoology Videos

<https://support.schoology.com/hc/en-us/articles/201002673-Video-How-to-use-Schoology-Parent-View->

Schoology Help Center – Español

<https://support.schoology.com/hc/es/articles/201001193-Iniciar-sesi%C3%B3n-estudiante->

¡Colorín colorado!

<https://www.colorincolorado.org/families>

