



Arizona Department of Education Office of English Language Acquisition Services

March 27, 2020

Dear Superintendents, Directors, and Coordinators:

The Office of English Language Acquisition Services (OELAS) has been working to gather information to provide guidance and support to LEAs in their efforts to meet the needs of English learners, Migrant, Homeless and Foster Care students during school closures. We understand that during this very challenging time, your priority is to ensure the health and safety of all educators and students, while also making every effort to provide students the opportunity for continued learning. As you make decisions focused on teaching and learning, please note the following:

- While HB2910 may alleviate some responsibility for schools during closures, with no direction from USDOE, schools should be aware they are still responsible for their federal obligations. When we receive information or guidance specific to federal obligations, we will share with the field.
- The requirements outlined in SB1014, 120 minutes of ELD instruction for K-5 and 100 minutes of ELD instruction for 6-12 daily, should also continue to be addressed to the extent possible. When we receive further information and guidance specific to how these requirements will be monitored or adjusted, we will share with the field.
- After review of guidance documents provided by the USDOE for students with disabilities and that of the Arizona Attorney General's office, the department has concluded the following specific to instructional services being planned and implemented for students identified as English learners, Migrant, Homeless or in Foster Care:
 - *If the LEA continues to provide instructional opportunities to the general student population during a school closure, the school must ensure that, like students with disabilities, English learners also have equal access to the same opportunities.*
 - *If an LEA is unable to provide appropriate services over an extended period, when school resumes, the LEA must make every effort to determine whether or to what extent compensatory services must be offered for makeup of skills missed.*
- As a result of extended school closure, continuing education through distance learning can, even if limited, provide an opportunity for quality educational instruction. Some suggested considerations for LEAs as they plan and implement these opportunities include:
 - What type of technology and/or software have teachers and students already been trained on and using as part of their current curriculum or instructional day?
 - What type of technology and/or software already used by the district embeds necessary scaffolds and linguistic accommodations for students learning English as a second language?
 - What consumable materials have teachers and students been using as part of their current curriculum or instructional day?
 - What type of interventions or extended learning opportunities were already being provided with minimal support?

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- What skills and language have students already demonstrated mastery of and could benefit from continued practice?
 - What types of academic tasks could be an opportunity to develop language around student experiences, likes, families, hobbies, etc.?
 - What Social Emotional Learning activities could be the focus for learning and an opportunity for language development?
 - What software/materials do we have available in multiple languages?
 - What language, skills or content can be practiced independently?
- Title III Funds can be used to purchase technology for EL students during this time for remote learning. Technology purchased should support language acquisition and general academic achievement.
 - Title I-C (Migrant) can be used as a funding source to support technology expenditures for qualifying students.
 - McKinney-Vento can be used as a funding source to purchase technology for qualifying students.
 - ADE continues to process grant applications and provide support to LEAs. At this time, the May 1, 2020 grant deadline remains. We will work closely with LEAs to meet state and federal grant requirements.

In the coming days you will also receive direct communication from each of our special population departments, including Migrant, Homeless, and Foster Care. OELAS will continue to be available to you for continued support, to answer any of your questions and work alongside of you in any way possible.

Thank you for all you are doing. The department understands there are exceptional circumstances affecting your efforts and yet you continue to stay committed to all of Arizona's students, teachers and families! We appreciate you!



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