



Arizona Department of Education
Office of English Language Acquisition Services

School Closure and Reopening of Schools FAQs

July 22, 2020

When we do return to school physically, we're running into the issue of not having enough SEI endorsed teachers at a grade level. If we spread them across the grade level that would mean having lots of students moving physically to get the SEI time with an endorsed teacher. Can we have a teacher in the SEI role if they're working on getting the SEI endorsement?

Yes, if a teacher is working on an SEI endorsement, they have up to a year to obtain their endorsement and can be working with English learner students. Important to consider as they are working on their endorsement is what training, support via coaching or through mentoring can the teacher be provided to best meet the needs of his/her EL students.

If our school day is shortened in order to comply with CDC guidelines, can the number of minutes be reduced proportionately?

No, the number of minutes must be met whether the LEA is following a distance learning model, hybrid, or face-to face.

If our LEA is only doing half day kindergarten can they reduce the ELD instructional minutes?

Yes, the minutes can be reduced proportionately.

If as an LEA we decide to continue with in-person AZELLA Placement Testing, what happens if a parent refuses to bring their child in for testing?

The LEA will apply temporary entrance procedures that permit the presumption of EL identification based on a home language survey and rely on appropriate follow up, discussion with parents and/or students (as appropriate) in order to provide needed language services. Additional information and guidance regarding EL identification was communicated by the Student Achievement and Educator Excellence Division at ADE and can also be found here: [English Learners Identification Guidance](#). Additional supports and considerations for EL identification can be found at this link: [Sample Questionnaires for Grades K-12 for Use with Provisional Identification and Placement Protocol during Extended School](#)

Now that we have our AZELLA Reassessment data in, I have schools who want to contact families about if they want to consent to the EL program or not. We don't start school until August 5th (online, of course). What is the best practice for sending out consent forms? Should we attempt to do this before school starts? Also, any guidance about students who are online and sending out and receiving consent forms?

LEAs can choose to send consent forms electronically or through regular mail. If an LEA chooses to do so electronically, they must obtain a legal digital signature. Three attempts to inform parents and receive program consent must be made.

My LEA is looking at alternate school days to limit exposure and changing of classes. Therefore, we are potentially running schedules where students would take 3 classes each 9-weeks with each

of those classes being 90-minutes in length. We would need flexibility under the required minutes in state law and minutes in the Newcomer Model. Is this possible?

The agency is not able to provide approval of flexibility for the required minutes in state law. The requirements outlined in SB1014, 120 minutes per day/600 minutes per week of ELD instruction for K-5 and 100 minutes per day/500 minutes per week of ELD instruction for 6-12, must be addressed **to the extent possible**.

If students will be provided remote learning along with face to face, the LEAs must provide English learners language instruction services as part of that learning. The U.S. Department of Education has noted that services for ELs can be provided virtually, online, or via telephone.

ADE has provided a “Roadmap” for reopening schools document. Considering the new SEI models and the recommendation for limited mixing, how should we proceed with EL student schedules? My LEA is proposing that teachers come to students that stay in a cohort all day. I know that this goes against the spirit of the new SEI models and the law but wasn’t sure if there was a decision made for our EL learners due to the COVID-19 pandemic that postpones full implementation of the new SEI models.

Implementation of the new SEI Models due to COVID-19 has not been postponed. However, we recognize the CDC recommendations for limiting the mixing of students. The requirements outlined in SB1014, 120 minutes per day/600 minutes per week of ELD instruction for K-5 and 100 minutes per day/500 minutes per week of ELD instruction for 6-12, must be addressed **to the extent possible**.

If students stay together in a cohort and are not to be mixed or moved throughout the school day, ELs **cannot be segregated**. They must be grouped with non-EL and EL students. In order to ensure they receive appropriate EL services, teachers who move to provide instruction must include those who provide targeted ELD and Integrated Instruction.

If a student moves into a new LEA in which the building is physically closed due to COVID-19, must staff at the enrolling LEA screen the student for EL identification within 30 days?

If an LEA’s schools are physically closed and is not providing any educational services to students, there is no obligation to screen new students for EL status. However, if the LEA is operating via remote learning, the LEA must screen new students to determine EL status to the extent possible. Sections 1112(e)(3) and 3113(b)(2) of ESEA require that students be identified for EL status within 30 days of enrollment in a school in a State; for students who enroll after the beginning of the school year, the LEA must send the required parental notice within two weeks of a student being placed in a language instruction educational program (LIEP).

If my LEA decides to implement a Hybrid model for the 2020-2021 school year, are they still required to provide language instruction services as part of SEI to ELs?

Yes, whether an LEA is providing services face-to-face, hybrid, or through distance learning, the LEA must provide language instruction services to ELs. This is both a Federal and State requirement.

The requirements outlined in SB1014, 120 minutes per day/600 minutes per week of ELD instruction for K-5 and 100 minutes per day/500 minutes per week of ELD instruction for 6-12, must be addressed **to the extent possible**.

Does an LEA have to provide additional supports or linguistic accommodations to English learners during remote learning?

Yes. The LEA is required to provide language accommodations for ELs for grade level/content classes that are held remotely. Many accommodations may be effectively provided online. These may include, for example, extensions of time for assignments, language stems, videos with captioning or embedded interpreting, visuals, accessible or translated reading materials, other language services provided through video conferencing, an online translation dictionary.

If my LEA is using electronic documents that are “not to be altered”, required to be signed or sent to parents specific to the their EL student and the ADE seal does not transfer to electronic form, will we be out of compliance?

No, as long as the content is not altered.

If we are collecting documents electronically, do we have to print and file in student cum folder?

Yes, documents must be printed and filed.

Does our LEA need to write a fourth quarter Attachment A and B for students on ILLPs? What about end of third quarter Attachment B?

Third quarter Attachment B should be completed with the data that had been collected up to the point when your LEA closed. Due to current circumstances, if you have not written the fourth quarter Attachment A, continue to use the third quarter Attachment A when planning opportunities for differentiation with remote learning to the extent possible.

Fourth quarter Attachment B should be used if your LEA is gathering data from the remote learning to track continued progress toward student language goals.

My teachers wrote but are unable to sign the Attachment A for fourth quarter, and the Attachment B for third quarter. Are we able to use a typed in teacher signature to indicate intention of signing?

Typed signatures will be accepted during school closure.

We wrote fourth quarter Attachment A, but it doesn't apply now. Is our LEA permitted to continue with third quarter goals from Attachment A in our remote learning?

If your fourth quarter Attachment A no longer aligns with your remote learning, you may continue using third quarter Attachment A when planning opportunities for as much differentiation during remote learning as you are able.

Our LEA is giving grade-level packets to students. We aren't doing anything different for our ELs. Is this okay given the circumstances? If we are only giving packets, how can we support our EL's language development?

The requirements outlined in SB1014, 120 minutes of ELD instruction for K-5 daily 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.

Questions to consider as you move forward:

What does the LEA want students, including ELs to experience and focus on when it comes to language and literacy development while at home?

Do the grade-level packets being provided to “all” students provide them that experience or opportunity for language and literacy development?

Are there any scaffolds and/or supports for meeting expectations that could possibly be provided to ELs to complete the type of work you’re providing?

Are there consumable materials that students were previously using as part of the curriculum for ELs and able to access based on their proficiency levels that could be included in the packets being provided?

In what ways can students build language as a result of being home possibly with siblings, family members or friends?

Our LEA is giving weekly packets to students, but we aren’t collecting them or grading them, so we won’t have data. How are we supposed to indicate this on Attachment B?

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.

Questions to consider as you move forward:

Is your LEA putting any systems in place to check-in or follow-up with students? If so, how is the process being done with ELs?

If your LEA not doing so with any students, please document on the final quarter Attachment B.

Our LEA has very limited access to technology for all students. What are some ways we can still differentiate for ELs?

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, including access to technology.

Many LEAs are using packets of work and/or provided supplemental language building activities and resources for use at home. Ultimately, the decision of what supports to provide is the decision of the LEA.

We are unable to meet the daily minute requirement in our SEI classes through distance learning currently. Our teachers are using Skype and Zoom to give brief, mini lessons to groups of students. Are we still required to meet the daily minutes of ELD?

The requirements outlined in SB1014, 120 minutes of ELD instruction for K-5 daily 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.

Consider what “to the extent possible” means for your LEA. Please provide what support you can. Only you know what resources are available and how much can be done in during these extraordinary circumstances.

Can we translate the homework packets into the student's language?

Instructional materials (not from a Dual Language Immersion class) are to be in English only, in accordance with Prop. 203. However, supplemental resources being sent home for parent use with students, or independent student use such as stories in other languages and language software that is for use with families and students together, may be in the students' home language. We understand the benefit for students when activities and materials sent home are in the students' home language.

If we are only giving packets, how can we support our ELs' language development?

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.

Questions to consider as you move forward:

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 language, skills or content can be practiced independently?

What language supports, translated directions for parents to use, additional home use activities/games etc. to build vocabulary, or work that has visual supports, etc. could be provided?

Our teachers of ELs are calling students at home to check in weekly to offer clarification of work that was distributed. Other teachers aren't providing this support. Is this adequate?

Support being provided to students is determined by the district. Districts should document what efforts they are making to meet the needs of their students during these extraordinary times.