



Arizona Department of Education Unique Populations

October 5, 2021

Dear Superintendents, Directors, and Coordinators:

I hope this letter finds you well and as you continue to navigate the many challenges upon us this year that you are also enjoying the many opportunities that have presented themselves as a result.

October marks the beginning of fall and the end of the first quarter of the school year. As you prepare for the start of the second quarter, we are providing you with a few reminders, guidance, and updates.

- Information about our required EL forms and EL documentation can be found [here](#). As a reminder, ALL districts should be using the current Home Language Survey (HLS).
- Parent Notification and Consent Forms - Each local educational agency using federal funds to provide a language instruction educational program as determined under Title III shall, not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program. [ESEA section 1112(e)(3)(A)]. For those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during such school year, the local educational agency shall notify the children's parents during the first two weeks of the child being placed in a language instruction educational program. [ESEA section 1112(e)(3)(B)]. These forms must be signed and dated by both the student's teacher and parent. If you are unable to obtain a parent signature, the LEA/Charter must document three attempts.
- AZELLA has recently shared with the field that we will be moving to Domain Scoring in Spring 2022. Please see the following [Update on Domain Scoring](#). We are also developing guidance for implementation of the Domain Scoring for eligible students and will share with you as soon as it is complete. All communications regarding this topic will be directed to AZELLA DTCs, EL Coordinators, and Special Education Directors, and posted on the ADE Assessments Webpages.
- The professional learning team continues to offer virtual training opportunities to educators around the new ELP Standards, AZ's Language Development Approach and Teaching Reading Effectively to English Learners. For more information about upcoming professional learning opportunities, please visit our [website](#).
- In-person professional learning has also resumed and opportunities for participation are still available.
 - In collaboration with our education partners from the REL West (Regional Educational Laboratory) and the Region 15 Comprehensive Center, both at WestEd, we are excited to offer a free training session: LEADING THE WAY TO RESEARCH-BASED INSTRUCTION FOR ENGLISH

Kathy Hoffman, Superintendent of Public Instruction

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LEARNERS. Please visit the [Event Management System](#) for full details and the registration link for this pre-conference training session which is targeted for EL Coordinators and Instructional Leaders responsible for overseeing EL Programs and providing professional learning to educators of ELs.

- OELAS invites you to help us celebrate and appreciate ALL teachers who have worked tirelessly during these times of uncertainty to ensure students' needs are met and progress continues. Send us a short video or some pictures and give a shout-out to the dedicated teachers with whom you work. We will recognize your outstanding colleagues in a special celebration during HOPE Conference 2021. Teachers don't need to be in attendance at the conference to be celebrated and recognized. **Videos should be submitted no later than October 13, 2021.** [HOPE Conference 2021 - Arizona Educator Celebrations](#)
- CCSSO recently released a new school leadership video. [This new video](#) shares research about the impact principals can have on student success and offers suggested ways states can support school leadership pipelines.
- REL West (Regional Educational Laboratory at WestEd) recently released this brief, [Engaging and Empowering Diverse and Underserved Families in Schools](#), requested by the Arizona Department of Education. This brief describes the impact of family engagement on student achievement and shares strategies for engaging and empowering culturally diverse families.

Please reach out to your [OELAS Education Program Specialist](#), [Laura Alvarez](#), Unique Populations Deputy Associate Superintendent, or me, with any questions you have.

Sincerely,

Melissa Castillo

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