

APPENDIX V – 261

# ALP GUIDEBOOK

*The Alternative Language Program (ALP)  
Reference Manual for TUSD Administrators*

*Specifying Procedures for the Implementation of*  
**STRUCTURED ENGLISH IMMERSION (SEI)  
FOR ENGLISH LANGUAGE LEARNERS (ELLs)**  
&  
**DUAL LANGUAGE (DL)**  
**FOR QUALIFIED ELLs AND MAINSTREAM STUDENTS**

***TUSD***

*LANGUAGE ACQUISITION DEPARTMENT*

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Tucson Unified School District

Tucson, Arizona

# TABLE OF CONTENTS

<b>Board Policy IHAA—English Instruction</b>	<b>3</b>
<b>Introduction</b>	<b>4</b>
<b><u>ALP COMPLIANCE TIMELINE</u></b>	<b>5</b>
<b><u>PROGRAM PLACEMENT FLOWCHART</u></b>	<b>6</b>

## CHAPTER 1: ALP RESPONSIBILITIES AND RESOURCES

<b><u>IDENTIFICATION OF PHLOTEs</u></b>	<b>7</b>
<b><u>ASSESSMENT OF ENGLISH PROFICIENCY</u></b>	<b>8</b>
<b><u>PLACEMENT</u></b>	<b>9</b>
<b><u>INSTRUCTION</u></b>	<b>15</b>
<b><u>REASSESSMENT</u></b>	<b>16</b>
<b><u>COMMUNICATION &amp; ADVOCACY</u></b>	<b>17</b>
<b><u>PROMOTION, RETENTION, AND GRADING OF ELLs</u></b>	<b>18</b>
<b><u>MONITORING PROGRAM EFFECTIVENESS</u></b>	<b>20</b>
<b><u>BILINGUAL TEACHING ASSISTANT ALLOCATIONS</u></b>	<b>21</b>
<b><u>OTHER ALP RESOURCES</u></b>	<b>22</b>
<b><u>REFERRALS AND EVALUATION FOR SPECIAL EDUCATION</u></b>	<b>23</b>
<b><u>RECRUITMENT FOR GIFTED &amp; TALENTED EDUCATION PROGRAMS</u></b>	<b>26</b>

## CHAPTER 2: STRUCTURED ENGLISH IMMERSION

<b><u>SEI PROGRAM DESIGN</u></b>	<b>29</b>
<b><u>ELEMENTARY SCHOOL SEGREGATED 4-HOUR SEI MODEL</u></b>	<b>30</b>
<b><u>SECONDARY SCHOOL SEGREGATED 4-HOUR SEI MODEL</u></b>	<b>31</b>
<b><u>ILLPs: INDIVIDUAL LANGUAGE LEARNER PLANS</u></b>	<b>33</b>

## CHAPTER 3: DUAL LANGUAGE

<b><u>DUAL LANGUAGE (DL) PROGRAM DESIGN</u></b>	<b>34</b>
<b><u>ELEMENTARY SCHOOL DL MODEL</u></b>	<b>35</b>
<b><u>SECONDARY SCHOOL DL MODEL</u></b>	<b>37</b>

## CHAPTER 4: ADDITIONAL REFERENCE

<b><u>GLOSSARY OF ALP TERMS</u></b>	<b>38</b>
<b><u>STUDENT LANGUAGE RIGHTS</u></b>	<b>40</b>
<b><u>LIST TO ALP FORMS AND FORM LETTERS</u></b>	<b>41</b>



**GOVERNING BOARD POLICY**  
***Code IHAA—English Instruction***

All students have a right to the opportunity to develop a full command of the English language, to be provided at their local school with an English language public education, and, as permitted by law, to develop skills in the use of other languages. English Language Learners (ELLs) shall be educated through Structured English Immersion (SEI). All students, however, whose parents have requested and received approval for waivers shall have their children taught through bilingual education techniques or other generally approved methodologies.

In the majority of educational research studies, Dual Language Instruction (DLI) is considered the most effective form of bilingual education and shall be implemented, wherever possible, as part of the curriculum for students with an approved waiver. The goal of Dual Language Instruction is to promote individual student achievement, to provide students full access to the curriculum, to ensure students' rapid acquisition of basic English language skills, and to secure for students the opportunity to demonstrate mastery of at least two languages, one of which shall be English.

The Superintendent, from time to time, shall issue Administrative Regulations containing procedures for the identification, assessment, placement, reassessment and reclassification of ELLs and develop and implement procedures for continuous and appropriate assessment of the effectiveness of all educational programs and activities governed by this policy.

THE ADMINISTRATIVE REGULATIONS WILL ESTABLISH A PLAN FOR LANGUAGE EDUCATION WHICH SHALL INCLUDE THE TRAINING AND PROFESSIONAL GROWTH OF EMPLOYEES INVOLVED IN THE EDUCATIONAL PROGRAMS AND ACTIVITIES GOVERNED BY THIS POLICY.

Adopted: 03/17/1981  
Revised: 03/27/1990  
Revised: 11/17/1992  
Revised: 01/23/2001  
Revised: 05/18/2006  
Review: 06/5/2012

## INTRODUCTION

### *TUSD Statement of Philosophy Regarding Language Acquisition*

Tucson Unified School District (TUSD) recognizes the inherent linguistic and cultural diversity of its students, and the rich educational resource that such diversity represents. Recent brain research has confirmed what most educators have known instinctively for centuries: children who develop fluency in more than one language derive significant cognitive and academic advantages.

Since 1970 TUSD has offered bilingual education to parents interested in obtaining for their children the advantages that bilingualism imparts. Current state law permits school districts to offer students a range of language programs, including bilingual education, and thus TUSD takes special pride in promoting Dual Language Instruction (DLI). As noted in governing board policy HIAA, DLI stands out as the most effective method available for developing bilingual students in our public schools.

DLI is a bilingual education model that combines students from two different language groups—most commonly English-dominant and Spanish-dominant students—in a classroom setting designed so that each group facilitates the acquisition of the other group’s language. The program emphasizes learning through the use of the student's primary language as an initial and continuing medium of instruction while also emphasizing second language acquisition as an essential part of the student's education.

Largely as a result of the visionary efforts of a team of six educators from TUSD, Tucson has been called the birthplace of modern bilingual education in the United States. Advocating on behalf of their students, those now-legendary teachers succeeded in initiating the creation of a survey distributed throughout the Southwest that dramatically impacted the education of English language learners (ELLs) in TUSD and across the nation.

The results of the survey, published in 1966 under the title *The Invisible Minority*, prompted a national symposium held that same year in Tucson with the goal of determining how best to implement the dream of securing the economic, cognitive, and academic advantages of bilingualism for all students while at the same time ensuring an equal educational opportunity for ELLs.

TUSD’s bilingual education program has evolved through the years in response to the latest research concerning language acquisition and the changing needs of our unique and wonderful city, but it is only because of the community’s steadfast support for second language acquisition, biliteracy and bilingual education that the program has continued to thrive for so many decades.

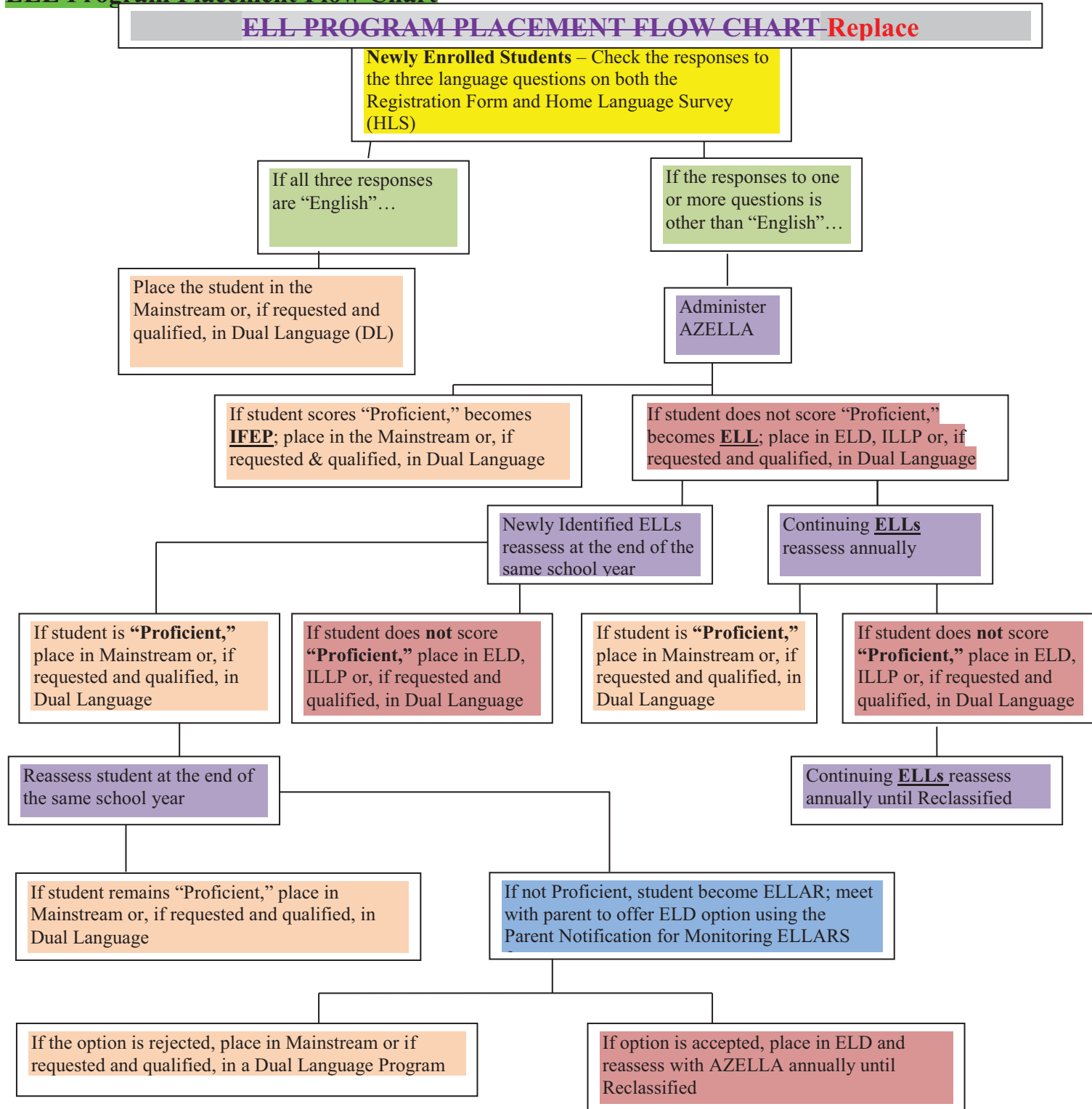
Within that context, TUSD is committed to respecting the linguistic heritage of students and honoring the community’s belief in bilingual education.

**Compliance Timeline for Principals** [BACK TO MENU](#)

MONTH	REQUIRED ACTIONS
<b>July/August</b>	<ul style="list-style-type: none"> <li>▪ <b>New Enrollment:</b> Enter immediately into Mojave the PHLOTE status indicated in the Student Enrollment Forms for students new to TUSD, and, within 30 days of their enrollment, administer the AZELLA test to those students whose response is other than English to any one or more of the three language questions on the Enrollment Form or the Home Language Survey. Clarify discrepancies if the responses on the two forms do not match. Both forms should be placed in each student's cum file.</li> <li>▪ <del><b>Re-assessment:</b> Review the assessment calendar for dates of re-assessment concerning 2-Year Reclassified students.</del></li> <li>▪ <b>Placement in a Structured English Immersion (SEI) Program:</b> Place all Continuing ELLs in an SEI Program for English Language Development (ELD) unless they have withdrawn from or waived SEI and qualify for a Dual Language program.</li> <li>▪ <b>Placement in a Structured English Immersion (SEI) Program:</b> Place all Continuing (Y) ELLARs and ELLARs unless the parent has responded NO on the <i>Parent Notification for Monitoring ELLs after Reclassification</i> (ELLAR parent letter).</li> <li>▪ <b>Placement in a Dual Language (DL) Program:</b> Obtain and submit copies of approved <i>Waiver Requests for Dual Language</i> to the Language Acquisition Department immediately. Place and provide appropriate ELD and bilingual content instruction for ELLs and (Y) ELLARs who hold a valid waiver.</li> <li>▪ <b>Placement in the Mainstream Program:</b> Schools with 20 or fewer ELLs/(Y) ELLARs in three consecutive grade levels qualify to use the Individual Language Learner Plans (ILLPs). ELLs/(Y) ELLARs must be placed in a mainstream classroom, and <b>quarterly</b> ILLPs must be completed by the mainstream teacher/s. To ensure effective instruction, students should be grouped in the same classroom/s to form a critical mass (not spread out throughout the grade level)</li> <li>▪ <b>Designations:</b> The Language Acquisition Department will enter ILLP, BLE and ELDP class designations in Mojave.</li> <li>▪ <b>Parent Notifications:</b> Print the <i>Parent Notification and Consent of Placement in an ELL Program</i> and the <i>TUSD Language Education Policy Brochure</i> (available on the Language Acquisition Department web page in various languages) and send a copy to each ELL student's home within 30 days of enrollment. Meet with parents of newly identified ELLARs and provide a copy of the <i>Parent Notification for Monitoring ELLs after Reclassification</i> (ELLAR parent letter) for their signatures. <b>If unable to obtain a signed ELLAR letter from the parent after three attempts, initial form and place the letter in the CUM.</b></li> <li>▪ <b>Avenues:</b> Administer and scan the Avenues pre-test for e-Assessment to all ELLs/(Y) ELLARs in grades 1-5 who use Avenues. <b>Please follow district assessment calendar for additional unit testing for Avenues which is ongoing throughout the school year.</b> Ensure that all classrooms designated for ELLs are supplied with appropriate ELL materials.</li> <li>▪ <b>Visions:</b> Administer and enter results of diagnostic assessment to all ELLs in middle schools and ELD I and II in high school.</li> <li>▪ <b>ILLP Forms:</b> Ensure that an ILLP Form is completed for each ELL/ (Y) ELLAR enrolled in an ILLP-qualified school.</li> <li>▪ <b>OCR/DOJ:</b> Review current intervention plans for students on OCR/DOJ list. Update as necessary.</li> <li>▪ <b>Dual Label (Ex. Ed and ELL):</b> Review all dual label students for appropriate placement.</li> </ul>
<b>September</b>	<ul style="list-style-type: none"> <li>▪ <b>Verification:</b> Verify that all new PHLOTEs have been assessed, that all AZELLA answer sheets have been submitted properly to the Language Acquisition Department, and that once initial AZELLA results are obtained, all newly identified ELLs / (Y) ELLARs and ELLARs have been placed appropriately.</li> <li>▪ <b>Parent Notification:</b> During Parent/Teacher Conferences, obtain parent signatures for newly enrolled students and previously unsigned forms. If necessary, make three attempts to collect signatures.</li> <li>▪ <b>Language Preference:</b> Complete the Language Preference List by entering non-English Language Preferences into Mojave, using Language Question #4 from the Green Health Card or registration form.</li> <li>▪ <b>Translations:</b> Send translated copies of the <i>Legal Notice to all Predominant Language Speakers</i> to the parents on your Language Preference List.</li> </ul>
<b>October</b>	<ul style="list-style-type: none"> <li>▪ <b>Two-Year Review Forms:</b> Teacher(s) must complete pre-populated Two-Year Review forms provided by the Language Acquisition Department (LAD), provide interventions where necessary and file forms in cum folder(s). The principal must sign the affidavit and submit the original form to the LAD.</li> </ul>

<b>December</b>	<ul style="list-style-type: none"> <li>▪ <b>Avenues:</b> Administer Kindergarten mid-year assessment and review results to guide instruction.</li> <li>▪ <b>Visions:</b> Administer and enter results of mid-book assessment to all ELLs in middle schools and ELD I and II in high school and review results to guide instruction.</li> </ul>
<b>January</b>	<ul style="list-style-type: none"> <li>▪ <b>Monitoring:</b> Continue to enter into Mojave the PHLOTE status indicated in the Student Enrollment Forms for students new to TUSD, to administer the AZELLA to new PHLOTEs within 30 days of enrollment, to place new ELLs in appropriate classes once the test results come in.</li> </ul>
<b>February</b>	<ul style="list-style-type: none"> <li>▪ <b>Parent Meetings:</b> Scheduled Title III meetings in conjunction with other school events, such as PTA or School Council meetings, Parent-Teacher Conferences, or Kinder Roundup, and invite parents of ELLs to learn about language program options available in TUSD and about ways to support their child's learning.</li> <li>▪ <b>Waiver Requests:</b> Submit all approved waiver requests for the following school year to the Language Acquisition Department.</li> <li>▪ <b>AZELLA Reassessment:</b> Administer the AZELLA to all continuing ELLs/ELLARs and (Y) ELLARs.</li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li>▪ <b>ELL Materials:</b> Inventory and replenish as necessary any ELL materials needed for next year. <b>Submit necessary order to the Language Acquisition Department.</b></li> </ul>
<b>May</b>	<ul style="list-style-type: none"> <li>▪ <b>Avenues:</b> Administer the Avenues post-test for e-Assessment to all ELLs/ (Y) ELLARs and ELLARs in grades 1-5 who use Avenues, and administer and hand score the Kinder Avenues End-of-Year Test.</li> <li>▪ <b>Parent Notification:</b> Send to parents a notice regarding Continuing ELLs who achieved English proficiency, using the <i>Parent Notification of Student Achievement of English Proficiency form</i>. Upon receipt of AZELLA results, ensure students are properly placed for the following school year.</li> <li>▪ <b>Visions:</b> Administer and enter results of end of book assessment to all ELLs in middle schools and ELD I and II in high school.</li> </ul>

**ELL Program Placement Flow Chart**





<b>CHAPTER I-ALP RESPONSIBILITIES &amp; RESOURCES</b>
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TOPIC	IDENTIFICATION OF PHLOTES <a href="#">BACK TO MENU</a>
<b>TASK DESCRIPTION</b>	To identify students with a primary or home language other than English (PHLOTE)
<b>GRADE(S)</b>	K-12
<b>TIMELINE</b>	At time of enrollment
<b>PERSON(S) RESPONSIBLE</b>	Principal
<b>PROCEDURE</b>	<ul style="list-style-type: none"> <li>• The principal assigns a counselor, office personnel, or other designee to assist parents in filling out the Home Language Survey and the enrollment form (available in various languages and accessible on the TUSD website).</li> <li>• The principal or designee checks for responses of other than English to any of the three language questions on the Home Language Survey or the Enrollment Form, then enters the information into Mojave, ensuring that the responses match on the two forms. The student officially becomes a PHLOTE when any response on either form includes something other than English.</li> <li>• The principal or designee also reviews the responses to the fourth question on the enrollment form so that responses other than English can be entered into the school's LEP list and information can be communicated to LEP parents in a language they understand.</li> <li>• The principal or designee ensures that all new PHLOTE students are tested for English language proficiency and that copies of the TUSD enrollment form, the home language survey, and the report of initial assessment results are kept in the student's cum file.</li> <li>• So that all parents can make informed decisions about their ALP options and rights, the principal or designee distributes copies of the <i>TUSD Language Policy Brochure</i>, available on the Language Acquisition Department web page under "<a href="#">Parent Program Option Brochure</a>".</li> </ul>
<b>LAW OR REGULATION</b>	A.A.C.R7-2-306 (B-1, 2) Identification of Students to be Assessed. 20 USC 6801 Language Instruction for Limited English Proficient and Immigrant Students

TOPIC	ASSESSMENT OF ENGLISH PROFICIENCY <a href="#">BACK TO MENU</a>																
<b>TASK DESCRIPTION</b>	To determine PHLOTE students' English language proficiency in listening, speaking, reading and writing																
<b>GRADE(S)</b>	K-12																
<b>TIMELINE</b>	Test administration must occur within 30 school days of the beginning of the school year or within 30 days of the student's enrollment in school, which ever is later.																
<b>PERSON(S) RESPONSIBLE</b>	Principal <i>or</i> Designee																
<b>PROCEDURE</b>	<p>The principal designates a certificated staff member, such as the Testing Coordinator, to be the contact person for language proficiency assessment, to certify that students are assessed with the appropriate instrument, and to promote the completion of each subtest (speaking, listening, reading and writing) by every student scheduled for assessment:</p> <ul style="list-style-type: none"> <li>•Grades K = Initial Kindergarten Placement Test (KPT)</li> <li>•Grades 1-2 = Primary school level</li> <li>•Grades 3-5 = Intermediate school level</li> <li>•Grades 6-8 = Middle school level</li> <li>•Grades 9-12 = High school level</li> </ul> <p><del>Appropriately trained TUSD personnel administer the listening/speaking, reading and writing portions of the assessment. and Bilingual Teaching Assistants at the site or testers from the Central Office administer the speaking portion of the assessment.</del></p> <p><del>The following chart lists the Total Composite Raw Scores at given grade levels that demonstrate proficiency in English. The official cut scores are determined by ADE. Students whose scores are below those shown are not considered proficient in English and therefore are designated as ELLs:</del></p> <p style="text-align: center;"><b><del>AZELLA Total Composite Raw Cut Scores for Proficiency by Grade Level</del></b></p> <table border="1" data-bbox="597 1073 1295 1199"> <tbody> <tr> <td><del>K: 67-72</del></td> <td><del>1<sup>st</sup>: 86-100</del></td> <td><del>2<sup>nd</sup>: 88-100</del></td> <td></td> </tr> <tr> <td><del>3<sup>rd</sup>: 81-100</del></td> <td><del>4<sup>th</sup>: 83-100</del></td> <td><del>5<sup>th</sup>: 85-100</del></td> <td></td> </tr> <tr> <td><del>6<sup>th</sup>: 83-108</del></td> <td><del>7<sup>th</sup>: 86-108</del></td> <td><del>8<sup>th</sup>: 90-108</del></td> <td></td> </tr> <tr> <td><del>9<sup>th</sup>: 88-108</del></td> <td><del>10<sup>th</sup>: 90-108</del></td> <td><del>11<sup>th</sup>: 92-108</del></td> <td><del>12<sup>th</sup>: 94-108</del></td> </tr> </tbody> </table> <p><del>Test results can be found under the test scores "block" of Mojave. Once assessment results for the latest round of testing are obtained, the Language Acquisition Department will deliver to the school a copy of each child's Rapid Report AZELLA results to be placed in the student's cumulative file.</del></p> <ul style="list-style-type: none"> <li>• <del>Please note that the revised AZELLA will begin full implementation in the spring of 2013. The revised cut scores will not be available until ADE releases them.</del></li> </ul>	<del>K: 67-72</del>	<del>1<sup>st</sup>: 86-100</del>	<del>2<sup>nd</sup>: 88-100</del>		<del>3<sup>rd</sup>: 81-100</del>	<del>4<sup>th</sup>: 83-100</del>	<del>5<sup>th</sup>: 85-100</del>		<del>6<sup>th</sup>: 83-108</del>	<del>7<sup>th</sup>: 86-108</del>	<del>8<sup>th</sup>: 90-108</del>		<del>9<sup>th</sup>: 88-108</del>	<del>10<sup>th</sup>: 90-108</del>	<del>11<sup>th</sup>: 92-108</del>	<del>12<sup>th</sup>: 94-108</del>
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<b>LAW OR REGULATION</b>	A.A.C. R7-2-306 (C-1, 2) English Language Proficiency Assessment 20 USC 6301 Improving the Academic Achievement of the Disadvantaged																

TOPIC	PLACEMENT <a href="#">BACK TO MENU</a>
<b>TASK DESCRIPTION</b>	To place ELLs in one of the following English language learner programs: Dual Language (DL), Structured English Immersion (SEI), or Individual Language Learner Plan (ILLP)
<b>GRADE(S)</b>	K-12
<b>TIMELINE</b>	Initial placement within five school days after designation as ELL/(Y) <b>ELLARs and ELLARs</b> ; continuing placement within five school days after enrollment.
<b>PERSON(S) RESPONSIBLE</b>	Principal/Staff
<b>PROCEDURE</b>	<p><b>Informed Consent:</b> Principals should provide parents with a copy of the LEA Program Description and Language Acquisition Policy, which offers a full description of the language program options available to students, either at the school or by transfer, and of the materials used in each program.</p> <p>Parents of ELLs are to be notified of student placement using the <i>ELL Parental Notification and Consent Form of Student Placement in an English Language Learner (ELL) Program</i> within 30 school days after the start of the year or, for students identified after the school year has begun within two weeks following the student’s placement.</p> <p>Appropriate program placement for newly identified ELLs is based on initial assessment results—and, if applicable, approval of a parental request for bilingual education or a parental request for withdrawal from SEI into a mainstream program.</p> <p>There are three placement options for ELLs: SEI, BLE, and ILLP.</p> <p><b><u>OPTION 1: SEI (STRUCTURED ENGLISH IMMERSION)</u></b></p> <ul style="list-style-type: none"> <li>• All ELLs shall be placed in a Structured English Immersion (SEI) program except those whose parents have requested and received approval of a waiver for bilingual education (BLE) or have officially withdrawn the child from any Alternative Language Program.</li> <li>• If a parent objects to having his/her child placed in the SEI program, the principal must follow the withdrawal protocol before obtaining a withdrawal form (<i>Parent Request for Student Withdrawal from an English Language Learner Program</i>) and having the ELL student removed from the SEI program. (See Option 3.)</li> </ul> <p><b><u>OPTION 2: BLE (BILINGUAL EDUCATION)</u></b></p> <ul style="list-style-type: none"> <li>• A Bilingual Education program must be established at the school site if the school accumulates 20 or more approved waivers in a given year at any one grade level. Schools having fewer such requests <i>may</i> provide BLE as resources permit.</li> <li>• ELLs with approved waivers for BLE shall be placed in a BLE program within five (5) days of the time the principal has verification that the child qualifies for such placement.</li> <li>• In cases where a student requests and qualifies for BLE at a school where the program is not available, the student’s parent(s) will be offered the option of having the student transfer to a school where the program is available, but with the understanding that the transfer will occur only if the parent consents and if space in the new school is available.</li> <li>• If a transfer for bilingual education is sought, the school must notify Language Acquisition Services to arrange for the transfer. LAD will provide for transportation.</li> </ul>

TOPIC	PLACEMENT (Continued)																					
<p><b>PROCEDURE</b></p>	<p><b><i>Qualifying for a Type 1 Waiver:</i></b>  A student under age 10 may be granted a Type 1 Waiver and placed in bilingual education if the student possesses good English skills as measured by the oral AZELLA evaluation, in which the student scores approximately at or above the state average for the student’s grade level or, at or above the 5<sup>th</sup> grade level, whichever is lower. The following chart indicates the qualifying oral raw scores on AZELLA 2 for ELLs and the SOLOM scores for non-ELLs:</p> <table border="1" data-bbox="631 436 1260 688"> <thead> <tr> <th>Grade Level</th> <th>ELL AZELLA Score</th> <th>Non-ELLs SOLOM Score</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>35</td> <td>15</td> </tr> <tr> <td>1</td> <td>43</td> <td>15</td> </tr> <tr> <td>2</td> <td>45</td> <td>15</td> </tr> <tr> <td>3</td> <td>43</td> <td>16</td> </tr> <tr> <td>4</td> <td>45</td> <td>16</td> </tr> <tr> <td>5</td> <td>45</td> <td>16</td> </tr> </tbody> </table> <p><b><i>Qualifying for a Type 2 Waiver:</i></b>  A student age ten (10) or older automatically qualifies for a waiver requested by the parent-</p> <p><b><i>Qualifying for a Type 3 Waiver:</i></b>  A Type 3 Waiver may be granted to a student of any age if the student has been placed in an English language classroom for no less than thirty (30) days during the school year and it is the informed belief of the principal and educational staff that a student has special and individual physical or psychological needs, above and beyond the student’s lack of English proficiency, and an alternate course of study would be better suited for the student’s rapid acquisition of English. The principal of each school must seek the concurrence of one or more educational staff in determining whether to grant the waiver. The waiver must be accompanied by the signature of the school principal and must be accompanied by a written description of no fewer than 250 words prepared by a member of the educational staff. The statement shall be permanently added to the student’s official school records. The Superintendent (or Designee) must affix his/her signature for final approval or disapproval of a Type 3 Waiver. <b>NOTE: The 250-word document should be composed by the child’s teacher or principal.</b></p> <p><b>Denial of a Waiver:</b>  Any request for a waiver that does not meet the requirements set by state law or the Governing Board policy shall be denied, and the Principal or Superintendent must provide the reasons for the denial to the parents/legal guardian. Denial will not affect applications for waivers at a later time. A written statement explaining the denial of any Type I or Type II Waiver must be provided by the Principal. The Superintendent or Designee shall provide a written statement for denial of any Type III waiver to the parents/legal guardians applying for the waiver.</p>	Grade Level	ELL AZELLA Score	Non-ELLs SOLOM Score	K	35	15	1	43	15	2	45	15	3	43	16	4	45	16	5	45	16
Grade Level	ELL AZELLA Score	Non-ELLs SOLOM Score																				
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5	45	16																				

TOPIC	PLACEMENT (Continued)
<b>PROCEDURE</b>	<p><b>Circumstances Where a Waiver is Not Required:</b> No parental waiver is required for students to enroll in foreign language classes. No waiver is required for special education students to qualify to participate in a Dual Language program when their IEPs indicate that they should receive primary language support, provided that space in such a program is available.</p> <p><b>Availability of Waiver Forms:</b> Parents may obtain waiver forms at the school during normal working hours or on-line through the ADE website under OELAS. Schools may make the forms available at any school function, such as open house, PTO meetings and Title III meetings. A copy of the waiver form signed by the parent or guardian must be provided to the parent at the time of the waiver form submission. Waiver forms are always available to TUSD staff on the TUSD Intranet and are to be distributed immediately upon a parent’s request by individuals designated by the school Principal.</p> <p><b>Rejection of Offered Transfer:</b> Parents may decide to turn down placement in bilingual education if such a placement would require the student to employ transportation arrangements that are unacceptable to the parent.</p> <p><b>Validity and Renewal of a Waiver:</b> Any waiver granted under state law or Governing Board policy shall be effective for no more than one academic year upon the principal’s—or, when required, Superintendent’s—signature. Parents or legal guardians may renew a request for a waiver at any time, provided that such application for a waiver meets the requirements established by state law or Governing Board Policy. The parents or legal guardians applying for the waiver must personally visit the school and request a waiver and must be provided a full description of the educational materials and choices available to the student under the waiver being sought.</p> <p><b>Waiver Documentation:</b> A copy of each waiver request should be kept in the indicated student’s cum folder, another given to the parent and a third sent to the Language Acquisition Department.</p> <p><b>Designations:</b> Principals are required to designate appropriately endorsed teachers to serve ELL students in Structured English Immersion (SEI/ELD) and/or Dual Language (DL) classrooms. Teachers who meet applicable certification requirements and who hold either a valid BLE, ESL, or SEI endorsement are qualified to teach in a SEI or ILLP classroom. Teachers who meet applicable certification requirements and who hold a valid BLE endorsement are qualified to teach in any of the three program options: DL, SEI and ILLP.</p>
<b>LAW OR REGULATION</b>	<p>A.A.C. R7-2-306 (F, 1-3) English Language Learner Programs  A.R.S. 15-753 Parental Waivers  20 USC 7012 Language Instruction for Limited English Proficient and Immigrant Students – General Provisions, Parental Notification</p>

TOPIC	PLACEMENT (Continued)
PROCEDURE	<p data-bbox="418 226 1453 258"><b><u>OPTION 3: ILLP (MAINSTREAM-INDIVIDUAL LANGUAGE LEARNER PROGRAM)</u></b></p> <p data-bbox="418 289 1466 348">An ELL student may be placed in a mainstream program if the school the student attends qualifies for the ILLP format of SEI (see page 29) or by parental request as follows:</p> <p data-bbox="418 380 1430 468"><b>Step One:</b> Principal meets with the parent(s) making the request and reviews the students grades, AIMS scores, and the AZELLA test results that indicate the student's status as an ELL.</p> <p data-bbox="418 499 1471 680"><b>Step Two:</b> Principal explains the ELD Program's benefits, which include:</p> <ul data-bbox="451 531 1471 680" style="list-style-type: none"> <li>● Special instruction that helps ELLs develop proficiency in English speech &amp; literacy</li> <li>● Special instruction that makes subject matter comprehensible to ELL students</li> <li>● Accommodations and support when ELL students take state-mandated tests (AIMS)</li> <li>● Free after-school tutoring for ELLs (as available)</li> <li>● Free summer school for ELLs (as available)</li> </ul> <p data-bbox="418 716 1419 804"><b>Step Three:</b> If the student is a Spanish dominant ELL, principal points out that a dual language program may be available as an option (at least through a transfer if the program is not offered on site).</p> <p data-bbox="418 835 1463 1016"><b>Step Four:</b> Principal notes the possible long-term effects for ELL students not participating in either ELL program, weighing opportunities against risks:</p> <ul data-bbox="451 898 1463 1016" style="list-style-type: none"> <li>● The opportunity to enroll in content classes, but at the risk of failing, earning lower grades, or being retained</li> <li>● The opportunity to interact with mainstream students but at the risk of earning lower achievement test scores</li> </ul> <p data-bbox="418 1052 1446 1325"><b>Step Five:</b> If, after being fully informed, parents opt to withdraw their child from an ELD program, the principal should</p> <ul data-bbox="451 1108 1446 1325" style="list-style-type: none"> <li>● Inform the parent that they can reserve the right to re-enroll the student in the ELD program at any time</li> <li>● Notify the appropriate Assistant Superintendent by e-mail to document the withdrawal request</li> <li>● Copy Linda Molina (at LAD) to secure the appropriate form authorizing the withdrawal</li> <li>● Obtain the parent's signature on the form and return the completed form to LAD</li> </ul> <p data-bbox="418 1356 1463 1476">LAD will process the withdrawal, make a copy of the form to file at Central and return the original to the school for insertion in the student's cum file. When the process is complete, the ELL student's status will be flagged in Mojave. Principals should regularly review the status of withdrawn students.</p> <p data-bbox="418 1507 1373 1539"><b>Note:</b> School's Responsibility to Meet the Needs of ELLs in Mainstream Classes:</p> <p data-bbox="418 1570 1471 1812">The Office for Civil Rights requires schools to provide equal access to CORE curriculum for students who opt out of ELD and enroll in mainstream classes. For ELLs participating in mainstream programs, this means that teachers are still responsible for meeting ELL students' learning needs. Some of those needs are above and beyond the needs of the mainstream student. SIOP is a key component for content areas and the ELL student still needs literacy development (listening, speaking, reading and writing) that is comprehensible. OCR will monitor how well mainstream teachers address ELL students' literacy and content needs.</p>

## Protocol for Evaluating Foreign Transcripts

### I. Transcripts from Foreign Countries Other Than Mexico:

Except for transcripts from Mexico, foreign transcripts will not be evaluated by counselors at individual sites. Instead, such transcripts will be submitted for evaluation by Pam Fine.

### II. Transcripts from Mexico:

Mexican transcripts shall be evaluated by counselors at individual sites according to the stipulations outlined below. Note that the third year of Secundaria is equivalent to 9<sup>th</sup> grade in American schools. Preparatoria consists of 6 semesters and is the equivalent to 10<sup>th</sup> – 12<sup>th</sup> grade in American schools. Grading Scale: 10-9=A, 8=B, 7=C, 6=D, 5-0=F.

Tercer Grado (9 <sup>th</sup> grade)	Hrs/Week	Translation of Course Description	Credit to be awarded for successful completion	Notes
Español III	5	Spanish	0.5 per semester, 1 for year of Español	Student may take exit exams for additional Spanish credits *
Matemáticas	5	Math or algebra credit will be determined by placement test.	Mathematics or Algebra – 0.5 per semester, 1 for year of Matemáticas	Student takes Math placement test
Ciencias III	6	Science. This course a combination of chemistry, physics & biology.	Integrated Science – 0.5 per semester, 1 for year of Ciencias	
Historia II	4	Social Studies	Social Studies – 0.5 per semester, 1 for year of Historia	Satisfies World History requirement <u>only</u> if the course (in grades 9-12) is called “Historia Universal.”
Inglés: Lengua Extranjera III:	NA	ELD I Reading	Awarding of ELD credit is based on AZELLA chart (see below)	
Educación Física	2	PE	PE - One <b>FULL</b> year of Educación física = 0.5 credit. Less than one full year receives 0 credit.	
Tecnología III	3	Tech Apps.	Tech Apps - One <b>FULL</b> year of Tecnología = 0.5 credit. Less than one full year receives 0 credit.	
Artes (Música, Danza, Teatro, Artes Visuales)	2	Fine Arts	Fine Arts - One <b>FULL</b> year of Artes = 0.5 credit. Less than one full year receives 0 credit.	
Asignatura Estatal, or Orientación educativa or Cívica y Ética	3	General Elective	General Elective - One <b>FULL</b> year of any of these classes= 0.5 credit. Less than one full year receives 0 credit.	Asignatura Estatal deals with regional issues. Cívica/Ética is a civics / ethics class. This class will not satisfy the health requirement.

Preparatoria (10 <sup>th</sup> -12 <sup>th</sup> grades)	Hrs/Sem.	Translation of Course Description	Credit to be awarded for successful completion	Notes
Matemáticas	80	Math – This course combines Algebra, Geometry and/or Calculus	Math - 0.5 credit awarded for each semester of Algebra, Geometry and/or Calculus	Test student for exact placement and to determine which math credits will be awarded
Química	80	Chemistry	Chemistry - 0.5 credit for each semester of Química	
Física	80	Physics	Physics - 0.5 credit for each semester of Física	
Biología	64	Biology	Biology - 0.5 credit for <b>two</b> semesters of Biología. Less than two semesters receives 0 credit.	
Lengua Adicional Español	NA	ELD	ELD - ELD credit is based on AZELLA chart (see below)	
Introducción a las Ciencias Sociales / Historia de México / Estructura Socioeconómica	48	Introduction to Social Studies / Mexican History / Socioeconomics of Mexico	General Social Studies - 0.5 credit for <b>two</b> semesters of any combination of these classes. Less than two semesters receives 0 credit.	
Taller de Lectura y Redacción / Literatura	64	Reading and Writing / Literature	Spanish – 0.5 credit for each semester of any of these classes.	Student may take exit exams for additional Spanish credits*
Informática	48	Information systems	Tech Apps - 0.5 credit for <b>two</b> semesters of this class.	
Ética y valores	48	Ethics and Values	General Studies – 0.5 credit for <b>two</b> semesters of this class.	

## Calculating English Course Credits from Foreign Transcripts

- Districtwide it takes ELL students an average of four years to achieve reclassification, and in most cases, scoring “Proficient” on the AZELLA is a better indicator of success on the AIMS graduation test than English credits awarded at a foreign institution.
- ELL students who enter high school with low proficiency scores should have a clear and realistic understanding about their projected timeline for passing the AIMS test and earning an Arizona high school diploma. LAD urges Counselors and Registrars to discuss this issue with ELL students.
- To ensure that schools follow fair and consistent practices regarding the awarding of English credits for English courses documented on foreign transcripts, the District has adopted the following protocol linking English credits to AZELLA scores:

AZELLA SCORE	CREDITS AWARDED
Proficient	The student qualifies for year-for-year ELD credit, based on number of courses completed successfully in grades 9 – 12 at foreign institute <u>and</u> a composite score of Proficient on AZELLA. For example, in Mexico, a student completing & passing the 3 <sup>rd</sup> year of secundaria and two years of preparatoria would be awarded 3 ELD credits. (*Use a grade of “P” or grade equivalent on foreign transcript)
Intermediate	The student qualifies for two years of ELD credit for successfully completing two or more years of English courses in grades 9 – 12 at foreign institution <u>and</u> a composite score of Intermediate on AZELLA. (*Use a grade of “P” or grade equivalent on foreign transcript)
Basic	The student qualifies for one year of ELD credit for successfully completing one or more English courses in grades 9 – 12 at foreign institutions <u>and</u> a composite score of Basic on AZELLA . (*Use a grade of “P” or grade equivalent on foreign transcript)
Pre-Emergent/Emergent	No credit awarded for prior English courses taken and successfully passed at foreign secondary institutions.

**\*See Board Policy “Graduation Requirements”**

**NOTE: Standard grade-level cohort placements in math, science and social studies do not apply to ELLs.**



TOPIC	INSTRUCTION <a href="#">BACK TO MENU</a>
<b>TASK DESCRIPTION</b>	To implement a program of instruction for ELLs that provides access to academic standards and develops proficiency in English.
<b>GRADE(S)</b>	K-12
<b>TIMELINE</b>	On-going
<b>PERSON(S) RESPONSIBLE</b>	Principal
<b>PROCEDURE</b>	<p><u>Criteria for ALP Instruction:</u></p> <p>Whether in Structured English Immersion or Bilingual Education, the instruction offered to ALP students must meet the following criteria:</p> <p><b>Criteria #1: The instruction must effectively develop sufficient English language listening, speaking, reading and writing skills as specified in the Arizona Academic Standards and the Arizona English Language Proficiency Standards.</b></p> <p><b>Criteria #2: The instruction must be sheltered so that it is comprehensible for students at their level of proficiency while addressing appropriate grade-level content in all subjects, including math, science, and social studies, as specified in the Arizona Academic Standards.</b></p> <p><u>Standards of Instruction:</u></p> <p>The curriculum for ELLs in the ALP must reflect the same academic standards established for mainstream students with the additional goal of acquiring proficiency in speaking English and, in BE programs, developing speech, academic literacy and content knowledge in both English and Spanish.</p> <p><u>ALP Instructional Materials*:</u></p> <p>Teachers and students in SEI Programs should be provided with the following materials:</p> <ul style="list-style-type: none"> <li>○ English Language Development (ELD) adoptions; and</li> <li>○ District adopted literature and content materials in English</li> </ul> <p>Teachers and students in DL Programs should be provided the following tools:</p> <ul style="list-style-type: none"> <li>○ English/Spanish Language Development (ELD) adoptions</li> <li>○ Spanish language materials and</li> <li>○ District adopted Language Arts and content materials</li> </ul> <p>* Upon <b>initial</b> district adoption, materials will be purchased for these designated classrooms by the district. In subsequent years, these materials will be replenished with the <b>school's budget</b> for adopted textbooks. It is the school's responsibility to inventory and reorder needed materials in a timely manner. More detailed information on specific program models can be found in Chapters 2 and 3.</p>
<b>LAW OR REGULATION</b>	A.A.C. R7-2-306 (F) English Language Learner Programs. TUSD Governing Board Policy 6110 Language Education

TOPIC	<b>REASSESSMENT</b> <a href="#">BACK TO MENU</a>
<b>TASK DESCRIPTION</b>	To determine if an ELL has developed English language skills necessary to succeed in an English curriculum.
<b>GRADE(S)</b>	K-12
<b>TIMELINE</b>	On a yearly basis
<b>PERSON(S) RESPONSIBLE</b>	Principal
<b>PROCEDURE</b>	<ul style="list-style-type: none"> <li>• An ELL student shall be reassessed annually and shall be reclassified (RECL) as fluent English proficient once the student demonstrates proficiency on the AZELLA (via the Total Composite Raw Score <b>and proficiency in both the reading and writing subtests</b>).</li> <li>• Once a student achieves a total test score of proficiency, the student is reclassified as fluent English proficient. The Language Acquisition Department will generate the <i>Parent Notification of Student Achievement of English Proficiency</i> forms and the principal shall notify the student's parents by sending a copy of the form home and placing the original in the student's cumulative folder. Special education students may be reclassified with the use of personalized reclassification criteria.</li> <li>• Refer to chart on page 6 for estimated cut scores that indicate overall proficiency.</li> <li>• Students who have reclassified will continue to take the AZELLA in each of the two years following the year in which they achieved proficiency.</li> <li>• During the two years following their initial reclassification, students who demonstrate a composite score below proficiency when they are reassessed shall be designated ELLARs (ELLs After Reclassification) and their parents shall be notified that the students again qualify for participation in the ELL program.</li> <li>• ELLARs shall be re-enrolled in the ELL program if the parent gives their consent to do so on the notification form, and the students shall be reassessed annually until they demonstrate proficiency.</li> <li>• ELLARs who reclassify a second time shall no longer be monitored with AZELLA <b>and will be withdrawn from ELL services</b>.</li> </ul>
<b>LAW OR REGULATION</b>	A.A.C R7-2-306 (G) Reassessment for Reclassification 20 USC 7012 Language Instruction for Limited English Proficient and Immigrant Students – General Provisions, Parental Notification

TOPIC	<b>COMMUNICATION and ADVOCACY</b> <a href="#">BACK TO MENU</a>
<b>TASK DESCRIPTION</b>	To communicate effectively with parents of ELLs and to advocate for students and parent seeking ALP services.
<b>GRADE(S)</b>	K-12
<b>TIMELINE</b>	On-going
<b>PERSON(S) RESPONSIBLE</b>	Principal
<b>PROCEDURE</b>	<p>The school principal must provide at least one informational meeting each year for LEP parents, and in addition should regularly and equitably communicate with and assist LEP parents regarding</p> <ul style="list-style-type: none"> <li>• The scheduling of other parent meetings, including school council and PTA meetings</li> <li>• The tracking of their child’s progress toward the attainment of academic standards</li> <li>• The ways they can obtain information about their child’s placement options, including opportunities relating to bilingual GATE programs</li> <li>• The benefits of having their children participate in school clubs, student government, after-school sports, and other extra-curricular activities that enhance student education</li> <li>• The availability of interpretation and translation services, and of translated copies of certain district documents and forms, including <ul style="list-style-type: none"> <li>Registration form</li> <li>Notice of Reclassification</li> <li>Emergency Notification Card</li> <li>Field trip permission slip</li> <li>Notification &amp; Consent Form</li> <li>Class Schedules</li> <li>Privacy policy</li> <li>Health services letter</li> <li>Health services registration form</li> <li>Report cards &amp; progress notes</li> <li>SpEd &amp; 504 Form</li> <li>Student rights and responsibilities guide</li> </ul> </li> </ul> <p style="text-align: center;">(including ELL students’ right to the use of their native language in school)</p>
<b>LAW OR REGULATION</b>	LAU Compliance Agreement – TUSD/OCR Corrective Action (1996)

TOPIC	<b>PROMOTION, RETENTION and GRADING of ELLs</b> <a href="#">BACK TO MENU</a>
<b>TASK DESCRIPTION</b>	To ensure compliance with district promotion, retention, and grading policies as they relate to ELLs
<b>GRADE(S)</b>	K-12
<b>TIMELINE</b>	On-going
<b>PERSON(S) RESPONSIBLE</b>	Principal
<b>PROCEDURE</b>	<p>The school principal must ensure that teachers assign grades and make decisions about promotion and retention for ELLs and 2-Year Reclassified students based on the progress reasonably expected of students at their level of English proficiency and resulting from properly modified instruction and assessments. Such students shall:</p> <ul style="list-style-type: none"> <li>• Not be compared to mainstream students</li> <li>• Have their assessments differentiated by students' levels of language proficiency</li> <li>• Have grades based on multiple sources of academic evidence rather than behavior</li> <li>• Be assessed with a variety of assessment tools, such as rubrics and checklists</li> <li>• Have mastery standards and grading criteria clearly communicated ahead of time</li> <li>• Receive frequent feedback on both language development &amp; content mastery</li> <li>• Have their content grades reflect progress toward mastery of content standards</li> <li>• Have their language grades reflect progress toward mastery of ELL proficiency standards</li> <li>• Have multiple opportunities and means to demonstrate mastery of standards</li> <li>• Not be downgraded, failed or retained solely based on their ELL or Reclassified status</li> </ul> <p>In addition,</p> <ul style="list-style-type: none"> <li>• K-5 teachers shall mark ELD progress under the Language Arts section of the report card</li> <li>• K-5 Dual Language teachers shall mark primary language grades under "Language Arts"</li> <li>• K-5 Dual Language teachers shall mark second language grades under "Foreign Language"</li> </ul> <p>When appropriate instruction has not been carried out, the responsibility for any lack of progress in learning shall not be placed on the students. It is the responsibility of teachers and administrators to ensure that appropriate instruction is carried out and that ELLs make appropriate academic progress.</p> <p>To the extent permitted by law, principals and teachers should encourage students to use their native language in responding to standardized tests when, in their professional opinion, doing so would enhance the validity of the assessment. At a minimum, all students may use the native language to</p> <ul style="list-style-type: none"> <li>• Ask questions about the assessment; and</li> <li>• Write initial drafts of essays required by an assessment.</li> </ul> <p><b>Protocol for ELLs and Benchmark Measures:</b> In responding to benchmark assessments, ELLs shall use the same accommodations that are available to them for AIMS.**</p> <p><b>Writing benchmark:</b> ELLs may choose to write their first drafts in the native language. ELLs in a Dual Language program may write final copies in the native language on two of the writing benchmark assessments. The remaining writing benchmark assessments shall be in English.</p> <p><b>Reading benchmark:</b> Elementary schools using <i>Avenues</i> will use e-Assessment as the reading benchmark. Secondary schools shall use <i>Vision</i> or <i>Edge</i> reading assessments.</p> <p><b>Math benchmark:</b></p> <p>*Refer to TUSD Board Policy IKE, <i>Promotion, Retention and Acceleration of Students</i>.  ** <a href="http://www.azed.gov/standards-development-assessment/files/2012/07/testing-accommodations-2012-13.pdf">http://www.azed.gov/standards-development-assessment/files/2012/07/testing-accommodations-2012-13.pdf</a></p>

TOPIC	PROMOTION, RETENTION and GRADING (cont.) <a href="#">BACK TO MENU</a>
<b>PROCEDURE</b>	<p data-bbox="418 222 899 254"><u>ELL Students and Graduation Requirements:</u></p> <p data-bbox="418 285 1458 373">The graduation requirements are the same for ELL students as for all other students. The following statements provide additional clarification for the special circumstances that commonly affect PHLOTEs and ELLs:</p> <ol data-bbox="467 407 1463 1010" style="list-style-type: none"> <li data-bbox="467 407 1463 464">1. ELL students must pass the AIMS test to qualify for graduation but the AZELLA test is not a graduation requirement.</li> <li data-bbox="467 499 1463 556">2. Certain ELD courses count as English credits toward graduation, but ELD courses are not accepted by the University of Arizona for meeting admission criteria.</li> <li data-bbox="467 592 1463 680">3. ELL students' ELD courses may be used to meet all four of the English credits required for graduation, provided that the ELD courses are those that are specifically approved for English credit rather than those approved for elective credit.</li> <li data-bbox="467 716 1463 863">4. PHLOTE students who took ESL courses (or equivalent English instruction) in a foreign country and received passing grades in those courses may receive English credit for that instruction. However, the students will still need to enroll in ELD courses if their AZELLA scores indicate that they are not yet proficient in English (and the parents do not exercise their right to opt out of the ELD program).</li> <li data-bbox="467 898 1463 1010">5. PHLOTE students at the high school level who had completed at least four years* of school in a foreign country where the language of instruction was not English may automatically be credited with two years of foreign language instruction in their TUSD transcripts.</li> </ol>

TOPIC	<b>MONITORING PROGRAM EFFECTIVENESS</b> <a href="#">BACK TO MENU</a>
<b>TASK DESCRIPTION</b>	To determine whether ELLs and 2-Year Reclassified students have been correctly placed and to monitor the progress of ELLs and two-year reclassified students.
<b>GRADE(S)</b>	K-12
<b>TIMELINE</b>	For the two years following the school year in which the students' reclassifications occurred.
<b>PERSON(S) RESPONSIBLE</b>	Principal
<b>PROCEDURE</b>	<p>The Leadership Team (LT) at each school should assist with identification, assessment, placement, reassessment for reclassification, and monitoring the progress of ELLs and two-year reclassified students. The LT shall meet not less than once per semester, and, at the principal's discretion, shall consist of a school administrator and any or all of the following:</p> <ul style="list-style-type: none"> <li>• the ELL program coordinator/facilitator</li> <li>• a counselor</li> <li>• an ELD teacher and/or a Dual Language teacher</li> <li>• a support staff member</li> </ul> <p>The LT's responsibilities include:</p> <ul style="list-style-type: none"> <li>• <b>REVIEWING PLACEMENT:</b> LT members assist the principals in monitoring the progress of ELL/Reclassified students by reviewing placement, checking transcripts/records of students entering the school, and evaluating the progress of ELLs and two-year reclassified students on a continuing basis.</li> <li>• <b>REFERRALS FOR SUPPLEMENTAL SUPPORT SERVICES:</b> LTs identify ELLs and two-year reclassified students on the ARID page and document with a SCIP the need for additional and/or supplemental support services during the instructional day.</li> <li>• <b>OCR REPORT:</b> At the end of each semester the LT will review the school data presented in biannual ALP Report—prepared by Accountability and Research Department for the U.S. Office for Civil Rights (OCR)—and shall take appropriate action to resolve any concerns that the report may uncover regarding the effectiveness of the school's ALP.</li> </ul>
<b>LAW OR REGULATION</b>	A.A.C. R7-2-306 (I) Evaluation of FEP Students after exit from ELL Programs. A.A.C. R7-2-306 (F) English Language Learner Programs 20 USC 6841 English Language Acquisition, Language Enhancement, and Academic Achievement Act – Accountability and Administration.

TOPIC	<b>BILINGUAL TEACHING ASSISTANT ALLOCATIONS</b> <a href="#">BACK TO MENU</a>
<b>TASK DESCRIPTION</b>	To provide support to bilingual education program schools by allocating Bilingual Teaching Assistant hours to eligible bilingual education teachers
<b>GRADE(S)</b>	K-12
<b>TIMELINE</b>	On-going
<b>PERSON(S) RESPONSIBLE</b>	Principal
<b>PROCEDURE</b>	<p><b><u>Qualifications for a Bilingual Teaching Assistants:</u></b></p> <p>Since 1988, the TEA Consensus Agreement entitles teachers in a bilingual education classroom to the services of a Bilingual Teaching Assistant (BTA) according to the following criteria:</p> <ol style="list-style-type: none"> <li>1. <b><u>Elementary Level:</u></b> Qualified teachers are entitled to two (2) hours of assistance from a BTA. At the elementary level, teachers are qualified when they hold a valid bilingual education endorsement and are also designated by the Principal as bilingual education teachers for the school year, as do ESL-endorsed teachers team teaching with an endorsed bilingual education teacher.</li> <li>2. <b><u>Secondary Level:</u></b> Teachers at the secondary level qualify when they hold a valid bilingual education endorsement and also have been designated by the principal as bilingual education teachers for the school year. Each qualifying teacher is entitled to: <ol style="list-style-type: none"> <li>a. One hour of TA time if the individual teaches one designated section of math, science, health, or social studies.</li> <li>b. Two hours of TA time if the individual teaches more than one such section in any combination.</li> </ol> </li> </ol> <p>Secondary schools that offer any of the bilingual education classes noted above also receive TA time for bilingual or ESL endorsed teachers in ELD classes; and bilingual endorsed teachers assigned to teach Spanish as a foreign language and/or Spanish for Native Speakers of Spanish.</p>
<b>APPLICABLE LAW/REGULATION</b>	2003-2005 TEA/TUSD Consensus Agreement - Article 22; Section 8 “Teacher Assistant Entitlement”.

TOPIC	<b>OTHER ALP RESOURCES</b> <a href="#">BACK TO MENU</a>
<b>TASK DESCRIPTION</b>	To provide additional support to schools for successful implementation of Alternative Language Programs and services.
<b>GRADE(S)</b>	K-12
<b>TIMELINE</b>	On-going
<b>PERSON(S) RESPONSIBLE</b>	Principal
<b>PROCEDURE</b>	<p><u>Tuition Reimbursement for TUSD Staff</u> – Principals should encourage staff members to take advantage of TUSD’s Grow Our Own Program, which offers tuition reimbursement (as funding is available) to those who meet minimum qualifications. Teachers who agree to take college courses toward completion of a BLE or ESL endorsement, or a specialist credential qualify for assistance. Bilingual classified employees seeking a teaching degree may also receive assistance.</p> <p><u>Translation Assistants for New Student Arrivals:</u> Language Acquisition Services can assist principals in finding paid, temporary Translation Assistants to help acclimate newly arrived and linguistically isolated (LI) ELLs during their first few weeks in a TUSD school.</p> <p><u>ELL Materials Resource Center:</u> The EMRC is located at Cragin Elementary School and contains supplemental materials and bilingual dictionaries that may be checked out by all teachers of English Language Learners in SEI and Bilingual Education Programs. Email Rita Martinez (<a href="mailto:rita.martinez@tusd1.org">rita.martinez@tusd1.org</a>) to request materials or arrange a visit to the EMRC.</p> <p><u>Alternative Language Program Development:</u> Principals can ask the Language Acquisition Department for assistance in</p> <ul style="list-style-type: none"> <li>• Designing DL and SEI programs for the school</li> <li>• Establishing or expanding the number of ELD/SEI classes offered at a school</li> </ul> <p><u>Workshops for teachers, support staff, and parents:</u> Principals can inquire with the Language Acquisition Department to schedule in-service presentations that meet site-specific staff development goals relating to ELLs. Training is available in the following areas:</p> <ul style="list-style-type: none"> <li>• Alternative Methods of Classroom Assessment for ELLs</li> <li>• 2<sup>nd</sup> Language Acquisition and ESL/SSL Methodology</li> <li>• ELL Program Design (DL, SEI and ILLP), Class Designations and Student Placement</li> <li>• Sheltered Instruction/SIOP Model/Cooperative Learning</li> <li>• Managing Instructional Time to Maximize ELD Instruction</li> <li>• Enhancing the Instructional Role of Bilingual TAs</li> <li>• Waiver Qualification &amp; Transfer Options for Bilingual Education</li> <li>• Dual Language Instructional Techniques and Academic English/ Academic Spanish</li> <li>• Developing Bilingual and Balanced Literacy for ELLs</li> <li>• Use of Adopted Texts and Software Materials in Alternative Language Programs</li> <li>• School Involvement for Parents of ELLs</li> <li>• Writing School Accountability Plans that address the needs of ELLs</li> <li>• Compliance with state and federal regulations regarding ELLs</li> </ul>
<b>LAW OR REGULATION</b>	Arizona Legislature Funding Provisions in response to the <i>Flores v. Arizona Consent Decree</i> 20 USC 6825 English Language Acquisition, Language Enhancement and Academic Achievement Act



TOPIC	REFERRAL & EVALUATION for SPECIAL EDUCATION <a href="#">BACK TO MENU</a>
<b>TASK DESCRIPTION</b>	To evaluate language minority students for possible placement in special education (SPED)
<b>GRADE(S)</b>	PreK – 12
<b>TIMELINE</b>	60-day timeline begins when parent signs permission to evaluate
<b>PERSON(S) RESPONSIBLE</b>	Exceptional Education Executive Director
<b>PROCEDURE</b>	<p><b><u>PRE-REQUISITES:</u></b> When a PHLOTE student’s name is submitted to the school’s pre-referral team (child study, teacher assistance team, student intervention team, etc.), the procedures used for non-PHLOTE students apply, except that the pre-referral team shall also review the following pertinent data:</p> <ul style="list-style-type: none"> <li>• The child’s home language, social/academic language development, and degree of acculturation</li> <li>• The student’s ELL status as determined by the student’s scores on the language proficiency assessment specified by the state of Arizona</li> <li>• An assessment of the student’s Home Language Survey</li> <li>• A report of classroom observations</li> <li>• A review of the students academic record and educational background in the native language</li> </ul> <p>In addition, the pre-referral team should consult with either the Language Acquisition Department (225-6207) or the district’s Exceptional Education Multicultural Team (232-8300) to determine whether or not language acquisition issues are involved.</p> <p>If it is determined that language acquisition issues are involved, the pre-referral team will arrange for an assessment of the student’s native language.</p> <p><b><u>SPECIAL EDUCATION REFERRAL PROCESS:</u></b> If the Pre-Referral Team refers the PHLOTE student to the school’s Multidisciplinary Evaluation Team (MET), the district’s Special Education Multicultural Team must be involved throughout the entire process. After reviewing the data gathered by the pre-referral team, the MET in consultation with the Multicultural Team will determine whether the student will be referred for an exceptional education evaluation. If so, they will also determine whether the evaluation will be administered in English or in the student’s native language or both. If not, the student will be referred back to the pre-referral team for additional intervention.</p> <p>If the MET determines that the student is eligible for SPED referral, a comprehensive evaluation will take place.</p> <p>After the comprehensive evaluation has taken place, the MET shall ensure that at least one person knowledgeable about the student’s language and cultural background is part of the team (i.e., a Language Acquisition Coach or a member of the Exceptional Education Multicultural Team), and then shall convene to</p> <ul style="list-style-type: none"> <li>▪ Discuss and understand the effects of language and culture on the validity of the testing data and on the overall evaluation</li> <li>▪ Certify that eligibility decisions are based on a variety of information, such as a review of existing records, the results of pre-referral interventions and curricular adaptations, work samples, and formal and informal assessments and observations</li> <li>▪ Document all the mentioned procedures, as well as any exceptions made to the procedures and related rationales for such exceptions</li> </ul>

TOPIC	REFERRAL & EVALUATION for SPECIAL EDUCATION (continued)
PROCEDURE	<p><b><u>ELIGIBILITY:</u></b> Placement decisions are determined by the MET based on the students' linguistic, academic, cognitive, and behavioral needs.</p> <p>If the student qualifies for SPED services, the MET will</p> <ul style="list-style-type: none"> <li>• Ensure that the IEP reflects that services are designed to assist the student to overcome language barriers.</li> <li>• Demonstrate why selected alternative language services are believed to be an effective intervention.</li> </ul> <p><b><u>PLACEMENT:</u></b> The student's language needs must always be considered in making placement decisions. Two types of special education placement are available.</p> <ul style="list-style-type: none"> <li>▪ <b>Cross Categorical Services (CCS) Placement:</b> The student will be offered a continuum of services as indicated by IDEA, which shall include appropriate language support as indicated in the student's IEP. If the IEP states that part of the student's services should be provided in Spanish, the student may be placed in a bilingual education classroom without needing to secure an approved waiver.</li> <li>▪ <b>Self Contained Class Placement:</b> If the MET decides that such a placement is appropriate, SPED ELLs will be placed in a self-contained class and will receive SEI or BE instruction from a designated, BE-endorsed teacher. As appropriate, a paraprofessional fluent in the student's language may be provided. SPED-ELLs may be placed in self-contained bilingual education/special education classes without needing to secure an approved waiver.</li> </ul> <p><b><u>POST-EVALUATION REPORT:</u></b> The MET's post-evaluation report shall include the following information:</p> <ul style="list-style-type: none"> <li>▪ A summary of the discussion concerning the effects that the student's language and culture may have had on the student's educational experience and learning</li> <li>▪ A notation explaining whether, and if so, how diagnostic instrument procedures were altered for the student</li> <li>▪ A statement that indicates whether test results are valid and reliable, given the student's linguistic and cultural background</li> <li>▪ Documentation of translation and/or interpretation in the administration of diagnostic instruments and procedures, noting its effect on the validity and reliability of the results</li> <li>▪ An explanation of procedures followed to ensure cross validation of formal diagnostic measures with other data available about the student</li> </ul>
LAW OR REGULATION	TUSD Administrative Regulation 6800 20 USC 1414 IDEA Act – Evaluation, Eligibility Determinations, Individualized Education Programs, and Educational Placements.

TOPIC	<b>WITHDRAWAL BY SPED CRITERIA</b> <a href="#">BACK TO MENU</a>
<b>TASK DESCRIPTION</b>	To determine whether a Special Education student who is also classified as an English language learner has a handicapping condition that makes it impossible for the student to reclassify.
<b>GRADE(S)</b>	K-12 Exceptional Education
<b>TIMELINE</b>	At any time
<b>PERSON(S) RESPONSIBLE</b>	Principal (supported by the school's Multidisciplinary Evaluation Team)
<b>PROCEDURE</b>	<p>ELLs being served in a Special Education program (ELL-SPED) shall be reassessed and reclassified according to the same procedure as regular education students unless the nature of the handicapping condition precludes such a procedure. In this case, the Executive Director for Exceptional Education or a designee shall consult with the persons conducting the language proficiency assessments to determine which of the two alternative withdrawal procedures listed below would be most appropriate. Documentation of these decisions and actions shall be completed by a designee of the Executive Director of Exceptional Education and placed in the student's documentation file or cumulative file.</p> <p><b>Withdrawal by SPED Criteria</b></p> <p><b>Option #1:</b> ELL-SPED students are eligible for withdrawal by IEP if the nature of the handicapping condition, as noted in the student's IEP (Item #15, Part 2), is so severe that it does not permit the students to respond in any meaningful way to the regular reclassification procedure.</p> <p><b>Option #2:</b> ELL-SPED students who are not eligible for IEP withdrawal using Option #1 because the handicapping condition, though severe, does not preclude a meaningful response to the regular reclassification procedure, may be withdrawn through the alternative reclassification procedure outlined below if all four of the following stipulations apply:</p> <ul style="list-style-type: none"> <li>• The student's documented disability involves severe language impairment or severe reading and/or writing impairment.</li> <li>• The student's scores in the last three years of English proficiency testing fails to show a consistent pattern of improvement from one level to a higher level (Pre-emergent, Emergent, Basic, Intermediate, and Proficient) in any one of the four domains (listening, speaking, reading or writing).</li> <li>• Although the student may respond meaningfully to the regular reclassification procedure, the IEP team believes that the ELL-SPED student's disability—rather than any deficiencies in the ESL instruction—prohibits the student from ever achieving proficiency on the English proficiency assessment.</li> <li>• The IEP team making the decision includes a certified staff member from either the Language Acquisition Department or the Exceptional Education Department's Multicultural Team.</li> </ul>
<b>LAW OR REGULATION</b>	A.A.C. R7-2-306 (H) Reassessment for Reclassification of Special Education Students for English Language Reclassification

TOPIC	<b>RECRUITMENT FOR GIFTED AND TALENTED EDUCATION (GATE) PROGRAMS</b> <a href="#">BACK TO MENU</a>
<b>TASK DESCRIPTION</b>	To recruit high ability ELLs and/or PHLOTE students to be included in the pool of students being considered to receive gifted education services.
<b>GRADE(S)</b>	Grades K – 12
<b>TIMELINE</b>	Annually as listed below
<b>PERSON(S) RESPONSIBLE</b>	GATE Director, Bilingual Recruitment Specialist, and all GATE instructional and office staff.
<b>PROCEDURE</b>	<ul style="list-style-type: none"> <li>◆ Disseminate information to all elementary and middle schools regarding procedures for referral and testing of students in language appropriate for population served.</li> <li>◆ Direct contact with teachers in classrooms with high ELL enrollment to seek referrals.</li> <li>◆ Letter sent to all District kindergarten teachers each fall with information on referral of students for GATE testing.</li> <li>◆ Seek referrals for students nominated by teachers.</li> <li>◆ Publish notices regarding the opportunity for GATE testing in all elementary and middle school newsletters (in English and Predominant Languages found at the school).</li> <li>◆ Review available assessment results to identify potential candidates for referral. Send letters to parents of these students encouraging them to refer their children for testing. All letters sent to parents are in English and Predominant Languages.</li> <li>◆ Use the Raven assessment in kindergarten classrooms with high ELL enrollment. Seek referral of students for GATE testing identified through the Raven SPARK ID Sheet.</li> <li>◆ Test announcement posted on TUSD website and District events calendar.</li> <li>◆ Test announcement and discussion on GATE program on Spanish language radio.</li> <li>◆ Test announcement articles published in local and Spanish language newspapers.</li> </ul>
<b>LAW OR REGULATION</b>	ARS 15-203 Mandatory Services for Gifted Students TUSD Governing Board Policy 6115 Gifted and Talented Education 34 CFR 100 Title VI of the Civil Rights Act of 1964

TOPIC	ASSESSMENT AND PLACEMENT FOR GATE PROGRAMS <a href="#">BACK TO MENU</a>
<b>TASK DESCRIPTION</b>	Utilize culturally and linguistically appropriate assessment strategies for ELLs and/or PHLOTE students to determine their eligibility to be placed in and receive gifted education services.
<b>GRADE(S)</b>	K – 12
<b>TIMELINE</b>	Annually in January
<b>PERSON(S) RESPONSIBLE</b>	The GATE Director, with assistance of the Bilingual Recruitment Specialist, and teachers in the GATE Program
<b>PROCEDURE</b>	<p>Arizona school district receive GATE funding only for students who qualify for the program through the use of tests approved by the Arizona State Board of Education for testing and identifying gifted children. State approved tests are typically cognitive ability tests. The tests currently being used by the GATE Department include:</p> <ul style="list-style-type: none"> <li>◆ <i>Cognitive Abilities Test</i> (1<sup>st</sup> – 8<sup>th</sup> Grade)</li> <li>◆ <i>Raven Test of Progressive Matrices</i> (non-verbal, all grades)</li> <li>◆ <i>Otis-Lennon</i> (Kindergarten)</li> </ul> <p>Students are tested at all District elementary and middle schools during the month of January each year. Test accommodations will be made for students with disabilities.</p> <ul style="list-style-type: none"> <li>◆ Students must have a <i>Permission to Evaluate</i> form signed by their parent and on file with the GATE office prior to testing.</li> <li>◆ Students who are <i>not</i> fluent in English will be tested only with the Raven non-verbal assessment.</li> <li>◆ Students who participate in the group administered testing in January will be considered for placement for the following school year. The District offers testing at no direct cost to parents.</li> <li>◆ Test results and eligibility status letters are mailed to parents in March or April.</li> </ul> <p>GATE placement personnel shall review the results of all testing information including teacher checklists submitted with kindergarten referrals.</p> <p>Students who score at the 97<sup>th</sup> percentile in any one of three areas measured—verbal, non-verbal, or quantitative reasoning—using Arizona State Board of Education-approved tests will be considered eligible to receive services.</p> <ul style="list-style-type: none"> <li>◆ Students who score below the 97<sup>th</sup> percentile may be considered for services pending a review.</li> <li>◆ All placements in Self-Contained GATE classes and the elementary GATE/PLUS program are approved and monitored by the GATE Office. Placements in self-contained classes in 1<sup>st</sup> through 8<sup>th</sup> grade are very limited, occurring as the result of student attrition.</li> </ul> <p>Parents of students identified for placement in a Pull-Out GATE or Self-Contained GATE class are invited to attend an Open House meeting at their neighborhood school or self-contained GATE school.</p>
<b>LAW OR REGULATION</b>	ARS 15-203 Mandatory Services for Gifted Students TUSD Administrative Regulation 6115 Gifted and Talented Education 34 CFR 100 Title VI of the Civil Rights Act of 1964

TOPIC	<b>INSTRUCTION IN GATE PROGRAMS</b> <a href="#">BACK TO MENU</a>
<b>TASK DESCRIPTION</b>	To meet the language development needs of ELLs and PHLOTE students within the gifted education program.
<b>GRADE(S)</b>	K – 12
<b>TIMELINE</b>	Ongoing
<b>PERSON(S) RESPONSIBLE</b>	GATE Director
<b>PROCEDURE</b>	<p>The Gifted Endorsement issued by the Arizona Department of Education shall be required of all State Board certified teachers of the gifted or those individual serving as resource teachers, specialists or in other similar positions with the gifted. This endorsement shall also be required of Board certified teachers whose daily instructional contacts include a majority of students gifted in that area of instructions.</p> <ul style="list-style-type: none"> <li>◆ Teachers assigned to bilingual gifted education classes, whether as self-contained or itinerant teachers, will be required to have both the bilingual education and gifted education endorsements.</li> <li>◆ Teachers assigned to SEI gifted education programs, whether as self-contained or itinerant teachers, will be required to have a bilingual, ESL, or SEI endorsement and a gifted education endorsement.</li> </ul> <p>The <i>GATE Curriculum Scope and Sequence</i> is not a separate curriculum for gifted education. The <i>GATE Curriculum Scope and Sequence</i> is a guide to differentiating curriculum and instruction to meet the needs of gifted students.</p>
<b>LAW OR REGULATION</b>	ARS 15-203 Mandatory Services for Gifted Students Board Policy 6200 Curriculum Design 34 CFR 100 Title VI of the Civil Rights Act of 1964

## CHAPTER II-THE STRUCTURED ENGLISH IMMERSION PROGRAM

### SEI PROGRAM DESIGN [BACK TO MENU](#)

**SEI Program Design:** The Structured English Immersion program is designed exclusively for ELLs and with the aim of providing an early-exit transition into the mainstream program once students achieve a composite score of Proficient on the state’s English proficiency assessment. ELL instruction from the teacher during the SEI portion of the day is in English though a minimal amount of a student’s native language other than English may be used. **No limitations are placed on native language use by students.**

Unlike Bilingual Education programs, SEI programs can serve ELLs from many different language backgrounds within the same classroom. That is why TUSD’s SEI program, currently serving students from nearly 100 different language backgrounds, has long been an essential element of the education offered to the district’s ELLs. However, past experience indicates that content instruction is most effective with students that have progressed beyond the earliest stages of second language development.

Four special factors contribute to the effectiveness of SEI classes:

- The class requires specific instruction for English language development (ELD).
- The teacher is trained in ELD methodology and sheltered instructional techniques (SIOP).
- ELLs have access to materials designed for ELLs as well as to mainstream texts.
- It is recommended that SEI class sizes be kept lower than those of mainstream classes to promote the most effective instruction and to allow for space availability for incoming ELLs.

#### The Instructional Goals of an SEI Program

**1) Development of listening, speaking, reading and writing in the second language:** Instruction for 2<sup>nd</sup> language development, using ELD methods and materials, shall advance proficiency in listening, speaking, reading and writing in the second language, and shall commence with oral language development. For literacy development in the second language, instruction shall focus on the transfer of existing literacy skills, when available, from the primary to the second language; and on building literacy on a foundation of strong oral skills in the second language. Instruction shall follow the State academic and ELL Proficiency Standards and the State’s Discrete Skills Inventory.

**2) Mastery of academic content taught in the second language:** Language arts, math, science and social studies shall be taught exclusively in the student’s second language but shall be made comprehensible through the use of sheltering techniques (SIOP) that help provide access to the TUSD grade level CORE curriculum aligned with the State Standards. Ultimately, the goal is for ELL students to master all academic content taught in mainstream classes, particularly when students are participating in an SEI program with an Individualized Language Learner Plan (ILLP).

#### The Role of the Teacher in an SEI Program

Teachers of ELLs shall be responsible for

- Knowing the English proficiency levels of their ELL students
- Adjusting instruction to students’ levels of language development
- Ensuring that instruction meets the needs of students’ varying levels of English proficiency
- Honing teaching skills with regard to current research in language acquisition
- Keeping students informed of their progress toward English proficiency

## Elementary School Segregated 4-Hour SEI Model [BACK TO MENU](#)

**Rationale:** To provide English language development and sheltered content instruction to English Language Learners.

**Population Served:** English Language Learners

**Classroom Structure:** The SEI program is provided in two separate models: either as a daily segregated 4-hour program of ELD instruction for ELLs during which the students are separated from English speakers, or as a daily integrated 4-hour ILLP program that is embedded within a mainstream class, allowing ELL and mainstream students to learn side-by-side.

**Materials:** District-adopted texts in English (see program chart below)

**Scope:** The SEI program will be offered at every TUSD school having ELL students for the SEI option.

**Curriculum:** The Arizona State Standards and the English Language Learner Proficiency Standards will be used as the curriculum for the implementation of this program.

**Language of Instruction:** The language of instruction will be English with primary language support.

**Methodologies:** English language development is provided through the use of English as a Second Language (ESL) instruction. Content is taught through the use of Sheltered Instruction Observation Protocol (SIOP) instructional strategies.

**Assessment:** Student progress in English shall be assessed on an ongoing basis throughout the year.

### **Model for Four Hours of Segregated ELD:**

ELD Subjects	Materials	Minutes
Conversation/Vocabulary	Hampton Brown, <i>Avenues</i>	60 min.
Grammar	Hampton Brown, <i>Avenues</i>	60 min.
Reading	Harcourt Brace, <i>Trophies</i> ; Hampton Brown, <i>Avenues</i>	60 min.
Writing	6 Traits	60 min

Content Subjects	Materials	Minutes
Math	Addison Wesley/TERC/Saxon	60 min.
Science, Social Social, Art, PE, Music	FOSS Kits; McGraw Hill, <i>Adventures In Time and Place</i> ; and other available materials	60 min.



## Secondary School Segregated 4-Hour SEI Model [BACK TO MENU](#)

**Rationale:** To provide English language acquisition and sheltered content instruction to English Language Learners.

**Population Served:** English Language Learners

**Classroom Structure:** The SEI program offers at least two and as many as four periods of ELD instruction for ELLs. Content instruction is provided in designated SEI-content classes.

**Materials:** District adopted texts in English and the district's ELD Adoption.

**Scope:** The SEI program will be offered at each grade level in every school.

**Curriculum:** The Arizona State Standards and the English Language Learner Proficiency Standards will be used as the curriculum for the implementation of this program.

**Language of Instruction:** The language of instruction will be English but with clarification possible in the primary language.

**Methodologies:** English language development is provided through the use of English as a Second Language (ESL) instruction. Content is taught through the use of SIOP instructional strategies.

**Assessment:** Student progress in English shall be assessed on an ongoing basis throughout the year.

### **Model for Four Hours of Segregated ELD in Middle School:**

AZELLA Score	1 <sup>st</sup> Period	2 <sup>nd</sup> Period	3 <sup>rd</sup> Period	4 <sup>th</sup> Period	5 <sup>th</sup> Period	6 <sup>th</sup> Period
<b>Pre-emergent &amp; Emergent</b> <i>Visions Intro</i>	ELD I Writing/Grammar (2-period block)  #35104		ELD I Listening & Speaking  #45113	ELD I Reading  #45112	Math	Elective
<b>Basic</b> <i>Visions Level A</i>	ELD II Writing/Grammar  #35105		ELD II Listening & Speaking  #45115	ELD II Reading  #45114	Math	Science or Social Studies
<b>Intermediate 1<sup>st</sup> Year</b> <i>Visions Level B</i>	ELD III Language Arts (2-Period Block)  #35106		ELD III Academic Writing (If needed) #45117	ELD III Academic Reading (If needed) #45116	Math	Science and/or Social Studies
<b>Intermediate 2<sup>nd</sup> Year</b> <i>Visions Level C</i>	ELD IV Language Arts (2-Hour Block)  #35107		ELD IV Academic Writing (If needed) #45119	ELD IV Academic Reading (If needed) #45118	Math	Science and/or Social Studies

**Model for Four Hours of Segregated ELD in High School:**

<b>AZELLA Score</b>	<b>1<sup>st</sup> Period</b>	<b>2<sup>nd</sup> Period</b>	<b>3<sup>rd</sup> Period</b>	<b>4<sup>th</sup> Period</b>	<b>5<sup>th</sup> Period</b>	<b>6<sup>th</sup> Period</b>
<b>Pre-emergent &amp; Emergent</b> <i>Visions Level A</i>	ELD I Writing & Grammar  <b>#05051</b> <b>(English)</b>	ELD I Writing & Grammar Support  <b>#15013</b> <b>(Elective)</b>	ELD I Listening & Speaking  <b>#15014</b> <b>(Elective)</b>	ELD I Reading  <b>#15012</b> <b>(Elective)</b>	Math	Elective
<b>Basic</b> <i>Visions Level B</i>	ELD II Writing & Grammar  <b>#05052</b> <b>(English)</b>	ELD II Writing & Grammar Support  <b>#15016</b> <b>(Elective)</b>	ELD II Listening & Speaking  <b>#15017</b> <b>(Elective)</b>	ELD II Reading  <b>#15015</b> <b>(Elective)</b>	Math	Science or Social Studies
<b>Intermediate 1<sup>st</sup> Year</b> <i>Edge Level B</i>	ELD III Language Arts  <b>#05053</b> <b>(English)</b>	ELD III Language Arts Support  <b>#15018</b> <b>(Elective)</b>	ELD III Academic Writing (If needed) <b>#15019</b> <b>(Elective)</b>	ELD III Academic Reading (If needed) <b>#15020</b> <b>(Elective)</b>	Math	SEI Science and/or Social Studies
<b>Intermediate 2<sup>nd</sup> Year</b> <i>Edge Level C</i>	ELD IV Language Arts  <b>#05054</b> <b>(English)</b>	ELD IV Language Arts Support  <b>#15021</b> <b>(Elective)</b>	ELD IV Academic Writing (If needed) <b>#15023</b> <b>(Elective)</b>	ELD IV Academic Reading (If needed) <b>#15022</b> <b>(Elective)</b>	Math	SEI Science and/or Social Studies

## **ILLPs: Individual Language Learner Plans** [BACK TO MENU](#)

This option is available only to schools having 20 or fewer ELLs in a three-grade span. Such schools are permitted to mainstream ELLs by providing each ELL student with an Individual Language Learner Plan. ILLP students must still receive four periods of individualized ELD instruction per day.

### **Model for Four Hours of Integrated ELD at Middle or High School, Using ILLPs:**

At some Elementary schools, the ILLP involves an itinerant teacher funded through the Language Acquisition Department.

### **Model for Four Hours of Integrated ELD at Middle or High School, Using ILLPs:**

At most ILLP secondary schools in TUSD, the four periods of ELD instruction are delivered as follows:

- 2 periods of ELD instruction provided through an English class
- 2 periods of ELD instruction provided through any two of the student's content classes

Teachers designated to participate in the ILLP are required to prepare an annual ILLP Form, as well as two quarterly forms (ILLP Attachment A and ILLP Attachment B), for each ELL student.

## CHAPTER III: DUAL LANGUAGE

### DUAL LANGUAGE (DL) PROGRAM DESIGN [BACK TO MENU](#)

#### DL Program Design

The Dual Language program is designed for all students seeking to become fluent and literate in two languages. The resources currently available permit the District to offer the program only in an English-Spanish combination, except for a very limited number of students receiving instruction in English-American Sign Language. Four special factors contribute to the effectiveness of DL classes:

- The teacher is specifically trained to meet the needs of 2<sup>nd</sup> language learners and holds a BE endorsement.
- ESL or SSL instruction is required for all students.
- All students have access to materials in two languages.
- The *recommended* maximum class size of 24 to 1 is maintained.

#### Instructional Goals – The Four Components of Dual Language Instruction

**1) Development of Listening, Speaking, Reading and Writing in the Primary Language:** Primary language instruction shall develop proficiency in listening to, speaking, reading and writing the students' native language at an academic level appropriate to the students' grade. For children developing initial literacy, reading and writing shall be taught in the students' primary language and shall follow the State Standards for Language Arts.

**2) Development of Listening, Speaking, Reading and Writing in the 2<sup>nd</sup> Language:** Second language instruction shall commence immediately with oral language development on the first day of class and shall develop proficiency in comprehending, speaking, reading and writing the second language at an academic level appropriate to the students' grade. For literacy development in the second language, instruction shall focus on the transfer of literacy skills from the primary to the second language and shall follow the Arizona English Language Proficiency Standards or the Arizona Foreign and Native Language Standards.

**3) Mastery of academic content taught in the primary language:** While 2<sup>nd</sup> language proficiency is at the early stages of development, students shall receive an equal portion of content instruction (math, science and social studies) in the primary language to provide access to the appropriate Arizona State Content Standards.

**4) Mastery of academic content taught in the 2<sup>nd</sup> language:** Second language content instruction shall be made comprehensible through the use of sheltering techniques that provide access to the appropriate State Content Standards. Content instruction in the second language shall be increased gradually as students' proficiency develops to the point that an equal amount of instruction time is provided in each language. Ultimately the student shall be capable of mastering academic content in either of the languages, the mark of a truly bilingual and bi-literate person.

#### The Role of the Teacher in a DL program

Teachers shall be responsible for:

- Knowing the language proficiency levels of all students in the class
- Instructing students in each of the four components of bilingual education
- Adjusting instruction to students' varying levels of language development in English and Spanish
- Honing teaching skills with regard to current research in Dual Language
- Documenting pre/post assessments of student progress toward English and Spanish proficiency using the following instruments: LAS-Spanish, DRA2/EDL2 and English/Spanish writing samples
- Attending mandatory monthly Dual Language Professional Development sessions

## Elementary School DL Model [BACK TO MENU](#)

**Rationale:** To provide instruction for cognitive and linguistic development in two languages for mainstream and ELL students with the educational goals of bilingualism, biliteracy, and biculturalism.

**Population Served:** All students who have requested and qualified for participation in a bilingual education program.

**Materials:** District adopted texts in English and in Spanish (See program chart)

**Scope:** All Dual Language classrooms will follow the TUSD Dual Language model of instruction.

**Curriculum:** The Arizona State Standards, English Language Proficiency Standards, and Foreign and Native Language Standards will be used as the curriculum for the implementation of this program.

**Assessment:** Student progress in listening, speaking, reading and writing, both English and Spanish, will be assessed as follows:

Pre/Post Reading	Pre/Post Writing	Pre/Post Spanish (LAS) Oral
DRA2 (English)/EDL2 (Spanish) For all participating students	Benchmark Prompt in Spanish For all participating students	Language Assessment Scales For all participating students

**Language of Instruction:** The language of instruction shall follow a 50/50 model – all English or all Spanish but alternating as follows:

- Daily or weekly in reading
- Daily or weekly in content areas
- Daily 30 minutes minimum of explicit ELD/SLD instruction

**Methodologies:** Teachers shall strictly adhere to the designated language of instruction. When content instruction is in the students' second language, teachers shelter the instruction using SIOP strategies to make the lessons comprehensible. While direct translation is inappropriate, Preview/Review techniques in either language are always appropriate.

Model Description		
Subject	Materials	Instructional Time
Reading	Harcourt Brace, <i>Trophies/Trofeos</i>	90 min.
Intervention & Enrichment	Intervention Kits & other designated material	30 min.
Writing	6 Traits	60 min.
ELD	Hampton Brown, <i>Avenues</i>	30 min.
SLD	Collected Materials	30 min.
Math	Addison Wesley/TERC/Saxon	60 min.
Art, PE, Music, Science, Social Studies	FOSS Kits, McGraw Hill, <i>Adventures In Time and Place</i> ; additional district materials	60 min.

**Classroom Support:** According to *Consensus Agreement 22-8-D Teacher Assistant Entitlement*, a two hour teaching assistant is allocated to a Dual Language teacher when the following requirements are fulfilled by the participating site:

1. Principal has submitted designations for bilingual education classrooms
2. Teacher possesses a provisional or bilingual education endorsement in a designated bilingual education classroom
3. Principal monitors the implementation of the Elementary Dual Language Model and ensures that data collection is uploaded onto the established Dual Language database.

## SAMPLE TWO-WEEK ELEMENTARY SCHEDULE

*Indicating How the Language of Instruction May Alternate Each Day* [BACK TO MENU](#)

**Site-Based Decisions:** Schools may decide to team teachers in cooperative pairs so that each teacher provides instruction and prepares lessons only in one language but students are exchanged every other day and thus receive instruction in two languages.

WEEK 1	Monday	Tuesday	Wednesday	Thursday	Friday
Language	English	Spanish	English	Spanish	English
Anthology	Trophies	Trofeos	Trophies	Trofeos	Trophies
30 min. Phonemic Awareness/Phonics	Day 1 & Day 2 Compressed	Day 1 & Day 2 Compressed	Day 3 & Day 4 Compressed	Day 3 & Day 4 Compressed	Day 5
60 min.: Skill/Strategy and Small Group Instruction	<i>Trophies</i> fluency vocabulary comprehension	<i>Trofeos</i> fluency vocabulary comprehension	<i>Trophies</i> fluency vocabulary comprehension	<i>Trofeos</i> fluency vocabulary comprehension	<i>Trophies</i> fluency vocabulary comprehension
30-45 min.: ELD/SLD	ELD: Avenues SLD: Collected Materials	ELD: Avenues SLD: Collected Materials	ELD: Avenues SLD: Collected Materials	ELD: Avenues SLD: Collected Materials	ELD: Avenues SLD: Collected Materials
Content Subjects	English	Spanish	English	Spanish	English

WEEK 2	Monday	Tuesday	Wednesday	Thursday	Friday
Language	Spanish	English	Spanish	English	Spanish
Anthology	Trofeos	Trophies	Trofeos	Trophies	Trofeos
30 min. Phonemic Awareness/Phonics	Day 1 & Day 2 Compressed	Day 1 & Day 2 Compressed	Day 3 & Day 4 Compressed	Day 3 & Day 4 Compressed	Day 5
60 min.: Skill/Strategy and Small Group Instruction	<i>Trofeos</i> fluency vocabulary comprehension	<i>Trophies</i> fluency vocabulary comprehension	<i>Trofeos</i> fluency vocabulary comprehension	<i>Trophies</i> fluency vocabulary comprehension	<i>Trofeos</i> fluency vocabulary comprehension
30-45 min.: ELD/SLD	ELD: Avenues SLD: Collected Materials	ELD: Avenues SLD: Collected Materials	ELD: Avenues SLD: Collected Materials	ELD: Avenues SLD: Collected Materials	ELD: Avenues SLD: Collected Materials
Content Subjects	Spanish	English	Spanish	English	Spanish

## Secondary School DL Model [BACK TO MENU](#)

TUSD secondary schools that offer English-Spanish Dual Language place a particular focus on language arts and social studies, but may extend bilingual instruction into science and math classes when the resources permit.

### Sample Daily Schedule

Period	Subject	Notes
1	ELD	All ELLs receive one or two periods of ELD daily.
2	ELD	Non-ELLs take a grade-level English class and another elective.
3	Math	Grade level math in a designated bilingual education section if one is available.
4	Science	Grade level science in a designated bilingual education section if one is available.
5	Social Studies	Grade level social studies in a designated bilingual education section if one is available.
6	Spanish	Spanish for Native Speakers (if available) for Spanish-dominant ELLs
7	Elective	Art, music and physical education are particularly appropriate.

Actual schedules should take into account such factors as teacher recommendations, availability of foreign language classes, and credit for transfer courses verified by official transcripts.

## GLOSSARY OF ALP TERMS [BACK TO MENU](#)

1. **Alternative Language Program (ALP):** Alternative instructional program for students seeking to acquire an additional language. Services may include, but are not limited to, Structured English Immersion, Bilingual Education, compensatory instruction and foreign/native language instruction.
2. **Arizona English Language Learner Assessment (AZELLA):** The official English language proficiency assessment instituted by the State of Arizona in 2006-2007, replacing the Stanford English Proficiency (SELP) test.
3. **At-Risk Identification Data (ARID):** The TUSD computer program that identifies students in need of academic intervention.
4. **Dual Language (DL):** A form of bilingual education in which, most commonly, English-dominant and Spanish-dominant students are enrolled in the same class and assist each other in becoming bilingual. Language development and content area instruction is provided in each language, ideally using English 50% of the time and Spanish 50% of the time. Bilingual Education and ESL endorsed teachers provide the instruction.
5. **English as a Second Language (ESL):** A formal program to develop student proficiency in English. ESL is an integral part of all structured English immersion and Dual Language programs.
6. **English Language Development (ELD):** A form of English language instruction based on a four-hour model mandated by Arizona law and designed to cover the material found in the Discrete Skills Inventory.
7. **English Language Learner (ELL):** The designation used for students who are not yet proficient in English according to initial assessment or reassessment results. The federal government at times refers to ELLs as Limited English Proficient students (LEPs).
8. **English Language Learner After Reclassification (ELLAR):** The designation used for students who have been reclassified but who fail to demonstrate proficiency when reassessed with AZELLA in either of the two years following the year in which they reclassified.
9. **English Language Proficiency Standards (ELP):** A state document listing English Language Development Standards for K-12. Evidence of these standards must be present and documented in daily ELD instruction.
10. **Fluent English Proficient (FEP):** The designation given to a student who had been developing proficiency in English but who has since met all the criteria for reclassification. (See “Initially Fluent English Proficient.”)
11. **Grow Our Own:** A tuition reimbursement program for TUSD classified employees who are bilingual and who seek to obtain a teaching certificate; and for current TUSD teachers seeking to obtain an ESL or BE endorsement.
12. **Home Language Survey (HLS):** An ADE form used to collect information about the language usage of the student and the student’s family in the home environment.
13. **Identification:** The use of the answers to three language questions on the student enrollment form to identify the primary or home language of the student. Only an “other-than-English” response to the second question may automatically bestow PHLOTE status.
14. **Individual Language Learner Plan (ILLP):** A document that details the tools and strategies that instructors will use, and specific English Language Proficiency Standards and items from the Discrete Skills Inventory that will be addressed in the instruction provided to a particular ELL student. At the secondary level, the ILLP includes Attachments A & B.
15. **Initial Assessment:** The task of determining the language proficiency of a newly enrolled student whose primary or home language is other than English (PHLOTE).
16. **Initially Fluent English Proficient (IFEP):** The designation given to students whose primary or home language is other than English (PHLOTE) and who, when initially assessed, met the established criteria for English proficiency.
17. **Interpretation Assistants (IA):** Bilingual staff employed exclusively to serve as classroom interpreters for Linguistically Isolated Students (LIS). IAs are exempt from NCLB requirements that apply to Teaching Assistants.



18. **Leadership Team (LT):** A school based team consisting of the principal and other designated personnel. The LT oversees the initial assessment of students whose primary or home language is other than English (PHLOTE) and the placement, progress, reassessment and reclassification of students who are developing proficiency in English (ELL). Also responsible to oversee the academic progress of students who are reclassified as Fluent English Proficient.
19. **Linguistically Isolated Students (LIS):** ELL students who are able to communicate with no one or nearly no one else at their schools, and who therefore qualify for the assistance of an Interpreter until they develop survival English.
20. **Parent Notification:** The written communication from the teacher to the parent regarding the placement of a student in a bilingual education or Structured English Immersion program – *Parental Notification and Consent Form of Student Placement in an English Language Learner (ELL) Program*.
21. **Placement:** The task of selecting a classroom or schedule for a student that will provide appropriate instruction to allow the student to achieve academic progress and acquire a second language.
22. **Predominant Language:** A language that in a given school year has been identified as the home language of at least 100 ELL students in TUSD, thus triggering the requirement established by OCR agreement that certain written documents be made available in such languages.
23. **Primary or Home Language Other Than English (PHLOTE):** The designation given to students that answer the second of the three language questions on the student enrollment form with a language other than English.
24. **Reassessment:** The task of determining once a year the language proficiency and academic progress of students participating in an ALP. The AZELLA Total Composite Raw Score will be used to determine if ELLs meet the criteria for reclassification. The Spanish LAS will serve a similar purpose for SLLs.
25. **Reclassification:** Process by which an ELL student is reclassified as Fluent English Proficient once the student has met the criteria for reclassification.
26. **Sheltered Content Instruction:** Teaching subject-area content, using modified teaching procedures, which contextualize the content so that it is comprehensible to all students. Key strategies include, but are not limited to, increased use of visuals, cooperative learning, and “hands-on”/concrete activities for concept development and primary language support.
27. **Sheltered Instruction Observation Protocol (SIOP):** A staff development initiative that employs an extensive checklist intended to help teachers and administrators monitor and enhance the effectiveness of sheltered content instruction.
28. **Spanish Language Development (SLD):** A formal program to develop student proficiency in Spanish. SLD is an integral part of a Dual Language program.
29. **Spanish Language Assessment Scale (Spanish LAS):** An assessment used to measure the level of Spanish proficiency attained by students in a Dual Language program.
30. **Spanish Language Learner (SLL):** The designation used for students who are participating in a DL program and are not yet proficient in Spanish according to initial assessment or reassessment results.
31. **Structured English Immersion (SEI):** An English acquisition program that provides English language development (ELD) for English language learners.
32. **Student Enrollment Form:** TUSD Form that is used to enroll a student for the first time in the District or upon returning from another district.
33. **Waiver** – A parental request seeking permission for a child to participate in a bilingual education program.



## Student Language Rights [BACK TO MENU](#)

The Tucson Unified School District prepared the following guidelines for district administrators, principals, teachers, and other school employees regarding the use of languages other than English.

### ***Use of Languages Other than English in TUSD Schools***

State law regarding instruction in structured English immersion (SEI) classes specifies "teachers may use a minimal amount of the child's native language when necessary" but "no subject matter may be taught in any language other than English." In other words, whole class instruction should always be in English, while native language instruction for individuals and small groups may be appropriate to clarify concepts and ideas not understood in English. The law's restrictions on language apply only to teachers—not to students.

The following five points provide more specific guidance:

- 1. The Right to Acquire Language:** Students have the right to acquire English and other languages that may be available at the school for students to study.
- 2. The Right to Meaningful Instruction:** Students have the right to high quality instruction that is comprehensible and appropriate to their level of academic and linguistic development.
- 3. The Right to Make Use of the Native Language:** Students have a right to a classroom environment that encourages the use of English, promotes appreciation of other languages, and respects students' right to use their native language to facilitate communication and enhance academic achievement.
- 4. The Right to Self-Select Reading Material:** Students have a right to access books and other reading materials for supplementary and recreational use, including materials that may be available in other languages.
- 5. The Right to Meaningful School-Family Interaction:** Students and parents who are not proficient in English have a right to non-instructional interpretation services when communicating with the school, and in some cases, to translated copies of certain school-related documents.

## LIST OF ALP FORMS & FORM LETTERS [BACK TO MENU](#)

**Forms related to ELL students can be found on the Language Acquisition Department intranet website.  
Forms related to interpretation and translation can be found on the Interpreter/Translator intranet website.**

### **FORMS related to ELLs**

1. Student Enrollment Form
2. Home Language Survey
3. Copy of test results each year
4. English Language Learner After Reclassification form
5. Parental Permission to Assess EEELL
6. Bilingual Education Waiver
7. Parental Notification and Consent for Student Placement in an ELL Program
8. Parental Notification and Consent for Student Placement in the SPED Program
9. Parent Request for Student Withdrawal from an ELL Program
10. English Proficient Student Two-Year Review Form
11. Written Individualized Compensatory Instruction Plan (WICIP)
12. Parent Notification of Student Achievement of English Proficiency
13. Success for Children Individual Plan (SCIP)
14. Elementary Individual Language Learner Plan (ILLP)  
*English Spanish Arabic Chinese Somali Vietnamese*
15. Elementary ILLP Guidelines
16. Elementary ILLP Lesson Plan Template (2009/10)
17. Secondary Individual Language Learner Plan (ILLP)  
*English Spanish Arabic Chinese Somali Vietnamese*
18. ILLP Attachment A (Grades 6-12)
19. ILLP Attachment B (Grades 6-12)

### **FORMS related to LEPs (Interpretation/Translation)**

1. Waiver of Right to Interpreter
2. Language Identification Flash Card
3. Meaningful Access Notice Poster

### **FORM LETTERS related to ELLs**

1. Parent Notification of Student Achievement of English Proficiency
2. Parent Notification of Title III AMAO
3. Parent Notification of Compensatory Instruction Tutoring
4. Parent Notification of Summer Academy for ELLs
5. Letter of Invitation to Parent Outreach

### **FORM LETTERS related to LEPs (Interpretation/Translation)**

1. Notice to Limited English Proficient Persons
2. Summary of Procedures for Meaningful Access
3. Student Rights and Responsibilities
4. Notification of Privacy Rights of Parents and Students