

APPENDIX V-73

Office Stars

Language Acquisition Department
July 2019



LENGUAJE DUAL DE DOBLE VÍA
DUAL
TWO-WAY DUAL LANGUAGE

TUCSON UNIFIED
SCHOOL DISTRICT



Welcome!

Language Acquisition

- ADE Compliance
- Synergy & Cum Folder
- Online Registration



Participants will be able to maintain ADE compliance for PHLOTE students in Synergy and Cumulative folders by:

- Identifying PHLOTE students
- Entering Language response for new students (Paper completion required)
- Adhering to initial Language response for returning PHLOTE students
- Placing PHLOTE students in a designated SEI (ELD) classroom
- Organizing forms needed for documentation based on student's status
- Maintaining documentation records as an on-going process

We are all lifelong learners!





Who do we serve....

PHLOTE students- Students whose primary or home language is other than English as determined on registration form and the Home Language Survey (HLS)

Primary Home Language Survey (HLS)

• Registration Form



Registration Form

School: _____ Grade: _____ School Year: _____

1. Student Information (Please PRINT student name exactly as it appears on the birth certificate)

Legal Last Name: _____	Legal First Name: _____	Full Middle Name: _____	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female	Age: _____
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2. Language

Primary language used in the home regardless of the language spoken by the student? <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other _____	3. Date of Birth MM DD YYYY ____	4. Country of Birth <input type="checkbox"/> United States <input type="checkbox"/> Other _____
Language most often spoken by the student? <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other _____		
Language that the student first acquired? <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other _____		

5. Race and Ethnicity (Check all that apply)

Is this student Hispanic/Latino? <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> American Indian/Alaska Native <input type="checkbox"/> Asian	<input type="checkbox"/> American Indian/Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Multiracial
<input type="checkbox"/> Native Hawaiian/Pacific Islander	<input type="checkbox"/> Black/African American <input type="checkbox"/> White	<input type="checkbox"/> Black/African American <input type="checkbox"/> White
	<input type="checkbox"/> Native Hawaiian/Pacific Islander <input type="checkbox"/> Hispanic/Latino	

6. Student's PRIMARY racial/ethnic identity (choose only one)

Residential Address: _____	City: _____	State: _____	Zip: _____	Mailing Address (if different): _____	City: _____	State: _____	Zip: _____
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7. Home Address

8. Parents / Guardians - Must be Legal Guardians -Emergency Contacts listed below



State of Arizona
Department of Education
Office of English Language Acquisition Services

Primary Home Language Other Than English (PHLOTE) Home Language Survey (Effective April 4, 2011)

These questions are in compliance with Arizona Administrative Code, R7-2-306(B)(1), (2)(a-c).

Responses to these statements will be used to determine whether the student will be assessed for English Language Proficiency.

1. What is the primary language used in the home regardless of the language spoken by the student? _____
2. What is the language most often spoken by the student? _____
3. What is the language that the student first acquired? _____

Student Name _____ Student ID _____

Date of Birth _____ SAIS ID _____

Parent/Guardian Signature _____ Date _____

Change of Response in Synergy

- The 3 language questions in Synergy are not to be changed if already populated.
- If a change is needed, your office needs to contact the Language Acquisition Department for a *Change of Response Form*.
 - LAD will submit work order to TS for update.
- The populated language questions represent the parents response upon initial enrollment.



Elementary DL/ELD/ILLP Models

- Principals will receive an Elementary designation sheet the week of August the first week in August 2019.
- All completed designation sheets will be due the second week in August 2019

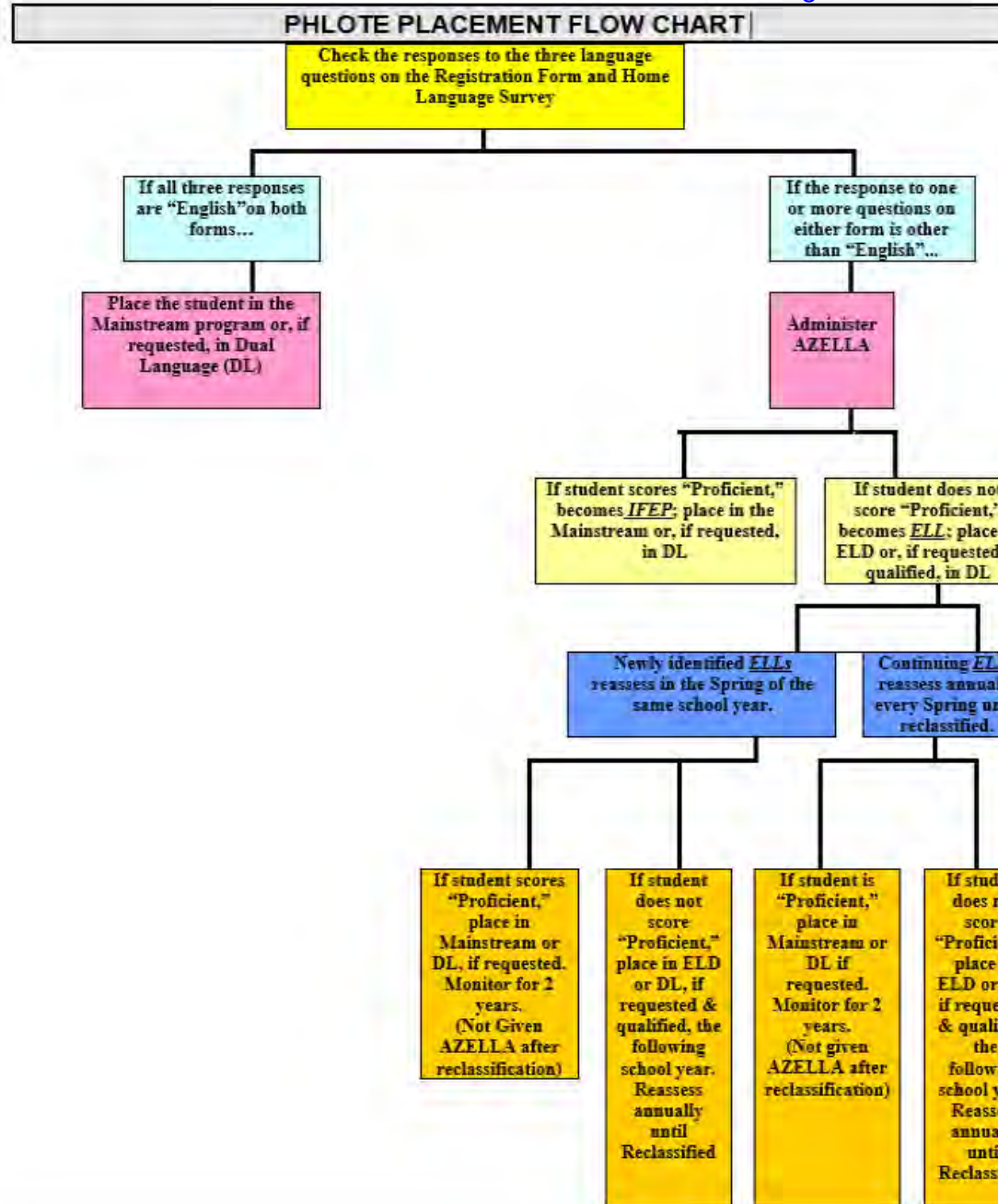


Elementary DL/ELD/ILLP Models



2018- 2019 School Year

Name of School:		Principal:	Date:	
List the designated teacher(s) name(s) under the appropriate grade level and model below. For combos, write the teacher's name under each appropriate grade/level model below. For Dual Language classrooms include name of Lang. Acq. funded Bilingual TA. Also include aide time allotted per teacher				
K	Dual Language Model		4 hour ELD Model	ILLP
	Teacher	Bil. TA name/ # of hours	x	
1	Dual Language Model		4 hour ELD Model	ILLP
	Teacher	Bil. TA name/ # of hours	SEI MIX	
2	Dual Language Model		4 hour ELD Model	ILLP
	Teacher	Bil. TA name/ # of hours	SEI MIX	
3	Dual Language Model		4 hour ELD Model	ILLP
	Teacher	Bil. TA name/ # of hours	x	
4	Dual Language Model		4 hour ELD Model	ILLP
	Teacher	Bil. TA name/ # of hours	x	
5	Dual Language Model		4 hour ELD Model	ILLP
	Teacher	Bil. TA name/ # of hours	x	
				*ILLP Exceptional Ed



Office Manager may print PHLOTE list for staff



TUCSON UNIFIED
SCHOOL DISTRICT

Page: 1 of 1

Date: -/-/- -:-:- AM

PHLOTE LIST KEY

SIS Num. / EdFi Num.	Name DOB	Grade	Teacher / Designation	Prg	PHL	EE	ELL Exit Date Desc.	ELL Status	Test Date	Oral SS Prof.	Reading SS Prof.	Writing SS Prof.	Total SS Prof.	Over-all Prof.
0123456789 / 12345678	Last Name, First Name 05/21/2010	KG	Teacher Name		Spanish OOO	N	05/25/2016 End of School Year	ELL	02/16/2016	253 P	214 PEB	235 I	2297 I	I
0123456789 / 12345678	Last Name, First Name 02/21/2011	KG	Teacher Name SEI	SEI-4HR	Maay OEO	N		I-FEP	08/23/2016					P
0123456789 / 12345678	Last Name, First Name 07/21/2009	02	Teacher Name		Spanish OEO	Y	01/12/2015 Withdrawn Due to SPED Criteria	*R-IEP	08/25/2014					PEE
0123456789 / 12345678	Last Name, First Name 01/20/2009	02	Teacher Name ILLP	ILLP	Spanish OOO	N	03/08/2016 Reclassified as FEP by Reassessment	R-FEP	03/08/2016	238 I	283 P	263 P	2407 P	P
0123456789 / 12345678	Last Name, First Name 12/24/2006	04	Teacher Name Bill	Waiver 1	English EEE	Y		*PAR-WD	02/24/2016	234 I	229 PEB	225 PEB	2415 I	I
0123456789 / 12345678	Last Name, First Name 12/07/2006	04	Teacher Name		Spanish OOO	N	03/03/2015 Reclassified as FEP by Reassessment	R-FEP	03/03/2015	266 P	297 P	285 P	2497 P	P
0123456789 / 12345678	Last Name, First Name 08/13/2007	04	Teacher Name		Spanish OOO	Y	05/25/2016 End of School Year	ELL	02/24/2016	209 PEB	211 PEB	192 PEB	2360 PEE	PEE
0123456789 / 12345678	Last Name, First Name 07/27/2007	04	Teacher Name		Spanish OOO	N		R-FEP	03/05/2014	275 P	282 P	282 P	2451 P	P

- SIS Num. / EdFi Num= Student SIS# (Matric/Perm ID) and EdFi# (SAIS/SSID)
- Name/DOB= Student Name/Date of Birth
- Grade
- Teacher/Designation= Teacher and Class Designation
- Prg= Student Program Participation in ELD/DL
Blank=No Participation Entered
SEI=Receiving Participation for Placement in ELD Class
ILLP=Receiving Participation for ILLP Services
Waiver 1/Waiver 2=Receiving Participation for Dual Language Class
- PHL= Primary Home Language & 3 Language Question Responses
E=English
O=Language Other Than English
- EE= Ex Ed (Yes or No)
- ELL Exit Date Desc.= Date/Reason for Last Withdrawal from Program Participation
(Not necessarily current year information/depends on when student was last given participation in a program)
- ELL Status= Student Status
Blank=Awaiting Upload for Current Test Info/Status
ELL=English Language Learner



Continued on Next Page

Synergy: How to Access a PHLOTE List

Synergy: How to Pull a PHLOTE LIST

1. Log into Synergy using the Internet Explorer browser.



2. Go to the Quick Launch box (top left of window) and type in the word "phlote".



The "U-PROG-1 - PHLOTE List" report will appear. Click on it.



3. The Report appears. Click on "Print" and a new window will appear.



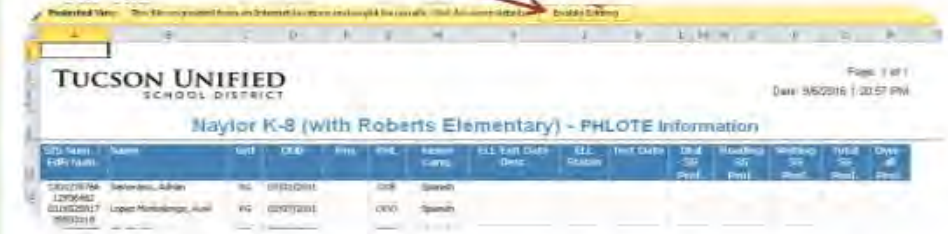
4. At this new window, do 3 things -- Select the "School", select "Excel" under the Save icon, and select "View Report".



5. A pop up message will appear. Click on "Open".



6. When the Excel file opens, enable editing and save the file with the school name as the filename.



7. Click on the Data tab. Then highlight the cell "ELL Status" cell. Finally, click on filter.



8. The filter buttons appear. Click on the button under ELL Status and uncheck the IFEP and R-FEP. Then click ok.



9. To print the file, go to File> Print. Then go to the option "No Scaling" and choose "Fit All Columns as One page."



Forms related to PHLOTEs within the Cumulative Folders



- Registration Form
- Primary Home Language Other Than English Home Language Survey (HLS)
- Copy of AZELLA test results each year
- Parental Permission to Assess (if applicable)
- Parental Bilingual Education Waiver Application (if applicable)
- Parental Notification and Consent for Student Placement in an ELL Program
- Parent Notification of Student Achievement of English Proficiency
- English Proficient Student Two-Year Review Form
- Parent Notification for Monitoring English Language Learner After Reclassification
- Elementary Individual Language Learner Plan ILLP
- Secondary Individual Language Learner Plan (ILLP)
- English Language Learner Program Withdrawal by Special Education Criteria
- Parent Request for Student Withdrawal from an ELL Program

Where the process begins

No Status (Status is Blank)

First day
of
enrollment

- Registration Form
- Home Language Survey

**SCHOOL CHECKLIST
for COMPLIANCE
with PHLOTE
DOCUMENTATION**



SCHOOL CHECKLIST for COMPLIANCE with PHLOTE DOCUMENTATION	
Student:	Matric:
School:	Initial PHLOTE Grade & SY:
Documentation for PHLOTE students with NONE (Test Results Pending) Status:	
	Initial Registration Form
	Initial Home Language Survey
Documentation for students with IFEP (Initially Fluent English Proficient) status:	
	Initial Registration Form
	Initial Home Language Survey
	Copy of Permission to Assess Student with AZELLA (if applicable)
	Report of student's initial English proficiency assessment (LAS, SELP or AZELLA)
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of a valid Waiver form for Bilingual Education (if applicable)
Documentation for students with ELL (English Language Learner) or ELLAR (After Reclassification) Status:	
	Initial Registration Form
	Initial Home Language Survey
K 1 2 3 4 5 6 7 8 9 10 11 12	The collected reports of English proficiency assessments (LAS, SELP and/or AZELLA)
	Copy of Permission to Assess Student with AZELLA (if applicable)
	Copy of Parent Notification for Monitoring ELLs After Reclassification (if applicable)
	Current Parental Notification and Consent Form for Student Placement in ELL Program
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of a valid Waiver form for Bilingual Education (if applicable)
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of student's Individual Language Learner Plan (if applicable)
	Copy of Parent Request for Withdrawal from ELL Program Services (if applicable)
	Copy of Withdrawal from ELL Status by SPED Criteria Form (if applicable)
Documentation for students with RECL (Two-Year Reclassified) Status:	
	Initial Registration Form
	Initial Home Language Survey
K 1 2 3 4 5 6 7 8 9 10 11 12	The collected reports of English proficiency assess (LAS, SELP and/or AZELLA)
	Copy of Parent Notification of Student Achievement of English Proficiency
	Two-Year Review Form(s)
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of a valid Waiver form for Bilingual Education (if applicable)
	Copy of Parent Notification of ELLAR Monitoring (if applicable)
Documentation for students with SRECL (Second Time Reclassification) Status:	
	Initial Registration Form
	Initial Home Language Survey
K 1 2 3 4 5 6 7 8 9 10 11 12	The collected reports of English proficiency assessments (LAS, SELP and/or AZELLA)
	Copy of Permission to Assess Student with AZELLA (if applicable)
	Copy of Parent Notification for Monitoring ELLs After Reclassification
	Current Parental Notification and Consent Form for Student Placement in ELL Program
	Copy of Parent Notification of Student Achievement of English Proficiency 1 & 2
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of a valid Waiver form for Bilingual Education (if applicable)
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of student's Individual Language Learner Plan (if applicable)
	Copy of Parent Request for Withdrawal from ELL Program Services (if applicable)
	Copy of Withdrawal from ELL Status by SPED Criteria Form (if applicable)

• Primary Home Language Survey (HLS)

• Parent Permission to assess with AZELLA



Primary Home Language Other Than English (PHLOTE) Home Language Survey (Effective April 4, 2011)

These questions are in compliance with Arizona Administrative Code, R7-2-306(R)(1), (2) and (3)

Responses to these statements will be used to determine whether the student will be assessed for English Language Proficiency.

1. What is the primary language used in the home regardless of the language spoken by the student? _____
2. What is the language most often spoken by the student? _____
3. What is the language that the student first acquired? _____

Student Name _____ Student ID _____

Date of Birth _____ SAIS ID _____

Parent/Guardian Signature _____ Date _____

District or Charter _____

School _____



State of Arizona Department of Education

AZELLA Placement Test Referral Form Moving from Mainstream to EL Services

This form should be used for a student whose current academic placement is in a mainstream classroom and Not Eligible for EL Services. The student being referred for EL Services has never been tested with an AZELLA Test due to an all English PHLOTE, or the student has already demonstrated an Overall Proficiency Level of Proficient on an AZELLA Test, or the student was previously enrolled in EL Services and Withdrawn due to SPED Criteria by the student's IEP Team.

A parent conference and permission to administer an AZELLA Placement Test is **required**. If the parent(s) agree to their student being administered an AZELLA Placement Test, they **must also agree** to their student being placed into EL Services if their student scores an Overall Proficiency Level of less than Proficient.

Date _____ Student Name _____ SSID # _____

District _____ School _____ Current Grade _____

Parent Conference Date _____

Check one:

- Student has an all English PHLOTE
- Student was Reclassified Fluent English Proficient with his/her most recent AZELLA Test dated _____
- Student was Withdrawn due to SPED Criteria on _____

Provide evidence that the student is having difficulties in the classroom based on a lack of English language proficiency that cannot be adequately addressed with appropriate differentiated instruction in a mainstream classroom and/or other language support such as tutoring, before/after school compensatory instruction, etc. Such evidence should include **assessment information demonstrating** performance below the student's English-only peers **using** classroom, school-wide, district-wide, and state-wide tests (AzMERIT ELA for grades 3-12), and/or documentation of interrupted schooling. For FEP students who are currently within their required 2 years of monitoring, the student's 2-year monitoring form must be attached to this referral.

- Student is currently performing below his/her English-only peers in the mainstream classroom.

Teacher referral forms must be used to refer a student for AZELLA placement testing when an AZELLA placement test is not required:

Moving from mainstream to ELL

Moving from ELL to mainstream

Only available during designated testing windows

Criteria must be met before testing is allowed

The first step in using the AZELLA reports is to understand what is included in the *Individual Student Report*. This report is produced only for students with a valid, completed, and scored AZELLA. Below is a mock-up of the Stage I – Stage V Individual Student Report. The Kindergarten Placement Test is different and that report will be discussed separately.

- A – Header information
- B – Student demographic information
- C – Student score information
- D – Student proficiency level and ELL designation

AZELLA TEST RESULTS

One goes in the CUM folder and one goes to the parent

Student Report

AZELLA
 Arizona English Language Learner Assessment
 Spring 2013
 John Huppenthal
 Superintendent of Public Instruction

A

How did [redacted] perform on the English Language Learner Assessment?

OVERALL PROFICIENCY LEVEL

Proficient students consistently understand social and academic tasks responding orally with simple but detailed responses. They read CVC and high-frequency words, comprehend grade-level texts that are read aloud, and approach grade-level texts that are read aloud. These students write words, phrases, and simple sentences and demonstrate an understanding of a range of written conventions.

Intermediate students at this level have a moderate understanding of spoken social English, but are limited in their understanding of academic English. They generally respond orally with phrases and simple sentences. These students are able to decode CVC words. They can write letters of the alphabet and demonstrate an understanding of basic written conventions.

Basic students at this level have a limited understanding of spoken social English. They respond orally with isolated words and simple sentences with grammatical errors. They are beginning to identify letter sounds and sound-symbol relationships. Students at this level can write some letters of the alphabet.

Pre-Emergent / Emergent students at this level lack the English skills to communicate, retell stories heard, or add details to drawings. These students do not demonstrate sufficient skills in English to access mainstream curriculum and demonstrates the need for specific, ongoing support in English language development instruction.

Student: [redacted]

SARS ID#: [redacted] Birth Date: [redacted] Grade: [redacted]

Test Date: 01/22/2013 Object Information: [redacted]

Language Program as of Test Date: [redacted]

Test Site #: [redacted]

School Name: [redacted]

District Name: [redacted]

Score Report

The determination of Proficient on AZELLA requires a Proficient Score on the Reading and Writing Domain Score, as well as a Proficient Score on the Total Combined Score.

		Scale Score	Pre-Emergent / Emergent / Basic	Intermediate	Proficient
**Total Combined		200			
		Scale Score	Pre-Emergent / Emergent / Basic	Intermediate	Proficient
Domain Score	*Reading	200			
	*Writing	200			
	*Listening	200			
	*Speaking	200			
Additive Score	Language (Oral + Written)	200			
	Oral (Listening + Speaking)	200			
	Comprehension (Reading + Writing)	200			



PARENTAL BILINGUAL EDUCATION WAIVER (if applicable)

• Parent Notification and Consent

Parental Waiver Application

This form is used by parents to request an alternative to English Language Education, as specified in A.R.S. §15-753. Parents or legal guardians of an English learner must complete this application annually per A.R.S. §15-752.

District Name _____ School Name _____ Student ID# _____

Parent/Guardian Last Name		First Name	
Child's Last Name		First Name	Middle Initial
Address			
City	State	Zip Code	
	AZ		
Native Language of Student		School year for which the waiver is requested	Grade

- I have personally visited my child's school.
- I have been provided with a full description of the educational materials to be used in the different educational program choices and all the educational opportunities available to my child.
- I am applying for a waiver to remove my child from an English language or Sheltered English Immersion classroom placement.

Reason for waiver request (to be verified by school district): The student has met at least one (1) of the three (3) circumstances for which a parental exception waiver may be applied (A.R.S. §15-753). At least one of the following circumstances must be checked:

- Waiver 1 (A.R.S. §15-753B.1) My child already knows English: the child already possesses good English language skills, as measured by oral evaluation or standardized tests of English vocabulary comprehension, reading, and writing, in which the child scores approximately at or above the state average for his/her grade level or at or above the 5th grade average, whichever is lower; or,
- Waiver 2 (A.R.S. §15-753B.2) My child is 10 years or older: it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child's overall educational progress and rapid acquisition of basic English language skills as documented by the analysis of individual student needs; or,
- Waiver 3 (A.R.S. §15-753B.3) My child has special individual needs: the child already has been placed for a period of not less than thirty calendar days during this school year in an English language classroom and it is subsequently the informed belief of the school principal and educational staff that the child has such special and individual physical or psychological needs, above and beyond the student's lack of English proficiency, that an alternate course of educational study would be better suited to the student's overall educational development and rapid acquisition of English. A written description of no less than 250 words documenting these special individual needs for the specific child must be provided and permanently added to the child's official school records and the waiver application must contain the original authorizing signatures of both the school principal and the local superintendent of schools.



State of Arizona
Department of Education



Office of English Language Acquisition Services

20__ - 20__ Parental Notification and Consent Form For Student Placement in an English Learner Program

To the parent or guardian of _____
Last Name First Name M.I.

SSID # _____ District Student ID _____ School _____ Grade _____

Your student's English proficiency has been measured using the Arizona English Language Learner Assessment (AZELLA). The results of this assessment show that your student is at the "limited English proficiency" level, and qualifies for placement in a language instruction educational program.

English learner programs adjust instruction to the student's strengths and needs. Instructional strategies, practices, and methods to help each student learn English and meet age appropriate academic standards are based upon scientific research. The expectations for the English learners (ELs) are to fully transition into mainstream classes, meet appropriate academic achievement standards for grade promotion, and to graduate from high school at the same rate as mainstream students. The teachers of special education ELs will meet with the special education personnel to ensure that the objectives of the Individual Education Plans are incorporated into classroom instruction.

The status of your student's academic achievement is: (circle one)
below grade level at grade level above grade level

Your child has been placed in one of the following:

- _____ Structured English Immersion Program*
- _____ Mainstream Classroom (English Learner on Individual Language Learner Plan - ILLP)*
- _____ Bilingual Education Program with required waiver*

*See the attached LEA program description as defined by A.R.S. § 15-751 through § 15-753. Description includes methodology, content, instruction, goals, use of English and a native language in instruction, how the program will meet the educational strengths and needs of their student, and the rate of transition to mainstream classrooms.

A student must meet the following criteria in order to achieve English language proficiency and exit the program: a proficient Total Combined Score, a proficient score in the reading domain, and a proficient score in the writing domain. A.R.S. § 15-756.05

Parents have the right to decline their student's enrollment in or to have their student immediately removed from an EL program. If you would like more information about the programs or instruction, or assistance in selecting a program, please contact your child's school.

Signature of classroom teacher/language arts teacher _____ Date _____

Signature of parent or legal guardian _____ Date _____


ELL- English Language Learner

- Registration Form
- Home Language Survey
- AZELLA Results (cumulative)
- Parental Notification and Consent form for Placement in ELL program (cumulative/current year required)
- Copy of Permission to Assess Student with AZELLA or Teacher Referral Form (if applicable)
- Waiver form for Bilingual Education/DL (if applicable)
- Individual Language Learner Plan (if applicable)

Primary Home Language Survey (HLS)

PARENT NOTIFICATION AND CONSENT

Must be completed by parent in person. Not Available online


 State of Arizona
 Department of Education
 Office of English Language Acquisition Services

**Primary Home Language Other Than English (PHLOTE)
 Home Language Survey**
 (Effective April 4, 2011)

These questions are in compliance with Arizona Administrative Code (R7-5-306(B)(1), (2)(a)-(c))

Responses to these statements will be used to determine whether the student will be assessed for English Language Proficiency.

1. What is the primary language used in the home regardless of the language spoken by the student? _____
2. What is the language most often spoken by the student? _____
3. What is the language that the student first acquired? _____


Student Name _____ Student ID _____

Date of Birth _____ SASS ID _____

Parent/Guardian Signature _____ Date _____

District or Charter _____

School _____


 State of Arizona
 Department of Education
 Office of English Language Acquisition Services

**20__ - 20__ Parental Notification and Consent Form
 For Student Placement in an English Learner Program**

To the parent or guardian of _____
Last Name First Name M.I.

_____ (District/Student ID) _____ School _____ Grade

Your student's English proficiency has been measured using the Arizona English Language Learner Assessment (AZELLA). The results of this assessment show that your student is at the "limited English proficiency" level, and qualifies for placement in a language instruction educational program.

English learner programs adjust instruction to the student's strengths and needs. Instructional strategies, practices, and methods to help each student learn English and meet age appropriate academic standards are based upon scientific research. The expectations for the English learners (ELs) are to fully transition into mainstream classes, meet appropriate academic achievement standards for grade promotion, and to graduate from high school at the same rate as mainstream students. The teachers of special education ELs will meet with the special education personnel to ensure that the objectives of the Individual Education Plans are incorporated into classroom instruction.

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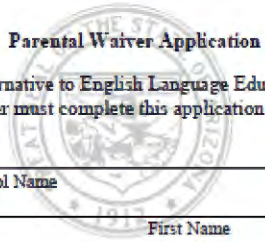
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Signature of classroom teacher/language arts teacher _____ Date _____

Signature of parent or legal guardian _____ Date _____

• PARENTAL BILINGUAL EDUCATION WAIVER (if applicable)



Parental Waiver Application

This form is used by parents to request an alternative to English Language Education, as specified in A.R.S. §15-753. Parents or legal guardians of an English learner must complete this application annually per A.R.S. §15-752.

District Name _____ School Name _____ Student ID# _____

Parent/Guardian Last Name		First Name	
Child's Last Name		First Name	Middle Initial
Address			
City	State	Zip Code	
	AZ		
Native Language of Student	School year for which the waiver is requested	Grade	

- I have personally visited my child's school.
- I have been provided with a full description of the educational materials to be used in the different educational program choices and all the educational opportunities available to my child.
- I am applying for a waiver to remove my child from an English language or Sheltered English Immersion classroom placement.

Reason for waiver request (to be verified by school district): The student has met at least one (1) of the three (3) circumstances for which a parental exception waiver may be applied (A.R.S. §15-753). At least one of the following circumstances must be checked:

- Waiver 1 (A.R.S. §15-753B.1) My child already knows English:** the child already possesses good English language skills, as measured by oral evaluation or standardized tests of English vocabulary comprehension, reading, and writing, in which the child scores approximately at or above the state average for his/her grade level or at or above the 5th grade average, whichever is lower; or,
- Waiver 2 (A.R.S. §15-753B.2) My child is 10 years or older:** it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child's overall educational progress and rapid acquisition of basic English language skills as documented by the analysis of individual student needs; or,
- Waiver 3 (A.R.S. §15-753B.3) My child has special individual needs:** the child already has been placed for a period of not less than thirty calendar days during this school year in an English language classroom and it is subsequently the informed belief of the school principal and educational staff that the child has such special and individual physical or psychological needs, above and beyond the student's lack of English proficiency, that an alternate course of educational study would be better suited to the student's overall educational development and rapid acquisition of English. A written description of no less than 250 words documenting these special individual needs for the specific child must be provided and permanently added to the child's official school records and the waiver application must contain the original authorizing signatures of both the school principal and the local superintendent of schools.

PARENT PERMISSION TO ASSESS WITH AZELLA



State of Arizona
Department of Education

AZELLA Placement Test Referral Form Moving from Mainstream to EL Services

This form should be used for a student whose current academic placement is in a mainstream classroom and Not Eligible for EL Services. The student being referred for EL Services has never been tested with an AZELLA Test due to an all English PHLOTE, or the student has already demonstrated an Overall Proficiency Level of Proficient on an AZELLA Test, or the student was previously enrolled in EL Services and Withdrawn due to SPED Criteria by the student's IEP Team.

A parent conference and permission to administer an AZELLA Placement Test is **required**. If the parent(s) agree to their student being administered an AZELLA Placement Test, they **must also agree** to their student being placed into EL Services if their student scores an Overall Proficiency Level of less than Proficient.

Date _____ Student Name _____ SSID # _____

District _____ School _____ Current Grade _____

Parent Conference Date _____

Check one:

- Student has an all English PHLOTE
- Student was Reclassified Fluent English Proficient with his/her most recent AZELLA Test dated _____.
- Student was Withdrawn due to SPED Criteria on _____.

Provide evidence that the student is having difficulties in the classroom based on a lack of English language proficiency that cannot be adequately addressed with appropriate differentiated instruction in a mainstream classroom and/or other language support such as tutoring, before/after school compensatory instruction, etc. Such evidence should include **assessment information demonstrating** performance below the student's English-only peers **using** classroom, school-wide, district-wide, and state-wide tests (AzMERIT ELA for grades 3-12), and/or documentation of interrupted schooling. For FEP students who are currently within their required 2 years of monitoring, the student's 2-year monitoring form must be attached to this referral.

- Student is currently performing below his/her English-only peers in the mainstream classroom.



ILLP Program Models Required Documentation

TUSD

Individual Language Learner Plan (ILLP)

Individual Language Learner Plan (ILLP) Required Documentation

Student Name: _____ Date: _____
 School: _____ District: _____
 Grade: _____ SAIS Number: _____ Date of Birth: _____

This ILLP is for the exclusive use of schools with 20 or fewer English language learner (ELL) students within a three-grade span (including kindergarten for counting purposes).

The ILLP will be written after consultation between parent/guardian, English language arts teacher, mainstream teacher(s) who will be involved in the instruction based on the ILLP, ELL coordinator and a site administrator. This will comprise the ILLP team.

- The plan will be signed by all parties of the team and will be placed in the student's ELL file for documentation/compliance/accountability purposes and for review by other classroom teachers of the English language learner.
- A copy of such plan will be located in the classroom for implementation by the mainstream classroom teacher.

The ILLP will be reviewed quarterly (or in accordance with reporting period) by the teachers administering the ILLP and after each administration of the AZELLA.

- Documentation should be provided on Attachment B documenting the progress of the student during that instructional reporting period.
- Based on the review of Attachment A and documentation on Attachment B, modifications (if any) will be made on Attachment A.
- The ILLP will be completed annually for each student.

Most current student AZELLA composite proficiency level (circle one):

Date: _____ Pre-Emergent Emergent Basic Intermediate

Previous AZELLA composite result(s) (circle one):

Date: _____ Pre-Emergent Emergent Basic Intermediate Proficient

Date: _____ Pre-Emergent Emergent Basic Intermediate Proficient

English language learners (ELLs) must receive instruction based on all time allocations in the SEI Models (unless using exceptions for Middle/High School).

This differentiated instruction will be provided by using the Arizona English Language Proficiency (ELP) Standards. Time allocations for all grade and proficiency levels are listed below.

For kindergarten classes operating on a half-day basis, the time allocations are proportionately reduced.

ALL GRADE AND PROFICIENCY LEVELS

120 minutes Oral English/Conversation, Vocabulary and Reading

120 minutes Grammar and Writing

Documentation also required:

Attachment A (may be altered by LEA, but must have all components)

- Documents the teacher responsible for instruction based on time allocations.
- Documents the ELP Standard(s) and Performance Indicators that will be used to differentiate the instruction for this student.
- Reviewed quarterly (or in accordance with reporting period) to update ELP Standards and Performance Indicators.

Attachment B (may be altered by LEA, but must have all components)

- Formative assessment information to document progress of the English language learner.
- Updated quarterly (or in accordance with reporting period).

Arizona law requires materials and instruction to be in English. (A.R.S. §15-751. Definitions 2 and 5).

Arizona law requires schools to teach English. (A.R.S. §15-752. English language education).

The goal set forth in Arizona law is that ELLs should become English proficient in a period not normally intended to exceed one year. (A.R.S. §15-752. English language education).

Classroom English language arts teacher _____ Date _____ Parent/Guardian _____ Date _____

ELL Coordinator _____ Date _____ Site Administrator _____ Date _____

Reclassified R-FEP

- Registration Form
- Home Language Survey
- AZELLA Results (cumulative)
- Parental Notification and Consent form for Placement in ELL program (**qualified years**)
- All other documentation required for ELL status
- Parent Notification of Student Achievement of English Proficiency (reclassified letter)
- Two-Year Review Form
- Parent Consultation Form-OCR (if applicable)



Secondary SEI/ELD Model for 2019-2020

Targeted ELD Instruction

<p>English Language Development (ELD) (ELs only) 2 periods minimum</p>	<p>Sheltered Content (ELs, Parent Withdrawals, 1st and 2nd year reclassified students) 2 periods minimum</p>
<p>Explicit English Language Development (ELD) in the following areas:</p> <ul style="list-style-type: none"> • Oral English Conversation/Vocabulary • Grammar • Reading • Writing <p><i>Instruction must be aligned to the Arizona English Language Proficiency Standards (ELPS) and the district's ELD curriculum.</i></p>	<p>Purposeful sheltered instruction in one or two content classes, to include the following:</p> <ul style="list-style-type: none"> • Content and Language Objectives • Prior Knowledge/Building Background • Key Vocabulary • Comprehensible Input • Visual Aids/Anchor Charts/Hands On Activities • Cooperative Learning Opportunities • Active Participation Strategies • Multiple Means of Assessment <p>Content Objectives aligned to Arizona</p> <p>Language</p> <p>Arizona Eng</p> <p>(ELPS) a</p> <p>instruction</p> <p>language growth.</p> <p>For more information on Sheltered Instruction go to following link:</p> <p>SIOP Model</p>

Integrated ELD Instruction



Parent Notification of Student Achievement of English Proficiency

Two Year Monitoring Form for Fluent English Proficient Students

TUSD

TUCSON UNIFIED SCHOOL DISTRICT
 1010 East Tenth Street
 Tucson, AZ 85719

PARENT NOTIFICATION OF STUDENT ACHIEVEMENT OF ENGLISH PROFICIENCY

Dear Parents/Guardians of _____:

We are proud to inform you that your child has passed the test of English Proficiency and has been reclassified as a student who is proficient in English. On behalf of the faculty and the entire school, please accept our congratulations for your child's achievement.

If you would like additional details about this reclassification, we would be happy to discuss them and review your child's progress with you. You can contact us at _____ and we will return your call as soon as possible.

Sincerely,

 Principal's Signature

 School

 Date

Please place a copy of the letter in the student's cumulative file.

Two-Year Monitoring Form for Fluent English Proficient Students

Student Name _____ Date Reclassified _____
 School _____ SAIS ID # _____ Student Matric # _____ Year _____

Assessment data used to monitor progress of Fluent English Proficient (FEP) students:

	Test Name	Year 1		Year 2	
		Test Date	Test Score	Test Date	Test Score
State-wide					
District-wide, School-wide					
Other criteria used for monitoring the FEP student					

Student is eligible for Compensatory Instruction _____ Year 1 _____ Year 2 (if available)

Student requires instructional support through interventions _____ Year 1 _____ Year 2

	Year 1	Year 2
Language Arts teacher comments: (Please include interventions and attach additional documentation if necessary)		

Monitor's Signature-Year One _____

Monitor's Signature-Year Two _____

KEEP ORIGINAL COPY IN THE STUDENT'S CUMULATIVE FILE

Withdrawn by Parent *PAR-WD

- Registration Form
- Home Language Survey
- AZELLA Results (cumulative)
- Parent Request for Withdrawal from ELL Program Services

• Parent request for Withdrawal

• From ELL Program (By Principal Request only)

- ❖ This request must be initiated by the student's parent.
- ❖ Principal contacts Language Acquisition Specialist assigned to school.
- ❖ Principal follows Protocol.

TUCSON UNIFIED SCHOOL DISTRICT
LANGUAGE ACQUISITION DEPARTMENT (LAD)

Protocol for Principals Discussing Parental Concerns about ELD Program Placement

1. Meet with parents to

Review the student's grades, Standardized test scores, and the AZELLA test results that indicate the student's status as an ELL. Explain the ELD Program's benefits, which include:

- Specialized instruction that helps ELLs to quickly develop proficiency in English speech and literacy
- Specialized instruction designed to make subject matter comprehensible to ELL students
- Accommodations and support when ELL students take state-mandated tests
- Free after-school tutoring for ELLs (as available)
- Free summer school for ELLs (as available)

If the student is a Spanish-speaking ELL, point 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).

Discuss the possible long-term effects for ELL students not participating in either ELL program, weighing opportunities against risks:

- The opportunity to enroll in content classes, but at the risk of failing, earning lower grades, or being retained
- The opportunity to interact with mainstream students but at the risk of earning lower achievement test scores

2. If, after being fully informed, parents opt to withdraw their child from an ELD program, the principal (at secondary the principal can appoint a designee) will:

- Inform the parent that they can reserve the right to re-enroll the student in the ELD program at any time
- Notify the appropriate Regional Superintendent by e-mail to document the withdrawal request
- Copy the school's assigned Specialist from LAD to initiate the appropriate form authorizing the withdrawal
- Obtain the parent's signature on the form and return the completed form to LAD

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 Synergy. Principals should regularly review the status of withdrawn students especially when entering a new school.

Note Regarding the School's Responsibility to Meet the Needs of ELLs in Mainstream Classes:

The Office of 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.

As per ADE a parent withdrawal must be initiated by the parent/s and not the school. A parent withdrawal should never be used to lower ELL numbers or to avoid placement with a particular teacher.



Thank You!



ALL Forms related to PHLOTE students are available on the TUSD Intranet. Copy the link below into a new browser

<http://intranet/languageacq/forms.asp>

Full compliance training available on the LAD Intranet

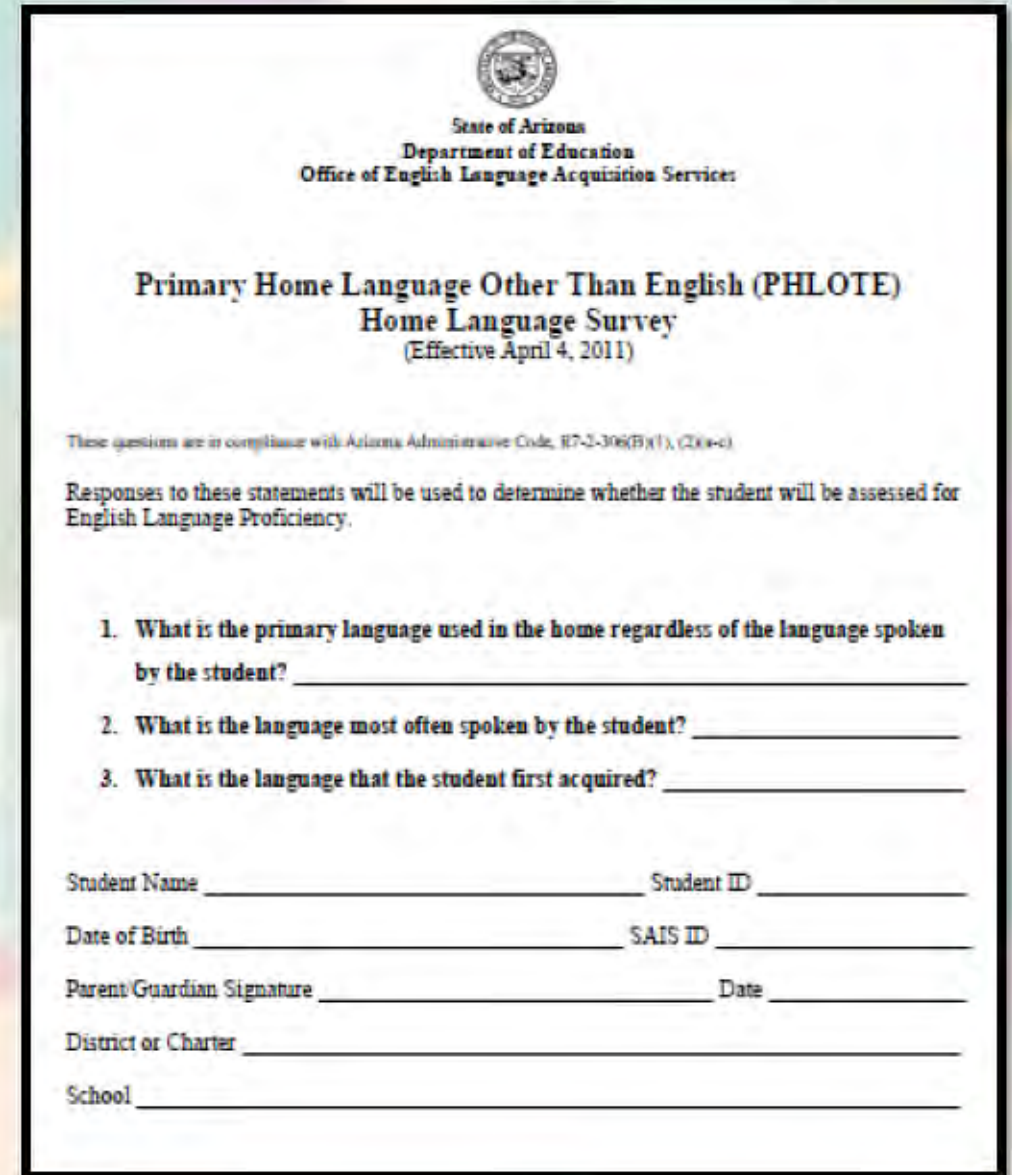
A screenshot of a web browser displaying the Tucson Unified School District Language Acquisition page. The browser's address bar shows the URL "http://intranet/languageacq/forms.asp". The page header features the "TUCSON UNIFIED SCHOOL DISTRICT" logo and the slogan "Tucson Unified is where Students love to Learn, Teachers love to Teach, and People love to Work. We are Team TUSD" next to an apple logo. The main content area is titled "Language Acquisition" and includes a "Mission" statement, "The overall goals of the Language Acquisition Department are to provide support and resources so that:", and a list of three goals. A right-hand sidebar titled "LANGUAGE ACQUISITION RESOURCES" contains a list of links, with "PHLOTE Folder Compliance PPT" highlighted in yellow. The footer of the page provides the URL "http://tusd1.org/Departments/LanguageAcquisition/tabid/79702/Default.aspx".

• Primary Home Language Survey (HLS)

Please do not forget to have your parents complete the Home Language Survey (HLS)

"PHLOTE Form" for ALL the new students registering!

In paper form (HLS) must be filed in the student's cum folder.



The form is titled "Primary Home Language Other Than English (PHLOTE) Home Language Survey (Effective April 4, 2011)". It is issued by the State of Arizona Department of Education, Office of English Language Acquisition Services. The form includes a disclaimer that responses will be used to determine if a student will be assessed for English Language Proficiency. It contains three numbered questions about the student's primary language at home, the language most often spoken, and the language first acquired. At the bottom, there are fields for Student Name, Student ID, Date of Birth, SAIS ID, Parent/Guardian Signature, Date, District or Charter, and School.

State of Arizona
Department of Education
Office of English Language Acquisition Services

Primary Home Language Other Than English (PHLOTE)
Home Language Survey
(Effective April 4, 2011)

These questions are in compliance with Arizona Administrative Code, R7-2-306(B)(1), (2)(a-c)

Responses to these statements will be used to determine whether the student will be assessed for English Language Proficiency.

1. What is the primary language used in the home regardless of the language spoken by the student? _____
2. What is the language most often spoken by the student? _____
3. What is the language that the student first acquired? _____

Student Name _____ Student ID _____
Date of Birth _____ SAIS ID _____
Parent/Guardian Signature _____ Date _____
District or Charter _____
School _____

Presenter:

Olivia Cazares
Language Acquisition
Department



Director:

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