APPENDIX V-73
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)
Registration Form

Primary Home Language Survey (HLS)

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: [ ] Male [ ] Female Age: ____________

2. Language

Primary language used in the home regardless of the language spoken by the student? [ ] English [ ] Spanish [ ] Other Language most often spoken by the student? [ ] English [ ] Spanish [ ] Other Language that the student first acquired? [ ] English [ ] Spanish [ ] Other

3. Date of Birth

MM: _____ DD: _____ YYYY: ________

US Only - State of Birth: ______

4. Country of Birth

[ ] United States [ ] Other

5. Race and Ethnicity (Check all that apply)

Is this student: [ ] American Indian/Alaska Native [ ] Asian [ ] Native Hawaiian/Pacific Islander

Hispanic/Latino? [ ] Yes [ ] No

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

[ ] African American [ ] White [ ] Native Hawaiian/Pacific Islander

[ ] American Indian/Alaska Native [ ] Asian [ ] Multiracial

Hispanic/Latino

7. Home Address

Residential Address: ____________________________ City: ____________________________ State: [ ] Zip: ________

Mailing Address (if different): ____________________________ City: ____________________________ State: [ ] Zip: ________

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

Student Name: ____________________________ Student ID: ____________________________

Date of Birth: ____________________________ Student 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.
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.
Handout

PHLOTPE PLACEMENT FLOW CHART

Check the responses to the three language questions on the Registration Form and Home Language Survey

If all three responses are "English" on both forms...

- Place the student in the Mainstream program or, if requested, in Dual Language (DL)

If the response to one or more questions on either form is other than "English"...

- Administer AZELLA
  - If student scores "Proficient," becomes IFEP; place in the Mainstream or, if requested, in DL
  - If student does not score "Proficient," becomes ELL; place in ELD or, if requested & qualified, in DL

Newly identified ELLs reassess in the Spring of the same school year.
Continuing ELLs reassess annually every Spring until reclassified.

If student scores "Proficient," place in Mainstream or DL, if requested. Monitor for 2 years. (Not given AZELLA after reclassification)
If student does not score "Proficient," place in ELD or DL, if requested & qualified, the following school year. Reassess annually until Reclassified
If student is "Proficient," place in Mainstream or DL if requested. Monitor for 2 years. (Not given AZELLA after reclassification)
If student does not score "Proficient," place in ELD or DL, if requested & qualified, the following school year. Reassess annually until Reclassified
Office Manager may print PHLOTE list for staff

**SIS Num. / EdFi Num.**

<table>
<thead>
<tr>
<th>SIS Num. / EdFi Num.</th>
<th>Name</th>
<th>DOB</th>
<th>Grade</th>
<th>Teacher / Designation</th>
<th>Prg</th>
<th>PHL</th>
<th>EE</th>
<th>ELL Exit Date Desc.</th>
<th>ELL Status</th>
<th>Test Date</th>
<th>Oral SS Prof.</th>
<th>Reading SS Prof.</th>
<th>Writing SS Prof.</th>
<th>Total SS Prof.</th>
<th>Overall Prof.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0123456789</td>
<td>Last Name, First Name</td>
<td>01/01/2010</td>
<td>KG     Teacher Name</td>
<td>Spanish</td>
<td>N</td>
<td>05/25/2016</td>
<td>End of School Year</td>
<td>ELL</td>
<td>02/16/2016</td>
<td>253</td>
<td>214</td>
<td>235</td>
<td>2297</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>0123456789</td>
<td>Last Name, First Name</td>
<td>02/01/2011</td>
<td>SEI+4HR Teacher Name</td>
<td>MAUI Spanish</td>
<td>N</td>
<td>01/12/2015</td>
<td>Withdrawn Due to SEP Criteria</td>
<td>*R-IEP</td>
<td>08/23/2016</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0123456789</td>
<td>Last Name, First Name</td>
<td>07/21/2009</td>
<td>02 Teacher Name</td>
<td>ILLP Spanish</td>
<td>N</td>
<td>03/08/2016</td>
<td>Reclassified as ELP by Reassessment</td>
<td>R-IEP</td>
<td>03/08/2016</td>
<td>238</td>
<td>283</td>
<td>263</td>
<td>2407</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>0123456789</td>
<td>Last Name, First Name</td>
<td>01/20/2009</td>
<td>02 Teacher Name</td>
<td>ILLP Spanish</td>
<td>N</td>
<td>03/03/2015</td>
<td>Reclassified as ELP by Reassessment</td>
<td>R-IEP</td>
<td>03/03/2015</td>
<td>234</td>
<td>229</td>
<td>225</td>
<td>2415</td>
<td>I</td>
<td>P</td>
</tr>
<tr>
<td>0123456789</td>
<td>Last Name, First Name</td>
<td>12/24/2006</td>
<td>04 Teacher Name</td>
<td>ELLE Waiver 1</td>
<td>English</td>
<td>Y</td>
<td>02/24/2016</td>
<td>Error</td>
<td>R-IEP</td>
<td>02/24/2016</td>
<td>234</td>
<td>229</td>
<td>225</td>
<td>2415</td>
<td>I</td>
</tr>
<tr>
<td>0123456789</td>
<td>Last Name, First Name</td>
<td>12/07/2006</td>
<td>04 Teacher Name</td>
<td>EEE Waiver 1</td>
<td>English</td>
<td>Y</td>
<td>03/25/2016</td>
<td>End of School Year</td>
<td>ELL</td>
<td>03/05/2016</td>
<td>209</td>
<td>211</td>
<td>192</td>
<td>2360</td>
<td>P</td>
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<tr>
<td>0123456789</td>
<td>Last Name, First Name</td>
<td>08/13/2007</td>
<td>04 Teacher Name</td>
<td>ELLE Waiver 1</td>
<td>English</td>
<td>Y</td>
<td>03/05/2016</td>
<td>End of School Year</td>
<td>ELL</td>
<td>03/05/2016</td>
<td>209</td>
<td>211</td>
<td>192</td>
<td>2360</td>
<td>P</td>
</tr>
</tbody>
</table>

1. SIS Num. / EdFi Num: Student SIS# (Matric/Perm ID) and EdFi# (SAIS/SSID)
2. Name/DOB: Student Name/Date of Birth
3. Grade
4. Teacher/Designation: Teacher and Class Designation
5. Prg= Program Participation in ELD/OL (Blank for No Participation)
6. PHL: Primary Language Home Language & Language Question Responses
7. EE: Ex Ed (Yes or No)
8. ELL Exit Date Desc. = Date/Reason for Last Withdrawal from Program Participation
9. ELL Status = Student Status (Blank = Waiting Upload for Current Test Info, Status ELL = English Language Learner)
Synergy: How to Access 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 "phloite". 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)

- Registration Form
- Home Language Survey

First day of enrollment
<table>
<thead>
<tr>
<th>SCHOOL CHECKLIST for COMPLIANCE with PHLOTE DOCUMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student:</strong></td>
</tr>
<tr>
<td><strong>School:</strong></td>
</tr>
</tbody>
</table>

- **Documentation for PHLOTE students with NONE (Test Results Pending) Status:**
  - Initial Registration Form
  - Initial Home Language Survey
  - Copy of Parent Notification for Monitoring ELL After Reclassification (if applicable)

- **Documentation for students with IFEP (Initially Fluent English Proficient) status:**
  - Initial Registration Form
  - Initial Home Language Survey
  - Copy of Parent Notification for Monitoring ELL 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)

- **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 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)

- **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 assessments (LAS, SELP and/or AZELLA)
  - K 1 2 3 4 5 6 7 8 9 10 11 12 Copy of Parent Notification of Student Achievement of English Proficiency Two-Year Review Form(s)

- **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)
  - K 1 2 3 4 5 6 7 8 9 10 11 12 Copy of Parent Notification of Student Achievement of English Proficiency 1 & 2
- Primary Home Language Survey (HLS)
- Parent Permission to assess with AZELLA

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
One goes in the CUM folder and one goes to the parent.
PARENTAL BILINGUAL EDUCATION WAIVER (if applicable)

Parental Notification and Consent Form

For Student Placement in an English Learner Program

To the parent or guardian of:

Address: ____________________________

City: ____________________________ State: __________ Zip Code: __________

Email Address: ____________________________

School Name: ____________________________

Principal: ____________________________

School Year: ____________________________

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 circumstances must be checked:

□ Waiver 1 (A.R.S. §15-753B) 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.1) My child is 10 years of age 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 program 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.2) 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 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 350 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 handwritten signatures of both the school principal and the local superintendent of schools.

Waiver 

Date

Parental Notification and Consent

Signature of classroom teacher/jr. language arts teacher: ____________________________ Date: __________

Signature of parent or legal guardian: ____________________________ Date: __________

State of Arizona

Department of Education

Office of English Language Acquisition Services

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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
One goes in the CUM folder and one goes to the parent.
PARENTAL BILINGUAL EDUCATION WAIVER (if applicable)

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 Student 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.

Venue
ILLP Program Models Required Documentation

TUSD

Individual Language Learner Plan (ILLP)

Required Documentation

Student Name: __________________ Date: __________________

School: __________________ Grade: ________

District: __________________ 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 purpose).

The ILLP will be written after consultation between parent/guardian, English language arts teacher, mainstream classroom 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 each 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.

- Documents should be provided on Attachment A 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):

- [ ] Pre-Emergent
- [ ] Emergent
- [ ] Basic
- [ ] Intermediate

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

- [ ] Pre-Emergent
- [ ] Emergent
- [ ] Basic
- [ ] Intermediate
  Previous ELL Experience: ________

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

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 proportionally reduced.

ALL GRADE AND PROFICIENCY LEVELS

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Proficiency Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-Emergent</td>
</tr>
<tr>
<td></td>
<td>Time Allocations</td>
</tr>
<tr>
<td></td>
<td>120 minutes</td>
</tr>
<tr>
<td></td>
<td>120 minutes</td>
</tr>
</tbody>
</table>

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 Standards(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).


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).
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

<table>
<thead>
<tr>
<th>Explicit English Language Development (ELD) in the following areas:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Oral English Conversation/Vocabulary</td>
</tr>
<tr>
<td>• Grammar</td>
</tr>
<tr>
<td>• Reading</td>
</tr>
<tr>
<td>• Writing</td>
</tr>
</tbody>
</table>

Instruction must be aligned to the Arizona English Language Proficiency Standards (ELPS) and the district’s ELD curriculum.

### Integrated ELD Instruction

<table>
<thead>
<tr>
<th>Sheltered Content (ELs, Parent Withdrawals, 1st and 2nd year reclassified students)</th>
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</thead>
<tbody>
<tr>
<td>2 periods minimum</td>
</tr>
<tr>
<td>Purposeful sheltered instruction in one or two content classes, to include the following:</td>
</tr>
<tr>
<td>• Content and Language Objectives</td>
</tr>
<tr>
<td>• Prior knowledge/Building Background</td>
</tr>
<tr>
<td>• Key Vocabulary</td>
</tr>
<tr>
<td>• Comprehensible Input</td>
</tr>
<tr>
<td>• Visuals, Reader Charts/Hands On Activities</td>
</tr>
<tr>
<td>• Cooperative Learning Opportunities</td>
</tr>
<tr>
<td>• Active Participation Strategies</td>
</tr>
<tr>
<td>• Multiple Formative Assessment</td>
</tr>
</tbody>
</table>

Content Objectives aligned to Arizona English Language Proficiency Standards (ELPS) and sheltered instruction facilitate language growth.

For more information on Sheltered Instruction go to following link:

SIOP Model
Dear Parents/Guardians of [Student Name],

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 [School Phone Number] and we will return your call as soon as possible.

Sincerely,

[Principal’s Name]

[Student Name] is eligible for Compensatory Instruction [ ] Year 1 [ ] Year 2 (if available)

Student requires instructional support through interventions [ ] Year 1 [ ] Year 2

Language Arts teacher comments: [ ]

Please place a copy of the letter 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.
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
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.