Welcome! Write your answers to the following questions in the Chat box.

WHAT IS THE NAME OF YOUR SCHOOL?

WHAT POSITION DO YOU HOLD?

HOW DOES YOUR SCHOOL’S ATMOSPHERE SHOUT “WELCOME” TO EVERYONE?
Compliance And Procedures
Language Acquisition Department
August 26, 2021

Charlotte Almazán- Language Assessment Coordinator
Lisa Sofias- Data Integrity Analyst-LAD Language Assessment Coordinator
Patricia Sandoval-Taylor- LAD Director
Session Norms

• Be fully present and engaged

• Keep your mic on mute

• Respond to and ask questions in the Chat Box (Our team will do our best to answer questions)
• What is the name of your school?

• What position do you hold?

• How does your school’s Atmosphere shout “Welcome” to everyone?
Session Objectives

Participants will:

• become familiar with the procedures needed to maintain ADE compliance for PHLOTE students.
• ensure correct placement of all English Learners in order to provide services.
• maintain and archive needed documentation based on student’s status.

We are all lifelong learners!
Who do we serve...

**PHLOTE** students- Students whose **Primary Home Language** is **Other Than English** as determined on the registration form and Home Language Survey (HLS)
School’s Letter Grade

• The progress of these students is calculated into each school’s letter grade.

• A total of 10 points focuses on English Language Learners (ELLs)
  • 5 points student growth as compared to the state
  • 5 points for the percentage of proficient students as compared to the state
ARIZONA’S LANGUAGE DEVELOPMENT APPROACH

All educators share the responsibility for promoting the success of English learners.
The Big Compliance Picture

Identification
- Enrollment Form
- Home Language Survey (HLS)

Assessment
- AZELLA
- FLOSEM (during remote learning only)

Placement
- Placed in a designated classroom
  - Structured English Immersion (SEI)
  - Low Incidence English Learner (LIEL)
  - Two-Way Dual Language Program (TWDL)

Reassessment
- Reassessed every Spring with AZELLA until they reclassify as English proficient

As a result of state and federal law, the following procedures are in place.
Identifying and Placing New **PHLOTE** and/or EL Students for **EL Services**
Identifying and Placing PHLOTE and/or EL Students

Program Placement Flow Chart

Responses on the three language questions on the Registration Form and the Home language Survey (HLS)

If all three responses are “English” on the Registration Form and HLS...

Place the student in a mainstream program, or if requested and qualified, in a Two Way Dual Language Program (TWDL)

If the student scores “Proficient”, the student becomes an IFEP, then the student is placed in mainstream or, if requested and qualifies, in TWDL

If the response to one or more questions is other than “English”...

Administer AZELLA

If student does not score “Proficient”, the student becomes an English Learner (ELs): is placed in an SEI, LIEL or, if requested and qualifies, in TWDL

*Please Note*

For students Re-registering in TUSD 1:
The responses to the three language questions on the initial registration and HLS forms is what will determine student placement in the appropriate language program.

New Students to District:
Check with your Language Assessment Coordinator (Language Acquisition) for EL status before test administration or placement.
PHLOTE & STUDENT ENROLLMENT FORMS

Required for all students, EL and Non-EL

The Student Registration and Home Language Survey Forms are used to identify and place PHLOTE students.

Home Language Survey

The responses to this Home Language Survey (HLS) are used by the school to provide the most appropriate instructional programs and services for the student. The answers below will determine if a student will take the Arizona English Language Learner Assessment (AZELLA). Please respond to each of the three questions as accurately as possible. If you need to correct any of your responses, this must be done before the student takes the AZELLA Placement Test.

1. What language do people speak in the home most of the time?

2. What language does the student speak most of the time?

3. What language did the student first speak or understand?

Student Name_________________________ District Student ID_________________
Date of Birth________________________ SSID______________________________
Parent/Guardian Signature_____________ Date_________ 001675
District or Charter______________________
• **TUSD** will conduct online registration

• **Please Note** that when re-registering students in Synergy, the answers on the *initial/original* registration form are not to be changed regardless of what the parents complete on the new registration form
The Home Language Survey (HLS)

The responses to this Home Language Survey (HLS) are used by the school to provide the most appropriate instructional programs and services for the student. The answers below will determine if a student will take the Arizona English Language Learner Assessment (AZELLA). Please respond to each of the three questions as accurately as possible. If you need to correct any of your responses, this must be done before the student takes the AZELLA Placement Test.

1. What language do people speak in the home most of the time?
   
2. What language does the student speak most of the time?
   
3. What language did the student first speak or understand?

---

Student Name____________________ District Student ID____________________

Date of Birth____________________ SSID____________________

Parent/Guardian Signature____________________ Date____________________

District or Charter____________________

School____________________

• TUSD will conduct online registration where the required HLS will be sought.

• A hard-copy must be completed and placed in the CUM.

• The HLS (PHLOTE Form) is needed to identify students to be assessed and determined to need services.

• This form may NOT to be altered.

• It should only be completed once.
The three 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.
How do I know who PHLOTE students are?
Synergy: How to Access and Print a PHLOTE List

1. Log into Synergy using Chrome.

2. Go to the Quick Launch box (top left of window) and type in the word "phloste". 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-IFEP. 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."
PHLOTE List Key:
1. SIS Num. / EdFi Num = Student SIS# (Matric/Permanent ID) and (SAIS/SSID)
2. Name/DOB = Student Name/Date of Birth
3. Grade
4. Teacher/Designation = Teacher and Class Designation
5. Prg = Student Program Participation in ELD/Bilingual (TWDL) or Withdrawn by Parent
   Blank = No Program
   SEI = Receiving Participation for Placement in an ELD Class
   LIEL = Low Incidence English Learner (Pull-Out)
   Waiver 1 = Receiving Participation for Placement in a Bilingual (Two Way Dual Language) Class
   PW-EL = Student is Withdrawn from ELD services by Parent Request
6. PHL = Primary Home Language Other Than English & 3 Language Question Responses
   Blank = No Language Other Than English
7. EE = Exceptional Ed. (Yes or No)
8. ELL Status = Student Status
   Blank = Waiting Upload for Current Test Results/Status
   ELL = English Language Learner
   *PAR-WD = Withdrawn from ELD Services by Parent Request (required to take AZELLA until Proficient)
   *R-IEP = Withdrawn from ELD Services by IEP Decision (Not Required ELD or AZELLA Testing)
   *R-FEP = Reclassified (No longer qualified for ELD services)
   I-FEP = Initial English Proficient (Does not qualify for ELD services)
9. Test Date = Most Recent Recorded AZELLA Test Date
10. Oral SS Prof. = Oral Scale Score and Proficiency Level
11. Reading SS Prof. = Reading Scale Score and Proficiency Level
12. Writing SS Prof. = Writing Scale Score and Proficiency Level
13. Total SS Prof. = Total Combined Scale Score and Proficiency Level
14. Over-all Prof. = Overall Proficiency Level (Overides Total Combined Proficiency Level)

Proficiency Levels on PHLOTE List labeled:
- PEE = Pre-Emergent/Emergent
- PEB = Pre-Emergent/Basic
- B = Basic
- I = Intermediate
- P = Proficient

A student must be Proficient in Reading/Writing/Total Combined to be considered Overall Proficient
PHLOTE LIST LABELS
ELL Status-

- **ELL or EL** - English Language Learner as determined by AZELLA-
  
  ELL/ELs Must be placed in designated class for services

- ***PAR-WD** = Withdrawn from ELD Services by Parent Request
  
  (still required to take AZELLA)

- ***R-FEP** = Withdrawn from ELD Services by IEP Decision
  
  (No longer available grandfathered students of 2019)

- **R-FEP** = Reclassified
  
  (Proficient on AZELLA and no longer qualifies for ELD)

- **I-FEP** = Initially English Proficient
  
  (Does not need ELD services)
Assessment

• PHLOTE Questions Flag Students to be Assessed
• AZELLA is administered
AZELLA Levels of Proficiency

**PEE** = Pre-Emergent/Emergent
**PEB** = Pre=Emergent/Basic
**B** = Basic
**I** = Intermediate
**P** = Proficient

A student must be Proficient in Reading/Writing/Total combined to be considered Overall Proficient.
Placing Students Appropriately

Each school has designated program classes
Language Programs in TUSD

For all ELLs at the Elementary Level
- Structured English Immersion (SEI or SEI-B) 2-hour model
- Low Incidence English Learner (LIEL) Pull-out model
- Two-Way Dual Language program (TWDL) (qualifying waiver needed)

For all ELLs at the Secondary Level
- Structured English Immersion (SEI or SEI-B) 2–hour model
- Low Incidence English Learner (LIEL)-Pull-out model
- Newcomer Model (Only for new arrivals) 4-hour model
- Two-Way Dual Language program (TWDL) (qualifying waiver needed)
Elementary SEI/LIEL/TWDL Models

- Principals received an Elementary designation sheet each Spring for the following school year.

- Principals may be asked to revised the designation sheet, once AZELLA scores are reviewed by Language Acquisition

SEI/SEI-B (SEI Blend) Please note: (SEI-B formerly SEI Mix)

LIEL (Low Incidence EL) Please note: (LIEL formerly ILLP)

Dual Language Model (TWDL): For Dual Language classrooms include the name of the Bilingual TA. Also, include the Bilingual TA’s time allotted per DL teacher
Documentation and Maintaining Required Forms

What needs to be in the PHLOTE Student’s CUM folder?
Documentation and File Compliance for PHLOTE Students

- Registration Form
- Home Language Survey (HLS)
  Collected in person, uploaded to Synergy and filed in cum folder
- Copy of AZELLA test results each year (Cumulative)
- Parental Notification and Consent for Student Placement in an ELL Program (Cumulative)
- Parental Bilingual Education Waiver Application (TWDL) (if applicable)
- Parental Permission to Assess (if applicable)
- Parent Notification of Student Achievement of English Proficiency
- English Proficient Student Two-Year Review Form
- Parent Request for Student Withdrawal from an ELL Program (if applicable)

- **Individual Language Learner Plan** and Attachment AB = ILLP

  - **Elementary** No longer a program that is offered to ELs (Only applicable for years prior to 2020/21 SY)
  - **Secondary** No longer a program that is offered to ELs (Only applicable for years prior to 2020/21 SY)

- **English Language Learner Program Withdrawal by Special Education Criteria** Not available to process as of
# School Checklist for Compliance with PHLOTE Documentation

## Documentation for PHLOTE students with NONE (Test Results Pending) Status:
- **Initial Registration Form**
- **Initial Home Language Survey**

## Documentation for students with I-FEP (Initially Fluent English Proficient) 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 assessment (LAS, SELF, and/or AZELLA)
  - Copy of Permission to Assess Student with AZELLA (if applicable)
  - Copy of valid Waiver form for Bilingual Education (if applicable)

## Documentation for students with ELL (English Language Learners) & *PAR-WD (Withdrawn from ELD Services by Parent Request) 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 assessment (LAS, SELF, and/or AZELLA)
  - Copy of Parent Notification for Monitoring ELL’s After Reclassification (if applicable)
  - Current Parental Notification and Consent Form for Student Placement in ELL Program
  - Copy of valid Waiver form for Bilingual Education (if applicable)
  - Copy of Parent Request for Withdrawal from ELL Program Services for *PAR-WD status

## Documentation for students with R-FEP (Reclassified) (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 assessment (LAS, SELF, and/or AZELLA)
  - Copy of Parent Notification of Student Achievement of English Proficiency
  - Two-Year Review From(s)
  - Copy of valid Waiver form for Bilingual Education (if applicable)
  - Copy of student’s Individual Language Learner Plan (No longer required but may be in student file from previous status)
  - Copy of Parent Notification of ELLAR Monitoring (No longer required but may be in student file from previous status)

## Documentation for students with *R IEP (Withdrawn from ELD Services by IEP Decision) 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, SELF, and/or AZELLA)
  - Copy of Permission to Assess Student with AZELLA (if applicable)
  - Copy of Parent Notification of Monitoring ELL’s After Reclassification
  - Current Parental Notification and Consent Form for Student Placement in ELL Program
  - Copy of valid Waiver form for Bilingual Education (if applicable)
  - Copy of student’s Individual Language Learner Plan (No longer required but may be in student file from previous status)
  - Copy of Withdrawal from ELL Status by SPED Criteria Form
## Compliance Forms

<table>
<thead>
<tr>
<th>PHLOTE Student Status</th>
<th>Registration Form (Print the online enrollment form. The original is preferred)</th>
<th>Home Language Survey (HLS)*</th>
<th>AZELLA Results</th>
<th>Parent Notification and Consent (PNC)*</th>
<th>Waiver Form for Bilingual Education (If applicable)*</th>
<th>Parent Request for Student Withdrawal from an English Language Learner Program*</th>
<th>Parent Notification of Achievement of English Language Proficiency</th>
<th>Permission to Assess with AZELLA (If applicable)*</th>
<th>Two-Year Review Form</th>
<th>Previous documentation to be left in file. Updating is not needed</th>
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<td>• Notification of Changes in Available Services for English Learners who Currently Have an Approved Parent Request for Student Withdrawal from EL Services</td>
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<td>√ (only if they are in a TWDL Program) Must be valid</td>
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</tbody>
</table>

*Ensure all forms that require a signature are dated and signed appropriately.
Three attempts must be noted on form to attain the parent signature for the Parent Notification and Consent Form.
The Student Registration and Home Language Survey Forms are used to identify and place PHLOTE students.
AZELLA TEST RESULTS

Your school will receive two copies per student. One copy is filed in the student’s cum folder and the second one is given to the parent/guardian.
This form must be completed **annually** by the teacher and signed by the parent within the first 30 calendar days of school or within 10 days of enrollment thereafter.

Teacher will indicate the student’s placement (SEI, LIEL and/or BIL= TWDL) and sign.

If unable to obtain parent signature, teacher must make three attempts to contact parent for signature. Date and document each attempt on the form and place in cum folder.

Once a signed form is received, place in cum folder.
The Parent Waiver Application is completed when a parent/guardian is requesting that their EL student be placed in a Bilingual (TWDL) program.

- Must be signed by the parent/guardian and school’s principal within current school year.
- Submit waiver to LAD for approval.
- EL students with an approved waiver may be placed in a Bilingual (TWDL) classroom placement in lieu of an SEI placement.

### Bilingual Parental Waiver Request Application

This application is used by parents to request an alternative to English Language Education as specified in A.R.S. §15-756. Parent/Guardian of an English learner must complete this application annually. A.R.S. §15-756.

<table>
<thead>
<tr>
<th>District Name</th>
<th>School Name</th>
<th>SISID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/Guardian Last Name</td>
<td>First Name</td>
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<tr>
<td>Student’s Last Name</td>
<td>First Name</td>
<td>Middle Initial</td>
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<tr>
<td>Address</td>
<td>City</td>
<td>State</td>
</tr>
<tr>
<td>Native Language of Student</td>
<td>School year for which the waiver is requested</td>
<td>Grade</td>
</tr>
</tbody>
</table>

- 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 structured 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. §15-756.2). At least one of the following circumstances must be checked:
  - Waiver 1 (A.R.S. §15-756.2.1) 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 90th grade average, whichever is lower or;
  - Waiver 2 (A.R.S. §15-756.2.2) 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. §15-756.3) My child has special individual needs: the child has been placed for a period of not less than thirty (30) calendar days during the 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 attached to the child’s official school records and the waiver application must contain a full description of how the child’s specific needs were evaluated.

### Waiver Form

| Signature of Parent/Guardian | Date |
| Signature of School Principal | Date |

| Application Graded | Application Rejected |

Form kept on file by the LAD.
Protocol for Principals to use When Parents are requesting a Withdrawal from EL Services

- This request **must** be initiated by the student’s parent.

- Principal notifies the Regional Superintendent and copies the Language Acquisition Specialist assigned to their school via e-mail to document that they have met with the parent and request approval.

- Principal **must** follow Protocol.

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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 language 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 (or a designated representative) 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 Language Acquisition Specialist 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 permanent 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. SCOR 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’s Parent Withdrawal Policy, a parent withdrawal should never be used to lower ELL numbers or to avoid placement with a particular teacher.
Parent Request for Student Withdrawal from an English Language Learner Program

• The parent/guardian **must** initiate the request for their child to be withdrawn from an EL program

• The school’s administrator **must** meet with the parent/guardian to discuss the advantages in keeping their child in the program

• This form is populated by the Language Acquisition Specialist assigned to your school

• EL students withdrawn by parent/request will continue to take the annual AZELLA reassessment until they achieve an Overall Proficient level

• A parent can rescind the withdrawal at anytime
Reassessment and Reclassification

All ELLs including parent withdrawals are reassessed each Spring until reclassified as English Proficient
Parent Notification of Student Achievement of English Proficiency

• Required when an EL student obtains an Overall Level of Proficient on AZELLA; therefore, becoming Reclassified
• Sent to principal by LAD for signature
• Original must be sent/delivered to parent
• Does not require a parent/guardian signature
• A copy of this notice must be place in cum folder

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.
AZELLA Placement Test Referral Form

- Used when student is being referred for AZELLA testing
- Only available during designated testing windows
- Criteria must be met before testing is allowed
- Must be appropriately signed and dated
Two-Year Monitoring Form for Fluent English Proficient Students

- Used to monitor the academic progress of reclassified students for two years after reclassification
- Principal will receive these forms in February along with an Attestation form that the administrator will have to sign and return to LAD
- Documentation begins the school year after the year the student reclassified
- Completed by Mainstream K-5 and 6-12 Language Arts Teachers
- Must be place in cum folder
# Compliance Documentation at a Glance

<table>
<thead>
<tr>
<th>Compliance Forms</th>
<th>Registration Form (Print the online enrollment form. The original is preferred)</th>
<th>Home Language Survey (HLS)</th>
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<th>Parent Notification and Consent (PNC)</th>
<th>Waiver Form for Bilingual Education (If applicable)</th>
<th>Parent Request for Student Withdrawal from an English Language Learner Program</th>
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<tbody>
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<td><strong>PHLOTE Student Status</strong></td>
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<td>I-FEP</td>
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<td>ELL</td>
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<td>√</td>
<td>√ (Current)</td>
<td>√ (only if they are in a TWDL Program) Must be valid</td>
<td></td>
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<td>*PAR-WD</td>
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<td>R-FEP</td>
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<td>*R-IEP</td>
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*Ensure all forms that require a signature are dated and signed appropriately.
Three attempts must be noted on form to attain the parent signature for the Parent Notification and Consent Form.
English Language Learner Program Withdrawals by Special Education Criteria are **Not an available option as of Summer 2019**

EL students with an R-IEP status on PHLOTE list, **must** have this form in their individual cum folder prior to Summer 2019
In Review

In order to maintain ADE compliance for **PHLOTE** students in Synergy and required documentation in cumulative folders, the following steps will occur:

- Identify **PHLOTE** students
- Collect a completed and signed HLS for **ALL new students registering in TUSD**
- Upload HLS to Synergy and filing the original form in the student’s Cum folder
- Adhere to initial language response for returning **PHLOTE** students
- Ensure **PHLOTE** students are placed in an appropriate SEI/LIEL/TWDL designated program model classroom
- Organizing forms needed for documentation based on student’s status
- Maintaining **PHLOTE** documentation records as an on-going process

*We are all lifelong learners!*
For More Support Contact Us!

Language Acquisition Department
Curriculum and Instruction Division
520-225-4600
<table>
<thead>
<tr>
<th>Language Assessment Coordinator Site Assignments</th>
<th>Updated May 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charlotte Almazán, Language Assessment Coordinator- <a href="mailto:charlotte.almazan@tusd1.org">charlotte.almazan@tusd1.org</a></td>
<td>Lisa Sofias Language Assessment Coordinator- <a href="mailto:lisa.sofias@tusd1.org">lisa.sofias@tusd1.org</a></td>
</tr>
<tr>
<td>Banks Cholla HS, Blenman Doolen MS, Bloom Gridley MS, Bonillas Innovation Tech, Booth/Fickett (K-8) Magee MS, Borman Mansfield MS, Borton Pueblo HS, Carrillo Santa Rita HS, Collier Lawrence (3-8), Davis Lineweaver, Drachman Maldonado, Dunham Maxwell (K-8), Erickson Miles, Ford Mission View, Fruchthendler Robins (K-8), Gale Mary Meredith (K-12), Grijalva Oyama, Henry Catalina HS, Holladay Pueblo Gardens (K-8), Hudlow Robins (K-8), Hughes Safford (K-8), Lynn-Urquides Sewell, Manzo Tolson, Marshall Tully, Miller Wheeler, Ochoa White, Roberts/Naylor (K-8) Wright, Rose (K-8) Alternative 2 (TAPP), Soleng Tom C.O.L.E, Steele Project MORE, Van Buskirk SW Alternative, Vesey TUVA, Warren Wakefield MS, Whitmore Private Schools</td>
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</tr>
</tbody>
</table>
### 2021-22 School Assignments for LAD Specialists
#### ELEMENTARY SPECIALISTS (K-5)

<table>
<thead>
<tr>
<th><a href="mailto:Catherine.Espinoza2@tusdl.org">Catherine.Espinoza2@tusdl.org</a></th>
<th><a href="mailto:Marisa.Pargas@tusdl.org">Marisa.Pargas@tusdl.org</a></th>
<th><a href="mailto:Sonia.Dunscombe@tusdl.org">Sonia.Dunscombe@tusdl.org</a></th>
<th><a href="mailto:Cruz.Herrera@tusdl.org">Cruz.Herrera@tusdl.org</a></th>
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<tbody>
<tr>
<td>1. Booth-Fickett</td>
<td>Blenman</td>
<td>Banks</td>
<td>Bonillas</td>
</tr>
<tr>
<td>2. Borman</td>
<td>Collier</td>
<td>(DL) Bloom</td>
<td>Borton</td>
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<tr>
<td>3. Cavett</td>
<td>Cragin</td>
<td>Carrillo</td>
<td>Erickson</td>
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<td>4. Davidson</td>
<td>Dietz</td>
<td>Drachman</td>
<td>Fruchthendler</td>
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<tr>
<td>5. (DL) Davis</td>
<td>(DL) Grijalva</td>
<td>Ford</td>
<td>Henry</td>
</tr>
<tr>
<td>6. Dunham</td>
<td>Hudlow</td>
<td>Holladay</td>
<td>(DL) Hollinger</td>
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<tr>
<td>7. Gale</td>
<td>Miles</td>
<td>Johnson</td>
<td>Hughes</td>
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<tr>
<td>8. Howell</td>
<td>Myers-Ganoung</td>
<td>Kellond</td>
<td>(DL) McCorkle</td>
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<tr>
<td>9. Lineweaver</td>
<td>Ochoa</td>
<td>Lawrence</td>
<td>(DL) Mission View</td>
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<td>10. Lynn-Urquides</td>
<td>Oyama</td>
<td>Maldonado</td>
<td>(DL) Roskruge</td>
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<tr>
<td>11. Marshall</td>
<td>Robins</td>
<td>Manzo</td>
<td>Safford</td>
</tr>
<tr>
<td>12. Maxwell</td>
<td>Steele</td>
<td>Miller</td>
<td>Tully</td>
</tr>
<tr>
<td>13. Pueblo Gardens</td>
<td>Sewell</td>
<td>Robison</td>
<td>Warren</td>
</tr>
<tr>
<td>14. Roberts/Naylor</td>
<td>Tolson</td>
<td>Soleng Tom</td>
<td>Whitmore</td>
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<tr>
<td>15. Rose (K-5)</td>
<td>Wheeler</td>
<td>Vesey</td>
<td>Wright</td>
</tr>
<tr>
<td>16. (DL) Van Buskirk</td>
<td>(DL) White</td>
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<tr>
<td>17. TUVA</td>
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LAD Is Here To Support!

001708
## 2021-2022 School Assignments for LAD Specialists
### SECONDARY SPECIALISTS

<table>
<thead>
<tr>
<th></th>
<th>Jean</th>
<th>Maritza</th>
<th>Ben</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Cholla HS</td>
<td>Borman 6-8</td>
<td>Catalina HS</td>
</tr>
<tr>
<td>2.</td>
<td>Dietz 6-8</td>
<td>C.E. Rose 6-8</td>
<td>Doolen MS</td>
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<td>3.</td>
<td>Dodge MS</td>
<td>Drachman 6-8</td>
<td>Mansfield MS</td>
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<tr>
<td>4.</td>
<td>Fickett 6-8</td>
<td>Hollinger 6-8</td>
<td>Naylor 6-8</td>
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<td>5.</td>
<td>Gridley MS</td>
<td>Lawrence 4-8</td>
<td>Pueblo HS (with Jean)</td>
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<td>6.</td>
<td>Innovations HS</td>
<td>McCorkle 6-8</td>
<td>Rincon HS</td>
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<td>7.</td>
<td>Magee MS</td>
<td>Miles 6-8</td>
<td>Tucson HS</td>
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<tr>
<td>8.</td>
<td>Mary Meredith 6-12</td>
<td>Morgan Maxwell 6-8</td>
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<td>9.</td>
<td>Palo Verde HS</td>
<td>Pistor MS</td>
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<tr>
<td>10.</td>
<td>Project MORE HS</td>
<td>Pueblo Gardens 6-8</td>
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<tr>
<td>11.</td>
<td>Pueblo HS (with Ben)</td>
<td>Robins 6-8</td>
<td></td>
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<tr>
<td>12.</td>
<td>Sabino HS</td>
<td>Roskruge 6-8</td>
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<td>13.</td>
<td>Sahuaro HS</td>
<td>Safford 6-8</td>
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<td>14.</td>
<td>Santa Rita HS</td>
<td>Utterback MS</td>
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<td>15.</td>
<td>Secrist MS</td>
<td>Valencia MS</td>
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<td>16.</td>
<td>TAP HS</td>
<td>Wakefield 6-7</td>
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<td>17.</td>
<td>TUVA</td>
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<tr>
<td>18.</td>
<td>Vail MS</td>
<td></td>
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</tr>
</tbody>
</table>

*Jean.D.Andrea@tusd1.org  Maritza.Mazon@tusd1.org  Benjamin.Kowalski@tusd1.org*
### 2021-22 School Assignments for Two-Way Dual Language Itinerant Teachers

<table>
<thead>
<tr>
<th>Liz DL Itinerant</th>
<th>Maria DL Itinerant</th>
<th>Irina</th>
<th>Lourdes</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:Elizabeth.EscarcegaTapia@tusd1.org">Elizabeth.EscarcegaTapia@tusd1.org</a></td>
<td><a href="mailto:Maria.JimenezBaca@tusd1.org">Maria.JimenezBaca@tusd1.org</a></td>
<td><a href="mailto:Irina.gomez@tusd1.org">Irina.gomez@tusd1.org</a></td>
<td><a href="mailto:Lourdes.vidrio@tusd1.org">Lourdes.vidrio@tusd1.org</a></td>
</tr>
<tr>
<td>Hollinger (6-8)</td>
<td>Bloom</td>
<td>Grijalva</td>
<td>Davis</td>
</tr>
<tr>
<td>Mc Corkle (6-8)</td>
<td>Mission View</td>
<td>Hollinger (K-5)</td>
<td>Mc Corkle (K-5)</td>
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<tr>
<td>Pistor</td>
<td>Roskruge (K-5)</td>
<td>White</td>
<td>Van Buskirk</td>
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<tr>
<td>Pueblo</td>
<td>Roskruge (6-8)</td>
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7/28/21 Revised
Thank You!

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

Language Acquisition Forms (tusd1.org)

<table>
<thead>
<tr>
<th>Forms</th>
<th>Information</th>
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<tbody>
<tr>
<td>Bilingual Education Waiver Application (in PDF)</td>
<td>Language Acquisition</td>
</tr>
<tr>
<td>Home Language Survey Form (in PDF)</td>
<td>Home</td>
</tr>
<tr>
<td>Registration Form (in PDF)</td>
<td>About Us</td>
</tr>
<tr>
<td>You can fill out registration forms at the school or print them here to turn into the school.</td>
<td>Parents</td>
</tr>
<tr>
<td>English</td>
<td>Arabic</td>
</tr>
<tr>
<td>Forms available on the TUSD Intranet - Dept. Websites - Language Acquisition - ELL Forms &amp; Letters</td>
<td>Policies &amp; Compliance</td>
</tr>
<tr>
<td>• 2 Year Review Form</td>
<td>Protocol for Principals</td>
</tr>
<tr>
<td>• ELP Team Determination: Discontinuation of English Language Learner Services (English &amp; Spanish)</td>
<td>Discussing Parental Concerns about ELD Program Placement</td>
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<tr>
<td>• ILLP Form (Elementary, Middle &amp; High School) (English &amp; Spanish)</td>
<td>ELD Curriculum - Grades K-12</td>
</tr>
<tr>
<td>• Parental Notification and Consent Form for Student Placement in an ELL Program (English &amp; Spanish)</td>
<td>English Language</td>
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<tr>
<td>• Parental Notification of Student Achievement of English Proficiency (English &amp; Spanish)</td>
<td>Proficiency Standards</td>
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<tr>
<td>• School Checklist for Compliance with PHLOTE Documentation</td>
<td>Teacher Resources</td>
</tr>
<tr>
<td>• Teacher Referral Form for moving from ELL to Mainstream</td>
<td>Forms</td>
</tr>
<tr>
<td>• Teacher Referral Form for moving from mainstream to ELL</td>
<td>Two-Way Dual Language</td>
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