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?

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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

TUCSON UNIFIED
SCHOOL DISTRICT

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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)

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Share Responses in Chat

- What is the name of your school?

- What position do you hold?

- How does your school's Atmosphere shout "Welcome" to everyone?

Session Objectives

Primary
Home
Language
Other
Than
English

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!

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Who do we serve...

PHLOTE students- Students whose *P*rimary *H*ome *L*anguage is *O*ther *T*han *E*nglish as determined on the registration form and Home Language Survey (HLS)
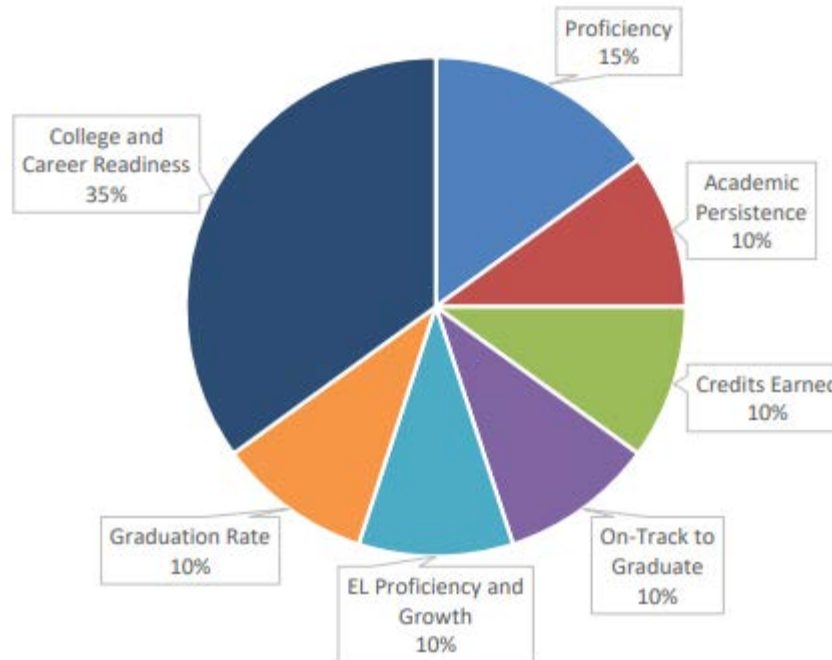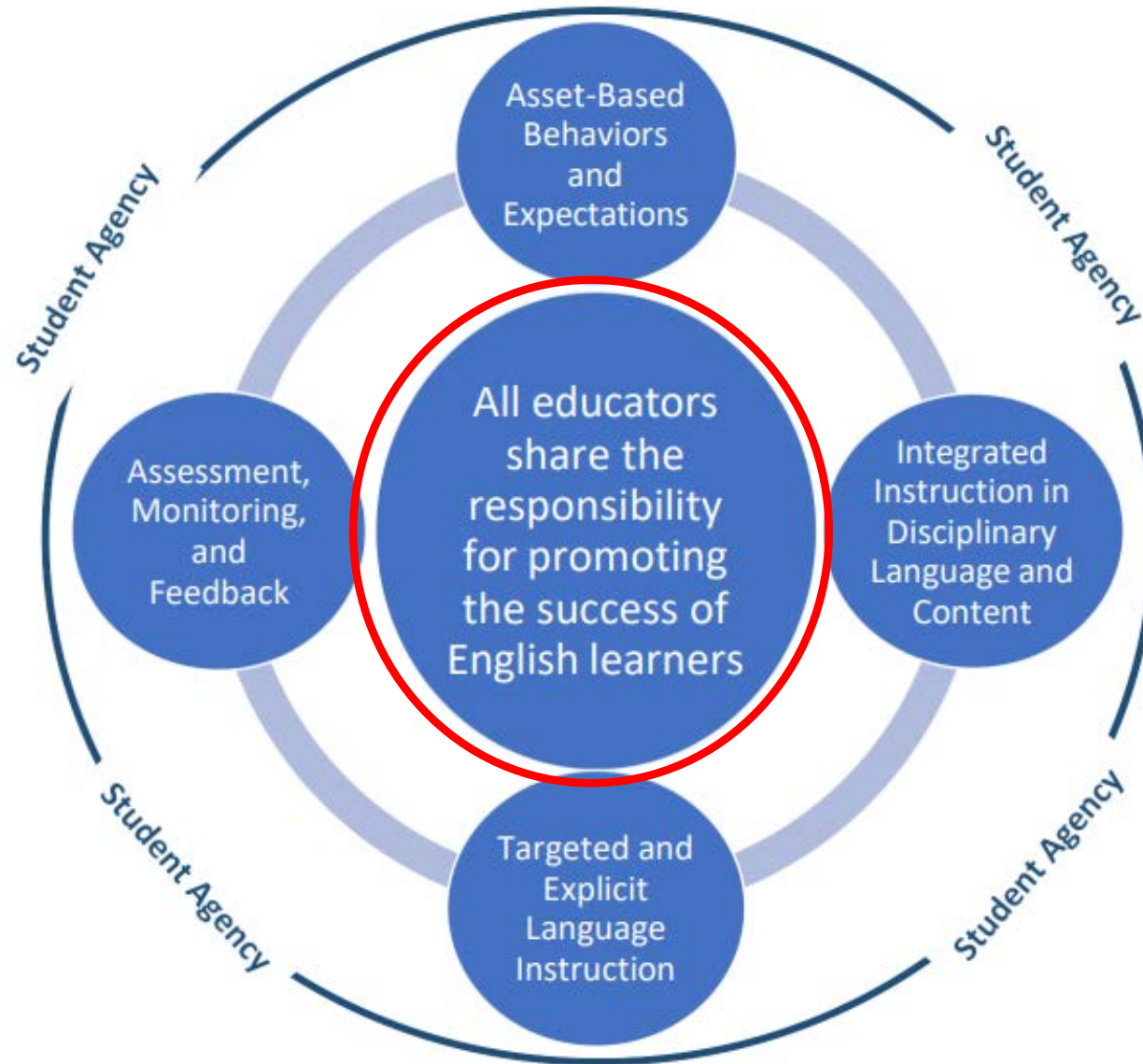
School's Letter Grade

- 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

Proficiency
15%

Academic Persistence
10%

Credits Earned
10%

On-Track to Graduate
10%

EL Proficiency and Growth
10%

Graduation Rate
10%

College and Career Readiness
35%

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ARIZONA'S LANGUAGE DEVELOPMENT APPROACH

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

001672

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...

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

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

Administer AZELLA

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 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

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

PHLOTE & STUDENT ENROLLMENT FORMS
Required for *all* students, EL and Non-EL

PHLOTE Documentation

TUCSON UNIFIED SCHOOL DISTRICT

Registration For

School:

1. Student Information (Please PRINT student name exactly as it appears o

Legal Last Name:	Legal First Name:			
			☐Male ☐Female	

2. Language | 3

What language do people speak in the home *most* of the time? ☐English ☐Spanish ☐Other _____

What language does the student speak *most* of the time? ☐English ☐Spanish ☐Other _____

What language did the student first speak or understand? ☐English ☐Spanish ☐Other _____

Hispanic/Latino: ☐Yes ☐No ☐Black/African American ☐White ☐Black/African American ☐White
☐Native Hawaiian/Pacific Islander Native Hawaiian/Pacific Islander ☐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

Relationship: ☐Mother ☐Father ☐ Legal Guardian | Interpreter needed? ☐Yes ☐No If yes, which language?

Last Name:	First Name:	Home Phone:	Cell Phone:	Work Phone:

Military: ☐Active ☐Reserve Start Date: | End Date:

Arizona Department of Education
of English Language Acquisition Services

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

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PHLOTE Documentation

Arizona Department of Education

Office of English Language Acquisition Services

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_____

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**.

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Change of Response in Synergy

- 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.*

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How do I know who PHLOTE students are?

Synergy: How to Access and Print a PHLOTE List

Synergy: How to Pull 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 "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.
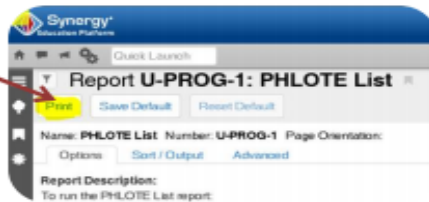
4. At this new window, do 3 things -- Select the "School", select "Excel" under the Save icon, and select "View Report".
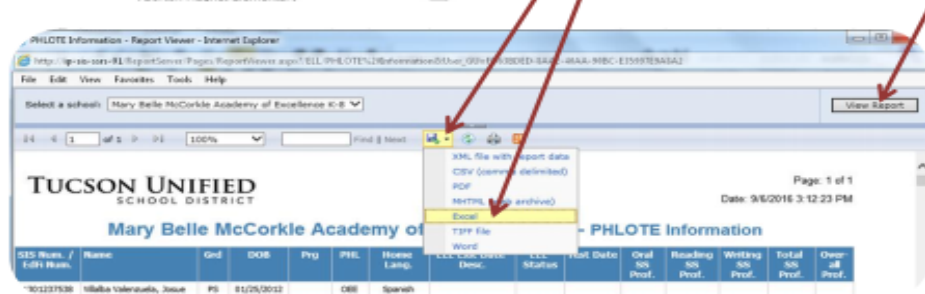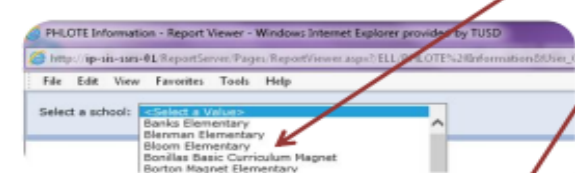
5. A pop up message will appear. Click on "Open".

6. When the Excel file opens, enable editing and save the file with the school name as the filename.
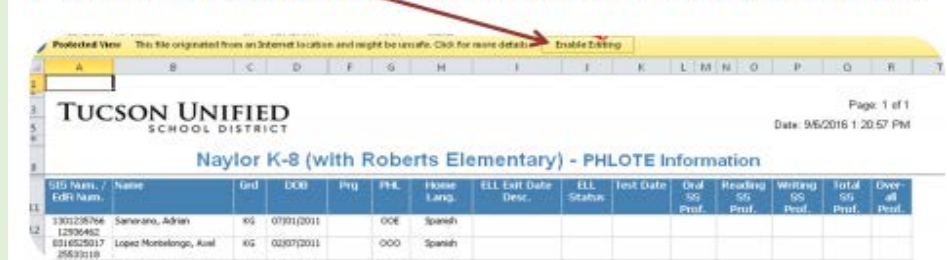
7. Click on the Data tab. Then highlight the cell "ELL Status" cell. Finally, click on filter.
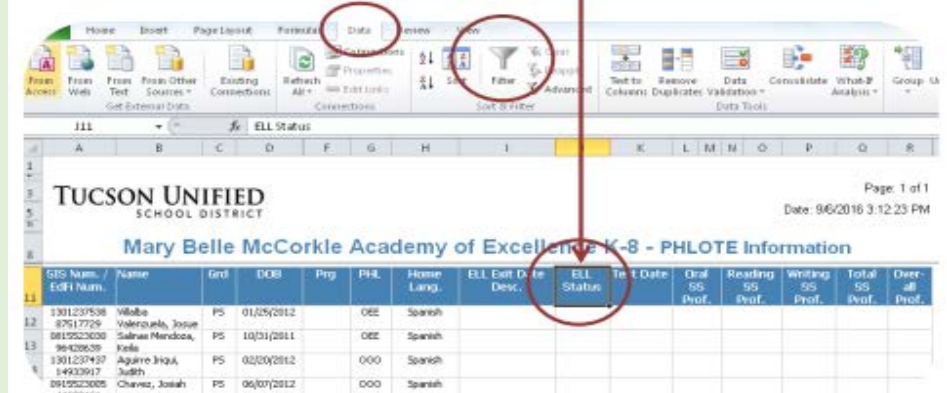
8. The filter buttons appear. Click on the button under ELL Status and uncheck the IFEP and R-FEP. Then click ok.

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

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SIS Num. / EdFi Num.	Name DOB	Grade	Teacher / Designation	STU PRG	PHL LTH	EE	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 D.O.B	KG	Teacher SEI	SEI-2HR	Arabic OEO English	N	ELL	08/14/2019				203 PEE	PEE
0123456789 / 12345678	Last Name, First Name D.O.B	KG	Teacher Bilingual		Arabic OOO Arabic	N	I-FEP	08/13/2019				262 P	P
0123456789 / 12345678	Last Name, First Name D.O.B	KG	Teacher		Spanish OEO English	N							
0123456789 / 12345678	Last Name, First Name D.O.B	1	Teacher Bilingual	Waiver-1	Spanish OOO Spanish	N	ELL	8/15/2019	246 I	232 I	269 P	2378 I	I
0123456789 / 12345678	Last Name, First Name D.O.B	1	Teacher SEI	SEI-2HR	Spanish OOO Spanish	N	ELL	02/25/2019	222 PEB	220 PEB	231 I	2268 B	B
0123456789 / 12345678	Last Name, First Name D.O.B	1	Teacher		Spanish OOO English	N	R-FEP	02/26/2019	300 P	266 P	262 P	2383 P	P
0123456789 / 12345678	Last Name, First Name D.O.B	2	Teacher LIEL (Pull-Out)	LIEL (Pull-Out)	Spanish OOO English	N	ELL	08/18/2017	232 I	207 PEB	203 PEB	2390 PEE	PEE
0123456789 / 12345678	Last Name, First Name D.O.B	2	Teacher	PW-ELL	Spanish OOO Spanish	N	*PAR-WD	03/05/2018	226 PEB	220 PEB	182 PEB	2255 B	B
0123456789 / 12345678	Last Name, First Name D.O.B	3	Teacher		Spanish OOO Spanish	N	R-FEP	03/05/2018	281 P	302 P	301 P	2485 P	P
0123456789 / 12345678	Last Name, First Name D.O.B	4	Teacher		Spanish OOO Spanish	Y	*R-IEP	02/07/2019	225 PEB	258 P	272 P	2461 I	I
0123456789 / 12345678	Last Name, First Name D.O.B	5	Teacher		Spanish OOO Spanish	N	R-FEP	03/03/2017	283 P	273 P	400 P	2515 P	P

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/Waiver 2**= Receiving Participation for Placement in a Bilingual (Two Way Dual Language=TWDL) Class
   - **PW-ELL**= Student is Withdrawn from ELD services by Parent Request
6. **PHL**= Primary Home Language Other Than English & 3 Language Question Responses
   - **E= English**
   - **O= Language Other Than English**
7. **EE**= Exceptional Ed. (Yes or No)
8. **ELL Status**= Student Status
   - **Blank**= Awaiting 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 Resent 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 (Overrides 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

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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)

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Assessment

- PHLOTE Questions Flag Students to be Assessed
- AZELLA is administered

Sample AZELLA Report

Student Report

AZELLA
Arizona English Language Learner Assessment Placement

Diane Douglas
Superintendent of Public Instruction

Reporting Date: 99/99/9999   (Cycle 07)

How did FIRSTNA perform on the English Language Learner Assessment?

Student Proficiency and EL Designation

OVERALL PROFICIENCY LEVEL

☐ **Proficient** students consistently understand social and academic English and can generate sentences, using a variety of grammatical structures. They read, comprehend, and summarize information in grade-level text. These students write three- to five-sentence paragraphs, using grade-level vocabulary and a variety of sentence structures. Student is not eligible for ELL services.

☐ **Intermediate** students have a moderate understanding of social and academic English and can respond using a variety of simple sentences. They comprehend key details and main ideas of text read aloud to them. They have limited ability to decode and comprehend text read independently. They use basic vocabulary to write simple sentences. Student is eligible for ELL services.

☑ **Basic** students have a limited understanding of social and academic English and can respond using isolated words and simple phrases. They inconsistently comprehend key details and main ideas of text red aloud. These students have minimal ability to independently decode and comprehend text. they have minimal ability to write words, phrases, or simple sentences. Student is eligible for ELL services.

☐ **Pre-Emergent / Emergent** students have an extremely limited and inconsistent understanding of social and academic English. With instructional/environmental support, these students can formulate simple phrases and sentences orally and in writing. Student is eligible for ELL services.

Student Demographic Information

Student:	LASTNAME, FIRSTNA
SAIS ID#:	12345678
Birth Date:	99/99/9999
Test Date:	99/99/9999
Grade:	99
Dist-Sch #:	999999 - 999999
School Name:	Sample Elementary School
District Name:	Sample Unified School

Score Report

*A determination of Proficient on AZELLA requires a Proficient Score on the Reading and Writing Domain Scores as well as a Proficient Score on the Total Combined Score.

	Scale Score	Pre-Emergent / Emergent	Basic	Intermediate	Proficient
*Total Combined	2313	██████████			

		Scale Score	Pre-Emergent / Emergent / Basic	Intermediate	Proficient
Domain Scores	*Reading	216	████████		
	*Writing	209	████████		
	Listening	252	██████		
	Speaking	206	█████		
Additional Scores	Language (Conventions/Vocabulary)	214	██████		
	Oral (Listening/Speaking)	228	█████		
	Comprehension (Reading/Listening)	229	█████		

Student Score Information

mmddyy-Z0000001-000000000000000000-0000001

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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
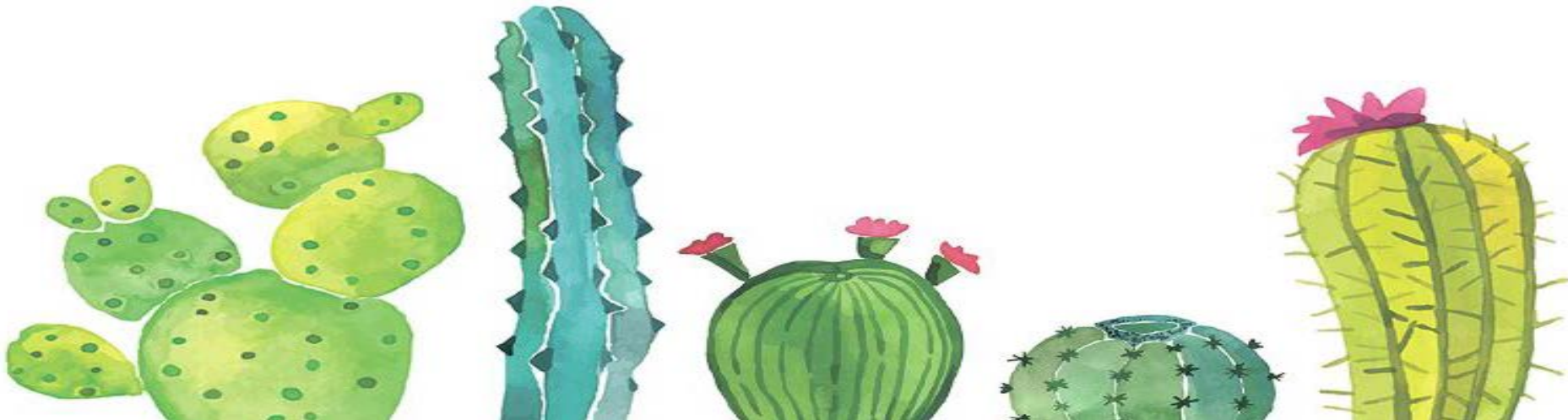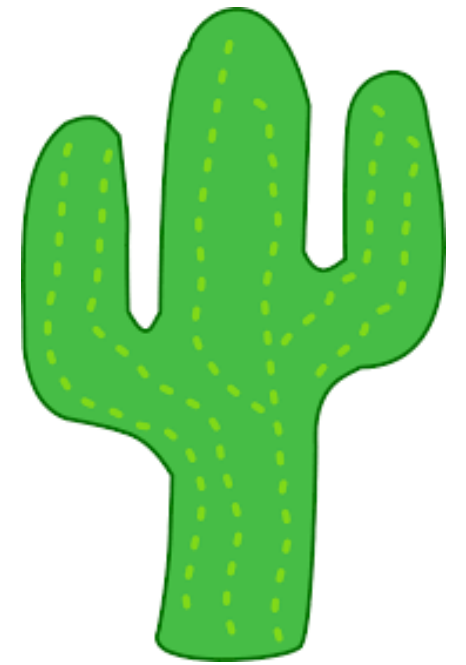
001685

Placing Students Appropriately

Each school has designated program classes

Language Programs in TUSD
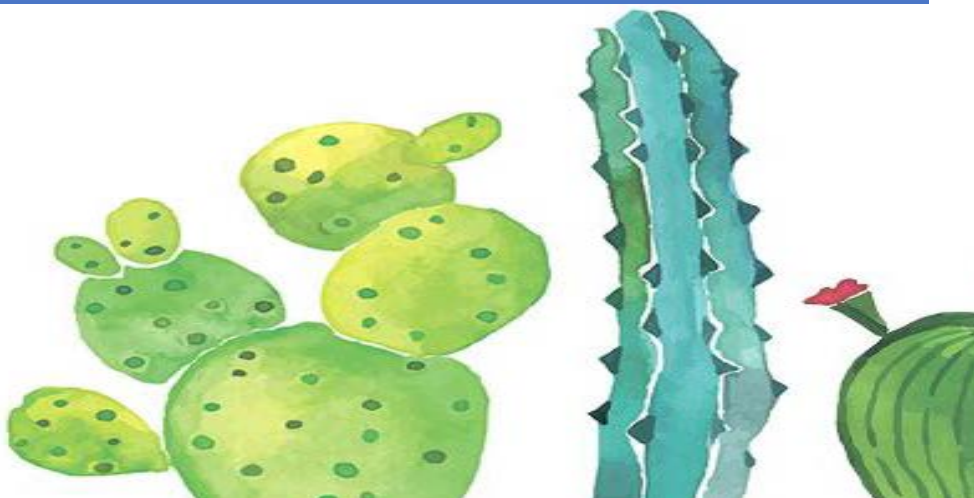
- **For all ELLs at the Elementary Level**

- 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)

001687

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

Tucson Unified School District
TUSD *Celebrate the US!*

2020-2021 School Year
Language Acquisition Department
Elementary SEI/LIEL/TWDL Models

School Name:	Principal:	Date:

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

K					
1st					
2nd					
3rd					
4th					
5th					

ELD Itinerant or Resource Teacher:

Reminder: Place all ELs in a critical mass in 1 designated classroom by grade level in order to facilitate grade level collaboration 001688

LIEL Exceptional Ed.:

Documentation and Maintaining Required Forms

What needs to be in the PHLOTE Student's CUM folder?

Documentation and File Compliance for <mark>PHLOTE</mark> 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)

PHLOTE Documentation

❖ *I*ndividual *L*anguage *L*earner *P*lan 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)

001690

❖ English Language Learner Program Withdrawal by Special Education Criteria **Not available to process as of**

School Checklist for Compliance with PHLOTE Documentation

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 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, SELP, and/or AZELLA)*
	Copy of Permission to *Assess Student with AZELLA (if applicable)*
K 1 2 3 4 5 6 7 8 9 10 11 12	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, SELP, and/or AZELLA)*
	Copy of Permission to *Assess Student with AZELLA (if applicable)*
	Copy of Parent Notification for *Monitoring ELL's 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 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 (No longer required but may be in student file from previous status)*
	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, SELP, and/or AZELLA)*
	Copy of Parent Notification of *Student Achievement of English Proficiency*
	Two-Year Review From(s)
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of 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 (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, SELP, 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*
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of 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 (No longer required but may be in student file from previous status)*
	Copy of Withdrawal from *ELL Status by SPED Criteria Form*

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Compliance Documentation at a Glance

PHLOTE Student Status	**Compliance Forms**									Previous documentation to be left in file- Updating is not needed
	Registration Form (Print the online enrollment form. The original is preferred)	Home Language Survey (HLS) *	AZELLA Results	Parent Notification and Consent (PNC) *	Waiver Form for Bilingual Education (If applicable) *	Parent Request for Student Withdrawal from an English Language Learner Program *	Parent Notification of Achievement of English Language Proficiency	Permission to Assess with AZELLA (If applicable) *	Two-Year Review Form	
No Status	√	√								● ILLP Forms ● SPED Withdrawal ● ELLAR Letter ● WIC-UP ● Notification of Changes in Available Services for English Learners who Currently Have an Approved Parent Request for Student Withdrawal from EL Services
I-FEP	√	√	√					√		
ELL	√	√	√	√ (Current)	√ (only if they are in a TWDL Program) Must be valid			√		
***PAR-WD**	√	√	√	√		√				
R-FEP	√	√	√	√			√	√	√	
***R-IEP**	√	√	√	√						

*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

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The Student Registration and Home Language Survey Forms
are used to Identify and place PHLOTEstudents

PHLOTE Documentation

TUCSON UNIFIED SCHOOL DISTRICT

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: ☐Male ☐Female	Age:

2. Language

What language do people speak in the home *most* of the time? ☐English ☐Spanish ☐Other _____

What language does the student speak *most* of the time? ☐English ☐Spanish ☐Other _____

What language did the student first speak or understand? ☐English ☐Spanish ☐Other _____

Hispanic/Latino: ☐Yes ☐No | ☐Black/African American ☐White ☐Native Hawaiian/Pacific Islander | ☐Black/African American ☐White Native Hawaiian/Pacific Islander ☐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

Relationship: ☐Mother ☐Father ☐ Legal Guardian | Interpreter needed? ☐Yes ☐No If yes, which language?

Last Name:	First Name:	Home Phone:	Cell Phone:	Work Phone:

Military: ☐Active ☐Reserve Start Date: _____ End Date: _____

Arizona Department of Education

Office of English Language Acquisition Services

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_____ 001693

District or Charter_____

Sample AZELLA Report

Student Report

AZELLA
Arizona English Language Learner Assessment
Placement

Diane Douglas
Superintendent of Public Instruction

Reporting Date: 99/99/9999   (Cycle 07)

How did FIRSTNA perform on the English Language Learner Assessment?

OVERALL PROFICIENCY LEVEL

☐ **Proficient** students consistently understand social and academic English and can generate sentences, using a variety of grammatical structures. They read, comprehend, and summarize information in grade-level text. These students write three- to five-sentence paragraphs, using grade-level vocabulary and a variety of sentence structures. Student is not eligible for ELL services.

☐ **Intermediate** students have a moderate understanding of social and academic English and can respond using a variety of simple sentences. They comprehend key details and main ideas of text read aloud to them. They have limited ability to decode and comprehend text read independently. They use basic vocabulary to write simple sentences.
Student is eligible for ELL services.

☑ **Basic** students have a limited understanding of social and academic English and can respond using isolated words and simple phrases. They inconsistently comprehend key details and main ideas of text red aloud. These students have minimal ability to independently decode and comprehend text. they have minimal ability to write words, phrases, or simple sentences.
Student is eligible for ELL services.

☐ **Pre-Emergent / Emergent** students have an extremely limited and inconsistent understanding of social and academic English. With instructional/environmental support, these students can formulate simple phrases and sentences orally and in writing. Student is eligible for ELL services.

Student: **LASTNAME, FIRSTNA**

SAIS ID#: **12345678**
Birth Date: **99/99/9999**
Test Date: **99/99/9999**
Grade: **99**
Dist-Sch #: **999999 - 999999**
School Name: **Sample Elementary School**
District Name: **Sample Unified School**

Score Report

*A determination of Proficient on AZELLA requires a Proficient Score on the Reading and Writing Domain Scores as well as a Proficient Score on the Total Combined Score.

	Scale Score	Pre-Emergent / Emergent	Basic	Intermediate	Proficient
*Total Combined	2313				

		Scale Score	Pre-Emergent / Emergent / Basic	Intermediate	Proficient
Domain Scores	*Reading	216			
	*Writing	209			
	Listening	252			
	Speaking	206			
Additional Scores	Language (Conventions/Vocabulary)	214			
	Oral (Listening/Speaking)	228			
	Comprehension (Reading/Listening)	229			

mmddyy-Z0000001-0000000000000000000-0000001

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

001694

Parental Notification and Consent Form

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

Your student has been placed into the following English learner program (see the attached LEA program description as defined by A.R.S. § 15-751 through § 15-753):

_____ Structured English Immersion (SEI) Pull-Out Model = LIEL in TUSD
_____ Structured English Immersion (SEI) Two-Hour Model
_____ Structured English Immersion (SEI) Newcomer Model
_____ 50-50 Dual Language Immersion (DLI) Model = N/A in TUSD
_____ Bilingual with Waiver 1, 2, or 3 (Bilingual Parental Waiver Request Application is required) = TWDL in TUSD

- 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.

PHLOTE
Documentation

001695

Bilingual Parent Waiver Request Application

- 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

PHLOTE Documentation

Arizona Department of Education
Office of English Language Acquisition Services

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. §15-753. Parent/Guardian of an English learner must complete this application annually per A.R.S. §15-752.

District Name	School Name	SSID
Parent/Guardian Last Name	First Name	
Student's Last Name	First Name	Middle Initial
Address		
City	State Arizona	Zip Code
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 Structured 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.

I understand that I must apply for this waiver on an annual basis. I was fully informed of my right to refuse to agree to this waiver.

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

be kept on file by the LEA. Revised 05-2020)

Instruction
2-0753 • www.azed.gov/oelas

☐ Application Granted

☐ Application Rejected

001696

| 0123456789 / 12345678 | Last Name, First Name D.O.B | KG | Teacher Bilingual | | Arabic OOO Arabic | N | I-FEP | 08/13/2019 | | | | 262 P | P |
| 0123456789 / 12345678 | Last Name, First Name D.O.B | 1 | Teacher Bilingual | Waiver-1 | Spanish OOO Spanish | N | ELL | 8/15/2019 | 246 I | 232 I | 269 P | 2378 I | I |

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.

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.

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

Arizona Department of Education
Office of English Language Acquisition Services

Parent Request for Student Withdrawal from an English Learner Program

Student Name_____
Last Name   First Name   M.I.

SSID   District Student ID   School   Grade

As the parent/guardian of the student named above, I am exercising my right to request that my student be removed from his/her designated English learner program (Structured English Immersion, 50-50 Dual Language Immersion, or Bilingual with Waiver). I have discussed any alternative educational options with my student's teacher and/or principal, and I am requesting that the student be placed in a mainstream, non-English learner classroom. It is my belief that this course of instruction is better suited for my student's needs and therefore, I consent to a mainstream classroom placement. While I have withdrawn my student from English learner services, I understand that his/her progress in English language acquisition will continue to be monitored and assessed with the Arizona English Language Learner Assessment (AZELLA) until an Overall Proficiency Level of "Proficient" is attained.

_____
Signature of Parent/Guardian   Date

ESSA § 1112(e)(3)(A)

FOR OFFICE USE ONLY

Current Arizona English Language Learner Assessment (AZELLA) Proficiency Levels:

Reading_____ Writing_____ Total Combined_____

By signing, I acknowledge that I have discussed the alternative educational options with the parent/guardian, and I agree to place the student according to the parent/guardian's wishes.

_____
Signature of Principal   Date

This form should be placed in the student's cumulative folder. (Revised 05-2020)

Kathy Hoffman, Superintendent of Public Instruction
1535 West Jefferson Street • Phoenix, Arizona 85007 • (602) 542-0753 • www.azed.gov/oelas

001698

SAMPLE

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

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.   001700

AZELLA Placement Test Referral Form

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 Home Language Survey, 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 Home Language Survey
☐ 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/AzM2 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.

(Grades 3-12) **FY2019** AzMERIT ELA: ☐ Partially Proficient   ☐ Proficient   ☐ Highly Proficient

Prior School Year:

End-of-year Student's School Report Card Grades: English Language Arts _____   Reading _____

End-of-year (last quarter) **District** ELA and Reading assessment data:
Date: _____ Result: _____ Name of District Assessment: _____
Date: _____ Result: _____ Name of District Assessment: _____

AZELLA Placement Test Referral Form – Moving from Mainstream to EL Services   June 2019   Page 1 of 2

End-of-year (last quarter) **School/Class** ELA and Reading assessment data:
Date: _____ Result: _____ Name of Assessment: _____
Date: _____ Result: _____ Name of Assessment: _____

Other assessment data:
_____
_____

☐ Student is currently performing below his/her English-only peers in the mainstream classroom.
Justification for referral:
_____
_____
_____
_____
_____
_____

Signatures are required prior to administering the AZELLA Placement Test.

The AZELLA Placement Test must be administered and the parent(s) notified of the results within 2 calendar weeks from the date parent(s) signed this form.

_____   _____
Signature of Parent(s)/Guardian(s)   Date

_____   _____
Signature of Referring Teacher   Date

_____   _____
Signature of District EL Coordinator   Date

_____   _____
Signature of AZELLA District Test Coordinator   Date

_____   _____
(If applicable) Signature of Special Education Director or IEP Team Representative   Date

For questions regarding this form, please contact the AZELLA Team at the Arizona Department of Education.

This form must be made available to the Arizona Department of Education upon request.

Place this completed form in the student's cumulative file.

001701

AZELLA Placement Test Referral Form – Moving from Mainstream to EL Services   June 2019   Page 2 of 2

- 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

PHLOTE Documentation

- 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

State of Arizona
Department of Education

Office of English Language Acquisition Services

Two-Year Monitoring Form for Fluent English Proficient Students

Student Name _____

SSID Number _____

Date Reclassified _____

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					

	Year 1	Year 2
Other criteria used for monitoring the FEP student. Classroom teacher comments.		

Student is eligible for Compensatory Instruction _____ Year 1 _____ Year 2

Monitor's Signature - Year 1 _____ Date: _____

Monitor's Signature - Year 2 _____ Date: _____

(Revised 05-2019)

Office of English Language Acquisition Services

1535 West Jefferson Street, Phoenix, Arizona 85007 • (602) 542-0753 • www.azed.gov/oelas

001702

Compliance Documentation at a Glance

Compliance Forms	Registration Form (Print the online enrollment form. The original is preferred)	Home Language Survey (HLS) *	AZELLA Results	Parent Notification and Consent (PNC) *	Waiver Form for Bilingual Education (If applicable) *	Parent Request for Student Withdrawal from an English Language Learner Program *	Parent Notification of Achievement of English Language Proficiency	Permission to Assess with AZELLA (If applicable) *	Two-Year Review Form	Previous documentation to be left in file- Updating is not needed
PHLOTE Student Status										
No Status	√	√								• ILLP Forms • SPED Withdrawal • ELLAR Letter • WIC-UP • Notification of Changes in Available Services for English Learners who Currently Have an Approved Parent Request for Student Withdrawal from EL Services
I-FEP	√	√	√					√		
ELL	√	√	√	√ (Current)	√ (only if they are in a TWDL Program) Must be valid			√		
*PAR-WD	√	√	√	√		√				
R-FEP	√	√	√	√			√	√	√	
*R-IEP	√	√	√	√						

*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

001703

Reclassified Fluent English Proficient (R-IEP)

❖ 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

TUSD

LANGUAGE ACQUISITION DEPARTMENT
TUCSON UNIFIED SCHOOL DISTRICT
2025 E. Winsett St/LIRC Building
Tucson, AZ 85719
Phone: (520) 225-4600 Fax: (520) 225-4668

IEP Team Determination: Discontinuation of English Language Learner Services

Student's Last Name _____ First Name _____ Matric _____

School _____ Grade _____ EE Category _____ Date of Meeting _____

The MET/IEP team considered the impact of this student's disability on his/her ability to attain English language proficiency on the AZELLA and has determined that the student's disability is the primary education focus for intervention. Therefore, the student will be excluded from any further English Language Learner (ELL) services and AZELLA assessment due to one of the following reasons:

☐ The nature of the handicapping condition will prevent the student from making reasonable progress and/or reclassifying as proficient on AZELLA. Please Specify:

_____

OR

☐ The MET/IEP team has confirmed that the student has received at least three years of ELD instruction and/or that the student's three most recent AZELLA assessments, as documented below, indicate no consistent pattern of improvement.

AZELLA Date	Oral (Listening/Speaking)			Reading			Writing			Overall			
	Performance Level			Performance Level			Performance Level			Overall Performance Level			
	PEB	I	P	PEB	I	P	PEB	I	P	PEE	B	I	P
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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

☐ Other – Please Specify_____ 001704

PHLOTE Documentation

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! 001705
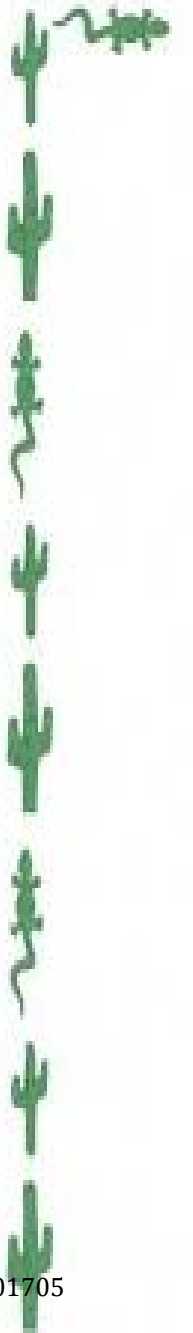
For More Support Contact Us!

Language Acquisition Department

Curriculum and Instruction Division

520-225-4600

Language Assessment Coordinator Site Assignments

Updated May 2021

Charlotte		Lisa
Banks	Cholla HS	Cavett
Blenman	Doolen MS	Cragin
Bloom	Gridley MS	Davidson
Bonillas	Innovation Tech	Dietz (K-8)
Booth/Fickett (K-8)	Magee MS	Hollinger (K-8)
Borman	Mansfeld MS	Howell
Borton	Pueblo HS	Johnson (K-2)
Carrillo	Santa Rita HS	Kellond
Collier		Lawrence (3-8)
Davis		Lineweaver
Drachman		Maldonado
Dunham		Maxwell (K-8)
Erickson		McCorkle (K-8)
Ford		Miles
Fruchthendler	**Alternative Schools**	Mission View
Gale	Mary Meredith (K-12)	Myers-Ganoung
Grijalva	**Lisa**	Oyama
Henry	Catalina HS	Pueblo Gardens (K-8)
Holladay	Dodge MS	Robins (K-8)
Hudlow	Palo Verde HS	Roskruge (K-8)
Hughes	Pistor MS	Safford (K-8)
Lynn-Urquides	Rincon HS	Sewell
Manzo	Sabino HS	Tolson
Marshall	Sahuaro HS	Tully
Miller	Secrist MS	Wheeler
Ochoa	Tucson HS	White
Roberts/Naylor (K-8)	University HS	Wright
Robison	Utterback MS	
Rose (K-8)	Vail MS	**Alternative Schools**
Soleng Tom	Valencia MS	**Alternative 2 (TAPP)**
Steele	Wakefield MS	C.O.L.E
Van Buskirk		**Project MORE**
Vesey		SW Alternative
Warren		**TUVA**
Whitmore		Private Schools

For Questions Regarding AZELLA Testing

Charlotte Almazán, Language Assessment Coordinator-charlotte.almazan@tusd1.org

Lisa Sofias Language Assessment Coordinator-lisa.sofias@tusd1.org

001707

2021-22 School Assignments for LAD Specialists
ELEMENTARY SPECIALISTS (K-5)

LAD Is Here To Support!

	Catherine.Espinoza2@tusd1.org	Marisa.Pargas@tusd1.org	Sonia.Dunscombe@tusd1.org	Cruz.Herrera@tusd1.org
1.	Booth-Fickett	Blenman	Banks	Bonillas
2.	Borman	Collier	(DL) Bloom	Borton
3.	Cavett	Cragin	Carrillo	Erickson
4.	Davidson	Dietz	Drachman	Fruchthendler
5.	(DL) Davis	(DL) Grijalva	Ford	Henry
6.	Dunham	Hudlow	Holladay	(DL) Hollinger
7.	Gale	Miles	Johnson	Hughes
8.	Howell	Myers-Ganoung	Kellond	(DL) McCorkle
9.	Lineweaver	Ochoa	Lawrence	(DL) Mission View
10.	Lynn-Urquides	Oyama	Maldonado	(DL) Roskruge
11.	Marshall	Robins	Manzo	Safford
12.	Maxwell	Steele	Miller	Tully
13.	Pueblo Gardens	Sewell	Robison	Warren
14.	Roberts/Naylor	Tolson	Soleng Tom	Whitmore
15.	Rose (K-5)	Wheeler	Vesey	Wright
16.	(DL) Van Buskirk	(DL) White		
17.		TUVA		

001708

2021-2022 School Assignments for LAD Specialists
SECONDARY SPECIALISTS

	Jean	Maritza	Ben
1.	Cholla HS	Borman 6-8	Catalina HS
2.	Dietz 6-8	C.E. Rose 6-8	Doolen MS
3.	Dodge MS	Drachman 6-8	Mansfeld MS
4.	Fickett 6-8	Hollinger 6-8	Naylor 6-8
5.	Gridley MS	Lawrence 4-8	Pueblo HS (with Jean)
6.	Innovations HS	McCorkle 6-8	Rincon HS
7.	Magee MS	Miles 6-8	Tucson HS
8.	Mary Meredith 6-12	Morgan Maxwell 6-8	
9.	Palo Verde HS	Pistor MS	
10.	Project MORE HS	Pueblo Gardens 6-8	
11.	Pueblo HS (with Ben)	Robins 6-8	
12.	Sabino HS	Roskruge 6-8	
13.	Sahuaro HS	Safford 6-8	
14.	Santa Rita HS	Utterback MS	
15.	Secrist MS	Valencia MS	
16.	TAP HS	Wakefield 6-7	
17.	TUVA		
18.	Vail MS		
	Jean.DAndrea@tusd1.org	Maritza.Mazon@tusd1.org	Benjamin.Kowalski@tusd1.org

001709

Additional Support for TWDL Program Schools

2021-22 School Assignments for

Two-Way Dual Language Itinerant Teachers

Liz DL Itinerant	Maria DL Itinerant	Irina	Lourdes
Elizabeth.EscarcegaTapia@tusd1.org	Maria.JimenezBaca@tusd1.org	Irina.gomez@tusd1.org	Lourdes.vidrio@tusd1.org
Hollinger (6-8)	Bloom	Grijalva	Davis
Mc Corkle (6-8)	Mission View	Hollinger (K-5)	Mc Corkle (K-5)
Pistor	Roskruge (K-5)	White	Van Buskirk
Pueblo			
Roskruge (6-8)			

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)](#)

Language Acquisition

Language Acquisition | 2025 E. Winsett, Tucson, AZ 85719 | (520) 225-4600

Forms

Bilingual Education Waiver Application (in PDF)
English | Spanish

Home Language Survey Form (in PDF)
English | Spanish

Registration Form (in PDF)
You can fill out registration forms at the school or print them here to turn into the school.
English | Arabic | Kirundi | Kiswahili | Somali | Spanish

Forms available on the TUSD Intranet - Dept. Websites - Language Acquisition - ELL Forms & Letters
- **2 Year Review Form**
- **IEP Team Determination: Discontinuation of English Language Learner Services** (English & Spanish)
- **ILLP Form (Elementary, Middle & High School)** (English & Spanish)
- **Parental Notification and Consent Form for Student Placement in an ELL Program** (English & Spanish)
- **Parental Notification of Student Achievement of English Proficiency** (English & Spanish)
- **School Checklist for Compliance with PHLOTE Documentation**
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LENGUAJE DUAL DE DOBLE VÍA
DUAL
TWO-WAY DUAL LANGUAGE

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