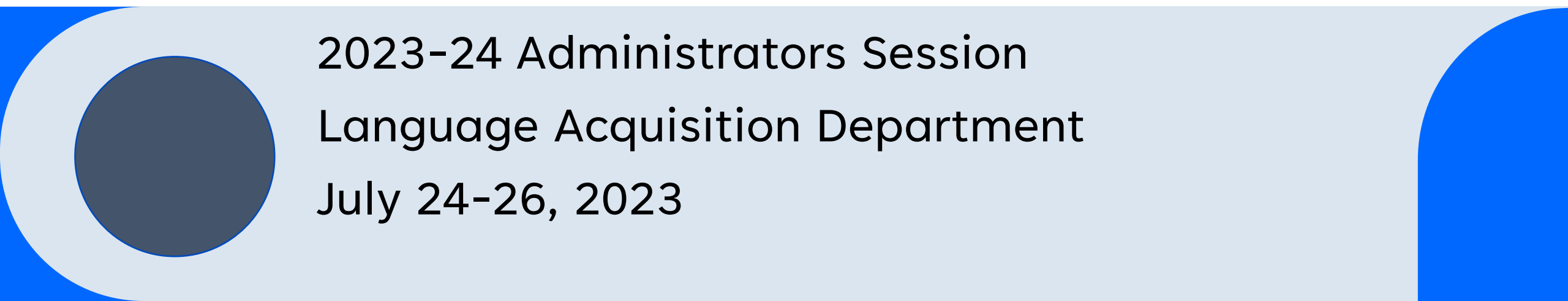




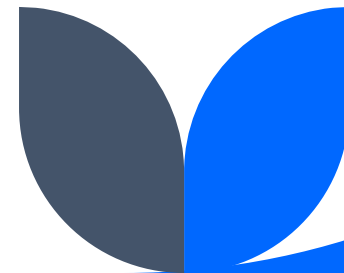
# **Policies, Procedures and Best Practices for Language Learners**



2023-24 Administrators Session  
Language Acquisition Department  
July 24-26, 2023

# Agenda

- Introduction/Overview
- Primary Goals
  - ADE and Federal Requirements
    - Language Program Guidebook
    - Attestations- Beginning, Middle and End of Year
- LAD Support Team
- Meaningful Access



# Introduction



## Mission

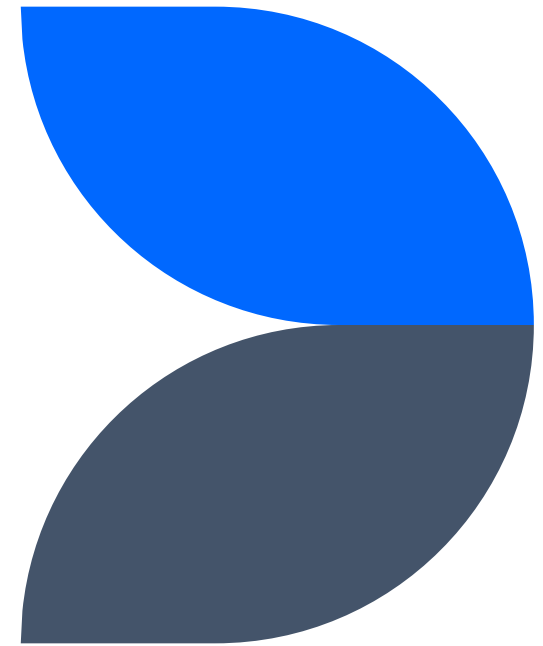
The Language Acquisition Department seeks to create a culture of support in the Tucson Unified School district that ensures English Language Learners in every school are guaranteed a high quality and equitable education.

The overall goals of the Language Acquisition Department are to provide support and resources so that:

- English Language Learners participate fully in our district-wide academic initiatives.
- English Language Learners acquire English and content at an accelerated pace.
- English Language Learners are prepared to meet rigorous promotion and graduation requirements

# Primary goals

Ensure TUSD meets state, federal,  
and district policies/procedures  
for language learners



# How do we do this...

We ensure:

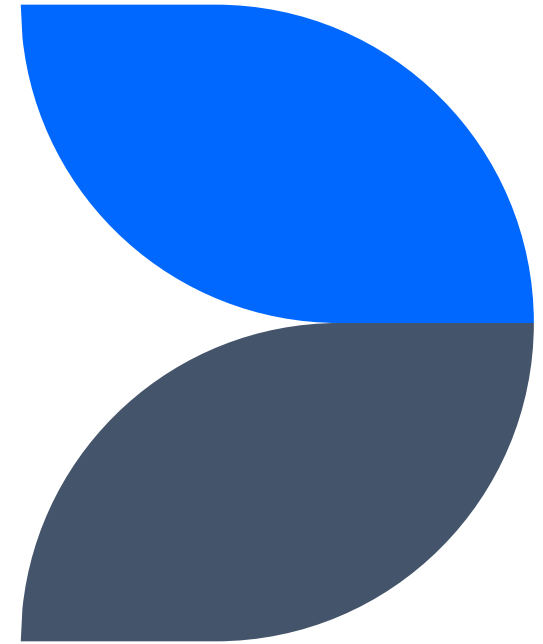
- All TUSD schools implement the state models for language learners. (The Arizona LDA\* Model)
- That all federal law surrounding language learners is in place, for example, that parents are informed and notified of their child's program and progress.

We monitor:

- EL student placement, assessment, documentation as well as EL language and academic progress.
- Program efficacy.

These procedures and practices ensure the district receives funding for all ELs who receive services.

\* Language Development Approach



# The Essential Procedures

As a result of state and federal law, the following procedures are in place.

## Identification

- Enrollment Form-3 language questions
- Home Language Survey (HLS) **Place initial HLS (paper) in Cum form into Synergy**

## Assessment

- AZELLA

## Placement

### Placed in a designated classroom

- Structured English Immersion (SEI)
- Low Incidence English Learner (LIEL)
- Two-Way Dual Language Program (TWDL)
- Newcomer Program (At secondary only)

**Parents must be notified within 30 days of enrollment at the start of the school year thereafter within 2 weeks on enrollment. The completed *Parent Notification and Consent form* must be signed by the parent and placed in the CUM**

## Reassessment Reclassification

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

# Tools to help keep administrators on track

## Attestations (see hand-outs):

- Beginning of the year - Focus is on informing Parents and ensuring proper documentation is completed by the school and students are tested and placed appropriately
- Middle of the Year - Focus is on continued follow-up on new PHLOTE students and adherence to ELD assessments to monitor progress
- End of the Year - Focus is on 2-yr Reviews, Informing parents for the following year and completing assessments

# Where to find the Language Program Guidebook

Go to TUSD 1. org, Staff tab, Department Links, Language Acquisition link then click on TUSD-Language Program Guidebook

The screenshot shows a SharePoint website interface. At the top, there is a navigation bar with a search box and a menu. Below the navigation bar, there are three main content tiles: "English Language Development (ELD/SEI)", "World Languages", and "Meaningful Access". Below these tiles, there is a section titled "2023 Language Learning Symposium May 30-June 2, 2023". This section contains several items: a poster for the "Past Present Future" symposium, a "Panel of Past, Present, Future..." with a photo of speakers, a "Keynote Speaker: Dr. Carmen..." with a photo of Dr. Carmen, and a "2023 Language Learning Symposium OneNote" with a "Learn more" link. On the right side of the page, there is a list of resources, with the first item, "TUSD-Language-Programs-Guidebook", highlighted in yellow. Other items in the list include "ELD Curriculum", "ELL's Student Success Plan (SSP) Interventions", "Assessment Guidelines SY 22-23.docx", "Compliance Timelines for Principals", "ELL Forms and Letters", "Office of Civil Rights (OCR)", "Language & Learning Symposium Videos", and "LAD Professional Development".



BEGINNING OF YEAR PHLOTE CHECKLIST & ATTESTATION *for Principals*  
July-August

Link to [Language Program Guidebook](#)

Staff designated to ensure PHLOTE file compliance: \_\_\_\_\_

Staff designated as AZELLA Testing Coordinator/Tester: \_\_\_\_\_

**New District Enrollments:**

- Parent fills out *Home Language Survey (HLS)*. [Home Language Survey / Home Language Survey - Spanish](#)
- Designated office staff marks HLS/PHLOTE box and [upload in Synergy](#) on Documents page.
- Designated office staff [places a hard copy of the Enrollment Form and the initial completed Home Language Survey \(HLS\)](#) in a designated PHLOTE folder in the student's Cumulative folder.

Please ensure the following:

- Home Language Survey (HLS)
  - The language questions on the HLS match the language questions on the enrollment form.
  - The parent signs and dates the HLS within **30 days** of the first day of school (or within 2 weeks if enrolling after first day of school).

Please note - HLS is for new to district students only. (Not to be done annually)

- PHLOTE Students - Students who have a language other than English as determined by the HLS and enrollment form must be assessed with AZELLA within **30 days** of the first day of the school year or within 2 weeks of enrollment thereafter.

**Program Placement**

- All new and continuing ELs and Dual Label Ex. Ed students must be placed in an SEI or LIEL Program for English Language Development (ELD) unless they have withdrawn from EL services.
- In addition, ELs and Dual Label Ex. Ed students may be placed in a **TWDL program** if requested by the parent with an approved *Bilingual Parent Waiver Request Application*. [Bilingual Parental Waiver Request Application / Bilingual Program Waiver Request Form - Spanish](#)
  - Submit an approved waiver to the Language Acquisition Department, ensuring that all signatures reflect the appropriate school year.
  - Parent signature must be prior to principal signature.
  - The approved waiver must be entered in the TWDL TEAMS area before the student is placed in the TWDL program. Dual Label (Ex. Ed and EL): Review all dual label students for appropriate placement.
- Designations - The Language Acquisition Department (LAD) will enter individual teacher (at Elementary) or class (at secondary) program designation (SEI, LIEL (Pull-out), TWDL (BEP) in Synergy.

### Parent Notifications:

- [Print](#) the *Parent Notification and Consent of Placement in an EL Program* form (PNC) and the [TUSD Language Education Program Policy and Program Options Brochure](#) (available on the Language Acquisition Department web page in various languages). [Parental Notification and Consent Form / Parental Notification and Consent Form - Spanish](#)
- [Send a copy](#) of these two items to every EL student's home within 30 calendar days of enrollment for a parent signature on the PNC or 2 weeks of their enrollment thereafter.
  - If unable to obtain a signed PNC, three documented attempts must be made. Document by initialing and dating each attempt on the form. After the third attempt, place a copy of the form with documented attempts in the student's PHLOTE file in Cumulative folder.

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### District Adopted CORE Materials for Language Learners:

- Ensure the following CORE is being used:
  - At Elementary, *Cengage Reach* is the CORE used for English Language Development.
  - At grades 6-8, *Vista Get Ready* and *Bridges* are the CORE materials for ELD instruction.
  - At grades 9-12, *Vista Get Ready*, *Cengage Visions* and *EDGE* are the CORE materials for ELD instruction.
  - In TWDL programs at the Elementary Level, the CORE program for SLA (Spanish Language Arts) is *Benchmark/Adelante*.

### Formative and Summative Assessments:

- Please ensure designated SEI/ELD/TWDL teachers follow the district assessment calendar for formative and summative assessment which will inform instruction to monitor academic and language progress.
- The corresponding assessments are located on the School City Platform.

BEGINNING OF  
YEAR PHLOTE  
CHECKLIST &  
ATTESTATION

**BEGINNING OF YEAR PHLOTE CHECKLIST  
& ATTESTATION**

By signing below, I attest that all of the above documentation has been completed within the required timeline.

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_ School: \_\_\_\_\_

Regional Superintendent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Please submit this completed form to the Language Acquisition Department by October 6, 2023. It may be sent by district mail or scanned to Elizabeth Taggart at [Elizabeth.taggart@tusd1.org](mailto:Elizabeth.taggart@tusd1.org)**

**MIDDLE OF YEAR PHLOTE CHECKLIST & ATTESTATION** *for Principals*  
September-December

Link to [Language Program Guidebook](#) (review for specific timeframes)

Staff designated to ensure PHLOTE file compliance: \_\_\_\_\_

Staff designated as AZELLA Testing Coordinator/Tester: \_\_\_\_\_

**Beginning of year items required to continue through school year for qualifying students completed:**

- New Students-Parent fills out Home Language Survey (HLS).
- Mark HLS/PHLOTE box and upload in Synergy on Documents page.
- Monitoring/Verification of AZELLA Assessment and Placement in appropriate program.

**Summative and Formative Assessments:**

- **Elementary Cengage Reach:**
  - Administer Kindergarten mid-year assessment and review results to guide instruction.
  - Please ensure designated SEI/ELD/TWDL teachers follow the district assessment calendar for formative and summative assessment which will inform instruction to monitor academic and language progress. The corresponding assessments are located on the School City Platform.
  
- **Secondary ELD Benchmarks:**
  - Administer and enter results of Quarter 2 for all ELs in grades 6-12.
  - Please ensure designated SEI/ELD/TWDL teachers follow the district assessment calendar for formative and summative assessment which will inform instruction to monitor academic and language progress. The corresponding assessments are located on the School City Platform.

By signing below, I attest that all the above documentation has been completed within the required timeline.

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_ School: \_\_\_\_\_

Regional Superintendent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please submit this completed form to the Language Acquisition Department March 8, 2024. It may be sent by district mail or scanned to Elizabeth Taggart at [Elizabeth.taggart@tusd1.org](mailto:Elizabeth.taggart@tusd1.org)

END OF YEAR PHLOTE CHECKLIST & ATTESTATION *for Principals*  
February - May

Link to [Language Program Guidebook](#) (review for specific timeframes)

Staff designated to ensure PHLOTE file compliance: \_\_\_\_\_

Staff designated as AZELLA Testing Coordinator/Tester: \_\_\_\_\_

**Beginning of year items required to continue through school year for qualifying students completed:**

- New Students-Parent fills out Home Language Survey (HLS).
- Mark HLS/PHLOTE box and upload in Synergy on Documents page.
- Monitoring/Verification of AZELLA Assessment and Placement in appropriate program.

**AZELLA Reassessment:** Administer the AZELLA to all continuing ELs.

**Parent Meetings:**

- Schedule Title III meetings in conjunction with other school events, such as PTA, School Council meetings, Parent-Teacher Conferences, and Kinder Roundup.
- Invite parents of ELs to learn about language program options available in TUSD and about ways to support their child's learning.

**Two-Year Review Form with the Two-Year Review Attestation:**

- Have teachers complete, sign and date Two-Year Review forms for reclassified students and parent withdrawn EL students.
- Place signed forms in students' cumulative folders.
- Provide needed interventions for students according to forms.
- Principal signs Two Year Review attestation form.

**EL Materials:**

- Inventory and replenish as necessary any EL materials needed for next year.
- Submit any necessary order to the Language Acquisition Department.

**Summative and Formative Assessments:**

- **Elementary Cengage Reach:**

- Ensure that teachers administer the post-test for e-Assessment to all ELs in grades 1-5 who use *Reach*
- Ensure that teachers administer and hand score the Kinder *Cengage Reach* End-of-Year Test.
- Please ensure designated SEI/ELD/TWDL teachers follow the district assessment calendar for formative and summative assessment which will inform instruction to monitor academic and language progress. The corresponding assessments are located on the School City Platform.

- **Secondary ELD Quarterly Benchmarks:**

- Ensure that teachers administer and enter results of **Quarters 3 and 4 ELD** Benchmarks for ELs in grades 6-12. The corresponding assessments are located on the School City Platform.
- Ensure that ELD teachers review students' results to guide instruction.

END OF YEAR  
PHLOTE  
CHECKLIST &  
ATTESTATION

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**Parent Notification of Students Achievement of English Proficiency:**

- Upon receipt of AZELLA results, send a notice to parents whose child achieved English proficiency (Reclassified during Reassessment), using the Parent Notification of Student Achievement of English Proficiency form.

**Student Placement:**

- Ensure students are properly placed in ELD or TWDL for the following school year.
- Review and adjust placement of reclassified students, if needed.

By signing below, I attest that all the above documentation has been completed within the required timeline.

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_ School: \_\_\_\_\_

Regional Superintendent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please submit this completed form to the Language Acquisition Department May 24, 2024. It may be sent by district mail or scanned to Elizabeth Taggart at [Elizabeth.taggart@tusd1.org](mailto:Elizabeth.taggart@tusd1.org)



# LAD Provides

Professional Development

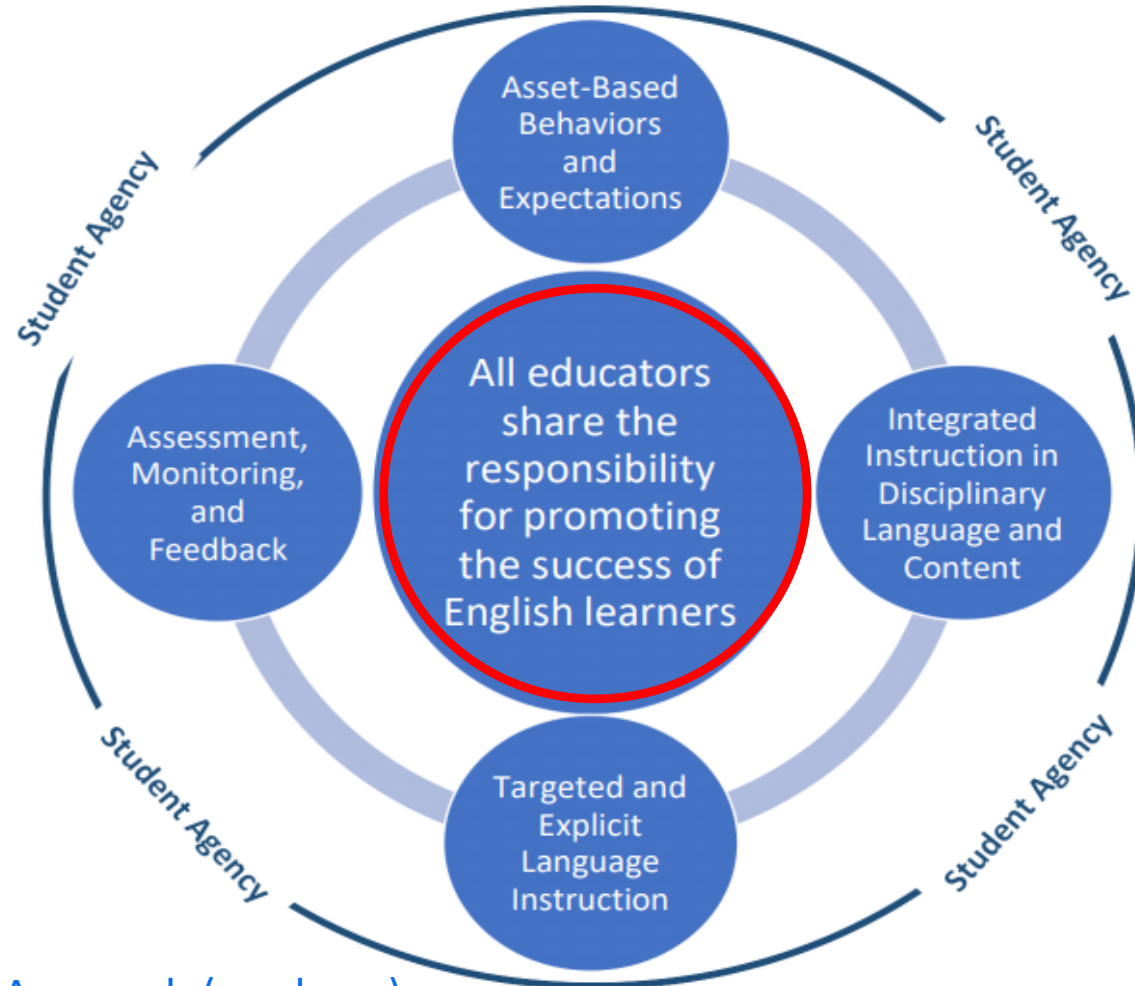
Program Development

Resource materials for Language  
Learners



# All Instruction for ELs must reflect the State LDA

ARIZONA'S LANGUAGE DEVELOPMENT APPROACH (The state's framework)

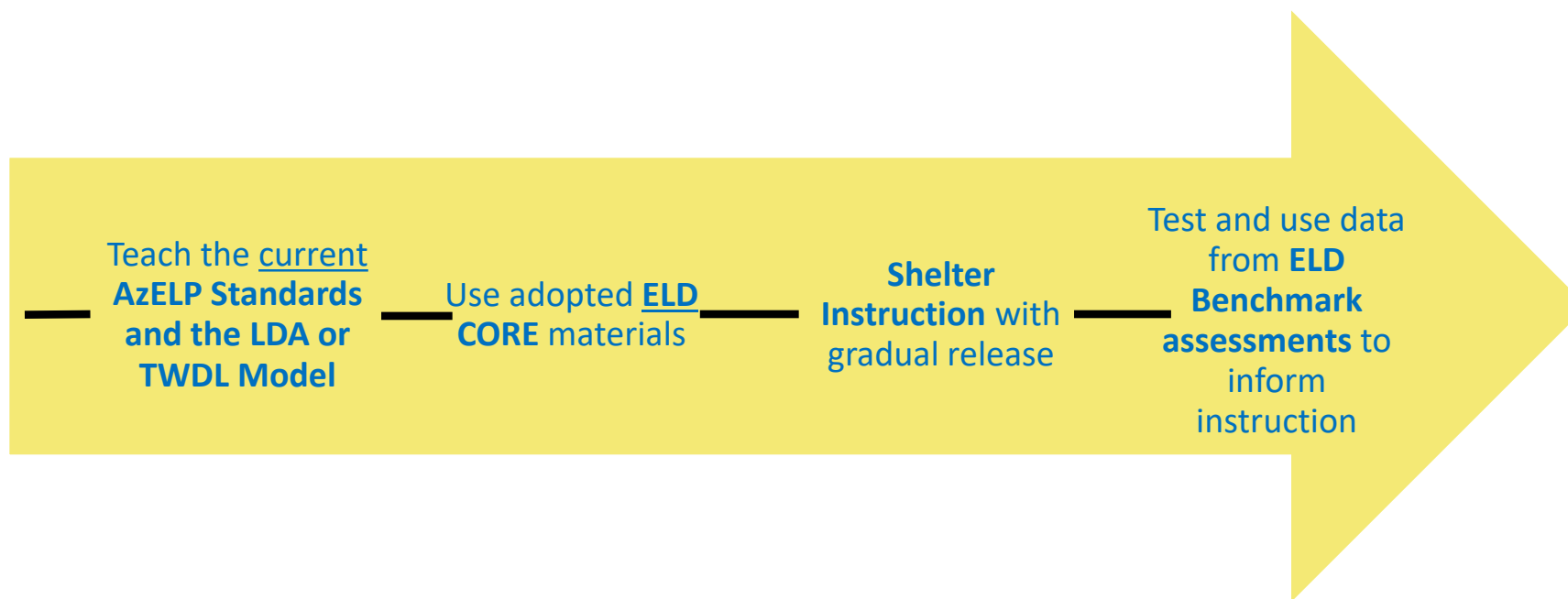


**ARIZONA DEPARTMENT  
OF EDUCATION**

[Arizona's Language Development Approach \(azed.gov\)](http://azed.gov)



# Road for ELD/SEI teachers to follow ...



**ELD CORE materials (Cengage REACH, VISTA and EDGE) are aligned to state AzELP and Core Standards for ELA)**

Teachers are teaching **Listening Speaking Reading and Writing** and working to **ensure content is meaningful**

# District Resources & Tools

District Adopted Materials for English Language Development (LSRW)

## **Cengage:**

- **REACH-K-5**
- **Vista-6-12**
- **Edge- 9-12**

**Imagine Learning-** for selected Elementary schools

**Rosetta Stone-** For Pre-emergent, emergent and basic ELLs at grades 6-12

**Ongoing Professional development on all aspects of TUSD's Language Programs**



# New Middle School ELD Curriculum Materials

ELD 1 (Pre-Emergent/Emergent) – Vista *Get Ready!* 6-8

ELD 2 (Basic) – Vista *Bridges A*

ELD 3 (Intermediate) – Vista *Bridges B*

ELD 4 (High Intermediate) – Vista *Bridges C*

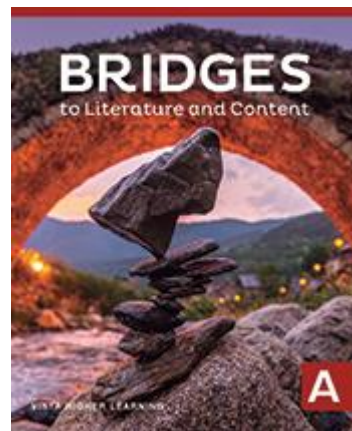
Clever



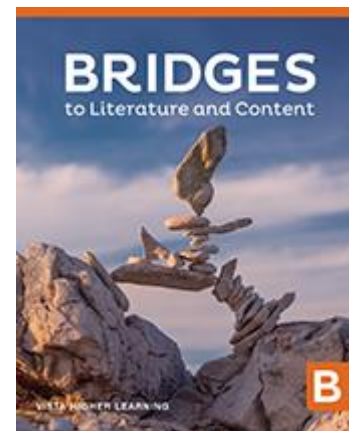
Vista Higher Learning



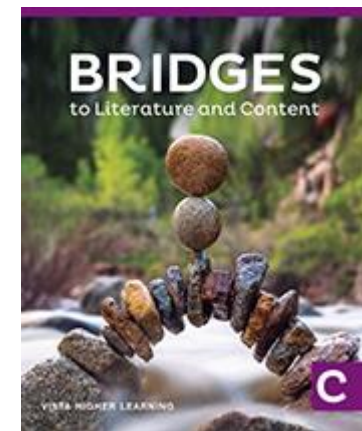
ELD 1



ELD 2



ELD 3



ELD 4

# All Levels of MS ELD – Houghton Mifflin Harcourt

The logo for Writable, featuring the word "Writable" in a blue and green gradient font.The logo for Clever, featuring the word "Clever" in white text on a blue rectangular background.

Comprehensive writing program

Catalog of pre-created assignments

Teachers can customize, edit and create assignments

Read and Respond (similar to state assessments)

Skills focus

Fully digital (teacher and student access through Clever)



HMH Ed  
Learning  
Platform SSO



# HS ELD Materials Phase-in 2023-24 School Year

All Levels of HS ELD will now have Houghton Mifflin Harcourt Writable

The logo for Writable, featuring the word "Writable" in a blue, rounded font with a green-to-blue gradient at the bottom of each letter.

- Comprehensive writing program
- Catalog of pre-created assignments
- Teachers can customize, edit and create assignments
- Read and Respond (similar to state assessments)
- Skills focus
- Fully digital (teacher and student access through Clever)

The Clever logo, consisting of the word "Clever" in white, sans-serif font on a blue rectangular background.

HMH Ed  
Learning  
Platform SSO

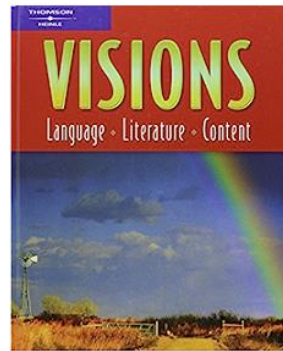
# HS ELD Materials Phase-in 2023-24 School Year

ELD 1 (Pre-Emergent/Emergent) – Vista *Get Ready!* 9-12

ELD levels 2 –5 will continue to use the same Anchor texts as last year



ELD 1  
(new!)



ELD 2  
(continued use from 2022-23 SY)



ELD 3 & 4



ELD 5





# Best Practices for ELs...

## *Sheltered Instruction*

8 SIOP Components	Questions to ask
1. Lesson Preparation	Does the lesson plan include content and language objectives, supplemental materials, and meaningful activities?
2. Building Background	How will I connect with what students already know?
3. Comprehensible Input	How will I adjust, so students will understand?
4. Strategies	How can I teach students strategies to help themselves?
5. Interaction	Are students in groups where they can interact?
6. Practice and Application	Will students get to practice the new content and language?
7. Lesson Delivery	Does the lesson meet the objectives? Are students engaged?
8. Review and Assessment	Did students learn? What feedback will I give them?

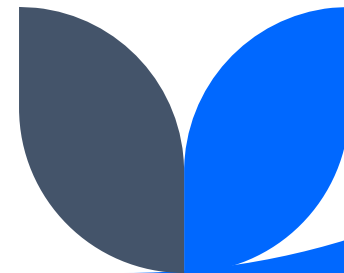
# District Level Monitoring

Paper compliance monitoring

School visits and follow-up on professional development

Walkthroughs at targeted schools (a cross section of programs)

This is a full day **Walkthrough** using a monitoring Rubric





Please Look For...

**Your assigned Language Acquisition Coach**

**PLT Sessions provided by LAD to best inform  
your team!**

**See All  
Handouts in  
the Folder  
And in ILA  
Folder for this  
Session**

# Meet our Secondary Team



**Paula Cortes**

Secondary LAD Specialist



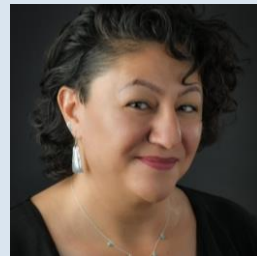
**Jean D'Andrea**

Secondary LAD Specialist



**Ben Kowalski**

Secondary LAD Specialist



**Maritza Mazón**

Secondary LAD Specialist

# 2023-2024 School Assignments for LAD Specialists

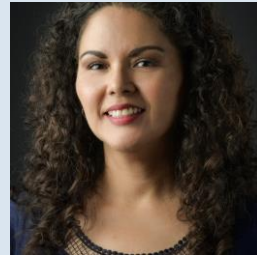
## SECONDARY SPECIALISTS

	<b>Ben</b>	<b>Maritza</b>
<b>1.</b>	<b>Catalina HS</b>	<b>Borman 6-8</b>
<b>2.</b>	<b>Dietz 6-8</b>	<b>C.E. Rose 6-8</b>
<b>3.</b>	<b>Dodge MS</b>	<b>Cholla HS</b>
<b>4.</b>	<b>Doolen MS</b>	<b>Hollinger 6-8</b>
<b>5.</b>	<b>Drachman 6-8</b>	<b>Lawrence 3-8</b>
<b>6.</b>	<b>Fickett 6-8</b>	<b>Mary Meredith 6-12</b>
<b>7.</b>	<b>Gridley MS</b>	<b>McCorkle 6-8</b>
<b>8.</b>	<b>Innovation Tech HS</b>	<b>Miles 6-8</b>
<b>9.</b>	<b>Magee MS</b>	<b>Morgan Maxwell 6-8</b>
<b>10.</b>	<b>Mansfeld MS</b>	<b>Pistor MS</b>
<b>11.</b>	<b>Naylor 6-8</b>	<b>Project MORE HS</b>
<b>12.</b>	<b>Palo Verde HS</b>	<b>Pueblo HS</b>
<b>13.</b>	<b>Pueblo Gardens 6-8</b>	<b>Robins 6-8</b>
<b>14.</b>	<b>Rincon HS</b>	<b>Roskruge 6-8</b>
<b>15.</b>	<b>Sabino HS</b>	<b>Safford 6-8</b>
<b>16.</b>	<b>Sahuaro HS</b>	<b>TAP HS</b>
<b>17.</b>	<b>Santa Rita HS</b>	<b>Utterback MS</b>
<b>18.</b>	<b>Secrist MS</b>	<b>Valencia MS</b>
<b>19.</b>	<b>Tucson HS</b>	<b>Wakefield 6-8</b>
<b>20.</b>	<b>TUVA</b>	
<b>21.</b>	<b>Vail MS</b>	
	<a href="mailto:Benjamin.Kowalski@tusdl.org">Benjamin.Kowalski@tusdl.org</a>	<a href="mailto:Maritza.Mazon@tusdl.org">Maritza.Mazon@tusdl.org</a>

# Meet our Elementary Team



**Cathy Espinoza**  
Elementary LAD Specialist



**Cruz Herrera**  
Elementary LAD Specialist



**Lizeth Quijada**  
Elementary LAD Specialist



**Lourdes Serna**  
Elementary LAD Specialist

# 2023-2024 School Assignments for LAD Specialists

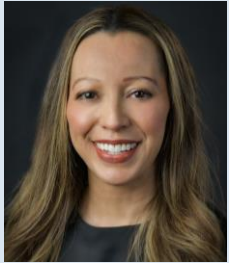
## ELEMENTARY SPECIALISTS (K-5)

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

# Meet our TWDL Team



**Anna Manzano**  
TWDL Program Coordinator



**Maria Jimenez Baca**  
TWDL Itinerant Teacher



**Elizabeth Escarcega**  
TWDL Itinerant Teacher



**Irina Gomez**  
TWDL Itinerant Teacher



**Lourdes Vidrio**  
TWDL Itinerant Teacher

## 2023-2024 DL Itinerant Assignments

	<b>Elizabeth Pistor</b>	<b>Maria Roskruge</b>	<b>Irina Hollinger</b>	<b>Lourdes Davis</b>
<b>1.</b>	<b>Pistor 6-8</b>	<b>Roskruge K-5</b>	<b>Hollinger K-8</b>	<b>Van Buskirk K-5</b>
<b>2.</b>	<b>Pueblo</b>	<b>Bloom K-4</b>	<b>White K-5</b>	<b>McCorkle K-8</b>
<b>3.</b>	<b>Roskruge K-8</b>	<b>Mission View K-5</b>	<b>Grijalva K-5</b>	<b>Davis K-5</b>
<b>4.</b>		<b>Magee 6-8</b>		
<b>5.</b>				
<b>6.</b>				
	<a href="mailto:Elizabeth.EscarcegaTapia@tusdl.org">Elizabeth.EscarcegaTapia@tusdl.org</a>	<a href="mailto:Maria.JimenezBaca@tusdl.org">Maria.JimenezBaca@tusdl.org</a>	<a href="mailto:Irina.Gomez@tusdl.org">Irina.Gomez@tusdl.org</a>	<a href="mailto:Lourdes.Vidrio@tusdl.org">Lourdes.Vidrio@tusdl.org</a>

# Data and Administrative Team



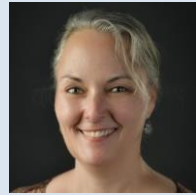
**Liz Taggart**  
Administrative Assistant



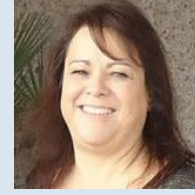
**Maria Ramirez**  
Dept Accounting Specialist



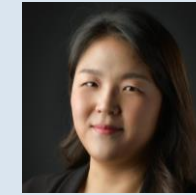
**Li Lin English**  
Instructional Technology Specialist



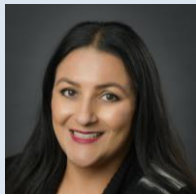
**Lisa Sofias**  
Data Integrity Analyst SIS



**Charlotte Almazán**  
Language Assessment Coordinator



**Heeyoung Kim**  
Data Entry Specialist



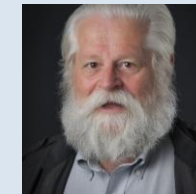
**Veronica Robles Salcido**  
Testing Technician



**Luz Rodriguez**  
Testing Technician



**Tina Vigil**  
Testing Technician



**John D'Andrea**  
World Languages

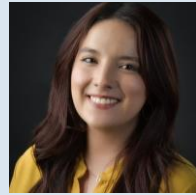


# The Meaningful Access Team



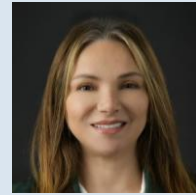
**Luis Orantes**

Meaningful Access  
Coordinator



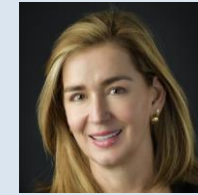
**Nancy Medina Beltran**

Administrative Assistant



**Lama Attiyah**

Translator/Interpreter



**Sophia Desaracho**

Translator/Interpreter



**Jean Marie Habimana**

Translator/Interpreter

**Not  
Pictured**

**Amina Saleh**

Translator/Interpreter

**Not  
Pictured**

**Hai Vu**

Translator/Interpreter



# Meaningful Access Presentation

Luis Orantes



# Thank you

Patricia Sandoval Taylor, Director  
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