ADE Documentation
Requirements
for
Students with a Primary or Home Language
Other than English (PHLOTE)

Language Acquisition Department
Curriculum and Instruction

2017-18
Objectives

• The participants will be able to maintain PHLOTE student documentation for ADE compliance by:
  – Identifying PHLOTE students
  – Organizing forms needed for documentation based on student’s status
  – Maintaining documentation records as an ongoing process
<table>
<thead>
<tr>
<th>FORMS related to ELLs for the Cumulative folders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration Form</td>
</tr>
<tr>
<td>Primary Home Language Other Than English Home Language Survey (HLI)</td>
</tr>
<tr>
<td>Copy of test results each year</td>
</tr>
<tr>
<td>Parental Permission to Assess, if applicable</td>
</tr>
<tr>
<td>Parental Bilingual Education Waiver Application, if applicable</td>
</tr>
<tr>
<td>Parental Notification and Consent for Student Placement in an ELL Program</td>
</tr>
<tr>
<td>Parental Notification of Student Achievement of English Proficiency</td>
</tr>
<tr>
<td>Parental Notification of Student Achievement of English Proficiency Two-Year Review Form</td>
</tr>
<tr>
<td>Parental Notification for Monitoring English Language Learner After Reclassification</td>
</tr>
<tr>
<td>Parental Notification of Student Achievement of English Proficiency Reclassification Status</td>
</tr>
<tr>
<td>Elementary Individual Language Learner Plan (ILLP)</td>
</tr>
<tr>
<td>Secondary Individual Language Learner Plan (ILLP)</td>
</tr>
<tr>
<td>English Language Learner Program Withdrawal by Special Education Criteria</td>
</tr>
<tr>
<td>Parent Request for Student Withdrawal from an ELL Program</td>
</tr>
</tbody>
</table>
Initial Fluent English Proficient (IFEP)

- Registration Form
- Home Language Survey
- AZELLA Results showing Proficiency
ELL- English Language Learner

- Registration Form
- Home Language Survey
- AZELLA Results (cumulative)
- Parental Notification and Consent form for Placement in ELL program (current year)
RECL - Reclassified

- Registration Form
- Home Language Survey
- AZELLA Results
- Parental Notification and Consent form for Placement in ELL program (qualified years)
- Parent Notification of Student Achievement of English Proficiency
- Two-Year Review Form
- Parent Consultation Form (if applicable)
ELLAR- English Language Learner After Reclassification

- Registration Form
- Home Language Survey
- AZELLA Results (cumulative)
- Parental Notification and Consent form for Placement in ELL program *(qualified years)*
- Parent Notification of Student Achievement of English Proficiency
- Two-Year Review Form
- Parent Consultation Form (if applicable)
- Parent Notification of ELLAR Monitoring
SRECL- Second Time Reclassified Students

- Registration Form
- Home Language Survey
- AZELLA Results (cumulative)
- Parental Notification and Consent form for Placement in ELL program (qualified years)
- Parent Notification of Student Achievement of English Proficiency
- Two-Year Review Form
- Parent Consultation Form (if applicable)
- Parent Notification of ELLAR Monitoring
- AZELLA Results showing Second Time Proficiency
- Parent Notification for Second time Proficiency
Waivers for PHLOTE Students

- Waiver form for Bilingual Education (Dual Language Program)
- Parental Request for Withdrawal from ELL program
- English Language Learner Program Withdrawal by Special Education Criteria
• Most forms can be found at http://intranet/languageacq/forms.asp

• Parent Withdrawal- Principal must follow the withdrawal protocol and submit request to the assigned Language Acquisition Coach
<table>
<thead>
<tr>
<th>Student:</th>
<th>Matric:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td>Initial PHLOTE Grade &amp; SY:</td>
</tr>
</tbody>
</table>

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

**Documentation for students with IFEP (Initially Fluent English Proficient) status:**
- Initial Registration Form
- Initial Home Language Survey
- Copy of Permission to Assess Student with AZELLA (if applicable)
- Report of student's initial English proficiency assessment (LAS, SELP or AZELLA)

**Documentation for students with ELL (English Language Learner) or ELLAR (After Reclassification) Status:**
- Initial Registration Form
- Initial Home Language Survey
- K 1 2 3 4 5 6 7 8 9 10 11 12 The collected reports of English proficiency assessments (LAS, SELP and/or AZELLA)
- Copy of Permission to Assess Student with AZELLA (if applicable)
- Copy of Parent Notification for Monitoring ELLAR After Reclassification (if applicable)
- Current Parental Notification and Consent Form for Student Placement in ELL Program
- K 1 2 3 4 5 6 7 8 9 10 11 12 Copy of a valid Waiver form for Bilingual Education (if applicable)
- K 1 2 3 4 5 6 7 8 9 10 11 12 Copy of student's Individual Language Learner Plan (if applicable)
- K 1 2 3 4 5 6 7 8 9 10 11 12 Copy of Parent Request for Withdrawal from ELL Program Services (if applicable)
- K 1 2 3 4 5 6 7 8 9 10 11 12 Copy of Withdrawal from ELL Status by SPED Criteria Form (if applicable)

**Documentation for students with RECL (Two-Year Reclassified) Status:**
- Initial Registration Form
- Initial Home Language Survey
- K 1 2 3 4 5 6 7 8 9 10 11 12 The collected reports of English proficiency assessment (LAS, SELP and/or AZELLA)
- Copy of Parent Notification of Student Achievement of English Proficiency, Two-Year Review Form(s)
- K 1 2 3 4 5 6 7 8 9 10 11 12 Copy of a valid Waiver form for Bilingual Education (if applicable)
- Copy of Parent Notification of ELLAR Monitoring (if applicable)

**Documentation for students with SRECL (Second Time Reclassification) Status:**
- Initial Registration Form
- Initial Home Language Survey
- K 1 2 3 4 5 6 7 8 9 10 11 12 The collected reports of English proficiency assessment (LAS, SELP and/or AZELLA)
- Copy of Permission to Assess Student with AZELLA (if applicable)
- Copy of Parent Notification for Monitoring ELLAR After Reclassification
- Current Parental Notification and Consent Form for Student Placement in ELL Program
- Copy of Parent Notification of Student Achievement of English Proficiency, 1 & 2
- K 1 2 3 4 5 6 7 8 9 10 11 12 Copy of a valid Waiver form for Bilingual Education (if applicable)
- K 1 2 3 4 5 6 7 8 9 10 11 12 Copy of student's Individual Language Learner Plan (if applicable)
- K 1 2 3 4 5 6 7 8 9 10 11 12 Copy of Parent Request for Withdrawal from ELL Program Services (if applicable)
- Copy of Withdrawal from ELL Status by SPED Criteria Form (if applicable)

*Revised 9/15/11*
Primary Home Language Other Than English (PHLOTE)
Home Language Survey
(Effective April 4, 2011)

These questions are in compliance with Arizona Administrative Code, R3-2-305(B)(1), (C)(a-c).

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

1. What is the primary language used in the home regardless of the language spoken by the student?

2. What is the language most often spoken by the student?

3. What is the language that the student first acquired?

Student Name __________________________  Student ID __________________________

Date of Birth ____________________________  SAS ID ____________________________

Parent/Guardian Signature ____________________________  Date ________________

District or Charter __________________________

School __________________________

________________________________________________________________________

Please provide a copy of the Home Language Survey to the ELL Coordinator/Main Contact on site.

In SAIS, please indicate the student’s home or primary language.

1533 West Jefferson Street, Phoenix, Arizona 85007 • 602-542-0753 • www.azed.gov/oelas
# ARIZONA ENGLISH LANGUAGE LEARNER ASSESSMENT

## Student Report

**TEACHER:** NO NAME GIVEN  
**SCHOOL:** TUCSON USD - 100201000  
**DISTRICT:** TUCSON USD  
**GRADE:** 05  
**ASSESSMENT DATE:** 04/25/10  
**SAIS ID NUMBER:**  
**TEST DATE:** 05/10  
**AZELLA LEVEL/FORM:** ELEMENTARY/YA  
**PURPOSE:** RA

## Learner Snapshot

Overall, [student name redacted] scored a total of 52 points out of a maximum number of 100 points. This student's composite Proficiency Level is Basic. The narratives below describe this student's proficiency in the different content areas.

### Total Composite Score: 600

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>PE</th>
<th>E</th>
<th>B</th>
<th>I</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scared Score</td>
<td>300</td>
<td>600</td>
<td>510</td>
<td>700</td>
<td>800</td>
</tr>
<tr>
<td>PE = Proficient, E = Emerging, B = Basic, I = Intermediate, P = Proficient</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Proficiency Level Narrative

- **Listening**:  
  - This student is able to identify basic facts from reading aloud and content area presentations with the assistance of contextual support and repetitions. This student is able to comprehend simple spoken directions related to the position, frequency, and duration of an event's movement in space. This student can comprehend simple grade-level math and science vocabulary.

- **Speaking**:  
  - The Speaking Proficiency Level is Basic. This student is able to speak using basic phrases in English to express needs and wants using limited vocabulary. This student is able to ask and answer basic instructional questions on the content presented using words and phrases. This student can express simple personal ideas and opinions. This student can indicate comprehension of a given situation, to give and follow multiple-step directions and commands.

- **Writing Conventions**:  
  - The Writing Conventions Proficiency Level is Basic. This student is beginning to demonstrate some understanding of the English writing conventions of usage, mechanics, and spelling.

- **Comprehension (Listening & Reading)**:  
  - The Comprehension Proficiency Level is Basic. Thisstudent is able to comprehend and follow 3- to 4-step oral directions related to the position, frequency, and duration of an event's movement in space. This student can comprehend a few content-area words, including grade-level math and science vocabulary. This student is able to comprehend some simple content-area words, including grade-level math and science vocabulary. This student comprehends and follows up to 5-step written directions for classroom activities.

### Oral Proficiency (Listening & Speaking)

<table>
<thead>
<tr>
<th>Max. Score</th>
<th>Score Points</th>
<th>Scaled Score</th>
<th>Proficiency Level</th>
<th>Narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>52</td>
<td>33</td>
<td>603</td>
<td>Basic</td>
<td>The Oral Language Proficiency Level is Basic. This student is able to speak using basic English grammatical structures and limited vocabulary. This student is able to participate in social conversations on topics of personal relevance and familiar events. This student is able to give and receive invitations and apologies, and express daily routine activity to go or not go somewhere.</td>
</tr>
</tbody>
</table>

### Reading Proficiency

<table>
<thead>
<tr>
<th>Max. Score</th>
<th>Score Points</th>
<th>Scaled Score</th>
<th>Proficiency Level</th>
<th>Narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>7</td>
<td>609</td>
<td>Basic</td>
<td>The Reading Proficiency Level is Basic. This student is able to recognize some common words and phrases when attached to limited vocabulary. This student can identify the basic sequence of events and make relevant predictions about stories. This student can identify main ideas and key details of text. This student is able to understand a few words that indicate mathematics operations. This student is able to comprehend some simple content-area words, including grade-level math and science vocabulary. This student comprehends and follows up to 5-step written directions for classroom activities.</td>
</tr>
</tbody>
</table>

## Total Writing Proficiency

<table>
<thead>
<tr>
<th>Writing &amp; Writing Conventions</th>
<th>Max. Score</th>
<th>Score Points</th>
<th>Scaled Score</th>
<th>Proficiency Level</th>
<th>Narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>12</td>
<td>587</td>
<td>Basic</td>
<td>The Total Writing Proficiency Level is Basic based upon the combined writing conventions and writing scores. This student is able to write a short, single-paragraph personal narrative or friendly letters that are complete, clear, and use words that are specific and limited. Generally, writing at this level has little variation in sentence types, and marginally recognizable internal structures or organization.</td>
<td></td>
</tr>
</tbody>
</table>

---

Copyright © 2023 by NCLB Pearson, Inc. All rights reserved.
TUSD
Tucson Unified School District
Language Acquisition Department

Parent Permission to Assess Student with AZELLA

As of August 2010

School: ____________________________

Student Name: ________________________________________________________

Student SAIS ID Number: _______________________________________________

Name of Mainstream Teacher(s) Initiating Procedure for Assessment:

________________________________________ Date: _______________________

Reason(s) for Initiating Procedure for Assessment (check all that apply):

____ The student exhibits a primary language other than English

____ The student does not comprehend or respond to everyday language, questions, or commands in English

____ The student has difficulty completing reading and writing assignments in English

List Educational Parties/Members Present at Parent/Teacher Conference:

________________________________________ Date: _______________________

Recommendation from Parent/Teacher Conference (check the one that applies):

____ Student will be assessed with the AZELLA to "determine the status of the student for educational services"

____ Student will not be assessed with the AZELLA

Parent/Guardian understands that if the student is assessed and becomes an ELL he/she will be placed in an ELL program.

Parent/Guardian Signature: __________________________ Date: ______________

Additional Notes: _______________________________________________________

A copy of this documentation is to be placed in the student’s cumulative file and sent to the Language Acquisition Department
Parental Bilingual Waiver Application

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

TUCSON UNIFIED SCHOOL DISTRICT

Parent Guardian Last Name: [Name]
Parent Guardian First Name: [Name]
Student’s Last Name: [Name]
Student’s First Name: [Name]
Middle Initial:

Address:
City: [City]
State: [State]
Zip Code: [Zip Code]
Date of Birth:

Native Language of Student:

School year for which the waiver is requested:

<table>
<thead>
<tr>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</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 Sheltered English Immersion classroom placement.

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.

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. §15-755). At least one of the following circumstances must be checked:

- **Waiver Type 1 (A.R.S. §15-755B.1)** Mc child already knows English: the child already possesses good English language abilities, as measured by standardized tests of English vocabulary comprehension, reading, and writing, in which the child scores approximately at or above the state average for his or her grade level, or at or above the 80th grade average, whichever is lower, or

- **Waiver Type 2 (A.R.S. §15-755B.2)** Mc child is 10 years or older: 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 Type 3 (A.R.S. §15-755B.3)** Mc 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 a list of 100 words documenting these special individual needs for this 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.

Signature of Parent/Legal Guardian: [Signature]
Signature of Date: [Date]

Signature of School Principal: [Signature]
Signature of Date: [Date]

Signature of Superintendent (Required Only for Waiver Type 3): [Signature]
Signature of Date: [Date]

Distribution (provide a copy to each of the following):
- Language Acquisition Department
- School Student Cumulative File Copy
- Parent Copy

V - 100, p. 18
20 Parental Notification and Consent Form for Student Placement in an English Language Learner (ELL) Program

To the parent or guardian of:

Last Name  First  Name MI  SAIS ID

Student I.D.  School  Grade

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

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

The status of your student’s academic achievement is: □ below grade level □ at grade level □ above grade level

Your student has been placed in one of the following:

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

*See the K-12 Language Education Policy as defined in A.R.S. 15-731 and A.R.S. 15-733
Description includes methodology, context, instruction, goals, use of English and a native language in instruction. Is the program meeting the educational strengths and needs of the student, and the rate of transition to mainstream? See Title III Section 3002 (a) (5) (4) (5)
A student must obtain a composite score of proficient, as designated by the publisher, in order to achieve English language proficiency and exit the program.*

**the Title III. Section 3002 (a) (5) (4) (5)

Parents have the right to choose among available program options, as well as to decline their student’s enrollment in or to immediately remove their student from an ELL program.

If you would like more information about the programs or instruction, or assistance in selecting a program, please contact your student’s school.

Classroom teacher Language Arts teacher signature  Date

Parent or legal guardian’s signature  Date

This form should be placed in the student’s cumulative folder. (Rev. Aug. 2004)
1554 W. Jefferson, Phoenix, Arizona 85007 • 602-542-6752 • www.azed.gov/dals/
LANGUAGE ACQUISITION DEPARTMENT

ENGLISH LANGUAGE LEARNER PROGRAM WITHDRAWAL BY SPECIAL EDUCATION CRITERIA

STUDENT LIST NAME | FIRST NAME | LAST NAME | METRIC # |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

School | Grade Level | Withdrawal Date |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**OPTION 1 WITHDRAWAL BY DISABILITY SEVERITY**

( ) Nature of handicapping condition is such that the student cannot produce oral language, or

( ) The nature of the handicapping condition is otherwise so severe (e.g. eligible for Alternative Assessment) that it does not permit the student to respond in any meaningful way to the regular reclassification procedure.

OR

**OPTION 2 WITHDRAWAL BY IEP TEAM DECISION / ENGLISH PROFICIENCY ASSESSMENTS**

( ) The student's documented disability involves severe language impairment or severe reading and/or writing impairment and

( ) The student has been in an alternative educational setting for two years of ELD instruction for Elementary, Middle, and High School, and

( ) The student's scores on the last three consecutive annual English proficiency assessments, as documented below, indicate no consistent pattern of improvement in any of the three subtests (i.e. oral, reading, and writing).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Language Proficiency Test</th>
<th>Date Administered</th>
<th>Oral Scores</th>
<th>Writing Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As the parent or legal guardian of the above-named student, I request that my child no longer be classified as an English language learner and be removed from their designated English language learner program (Structured English Immersion or Bilingual Education). By signing below, I understand that my child will not be eligible for accommodations and/or compensatory services designated for English Language Learners. I have discussed any alternative educational options, accommodations, and compensatory services for Special Education students with the IEP Team and consent to the decision of IEP team.

Parent or Legal Guardian: ___________________________ Date: ________________

FOR TUSD USE ONLY

This form is valid only if it contains the signatures of all TUSD officials listed below, in addition to the signature by the parent or legal guardian. A signed copy must be given to the parent, a copy should be placed in the student’s cumulative file, and the original should be submitted to the Language Acquisition Department. By signing below, this is verification that you have discussed with the parent or legal guardian any alternative educational options, accommodations, and compensatory services the student is eligible to receive.

Regular Education Teacher: _________________________ Principal or Designee: _________________________ Special Education Teacher: _________________________ Language Acquisition Coach: _________________________

Port Language Acquisition Dept Use: _______________ Date Withdrawal Processed: _______________ Date Technician Initials: _______________
Parent Request for Student Withdrawal from an English Language Learner Program

Student Name ____________________________ SAIS I.D. ____________________________

Last Name ____________________________ First Name ____________________________ M.I. ______

Student I.D. ____________________________ Current School ____________________________ Grade ______

As the parent or legal guardian of the above named student, I am exercising my right to request that my student be removed from his/her designated English Language Learner program (Structured English Immersion or Bilingual Education). 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 Language 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.

Parent or Legal Guardian Signature ____________________________ Date ____________________________

FOR OFFICE USE ONLY

Current Arizona English Language Learner Assessment Performance Levels:

Listening ______ Speaking ______ Reading ______ Total Writing ______

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

Principal’s Signature ____________________________ Date ____________________________

As provided by the No Child Left Behind Act [P.L. 107-110, Title III, Sec. 3302, (8) (A) (i and ii)].
RECLASSIFIED (RECL) ENGLISH PROFICIENT STUDENT

TWO-YEAR REVIEW FORM

Student Name: ____________________________ Grade: ________

School: ____________________________ RECL Date: ________ Year ____

The student meets (3) or exceeds (4) the Arizona Academic Standards based on the AIMS in reading: _______YES _______NO _______Not Tested

The student meets (3) or exceeds (4) the Arizona Academic Standards based on the AIMS in writing: _______YES _______NO _______Not Tested

The student meets or exceeds a 42.5 NCE on the Stanford 10 Reading Test: _______YES _______NO _______Not Tested

The student meets or exceeds a 42.5 NCE on the Stanford 10 Language Test: _______YES _______NO _______Not Tested

DIRECTIONS:
1. Please review the information reported above
2. If YES is checked, simply place this form in the student’s cumulative file
3. If NO is checked, then the school must:
   • Provide intervention/s for the student to occur during the school day (attach documentation of services and/or)
4. If the student has not been assessed with AIMS and/or Stanford 10:
   • Review data available at the school and such as benchmarks, grades, etc. to determine if student is making appropriate academic progress or not
   • If student has made academic progress mark “YES” and initial, sign and date the form and place in student’s cumulative file
   • If student has not made academic progress provide intervention/s to occur during the school day (attach documentation of services)

TEACHER SIGNATURE __________________________________ DATE: ________

KEEP ORIGINAL COPY IN THE STUDENT’S CUMULATIVE FILE
Parent Notification for Monitoring English Language Learners
After Reclassification (ELLAR)

To the parent/guardian of: ____________________________
Student ____________________________
School ____________________________

SAIS # ____________________________
Grade ____________________________

In accordance with Arizona law, your child's achievement in English proficiency must be reassessed twice (once each year for two years) following his/her exit from an English Language Learner (ELL) program.

Your child's progress has been reassessed this year and based on the Arizona English Language Learner Assessment (AZELLA) results, he/she did not score proficient on the composite score for the AZELLA.

Based on these AZELLA results and parental consent, your child may be re-enrolled in an ELL program and/or may be given compensatory instruction (before/after-school tutoring, summer school).

Please indicate your choice(s):

_____ Re-enroll in the ELL program

_____ I do not choose to re-enroll my child in the ELL program

Based on parental consent at a parent teacher conference, the following signatures will document the student's placement. If you have questions, please contact your child's teacher at his/her school.

Parent/Legal Guardian Signature ____________________________ Date____________________

Classroom/Language Arts Teacher Signature ____________________________ Date____________________

Principal ____________________________ Date____________________

A copy of this documentation is to be placed in the student's cumulative file and sent to the Language Acquisition Department
Dear Parents/Guardians of __________________________:

Grade: ___________  Matric: ___________

I am proud to inform you that your child has passed the tests 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.

The district is required to continue to test students after reclassification for two (2) years to ensure his/her success. Because of this requirement, it is possible that your child may not score proficient on the English proficiency test and may need additional ELL instruction to strengthen his/her academic English. If this should occur, we will schedule a meeting with you to discuss possible program options for your child.

If you would like additional details about the reclassification, I would be happy to discuss them and review your child’s progress with you. You can contact me at ___________________ and I will return your call as soon as possible.

We applaud you for supporting your child’s education and look forward to additional success from our collaboration.

Sincerely,

Principal’s Signature

School

Date

Please place a copy of the letter in the student’s cumulative file.
Individual Language Learner Plan (ILLP)

Elementary School ELLs

Student Name: ___________________________ Date: ____________

School: ___________________________ Teacher Name: ____________ LEA: Tucson Unified School District

Grade: ____________ SIS Number: ____________ Date of Birth: ____________

This ILLP is for the exclusive use of schools with 20 or fewer English Language Learner (ELL) students within a three-grade span (including Kindergarten). The ILLP will be written after consultation between parent/guardian, ILLP classroom teacher, ELD Resource Pullout (when applicable) and site administrator (ILLP team). The plan will be signed by all parties in the team and will be made available to the classroom teacher for implementation. A copy of such plan will be placed in the student’s ELL file for documentation, compliance, and accountability purposes, and for review by other classroom teachers of the English language learner. The ILLP will be reviewed quarterly by the English language arts teacher and at least after each administration of the AZELLA. Recommendations for any modification to the plan can be made to the team.

Student’s AZELLA category upon entry to ELD program: ____________________________ Date of initial test: ____________

Subsequent AZELLA composite result(s):

Date: ____________ Total Score (Proficiency Level): ____________

Date: ____________ Total Score (Proficiency Level): ____________

Date: ____________ Total Score (Proficiency Level): ____________

Date: ____________ Total Score (Proficiency Level): ____________

ELL students must have a minimum of four hours of English Language Development daily which is time-allocated consistent with the Arizona K-12 English Language Proficiency (ELP) Standards. Scheduling and time allocations are to be provided as follows based upon the AZELLA category of the student.

TIME ALLOCATIONS

<table>
<thead>
<tr>
<th></th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Oral Conversation and Vocabulary</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Grammar</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Reading</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Writing</td>
<td>60 minutes</td>
</tr>
</tbody>
</table>

How will this instruction be delivered? Include detailed information regarding the time allocated to ELD area of instruction. Include, also, materials that will be used. Specify the student’s language plan for attaining proficiency in one year. This section may be completed separately and attached.

Students will receive instruction for English Language Development through the daily use of both the Arizona and the Prentice Hall textbook series, which together address each of the standards and skills specified for the corresponding grade levels by the Arizona ELP Standards. The amount of time dedicated to the materials will comply with the time allocations indicated above.

- Arizona law requires materials and instruction to be in English. (A.R.S. §15-751, Definitions, 1 and 5).  
- The goals set forth in Arizona law is that ELLs should become English proficient in a period not normally intended to exceed one year. (A.R.S. §15-722, English language education).

Parent Guardian: ____________________________ Date: ____________

ELD Teacher: ____________________________ Date: ____________

Site Administrator: ____________________________ Date: ____________

ELD Resource Pullout: ____________________________ Date: ____________
Dear Parents/Guardians of ____________________:

I am proud to inform you that your child has passed the tests 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, I would be happy to discuss them and review your child’s progress with you. You can contact me at ___________ and I will return your call as soon as possible.

We applaud you for supporting your child’s education and look forward to additional success from our collaboration.

Sincerely,

________________________________________
Principal’s Signature

________________________
School

_____________________
Date

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