Welcome!

Language Acquisition

- ADE Compliance
- Synergy & Cum Folder
Agenda

Who do we serve?

Synergy
- Classroom Designations
- Language Response Entry
- Change of Response Protocol (Language)

Cum Folder
- Detailed power point on Intranet
Who do we serve....

**PHLOTE** students- Students whose primary or home language is other than English as determined on registration form and the Home Language Survey (HLS)
Change of Response in Synergy

• The 3 language questions in Synergy are not to be changed if already populated.

• If a change is needed, your office needs to contact the Language Acquisition Department for a change of response form.
  ➢ LAD will submit work order to TS for update.

• The populated language questions represent the parents response upon enrollment.
Elementary DL/ELD/ILLP Models

- Principals will receive an Elementary designation sheet the week of August 6th—10th, 2018.

- All completed designation sheets will be due by Friday, August 17th, 2018.
Check the response to the three language questions on the Registration Form and Home Language Survey.

If all three responses are "English" on both forms...
Place the student in the Mainstream program or, if requested, in Dual Language (DL).

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

If student scores "Proficient," becomes ELL; place in the Mainstream or, if requested, in DL.

If student does not score "Proficient," becomes ELL; place in ELD or, if requested & qualified, in DL.

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

If student scores "Proficient," place in Mainstream or DL, if requested. Monitor for 2 years. (Not given AZELLA after reclassification)

If student does not score "Proficient," place in ELD or DL, if requested & qualified, the following school year. Reassess annually until Reclassified.

If student is "Proficient," place in Mainstream or DL if requested. Monitor for 2 years. (Not given AZELLA after reclassification)

If student does not score "Proficient," place in ELD or DL, if requested & qualified, the following school year. Reassess annually until Reclassified.

If student does not score "Proficient," place in ELD or DL, if requested & qualified, the following school year. Reassess annually until Reclassified.
Office Manager may print PHLOTE list for staff

<table>
<thead>
<tr>
<th>SIS Num. / EdFi Num.</th>
<th>Name / DOB</th>
<th>Grade</th>
<th>Teacher / Designation</th>
<th>Prg</th>
<th>PHL</th>
<th>EE</th>
<th>ELL Exit Date Desc.</th>
<th>ELL Status</th>
<th>Test Date</th>
<th>Oral Prof.</th>
<th>Reading Prof.</th>
<th>Writing Prof.</th>
<th>Total Prof.</th>
<th>Overall Prof.</th>
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<td>Last Name, First Name</td>
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<td>Teacher Name</td>
<td></td>
<td></td>
<td>N</td>
<td>05/25/2016 End of School Year</td>
<td>ELL</td>
<td>02/16/2016</td>
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<td>214 P</td>
<td>235 F</td>
<td>2297 F</td>
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<td>0123456789</td>
<td>Last Name, First Name</td>
<td>KG</td>
<td>Teacher Name</td>
<td>SEI</td>
<td>SEI-4HR</td>
<td>N</td>
<td>03/12/2015</td>
<td>I-FEP</td>
<td>08/23/2016</td>
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<td>P</td>
</tr>
</tbody>
</table>

1. SIS Num. / EdFi Num= Student SIS# (Matrix/Per ID) and EdFi# (SAINS/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/DL
   - Blank= No Participation Entered
   - SE= Receiving Participation for Placement in ELD Class
   - ILLP= Receiving Participation for ILLP Services
   - Waiver 1/Waiver 2= Receiving Participation for Dual Language Class
6. PHL= Primary Home Language & 3 Language Question Responses
   - E=English
   - O= Language Other Than English
7. EE= Ex Ed (Yes or No)
8. ELL Exit Date Desc.= Date/Reason for Last Withdrawal from Program Participation
   (Not necessarily current year information/depends on when student was last given participation in a program)
9. ELL Status= Student Status
   - Blank= Waiting Upload for Current Test Info/Status
   - ELL= English Language Learner
FORMS related to PHLOTE students and ELLs for the Cumulative folders

http://intranet/languageacq/forms.asp

Full compliance training available on the LAD Intranet

Tucson Unified School District

Language Acquisition

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:

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

Be sure to visit the Language Acquisition web page on the Internet at http://tusd1.org/Departments/LanguageAcquisition/tabid/79702/Default.aspx.
Cumulative Folder Requirements

- Registration Form
- Primary Home Language Other Than English Home Language Survey (HLS)
- Copy of AZELLA test results each year
- Parental Permission to Assess (if applicable)
- Parental Bilingual Education Waiver Application (if applicable)
- Parental Notification and Consent for Student Placement in an ELL Program
- Parent Notification of Student Achievement of English Proficiency
- English Proficient Student Two-Year Review Form
- Parent Notification for Monitoring English Language Learner After Reclassification
- Elementary Individual Language Learner Plan (ILLP)
- Secondary Individual Language Learner Plan (ILLP)
- English Language Learner Program Withdrawal by Special Education Criteria
- Parent Request for Student Withdrawal from an ELL Program
No Status
(Status is Blank)

- Registration Form
- Home Language Survey
# SCHOOL CHECKLIST for COMPLIANCE with PHLOTE DOCUMENTATION

<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 IEP (Initially Fluent English Proficient) Status:
- Initial Registration Form
- Initial Home Language Survey
- 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)
- Copy of a valid Waiver form for Bilingual Education (if applicable)

### Documentation for students with ELL (English Language Learner) or ELLAR (After Reclassification) Status:
- Initial Registration Form
- Initial Home Language Survey
- Initial Home Language Survey
- 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 ELLs after Reclassification (if applicable)
- Current Parental Notification and Consent Form for Student Placement in ELL Program (if applicable)
- Copy of a valid Waiver form for Bilingual Education (if applicable)
- Copy of student's Individual Language Learner Plan (if applicable)
- Copy of Parent Request for Withdrawal from ELL Program Services (if applicable)
- 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
- Copy of Parent Notification of Student Achievement of English Proficiency Two-Year Review Form(s)

### Documentation for students with RECL (Second Time Reclassification) Status:
- Initial Registration Form
- Initial Home Language Survey
- The collected reports of English proficiency assessments (LAS, SELP and/or AZELLA)
- Copy of Parent Notification for Monitoring ELLs after Reclassification
- Current Parental Notification and Consent Form for Student Placement in ELL Program
- Copy of Parent Notification of Student Achievement of English Proficiency Two-Year Review Form(s)
- Copy of a valid Waiver form for Bilingual Education (if applicable)
- Copy of student's Individual Language Learner Plan (if applicable)
- Copy of Parent Request for Withdrawal from ELL Program Services (if applicable)
- Copy of Withdrawal from ELL Status by SPED Criteria Form (if applicable)
Registration Form

Primary Home Language Survey (HLS)

State of Arizona
Department of Education
Office of English Language Acquisition Services

Primary Home Language Other Than English (PHLOTE)
Home Language Survey
(Effective April 4, 2011)

These questions are in compliance with Arizona Administrative Code, 87-2-3065B(1), (2)(b).
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? __________
Initial Fluent English Proficient (I-FEP)

- Registration Form
- Home Language Survey
- AZELLA Results showing Proficiency
- Copy of Permission to Assess Student with AZELLA or Teacher Referral Form (if applicable)
- Waiver form for Bilingual Education/DL (if applicable)
Primary Home Language Other Than English (PHLOTE)
Home Language Survey
(Effective April 4, 2011)

These questions are in compliance with Arizona Administrative Code, R7-2-300(B)(1), (2)(a).

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 ___________________________ SAIS ID ___________________________
Parent/Guardian Signature ___________________________ Date ___________________________
District or Charter ___________________________ School ___________________________

AZEELLA 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 English PHLOTE, or the student has already demonstrated an Overall Proficiency Level of Proficient on an AZELLA Test, or the student was previously enrolled in EL Services and Withdrawn due to SPED Criteria by the student’s IEP Team.

A parent conference and permission to administer an AZELLA Placement Test is required. If the parent(s) agree to their student being administered an AZELLA Placement Test, they must also agree to their student being placed into EL Services if their student scores an Overall Proficiency Level of less than Proficient.

Date ___________ Student Name ___________________________ SSID # ___________________________
District ___________ School ___________________________ Current Grade ___________________________
Parent Conference Date ___________________________

Check one:
☐ Student has an all English PHLOTE
☐ Student was Reclassified Fluent English Proficient with his/her most recent AZELLA Test dated ___________.
☐ Student was Withdrawn due to SPED Criteria on ___________.

Provide evidence that the student is having difficulties in the classroom based on a lack of English language proficiency that cannot be adequately addressed with appropriate differentiated instruction in a mainstream classroom and/or other language support such as tutoring, before school compensatory instruction, etc. Such evidence should include assessment information demonstrating performance below the student’s English-only peers using classroom, school-wide, district-wide, and state-wide tests (AzMERIT ELA for grades 3-12), and/or documentation of interrupted schooling. For FEP students who are currently within their required 2 years of monitoring, the student’s 2-year monitoring form must be attached to this referral.

☐ Student is currently performing below his/her English-only peers in the mainstream classroom.

______________________________________________
Understanding the Individual Student Report

The first step in using the AZELLA reports is to understand what is included in the Individual Student Report. This report is produced only for students with a valid, completed, and scored AZELLA. Below is a mock-up of the Stage I – Stage V Individual Student Report. The Kindergarten Placement Test is different and that report will be discussed separately.

A – Header information
B – Student demographic information
C – Student score information
D – Student proficiency level and ELL designation

AZELLA TEST RESULTS
One goes in the CUM folder and one goes to the parent
PARENTAL BILINGUAL EDUCATION WAIVER (IF APPLICABLE)

This form is used by parents to request an alternative to English Language Education, as specified in A.R.S. §15-751.

Parents or legal guardians of an English learner must complete this application annually per A.R.S. §15-752.

District Name: [Blank]
School Name: [Blank]
Student ID: [Blank]
Parent Guardian Last Name: [Blank]
First Name: [Blank]
Child’s Last Name: [Blank]
First Name: [Blank]
Middle Initial: [Blank]
Address: [Blank]
City: [Blank]
State: [Blank]
Zip Code: [Blank]

Native Language of Student: [Blank]
School year for which waiver is requested: [Blank]

- 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 classes 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.

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 standardized or validated 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 level, whichever is lower; or
- Waiver 2 (A.R.S. §15-753B.2) My child is 19 years or older; the child has completed secondary education; the child has been educated in this country to at least the high school level; and the child has special individual educational needs, for which waiver is being sought.
- Waiver 3 (A.R.S. §15-753B.3) My child has special individual needs; the child has been placed for a period of not less than thirty calendar days during the school year in an English language classroom; and the child has satisfied the educational needs of the school principal and educational staff that the child has such special individual educational needs, for which waiver is being sought.

State of Arizona
Department of Education
Office of English Language Acquisition Services

20 _______ 20 Parental Notification and Consent Form
For Student Placement in an English Learner Program

To the parent or guardian of:
Last Name: [Blank]
First Name: [Blank]
M.I.: [Blank]

SNIP #: [Blank]
District Student ID: [Blank]
School: [Blank]
Grade: [Blank]

Your student’s English proficiency has been measured using the Arizona English Language Learner Assessment (AZELLLA) for the ELA. This assessment shows that your student is at the “limited English proficiency” level, and qualifies for placement in a language instruction educational program.

English language learners’ programs adjust instruction to the student’s strengths and needs. Instructional strategies, practices, and methods to help each student learn English are appropriate academic standards are based upon academic research. The programs for English learners (ELs) 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 ELs 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: (circle one)
below grade level
at grade level
above grade level

Your child has been placed in one of the following:

Structured English Immersion Program
Mainstream Classroom (English Learner on Individual Language Learner Plan – ILP)
Bilingual Education Program

*See the attached LKA program description as defined by A.R.S. §15-751 through §15-753
Description includes methodology, content, instruction, goals, use of English and a native language in instruction, how the program will meet the educational needs and needs of their student, and the rate of transition to mainstream classroom.

A student must meet the following criteria in order to achieve English language proficiency and opt the program: a proficient or above score on the English Language Arts Test, a proficient score in the reading domain, and a proficient score in the writing domain. A.R.S. §15-756.05

Parents have the right to decline their student’s enrollment in or to have their student immediately removed from an EL program. If you would like more information about the programs or instruction, or assistance in selecting a program, please contact your child’s school.

Signature of classroom teacher or language arts teacher:
Date: [Blank]
Signature of parent or legal guardian:
Date: [Blank]
ELL- English Language Learner

- Registration Form
- Home Language Survey
- AZELLA Results (cumulative)
- Parental Notification and Consent form for Placement in ELL program (cumulative/current year required)
  - Copy of Permission to Assess Student with AZELLA or Teacher Referral Form (if applicable)
  - Waiver form for Bilingual Education/DL (if applicable)
  - Individual Language Learner Plan (if applicable)
**State of Arizona**
Department of Education
Office of English Language Acquisition Services

**20 - 20 Parental Notification and Consent Form**
For Student Placement in an English Learner Program

To the parent or guardian of ___________________________

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>M.I.</th>
</tr>
</thead>
</table>

**SISD # | District Student ID | School | Grade |
--- | --- | --- | --- |

Your student's English proficiency has been measured using the Arizona English Language Learner Assessment (AZELLA). 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 learner programs adjust instruction to the students' 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 English Learners (ELs) 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 ELs 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: (circle one)
- Below grade level
- At grade level
- Above grade level

Your child has been placed in one of the following:
- **Structured English Immersion Program**
- **Mainstream Classroom (English Learner on Individual Language Learner Plan – E.L.P.)*
- **Bilingual Education Program with required walk-in**

*See the attached LEA program description as defined by A.R.S. § 15-751 through § 15-753.

Description includes methodology, content, instruction, goals, use of English and a native language in instruction, how the program will meet the educational strengths and needs of the student, and the rate of transition to mainstream classrooms.

A student must meet the following criteria in order to achieve English language proficiency and remain the program: a proficient Total Comprehension Score, a proficient score in the reading domain, and a proficient score in the writing domain. A.R.S. § 15-756.05

Parents have the right to decline their student's enrollment in or to have their student immediately removed from an EL program. If you would like more information about the programs or instruction, or assistance in selecting a program, please contact your child's school.

**Signature of classroom teacher/language arts teacher**

**Date**

**Signature of parent or legal guardian**

**Date**
AZELLA TEST RESULTS
One goes in the CUM folder and one goes to the parent.
PARENTAL BILINGUAL EDUCATION WAIVER (IF APPLICABLE)

This form is used by parents to request an alternative to English Language Education, as specified in A.R.S. §15-751. Parents or legal guardians of an English learner must complete this application annually per A.R.S. §15-752.

District Name School Name Parent Guardian Last Name Parent Student ID

Child’s Last Name First Name Middle Initial

City State 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 classes 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.

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 or written 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 3rd grade average, whichever is lower, or;

- Waiver 2 (A.R.S. §15-753B.2) My child is 19 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 is substantially the informed belief of the school principal and educational staff that the child has such special individual physical or psychological needs, above and beyond the student’s lack of English proficiency, that an alternate course of educational study would be better suited to the student’s overall educational development and rapid acquisition of English. A written description of at least 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.

PARENT PERMISSION TO ASSESS WITH AZELLA

State of Arizona Department of Education

AZELLA Placement Test Referral Form

Moving from Mainstream to EL Services

This form should be used for a student whose current academic placement is in a mainstream classroom and Not Eligible for EL Services. The student being referred for EL Services has never been tested with an AZELLA Test due to an all English PHLOTE, or the student has already demonstrated an Overall Proficiency Level of Proficient on an AZELLA Test, or the student was previously enrolled in AZELLA 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 District Student Name SSID #

Student Name School Current Grade

Parent Conference Date

Check one:

☐ Student has an all English PHLOTE

☐ Student was Reclassified Fluent English Proficient with his/her most recent AZELLA Test dated.

☐ Student was Withdrawn due to SPED Criteria on.

Provide evidence that the student is having difficulties in the classroom based on a lack of English language proficiency that cannot be adequately addressed with appropriate differentiated instruction in a mainstream classroom and/or other language support such as tutoring, before/after school compensatory instruction, etc. Such evidence should include assessment information demonstrating performance below the student’s English-only peers in classroom, school-wide, district-wide, and state-wide tests (ADEPERT ELA for grades 3-12), and/or documentation of interrupted schooling. For FEP students who are currently within their required 2 years of monitoring, the student’s 2-year monitoring form must be attached to this referral.

☐ Student is currently performing below his/her English-only peers in the mainstream classroom.
### Individual Language Learner Plan (ILLP)

**Required Documentation**

#### New Student

- Student Name: 
- School: 
- District: 
- Grade: 
- SAS Number: 
- Date of Birth: 

#### Existing Student

- Current Student AZELLA composite proficiency level (circle one):
  - Pre-Emergent
  - Emergent
  - Basic
  - Intermediate

- Previous AZELLA composite score(s) (circle one):
  - Pre-Emergent
  - Emergent
  - Basic
  - Intermediate

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

- For kindergarten classes operating on a half-day basis, the time allocations are proportionately reduced.

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### ALL GRADE AND PROFICIENCY LEVELS

<table>
<thead>
<tr>
<th>Grade</th>
<th>Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>120 minutes</td>
<td>Oral English: Conversation, Vocabulary and Reading</td>
</tr>
<tr>
<td>120 minutes</td>
<td>Grammar and Writing</td>
</tr>
</tbody>
</table>

**Documentation also required:**

**Attachment A (may be altered by LEA, but must have all components):**
- Documents the teacher responsible for instruction based on time allocation.
- Documents the ELP Standard(s) and Performance indicators that will be used to differentiate the instruction for this student.
- Reviewed quarterly (or in accordance with reporting period) to update ELP Standard and Performance indicators.

**Attachment B (may be altered by LEA, but must have all components):**
- Provides assessment information to document progress of the English language learner.
- Updated quarterly (or in accordance with reporting period).

Arizona law requires materials and instruction to be in English. (A.R.S. §15-731, Definitions 2 and 5).


The goal set forth in Arizona law is that ELLs should become English proficient in a period not normally intended to exceed one year. (A.R.S. §15-733, English language education).
Reclassified R-FEP

- Registration Form
- Home Language Survey
- AZELLA Results (cumulative)
- Parental Notification and Consent form for Placement in ELL program *(qualified years)*
- All other documentation required for ELL status

Parent Notification of Student Achievement of English Proficiency *(reclassified letter)*

- Two-Year Review Form
- Parent Consultation Form-OCR *(if applicable)*
Dear Parents/Guardians of [student name]:

We are proud to inform you that your child has passed the test of English Proficiency and has been reclassified as a student who is proficient in English. On behalf of the faculty and the entire school, please accept our congratulations for your child's achievement.

If you would like additional details about this reclassification, we would be happy to discuss them and review your child's progress with you. You can contact us at [phone number] and we will return your call as soon as possible.

Sincerely,

Principal's Signature

School

Date

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

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**Two-Year Monitoring Form for Fluent English Proficient Students**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Name</td>
<td>Test Date</td>
</tr>
<tr>
<td>Example 1</td>
<td>Example 2</td>
</tr>
</tbody>
</table>

- Assessment data used to monitor progress of Fluent English Proficient (FEP) students.

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

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

---

Language Arts: teacher comments: (Please include interventions and attach additional documents if necessary)

---

Monitor's Signature - Year One

Monitor's Signature - Year Two

---

Keep original copy in the student's cumulative file.
Withdrawn by Parent

*PAR-WD*

- Registration Form
- Home Language Survey
- AZELLA Results (cumulative)
- Parent Request for Withdrawal from ELL Program Services
PARENT REQUEST FOR WITHDRAWAL
FROM ELL PROGRAM (BY PRINCIPAL REQUEST ONLY)

State of Arizona
Department of Education
Office of English Language Acquisition Services

Tom Home
Superintendent of
Delhi Instruction

Parent Request for Student Withdrawal from an English Language Learner Program

Student Name: 
SAI ID: 

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 my 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. 8002, (B) (1) (A) (i and ii)).
Withdrawn by Exceptional Education
*R-IEP

- Registration Form
- Home Language Survey
- AZELLA Results (cumulative)
- IEP Team Determination: Discontinuation of English Language Learner Services or Withdrawal from ELL Status by SPED Criteria Form
IEP TEAM DETERMINATION:

DISCONTINUATION OF ENGLISH LANGUAGE LEARNER SERVICES

TUSD

LANGUAGE ACQUISITION DEPARTMENT
TUACON UNITED SCHOOL DISTRICT
1303 E. Waser ST. LIBC Building
Tucson, AZ 85719
Phone: (520) 216-800 Fax: (520) 216-8008

IEP Team Determination: Discontinuation of English Language Learner Services

Student’s Last Name, First Name, Date of Birth, Grade, EE Category, Date of Meeting

School

The MET/IEP team considered the impact of this student’s disability on hose ability to attain English language proficiency on the AZELLA and has determined that the student’s disability is the primary education factor 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

<table>
<thead>
<tr>
<th>Oral (Listening/Speaking)</th>
<th>Reading</th>
<th>Writing</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Performance Level</td>
<td>Performance Level</td>
<td>Performance Level</td>
</tr>
<tr>
<td></td>
<td>P</td>
<td>E</td>
<td>R</td>
</tr>
</tbody>
</table>

PEB=Pre-emergent/emergent, I=Intermediate, P=Proficient, PE=Pre-emergent/emergent, B=Basic

☐ Other – Please Specify.
Waivers/Withdrawals 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
Teacher Referral Forms

These forms must be used to refer a student for AZELLA Placement testing when an AZELLA Placement test is not required:

- Moving from Mainstream to ELL
- Moving from ELL to Mainstream
  - Only available during designated testing windows

Criteria must be met before testing is allowed