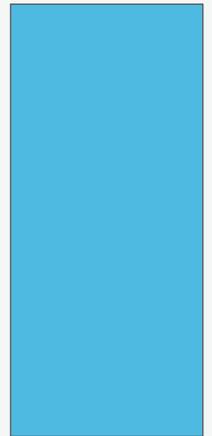


ELL FILES & RECORDKEEPING

ELL COORDINATOR BOOT CAMP 2016-2017
SUSAN EIDE, EDUCATION PROGRAM SPECIALIST



OBJECTIVES

- You will receive an abundance of information about which documents you need to have for your ELLs
- You will take notes as needed for memory, and follow-up in the Q & A session afterward with your questions
- You will mentally plan a list of your next steps, to ensure you will have your system in place for your ELL paperwork this school year

RATE YOURSELF...PRETEST

- On a scale of 1-3 rate yourself in your knowledge of ELL files and the required documentation for compliance.

1= You've got little or no knowledge of what's required, when to complete it, or who should sign it. ***This training is all new learning.***

2= This isn't your first rodeo, but you still need some clarification about what is required, when to get it, and where to keep it. ***You know which learning gaps you're looking to fill with today's training.***

3= You're nearly a pro! You've possibly been through monitoring already and have your compliance paperwork systems in place. ***Today's training is about tying up loose ends or confirming what you are already doing is correct***

WHERE TO START? WHAT TO KEEP?

- Initial Enrollment form for ALL students
 - 3 language questions are identical to PHLOTE form
- Primary Home Language Other than English Survey (PHLOTE) for ALL students (Home Language Survey)
 - Only do once

SAMPLE ENROLLMENT AND PHLOTE FORM

For office use only

Entry date _____
 Entry code _____
 H / R _____
 # absences _____



Honey Bee High

School Enrollment Form

For office use only

I.D. # _____
 Counselor _____
 State ID # _____
 IEP Teacher _____

GRADE LEVEL 9 10 11 12



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, R7-2-306(B)(1), (2)(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 _____ SAIS 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.

STUDENT INFORMATION

Last Name _____ First Name _____ M.I. _____ Suffix _____

Gender: Male Female Birthdate: Month _____ / Day _____ / Year _____ Current Age _____

Home Address _____ Apt# _____

City _____ State _____ Zip _____ Home Phone (_____) _____

Birth Place _____ Hospital Preference _____ Siblings _____

CUSTODY INFORMATION:

If parents/guardians are separated or divorced, who has court-appointed CUSTODY of this student? *The custodial parent/guardian is responsible for providing all legal documents at the time of registration. Custody will not be entered without legal documentation.*

I/We have Joint Custody Sole Custody

I have provided the school a copy of court appointed custodial documentation _____ (initials)

PRIMARY HOME LANGUAGE (PHLOTE Home Language Survey)

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

What is the language most often spoken by the student? _____

What is the language that the student first acquired? _____

TEST HISTORY

- AZELLA test history
 - Initial AZELLA Assessment & Reassessment Reports
 - SDELL70 Report when AZELLA Report not available

SAMPLE SDELL70 REPORT

SDELL70
FY 2016 (School Year 2015 - 2016)

Arizona Department of Education
SDELL70 - AZELLA Student Test History Report

Page: 1 of 1
Print Date: 06/30/2016 09:47

Requesting District CTDS:
Requesting District Entity ID: 79275
Requesting District Name: Ariz

Requesting School CTDS:
Requesting School Entity ID:

If the student had any AZELLA testing history, it would be in the Assessment History and Most Recent Assessment Details fields below

Student Demographics

SAIS ID Last Name Language Gender

Assessment History

Assessment Date	Assessment Name	Total Scale Score	Overall Proficiency Level	Grade	ELL Classification	District Name	School Name	School CTDS	School Entity ID
-----------------	-----------------	-------------------	---------------------------	-------	--------------------	---------------	-------------	-------------	------------------

Most Recent Assessment Details

Assessment Date	Assessment Type	Scale Score	Proficiency Level	Grade	Stage	District Name	School Name	School CTDS	School Entity ID
-----------------	-----------------	-------------	-------------------	-------	-------	---------------	-------------	-------------	------------------

Most Recent ELL Program History

Date	Type	Description
------	------	-------------

WHAT ELSE TO KEEP?

- Annual Parent Notification forms
 - Signed within 30 days or 2 weeks
- Parent Withdrawal form (if applicable)

PARENT NOTIFICATIONS OR PARENT WITHDRAWALS

- Annual Parent Notification forms
 - Signed within 30 days or 2 weeks
- Parent Withdrawal form (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 Language Learner (ELL) Program

To the parent or guardian of: _____
Last Name First Name M.I. SAIS ID
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 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 English language learners (ELLs) 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 ELLs 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 Language Learner on Individual Language Learner Plan - ILLP)*

Bilingual Education Program with required waiver*

*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 their student, and the ease of transition to mainstream classrooms.

A student must meet the following criteria in order to achieve English language proficiency and exit the program: a proficient Total Combined Score, a proficient score in the reading domain, and a proficient score in the writing domain. A.R.S. § 15-756.02

Parents have the right to decline their student's enrollment in or to have their student immediately removed from an ELL 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 _____

Parental Notification and Consent Forms must be sent home within 30 days of the beginning of each school year or within two weeks of a student re-enrolling during the school year. 20 U.S.C. § 7012(a)(6)

This form should be placed in the student's cumulative folder.

(Revised: July 2013)
1235 West Jefferson Street, Phoenix, Arizona 85007 • 602-542-0733 • www.ade.az.gov

School initiates



Parent initiates




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

Parent Request for Student Withdrawal from an English Language Learner Program

Student Name _____ SAIS ID _____
Last Name First Name M.I.
Student ID _____ 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. While I have withdrawn my child from English language services, I understand that his/her progress in English language acquisition will continue to be monitored and assessed with the language assessment (AZELLA) until he/she scores proficient.

Signature of parent or legal guardian _____ Date _____

FOR OFFICE USE ONLY

Current Arizona English Language Learner Assessment Proficiency Levels:
Reading _____ Writing _____ Total Combined _____

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, (b) (A) (i) and (ii)).
(Revised: May 2013)

1235 West Jefferson Street, Box #31, Phoenix, Arizona 85007 • 602-542-0733 • www.azed.gov/ella

WHAT ELSE TO KEEP?

- Parent Notice of Reclassification
- FEP Monitor form
 - For 2 academic years following reclassification

RECLASSIFICATION & 2 YEAR MONITORING FORMS

After AZELLA
data comes-
send to
parents


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

Notification of Reclassification

Dear Parent/Guardian:

(Student Name) _____
 was reassessed with the Arizona English Language Learner Assessment (AZELLA)
 on _____ (Date).

He/She has obtained an "Overall Proficient Level" on the AZELLA. This means that he/she no longer needs ELL program services. While your child has attained fluent English proficient status, his/her academic progress will be monitored for the next two years.

If you have any questions or concerns, please contact:

 District/School Representative @ Phone

 ELL Coordinator/Assessment Administrator Signature

 Date

Copy: Student's cumulative file


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

Two-Year Monitoring Form for Fluent English Proficient Students

Student Name _____
 SAIS ID Number _____
 Date Reclassified _____

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

	Test Name	Year 1		Year 2	
		Test Date	Test Score	Test Date	Test Score
State-wide					
District wide, School wide					
Other criteria used for monitoring the FEP student Classroom teacher comments.					

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

Monitor's Signature-Year One _____

Monitor's Signature-Year Two _____

FEP1 begins
academic
year
FOLLOWING
proficient
score

WHAT ELSE TO KEEP?

- AZELLA Placement Teacher Referral form
 - If teacher feels student needs to be tested
- WICP form
 - Any intercession class documentation

WICP

Used to document compensatory instruction for ELLs or FEPs

ELL Compensatory Instruction for English Language Development Written Individualized Compensatory Plan (WICP)

Student Name (Last, First): _____ Date: _____

School: _____ School Year: _____

Grade: _____ SAIS Number: _____ Primary Home Language: _____

Student's overall AZELLA proficiency level upon entry into compensatory instruction program: (circle one)

Pre-Emergent Emergent Basic Intermediate Proficient

Teacher(s) providing compensatory instruction: _____

Types of Compensatory Instruction to be provided to this ELL or recent FEP student and related dates:

Extended day classes Date started: _____ Date ended: _____

Summer school Date started: _____ Date ended: _____

Intercession Date started: _____ Date ended: _____

Individual instruction Date started: _____ Date ended: _____

Small group instruction Date started: _____ Date ended: _____

Other programs Date started: _____ Date ended: _____

Measurable annual goal(s):

Instructional objectives targeted to improve English proficiency:
1. _____
2. _____
3. _____

Assessments used in Compensatory Instruction program to measure progress:
1. _____
2. _____
3. _____

Teacher providing Compensatory Instruction Date

Parent Date Principal Date

=====

Note: A WICP form is required for each student participating in a Compensatory Instruction Program. This form must be kept in the student's cumulative file. (R7-2-306(F)(4))

ORGANIZATION OF PAPERWORK

- Your LEA should have a system of keeping the required documents organized in or near the student cumulative files
- Not only do monitors look for required ELL documentation, but they also need to access cumulative files
- ILLP Attachment A and B copies should be in the classroom(s) with the teacher(s)

WHERE DOES ELL DOCUMENTATION GO?

- Many Local Educational Agencies (LEAs), in order to ensure compliance, choose to keep a **colored** file folder within the ELL's cumulative file for ease in locating the file quickly and in organizing each ELL's required documentation.



ELL File
within
cumulative
folder

RETENTION SCHEDULES

- For questions on retention schedules, please refer to the Arizona State Library, Archives & Public Records website at:

<http://apps.azlibrary.gov/records/general.aspx>



[Digital AZ Library](#)

[Visit the Museum](#)

[Research Centers](#)

[Who We Are](#)

General Retention Schedules

View general schedules by public body.

Education K-12 ▼

- OR -

Search schedule number, schedule date and title.

Any of the words Phrase, or part of word

Results for Education K-12

	Schedule Date	Schedule Number	Title
	12/29/2015	GS 1018	Administrative and Management
	07/03/2012	000-12-64	Audit Records
	04/24/2012	000-12-42	Bond Records
	12/29/2015	GS 1033	Cemetery
	12/29/2015	GS 1016	Clerks
	03/04/2016	GS 1036	Constables
	05/01/2012	000-12-40	Copy Center and Mail Room Records
	09/26/2014	GS 1004	Criminal History Record Information Records

Archives and Records Management

Research at the Archives

- [Legislator's Papers](#)

- [Manuscript Collections](#)

- [State and Local Government Records](#)

Records Center Services

Retention Schedules, Standards, Forms and Guidance

Retention Schedules

- [General Schedules](#)

- [State Agency Schedules](#)

[Guidelines, Standards and Statutes](#)

[Forms and Approvals](#)

[Accessing Arizona Public Records](#)

[Conservation, Disaster Preparedness and Emergency Recovery](#)

[Programs, Training, and Presentations](#)

[Archives and Records Management Policies](#)

[Contact the State Archives and Records Management Center](#)

Make a mental list of your 3 next steps-
to ensure your LEA will have all the
required ELL paperwork for next school
year. **Each step should have 5 or fewer
words and start with a verb!**

1)

2)

3)

Tell 1 person at your table in **15 words or less all 3 steps!**

1) 5 words or less

2) 5 words or less

3) 5 words or less

RATE YOURSELF...POSTTEST

- On a scale of 1-3 rate yourself in your knowledge of ELL files and the required documentation for compliance.

1= You've got little or no knowledge of what's required, when to complete it, or who should sign it. ***You may need to revisit your notes from today's training.***

2= You've learned a lot in a short amount of time, but you still need some clarification about what is required, when to have it, and where to keep it. ***Congratulations and remember our email address for later questions.***

3= You're a pro! You've found answers you were looking for and have a plan for any refinements to your current ELL paperwork system. ***Congratulations and thank you for your attention!***

QUESTIONS?



THANK YOU!

- Please keep in mind that our goal is to provide you with the support you need.

OELASInbox@azed.gov and 602-542-0753 will let you reach the first available person in OELAS.

