



ARIZONA DEPARTMENT OF
EDUCATION

EL Forms & Documentation Training

Revised 2/1/2025

Key Terminology

Student File vs. EL File

- Documentation for EL students is maintained as **part of** the students' cumulative record
 - Student files *can* include a folder specifically for EL documentation
 - Digital files are acceptable, if they can be printed when required

LEA

- Local Education Agency (e.g., a district or charter)

EL Forms for Required Documentation

Every student identified as English learner (EL) is entitled to EL services. State and federal laws exist to ensure ELs receive the appropriate language and academic support to provide them the opportunities for academic and lifelong success.

EL forms are required to document these services. Each form has its own purpose and intent; they serve as the LEA's record of the instructional programs and services it provides/offers.

EL Forms and documentation shall be kept in the student's cumulative file or EL File.



EL Forms for Required Documentation

Ensure that **ALL** EL forms are:

- Completed in their entirety
- Signed and dated:
 - by all *required staff*, and
 - by the *required timeline*
- Filed accordingly (cumulative, EL, and/or SPED)
- Maintained according to the retention policy



This EL Forms guidance document contains the following:

- **purpose/intent for each form**
- **legal reference(s)**
- **required components**
- **considerations**



EL Forms - At a Glance

EL Form or Documentation:	Required For:
Home Language Survey (HLS)	All students enrolled (<i>EL & Non-EL</i>)
Documentation of Initial AZELLA Assessment (<i>This may be an Assessment Rapid Report and/or EL70 report for the student</i>)	All students with a Primary Home Language Other Than English (PHLOTE) (<i>this includes ELs qualified for services & students with an Initial Proficient Score [IFEP]</i>)
Documentation of Annual AZELLA Reassessment (<i>This may be an AZELLA Test Report and/or an <u>updated</u> EL70 report for the student</i>)	All ELs (<i>including Parent Withdrawn</i>)
Parental Notification and Consent Form (PNC)	All ELs receiving EL services
Alt ELPA Parental Notification and Consent Form (PNC – Alt ELPA)	Identified ELs with Significant Cognitive Disabilities receiving EL services

EL Forms - At a Glance (continued)


EL Form or Documentation:	Required For:
Bilingual Parental Waiver Request Application (BW1, BW2, BW3)	ELs whose parents request they be placed in a bilingual program. Must qualify based on Bilingual Waiver 1, 2, or 3.
Parent Request for Withdrawal from an English Learner Program (PW)	ELs whose parents request their student opt out of EL services
Notification of Reclassification	When the EL has an overall <i>Proficient</i> score on AZELLA Reassessment
Notification of Reclassification - Alt ELPA	When the EL has an overall <i>Proficient</i> score on Alt ELPA Reassessment
Two-Year Monitoring Form for Fluent English Proficient Students	FEPs when applicable (first two academic years after Reclassification)
Written Individualized Compensatory Plan (WICP)	All ELs & FEPs when applicable

EL Forms - At a Glance (continued)

EL Form or Documentation:	Required For:
Annual Progress-Monitoring Form for English Learners who are Parent Withdrawn from an English Learner Program	ELs who are withdrawn from receiving EL services
English Learner Status Undetermined or Missed Prior Reassessment Test	EL student when applicable
AZELLA Placement Test Referral form: EL to Mainstream *Start of School Year	EL student when applicable
AZELLA Placement Test Referral form: Mainstream to EL	Any student when applicable

EL Forms Location

All EL Forms can be found on our website: <https://www.azed.gov/oelas/forms>

**ARIZONA DEPARTMENT OF
EDUCATION**

Select Language ▾

Parents Educators & Administrators Programs About ADE Data & Systems ADEConnect 🔍

Home / OELAS / English Learner (EL) Forms

English Learner (EL) Forms

OELAS developed the following forms for EL files that may not be modified. If these forms are used in a digital format requiring an electronic signature they adhere to [ADOA Policy](#).

▶ State-Approved EL Required Forms (not to be modified)

▶ Sample EL Forms

▶ Guidance and Resources for EL Forms

Should you have questions about any of these forms, please email us: OELAS@azed.gov

AZELLA

EL Data

EL Forms

EL Monitoring

ELP Standards

OELAS Conference

Professional Learning

SEI Budget

SEI Endorsement

▶ **State-Approved EL Required Forms (not to be modified)**

Must be used as is without any changes/modifications

▶ **Sample EL Forms**

Must maintain the purpose and intent of the original form (information/content).

Can be customized with LEA information (e.g. letterhead)

▶ **Guidance and Resources for EL Forms**

Information on all EL documentation and current published guidance regarding forms, including digital forms and records retention policies



Arizona Department of Education
Office of English Language Acquisition Services

Home Language Survey

The responses to this Home Language Survey (HLS) are used by the school to provide the most appropriate instructional programs and services for the student. **The answers below will determine if a student will take the Arizona English Language Learner Assessment (AZELLA).** Please respond to each of the three questions as accurately as possible. If you need to correct any of your responses, this must be done before the student takes the AZELLA Placement Test.

1. What language do people speak in the home *most* of the time?

2. What language does the student speak *most* of the time?

3. What language did the student *first* speak or understand?

Student Name _____ District Student ID _____

Date of Birth _____ SSID _____

Parent/Guardian Signature _____ Date _____

District or Charter _____

School _____

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

In AzEDS, please enter all three HLS responses.

These HLS questions are in compliance with Arizona Administrative Code (R7-2-306(B)(1),(2)(a-c). (Revised 05-2023)

Home Language Survey (HLS)

Home Language Survey (HLS)

Purpose:

The HLS is used by the school to collect information from the three questions regarding the language(s) the student has spoken, understood, or been exposed to. The responses will help determine if the student will take the Arizona English Language Learner Assessment (AZELLA) in order to provide the most appropriate instructional programs and services for the student.

Legal Reference: *The primary or home language for all new pupils who enroll in a school district or charter school shall be identified in a manner prescribed by the superintendent of public instruction. [A.R.S. §15-756(A)]*





Arizona Department of Education
Office of English Language Acquisition Services

Home Language Survey

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1. What language do people speak in the home *most* of the time?

2. What language does the student speak *most* of the time?

3. What language did the student *first* speak or understand?

Student Name _____ District Student ID _____

Date of Birth _____ SSID _____

Parent/Guardian Signature _____ Date _____

District or Charter _____

School _____

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

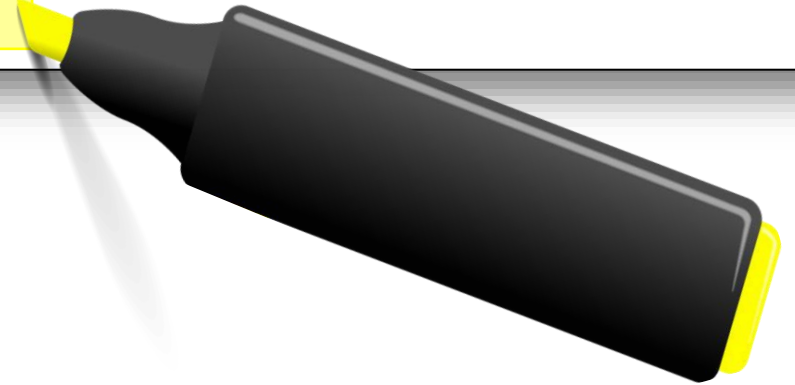
In AzEDS, please enter all three HLS responses.

These HLS questions are in compliance with Arizona Administrative Code (R7-2-306(B)(1),(2)(a-c)). (Revised 05-2023)

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Home Language Survey

The responses to this Home Language Survey (HLS) are used by the school to provide the most appropriate instructional programs and services for the student. **The answers below will determine if a student will take the Arizona English Language Learner Assessment (AZELLA).** Please respond to each of the three questions as accurately as possible. **If you need to correct any of your responses, this must be done before the student takes the AZELLA Placement Test.**



Home Language Survey (HLS)

Required Components

- ✓ Completed only **once** upon initial enrollment
- ✓ Must contain legal signature & date
- ✓ All fields need to be completed (including SSID)
- ✓ Corrections to responses must be completed before the AZELLA is administered
- ✓ A copy must be included in student files



Completed by:
Parent

1. What language do people speak in the home *most* of the time?

2. What language does the student speak *most* of the time?

3. What language did the student *first* speak or understand?

Completed by:
LEA

Student Name_____

District Student ID_____

Date of Birth_____

SSID_____

Parent/Guardian Signature_____ Date_____

District or Charter_____

School_____

Preschool Guidance

- Please note that the Office of English Language Acquisition Services (OELAS) does not monitor preschools
- We do not currently have a state language assessment for preschool students
- Preschools may be using the Home Language Survey as a requirement of a grant
- If a student has two Home Language Surveys in their cumulative file (preschool and Kindergarten), utilize the HLS completed at the start of Kindergarten to determine the need to assess the student with the AZELLA

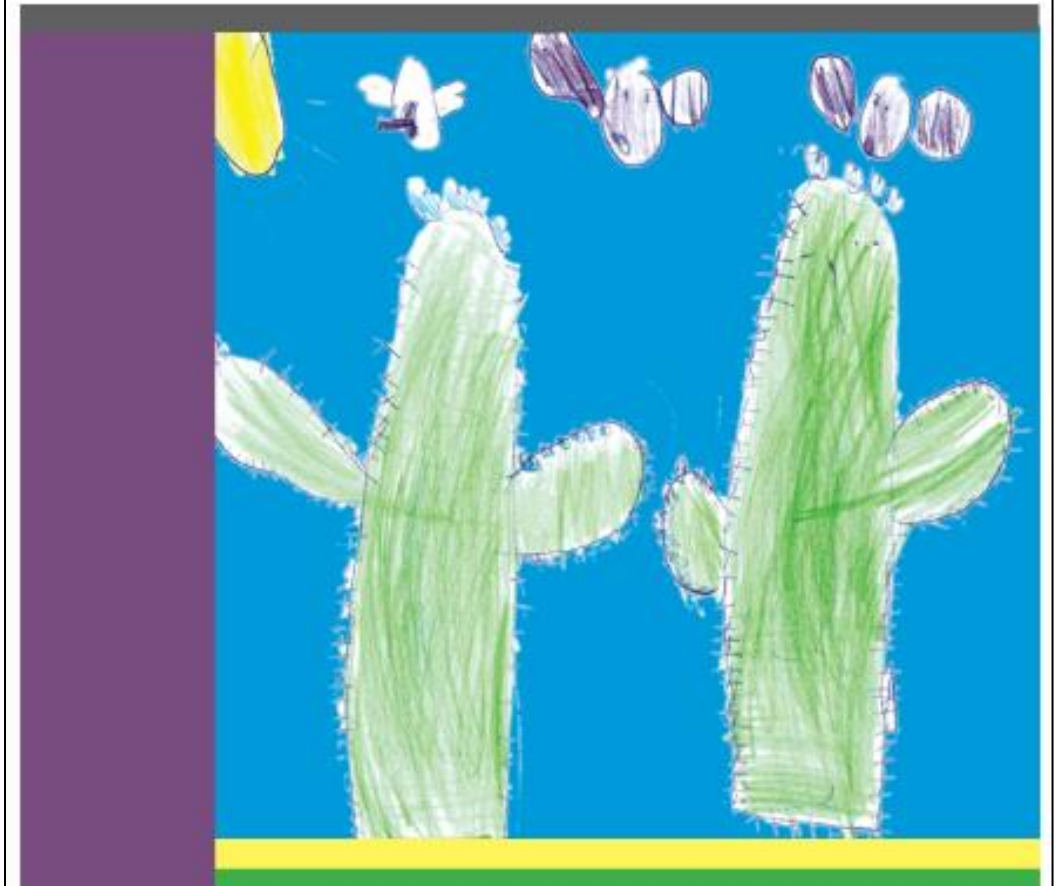
Home Language Survey (HLS)

Considerations

- Annual training for registrars:
 - supporting parents with completing the HLS
 - checking for completion
 - ensuring SSIDs are present/correct
 - Providing copies to the appropriate staff
- Internal audits to ensure a hard copy is in each file (ELs and non-ELs) and to eliminate duplicate forms

EL Assessment (AZELLA)

AZELLA



Documentation of AZELLA Assessment

Purpose:

The purpose behind AZELLA reports is to utilize the results to determine if the student is an EL and eligible for EL services, as well as to inform the parent of the student's results.

Legal Reference: *The English language proficiency of all pupils with a primary or home language other than English shall be assessed through the administration of English language proficiency assessments in a manner prescribed by the superintendent of public instruction. [A.R.S. §15-756(B) and R7-2-306(C)(3)]*

Local educational agencies, “are to create and implement standardized, statewide entrance and exit procedures” for ELs, “including an assurance that all students who may be [ELs] are assessed for such status within 30 days of enrollment in a school in the State” and within two weeks of enrollment after the start of the school year. [ESEA section 3113(b)(2)]



Documentation of Initial AZELLA Assessment

The **EL70 Report** contains the student's AZELLA history (all AZELLA Placement and Reassessment data regardless of which school the student was enrolled at)

- An EL 70 report should be pulled to check for current AZELLA history
- If the EL 70 shows an AZELLA history, place a copy in the EL student's file

The **Rapid Report** (accessible through Pearson Access Next) contains the student's unofficial results on the AZELLA Placement Test.

Pearson mails **Individual Student Reports** for students who have been tested with the AZELLA Placement Test.

Sample EL70 Report

Student Demographics

SSID	Last Name	First Name	Middle Name	DOB	Enrolled Grade	Home Language Survey	Gender
[REDACTED]						1. [REDACTED] 2. [REDACTED] 3. [REDACTED]	[REDACTED]

An ELP Assessment History and/or EL Program Transactions **supersedes**, or takes the place of, a Home Language Survey with only English and American Sign Language (ASL) responses.

Assessment History

Assessment Date	ELP Test ¹	Tested Grade ²	Overall Proficiency Level ³	Eligibility Status	District Name	District Entity ID	School Name	School Entity ID
02/01/2024	R	12	Intermediate	Eligible for EL Services	[REDACTED]			
03/03/2023	R	11	Intermediate	Eligible for EL Services				
03/04/2022	R	10	Intermediate	Eligible for EL Services				
03/09/2021	R	9	Basic	Eligible for EL Services				
02/12/2020	R	8	Pre-Emergent/Emergent	Eligible for EL Services				
02/14/2019	R	7	Pre-Emergent/Emergent	Eligible for EL Services				
04/12/2018	P	6	Pre-Emergent/Emergent	Eligible for EL Services				

Assessment Details


Documentation of Annual AZELLA Reassessment

Pearson mails **Individual Student Reports** for students who have been tested with the Spring AZELLA Reassessment.

An updated **EL70 Report** contains the student's Spring AZELLA Reassessment data.

Student Report

Arizona English Language Learner Assessment
Spring 2023



Overall Proficiency Level

- ☒ **Proficient** students consistently understand and produce grade-appropriate social and academic English. They independently read and comprehend key information in oral and print grade-level texts. They consistently apply a range of grade-level English language skills in a wide variety of contexts.
- ☐ **Intermediate** students have the ability to speak and understand using grade-appropriate English in social settings. However, they do not demonstrate sufficient grade-level academic English language skills to access grade-level materials independently. They demonstrate grade-level English skills in a limited variety of contexts.
- ☐ **Basic** students have limited ability to speak and understand simple and/or routine English phrases spoken in academic and social settings. They have limited ability to address grade appropriate reading or writing tasks due to a developing vocabulary.
- ☐ **Pre-Emergent / Emergent** students have limited or no ability to speak or understand English in academic and social settings. They have limited or no ability to address grade appropriate reading or writing tasks meaningfully due to lack of English vocabulary. They use English to express simple phrases and sentence structures to communicate their immediate needs.

Student: **LASTNAME25CHARACTERSXXXX, FIRSTNAME20CHARCTERS I.**

SSID: 12345678912

Birth Date: mm/dd/ccyy

Grade: K

Test Date: mm/dd/ccyy

Other Information: 9999999999

Language Program as of Test Date:

Structured English Immersion

Dist-Sch #: 9999999-9999999

School Name: SCHOOLNAME35CHARACTERSWWWWW

District Name: DISTRICTNAME35CHARCTERSXXXXXXXXXXXXXXX

Total Proficiency Scale Score: 1405

		Scale Score	Pre-Emergent / Emergent / Basic	Intermediate	Proficient
Domain Scores	Reading	375			
	Writing	390			
	Listening	243			
	Speaking	397			
Additional Scores	Receptive Communication			✓	
	Productive Communication			✓	
	Interactive Communication				✓
	Language (Conventions/Vocabulary)				✓

mmddy-Z0000001-0000000000000000-0000001

Parent Notification and Consent (PNC)



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/Guardian of _____
Last Name First Name M.I.

SSID District Student ID School Grade

The English language proficiency of your student has been measured using the Arizona English Language Learner Assessment (AZELLA). The results of this assessment show that your student achieved an overall proficiency level of less than proficient, and therefore, qualifies for placement in an English learner program.

English learner (EL) 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 set for 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 Individualized Education Program (IEP) are incorporated into classroom instruction.

The status of your student's academic achievement is: (check one, if applicable)
_____below grade level _____at grade level _____above grade level

Based on the (check one) _____Preliminary Placement Test or _____Spring Reassessment, the Student's Overall Proficiency Level is: (check one) _____Pre-Emergent/Emergent _____Basic _____Basic/Intermediate _____Intermediate

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

- _____Structured English Immersion (SEI) Pull-Out Model
_____Structured English Immersion (SEI) Two-Hour Model
_____Structured English Immersion (SEI) Newcomer Model
_____50-50 Dual Language Immersion (DLI) Model (*Court Case Pending*) or Bilingual with Waiver 1, 2, or 3

For a student to be considered proficient on the AZELLA, he/she must obtain the minimum total proficiency scale score as set by the Arizona Department of Education and perform at the intermediate level or above on each of the four domains.

Parents have the right to decline their student's placement in an EL program or to have their student withdrawn from an EL program at any time after a consultation. If you would like more information about instruction, the various programs, or need assistance in selecting a program, please contact your student's school administrator.

Signature of Classroom Teacher/Language Arts Teacher Date

Signature of Parent/Guardian Date

The Parental Notification and Consent Form must be provided no later than 30 calendar days after the beginning of each school year or within the first two weeks of placement in an EL program for students who enroll after the start of the school year. ESSA § 1112(e)(3)(A)(B) This form should be placed in the student's cumulative folder. (Revised 07-2024)

Parent Notification and Consent (PNC)

Purpose:

The Parent Notification and Consent (PNC) form is to notify parents their student has qualified for EL services (by obtaining an overall score of less than *Proficient* the AZELLA Placement or Reassessment) and will be placed in an EL program.

Legal Reference: *Each local educational agency using federal funds to provide a language instruction educational program as determined under Title III shall, not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program. [ESEA section 1112(e)(3)(A)]*

For those children who have not been identified as English learners prior to the beginning of the school year, but are identified as English learners during such school year, the local educational agency shall notify the children's parents during the first two weeks of the child being placed in a language instruction educational program. [ESEA section 1112(e)(3)(B)]



Parent Notification and Consent (PNC)

Required Components

- ✓ Completed annually within 30 calendar days of the first day of school or 2 weeks for students who enroll thereafter
- ✓ All fields must be completed:
 - Academic achievement
 - Proficiency Level
 - Mark the correct SEI Model
 - Teacher signs and dates prior to form being sent home
 - Parent signs and dates or the LEA documents 3 attempts
- ✓ Attach Program Description



Parental Notification and Consent Form (PNC)

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/Guardian of _____
Last Name First Name M.I.

SSID District Student ID School Grade

The English language proficiency of your student has been measured using the Arizona English Language Learner Assessment (AZELLA). The results of this assessment show that your student achieved an overall proficiency level of less than proficient, and therefore, qualifies for placement in an English learner program.

English learner (EL) 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 set for 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 Individualized Education Program (IEP) are incorporated into classroom instruction.

The status of your student's academic achievement is: (check one, if applicable)
_____ below grade level _____ at grade level _____ above grade level

Based on the (check one) _____ Preliminary Placement Test or _____ Spring Reassessment, the Student's Overall Proficiency Level is: (check one) _____ Pre-Emergent/Emergent _____ Basic _____ Basic/Intermediate _____ Intermediate

School year completed by the LEA

Student information completed by the LEA

Student's academic achievement level completed by the LEA

Student's AZELLA information completed by the LEA

Parental Notification and Consent Form (PNC) Continued

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

- _____ Structured English Immersion (SEI) Pull-Out Model
- _____ Structured English Immersion (SEI) Two-Hour Model
- _____ Structured English Immersion (SEI) Newcomer Model
- _____ 50-50 Dual Language Immersion (DLI) Model (*Court Case Pending*) or Bilingual with Waiver 1, 2, or 3

For a student to be considered proficient on the AZELLA, he/she must obtain the minimum total proficiency scale score as set by the Arizona Department of Education **and** perform at the intermediate level or above on each of the four domains.

Parents have the right to decline their student's placement in an EL program or to have their student withdrawn from an EL program at any time after a consultation. If you would like more information about instruction, the various programs, or need assistance in selecting a program, please contact your student's school administrator.

Signature of Classroom Teacher/Language Arts Teacher Date

Signature of Parent/Guardian Date

The Parental Notification and Consent Form must be provided no later than 30 calendar days after the beginning of each school year or within the first two weeks of placement in an EL program for students who enroll after the start of the school year. ESSA § 1112(e)(3)(A)(B) **This form should be placed in the student's cumulative folder.** (Revised 07-2024)

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EL program description must be attached

EL program placement selected by the LEA

(Information of parent's right to refuse services)

Teacher signature and date

Parent signature and date (not required for services)

(Required timelines for notification)

Parent Notification and Consent (PNC)

Considerations

- **Procedure to ensure the form is completed** correctly, in its entirety, and signed by the teacher prior to being sent home to the parent
- **Procedure for documenting 3 attempts**
 - Annotate (notes, stamp, label) on the original form
 - First attempt must be sent home within the required timeframe; additional attempts must be within a reasonable timeframe
 - Additional attempts can be meetings, calls, emails, etc.

Parent Notification and Consent Form for Students with Significant Cognitive Disabilities (PNC Alt ELPA)



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 For Students with Significant Cognitive Disabilities

To the Parent/Guardian of _____
Last Name First Name M.I.

SSID District Student ID School Grade

The English language proficiency of your student has been measured using the Alternate English Language Proficiency Assessment (Alt ELPA) for students with significant cognitive disabilities. The results of this assessment show that your student achieved an overall proficiency level of less than proficient, and therefore, qualifies for placement in an English learner program.

English learner (EL) programs adjust instruction to the student's strengths and needs. Instructional strategies, practices, and methods help each student learn English and meet age-appropriate academic standards for students with significant cognitive disabilities. The expectations set for ELs with significant cognitive disabilities are to attain English language acquisition skills to meet appropriate grade level academic achievement standards. The teachers of special education ELs will meet with the special education personnel to ensure that the objectives of the Individualized Education Program (IEP) are incorporated into classroom instruction.

Based on the (check one) ☐ Alt ELPA Screener or ☐ Alt ELPA Spring Reassessment, the Student's Overall Proficiency Level is:

(check one) ☐ Emerging ☐ Progressing

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

- ☐ Structured English Immersion (SEI) Pull-Out Model
- ☐ Structured English Immersion (SEI) Two-Hour Model
- ☐ Structured English Immersion (SEI) Newcomer Model
- ☐ 50-50 Dual Language Immersion (DLI) Model (Court Case Pending) or Bilingual with Waiver 1, 2, or 3

For a student to be considered proficient on the Alt ELPA, he/she must obtain a proficiency level of early advanced or advanced in both modalities.

Parents have the right to decline their student's placement in an EL program or to have their student withdrawn from an EL program at any time after a consultation. If you would like more information about instruction, the various programs, or need assistance in selecting a program, please contact your student's school administrator.

Signature of Classroom Teacher/Language Arts Teacher Date

Signature of Parent/Guardian Date

The Parental Notification and Consent Form must be provided no later than 30 calendar days after the beginning of each school year or within the first two weeks of placement in an EL program for students who enroll after the start of the school year.
ESSA § 1112(e)(3)(A)(B) This form should be placed in the student's Special Education file. (Revised 10-2024)

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Parent Notification and Consent (PNC)

Purpose:

The Parent Notification and Consent (PNC) form is to notify parents their student has qualified for EL services (by obtaining an overall score of less than *Proficient* the Alt ELPA Screener or Reassessment) and will be placed in an EL program.

Legal Reference: *Each local educational agency using federal funds to provide a language instruction educational program as determined under Title III shall, not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program. [ESEA section 1112(e)(3)(A)]*

For those children who have not been identified as English learners prior to the beginning of the school year, but are identified as English learners during such school year, the local educational agency shall notify the children's parents during the first two weeks of the child being placed in a language instruction educational program. [ESEA section 1112(e)(3)(B)]



Parent Notification and Consent (PNC Alt ELPA)

Required Components

- ✓ Completed annually within 30 calendar days of the first day of school or 2 weeks for students who enroll thereafter
- ✓ All fields must be completed:
 - Academic achievement
 - Proficiency Level
 - Mark the correct SEI Model
 - Teacher signs and dates prior to form being sent home
 - Parent signs and dates on the LEA documents 3 attempts
- ✓ Attach Program Description
- ✓ MUST be filed in the Special Education file (per FERPA)



Parental Notification and Consent Form (PNC) – Alt ELPA

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 For Students with Significant Cognitive Disabilities

To the Parent/Guardian of _____
Last Name First Name M.I.

SSID District Student ID School Grade

The English language proficiency of your student has been measured using the Alternate English Language Proficiency Assessment (Alt ELPA) for students with significant cognitive disabilities. The results of this assessment show that your student achieved an overall proficiency level of less than proficient, and therefore, qualifies for placement in an English learner program.

English learner (EL) programs adjust instruction to the student's strengths and needs. Instructional strategies, practices, and methods help each student learn English and meet age-appropriate academic standards for students with significant cognitive disabilities. The expectations set for ELs with significant cognitive disabilities are to attain English language acquisition skills to meet appropriate grade level academic achievement standards. The teachers of special education ELs will meet with the special education personnel to ensure that the objectives of the Individualized Education Program (IEP) are incorporated into classroom instruction.

Based on the (check one) ___Alt ELPA Screener or ___Alt ELPA Spring Reassessment, the Student's Overall Proficiency Level is:

(check one) _____Emerging _____Progressing

School year completed by the LEA

Student information completed by the LEA

Student's Alt ELPA information completed by the LEA

PNC – Alt ELPA (continued)

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

- _____ Structured English Immersion (SEI) Pull-Out Model
- _____ Structured English Immersion (SEI) Two-Hour Model
- _____ Structured English Immersion (SEI) Newcomer Model
- _____ 50-50 Dual Language Immersion (DLI) Model *(Court Case Pending)* or Bilingual with Waiver 1, 2, or 3

For a student to be considered proficient on the Alt ELPA, he/she must obtain a proficiency level of early advanced or advanced in both modalities.

Parents have the right to decline their student's placement in an EL program or to have their student withdrawn from an EL program at any time after a consultation. If you would like more information about instruction, the various programs, or need assistance in selecting a program, please contact your student's school administrator.

Signature of Classroom Teacher/Language Arts Teacher Date

Signature of Parent/Guardian Date

The Parental Notification and Consent Form must be provided no later than 30 calendar days after the beginning of each school year or within the first two weeks of placement in an EL program for students who enroll after the start of the school year.

ESSA § 1112(e)(3)(A)(B) **This form should be placed in the student's Special Education file.** (Revised 10-2024)

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EL program description must be attached

EL program placement selected by the LEA

(Information of parent's right to refuse services)

Teacher signature and date

Parent signature and date
(not required for services)

(Required timelines for notification)

Parent Notification and Consent (PNC) – Alt ELPA *Considerations*

- **Procedure to ensure the form is completed** correctly, in its entirety, and signed by the teacher prior to being sent home to the parent
- **Procedure for documenting 3 attempts**
 - Annotate (notes, stamp, label) on the original form
 - First attempt must be sent home within the required timeframe; additional attempts must be within a reasonable timeframe
 - Additional attempts can be meetings, calls, emails, etc.

Bilingual Parental Waiver Request Application



Arizona Department of Education Office of English Language Acquisition Services

Bilingual Parental Waiver Request Application

This application is used by parents to request an alternative to English Language Education as specified in A.R.S. §15-753. Parent/Guardian of an English learner must complete this application annually per A.R.S. §15-752.

District Name	School Name	SSID
Parent/Guardian Last Name	First Name	
Student's Last Name	First Name	Middle Initial
Address		
City	State Arizona	Zip Code
Native Language of Student	School year for which the waiver is requested	Grade

- I have personally visited my child's school.
- I have been provided with a full description of the educational materials to be used in the different educational program choices and all the educational opportunities available to my child.
- I am applying for a waiver to remove my child from an English language or Structured English Immersion classroom placement.

Reason for waiver request (to be verified by school district): The student has met at least one (1) of the three (3) circumstances for which a parental exception waiver may be applied (A.R.S. §15-753).

At least one of the following circumstances must be checked:

- ☐ **Waiver 1 (A.R.S. §15-753B.1) My child already knows English:** the child already possesses good English language skills, as measured by oral evaluation or standardized tests of English vocabulary comprehension, reading, and writing, in which the child scores approximately at or above the state average for his/her grade level or at or above the 5th grade average, whichever is lower; or,
- ☐ **Waiver 2 (A.R.S. §15-753B.2) My child is 10 years or older:** it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child's overall educational progress and rapid acquisition of basic English language skills as documented by the analysis of individual student needs; or,
- ☐ **Waiver 3 (A.R.S. §15-753B.3) My child has special individual needs:** the child already has been placed for a period of not less than thirty calendar days during this school year in an English language classroom and it is subsequently the informed belief of the school principal and educational staff that the child has such special and individual physical or psychological needs, above and beyond the student's lack of English proficiency, that an alternate course of educational study would be better suited to the student's overall educational development and rapid acquisition of English. A written description of no less than 250 words documenting these special individual needs for the specific child must be provided and permanently added to the child's official school records and the waiver application must contain the original authorizing signatures of both the school principal and the local superintendent of schools.

I understand that I must apply for this waiver on an annual basis.

Signature of Parent/Guardian _____

Date _____

Signature of School Principal _____

Date _____

Signature of Superintendent (Required Only for Waiver 3) _____

Date _____

<input type="checkbox"/> Application Granted
<input type="checkbox"/> Application Rejected

The signed and completed application with test results or basis for determination shall be kept on file by the LEA. (Revised 05-2023)

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Bilingual Parental Waiver Request Application

Purpose:

The Bilingual Parental Waiver Request Application is parental waiver (A.R.S. §15-753) which provides written informed consent for placement of an EL in a Bilingual Program.

Legal Reference: *Parents of a limited English proficient student have the right to information pertaining to parental rights that includes written guidance (I) detailing the right that parents have to have their child immediately removed from such program upon their request; and (II) detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available. [ESEA section 1112(e)(3)(A) (vii)]*

The requirements of section 15-752 may be waived with the prior written informed consent, to be provided annually, of the child's parents or legal guardian under the circumstances specified in this section... If a parental waiver has been granted, the affected child shall be transferred to classes teaching English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law. [A.R.S. §15-753]



Bilingual Parental Waiver Request Application

Required Components

- ✓ Completed annually, in entirety, by a parent/guardian
- ✓ Parent/guardian marks the qualifying waiver
- ✓ All signatures and dates required; principal marks “Granted” or “Rejected”
- ✓ Evidence attached to justify Bilingual Waiver 1, 2 or 3.
- ✓ Kept in EL and/or cumulative file



Bilingual Parental Waiver Request Application

Arizona Department of Education
Office of English Language Acquisition Services

Bilingual Parental Waiver Request Application

This application is used by parents to request an alternative to English Language Education as specified in A.R.S. §15-753.
Parent/Guardian of an English learner must complete this application annually per A.R.S. §15-752.

District Name	School Name	SSID
Parent/Guardian Last Name	First Name	
Student's Last Name	First Name	Middle Initial
Address		
City	State Arizona	Zip Code
Native Language of Student	School year for which the waiver is requested	Grade

Student information completed by the parent
(LEA may assist with SSID)

- I have personally visited my child's school.
- I have been provided with a full description of the educational materials to be used in the different educational program choices and all the educational opportunities available to my child.
- I am applying for a waiver to remove my child from an English language or Structured English Immersion classroom placement.

Reason for waiver request (to be verified by school district): The student has met at least one (1) of the three (3) circumstances for which a parental exception waiver may be applied (A.R.S. §15-753).

At least one of the following circumstances must be checked:

- ☐ **Waiver 1** (A.R.S. §15-753B.1) **My child already knows English:** the child already possesses good English language skills, as measured by oral evaluation or standardized tests of English vocabulary comprehension, reading, and writing, in which the child scores approximately at or above the state average for his/her grade level or at or above the 5th grade average, whichever is lower; or,
- ☐ **Waiver 2** (A.R.S. §15-753B.2) **My child is 10 years or older:** it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child's overall educational progress and rapid acquisition of basic English language skills as documented by the analysis of individual student needs; or,
- ☐ **Waiver 3** (A.R.S. §15-753B.3) **My child has special individual needs:** the child already has been placed for a period of not less than thirty calendar days during this school year in an English language classroom and it is subsequently the informed belief of the school principal and educational staff that the child has such special and individual physical or psychological needs, above and beyond the student's lack of English proficiency, that an alternate course of educational study would be better suited to the student's overall educational development and rapid acquisition of English. A written description of no less than 250 words documenting these special individual needs for the specific child must be provided and permanently added to the child's official school records and the waiver application must contain the original authorizing signatures of both the school principal and the local superintendent of schools.

I understand that I must apply for this waiver on an annual basis.

Signature of Parent/Guardian	Date	<input type="checkbox"/> Application Granted <input type="checkbox"/> Application Rejected
Signature of School Principal	Date	
Signature of Superintendent (Required Only for Waiver 3)	Date	

The signed and completed application with test results or basis for determination shall be kept on file by the LEA. (Revised 05-2023)

Waiver selected by the parent

Parent and Principal sign and date

Principal selects the "Granted" or "Rejected" box

Superintendent signs/dates (Waiver 3 only)

Bilingual Parental Waiver Request Application

Considerations

- Procedure for determination of eligibility
- Plan in place for EL students who do not qualify*

*Note that a *Parent Request for Withdrawal from EL Services* form is not an option to qualify for placement in a bilingual program.

Parent Request for Withdrawal (PW)



Arizona Department of Education Office of English Language Acquisition Services

Parent Request for Student Withdrawal from an English Learner Program

Student Name _____
Last Name First Name M.I.

SSID District Student ID School Grade

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

Signature of Parent/Guardian _____ Date _____

ESSA § 1112(e)(3)(A)

FOR OFFICE USE ONLY

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

Reading _____ Writing _____ Listening _____

Speaking _____ Total Proficiency Scale Score _____

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

Signature of Principal _____ Date _____

This form should be placed in the student's cumulative folder. (Revised 05-2023)

Parent Request for Withdrawal (PW)

Purpose:

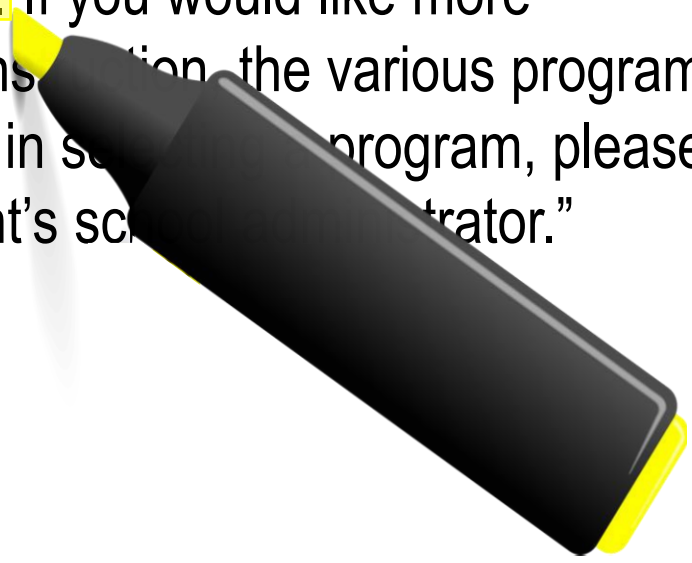
This form is used to document the request for parent withdrawal from EL services after a consultation is initiated by the parent.

Legal Reference: *Parents of a limited English proficient student have the right to information pertaining to parental rights that includes written guidance (I) detailing the right that parents have to have their child immediately removed from such program upon their request; and (II) detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available. [ESEA section 1112(e)(3)(A) (vii)]*



Important to Know: The parent’s right to decline EL services is stated on the *Parental Notification and Consent Form*

“Parents have the right to decline their student’s placement in an EL program or to have their student withdrawn from an EL program at any time **after a consultation.** If you would like more information about instruction, the various programs, or need assistance in selecting a program, please contact your student’s school administrator.”



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

To the Parent/Guardian of _____
Last Name First Name M.I.

SSID _____ District Student ID _____ School _____ Grade _____

The English language proficiency of your student has been measured using the Arizona English Language Learner Assessment (AZELLA). The results of this assessment show that your student achieved an overall proficiency level of less than proficient, and therefore, qualifies for placement in an English learner program.

English learner (EL) 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 set for 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 Individualized Education Program (IEP) are incorporated into classroom instruction.

The status of your student's academic achievement is: (check one, if applicable)
_____ below grade level _____ at grade level _____ above grade level

Based on the (check one) ___Preliminary Placement Test or ___Spring Reassessment, the Student's Overall Proficiency Level is: (check one) ___Pre-Emergent/Emergent ___Basic ___Basic/Intermediate ___Intermediate

Your student has been placed into the following English learner program (see the attached LEA program description as defined by A.R.S. § 15-751 through § 15-753):
____Structured English Immersion (SEI) Pull-Out Model
____Structured English Immersion (SEI) Two-Hour Model
____Structured English Immersion (SEI) Newcomer Model
____50-50 Dual Language Immersion (DLI) Model (Court Case Pending) or Bilingual with Waiver 1, 2, or 3

For a student to be considered proficient on the AZELLA, he/she must obtain the minimum total proficiency scale score as set by the Arizona Department of Education and perform at the intermediate level or above on each of the four domains.

Parents have the right to decline their student's placement in an EL program or to have their student withdrawn from an EL program at any time after a consultation. If you would like more information about instruction, the various programs, or need assistance in selecting a program, please contact your student's school administrator.

Signature of Classroom Teacher/Language Arts Teacher _____ Date _____

Signature of Parent/Guardian _____ Date _____

Parent Request for Withdrawal (PW)

Required Components

- ✓ The parent/guardian must initiate a request for withdrawal from an EL program *(if not, this could be an issue with the Office of Civil Rights)*
- ✓ The parent/guardian and the EL student's teacher and/or principal must discuss educational options for the student prior to signing the form
- ✓ EL students withdrawn by parent/guardian request must continue to take the annual AZELLA reassessment until they achieve an *Overall Proficient* level
- ✓ The school is still obligated to provide academic and language supports per civil rights
- ✓ Parents may opt back in to EL services for their student at any time



Parent Request for Student Withdrawal (PW)



Arizona Department of Education Office of English Language Acquisition Services

Parent Request for Student Withdrawal from an English Learner Program

Student Name _____
Last Name First Name M.I.

SSID _____
District Student ID School Grade

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

Signature of Parent/Guardian _____ Date _____

ESSA § 1112(e)(3)(A)

FOR OFFICE USE ONLY

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

Reading _____ Writing _____ Listening _____

Speaking _____ Total Proficiency Scale Score _____

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

Signature of Principal _____ Date _____

This form should be placed in the student's cumulative folder. (Revised 05-2023)

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Form completed after consultation if parents decides to opt out of EL services.

Student information completed by the parent (LEA assists with SSID).

Parent signs and dates the form.

LEA completes student's current AZELLA information.

Principal signs and dates.

What if a PW student moves?

If the EL student

- moves from elementary to secondary
- moves to a school implementing a different EL program
- moves to a new LEA

...a consultation **must** occur to inform the parent and allow for them to make an informed decision. If the parent decides to continue withdrawal from EL services, a new PW form must be completed and filed to document the consultation and decision.

Parent Request for Withdrawal (PW)

Considerations

- A new consultation must occur if :
 - the EL moves from elementary to secondary,
 - the EL moves to a school implementing a different EL Program,
 - the EL moves to a new LEA, or
 - the current school implements changes to the EL program and services.
- Ensure registrars, EL coordinators, counselors, teachers and principals understand the PW process and can support parents if they initiate a request to withdraw the student from EL services.

Notice of Reclassification



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 Proficiency Level of Proficient" on the AZELLA. This means that he/she no longer needs EL 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

EL Coordinator / Assessment Administrator Signature

Date

Copy: Student's cumulative file. (Revised 05-2023)

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SAMPLE OELAS FORM

Notice of Reclassification

Purpose:

The Notice of Reclassification is used to inform parents/guardians their student has obtained an overall score of proficient on the AZELLA and no longer qualifies for EL services and his/her academic progress will be monitored for the next two school years.

Legal Reference: *Local educational agencies in the State will provide for an annual assessment of English proficiency of all English learners. [ESEA section 1111 (2)(G)(i)] The process of reassessment of English language learners for the purpose of determining English language proficiency shall be conducted at least annually at the end of each school year in a manner prescribed by the superintendent of public instruction.[A.R.S. §15-756.05(A)] A pupil who scores at or above the test publisher's designated score for English proficiency shall be considered English proficient. The pupil shall no longer be classified as an English language learner and shall be reclassified as English proficient. [A.R.S. §15-756.05(B)] LEAs shall notify the parents or legal guardians in writing that their child has been reclassified as FEP when the student meets the criteria for such reclassification. [R7-2-306(G)(5)]*

Notice of Reclassification



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 Proficiency Level of Proficient" on the AZELLA. This means that he/she no longer needs EL 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

EL Coordinator / Assessment Administrator Signature

Date

Copy: Student's cumulative file. (Revised 05-2023)

SAMPLE OELAS FORM – This form may be modified as long as the intent is clear, and the components of the form are maintained.

← Student name

← Date the student completed the AZELLA

← EL Coordinator/DTC contact information

← EL Coordinator/DTC signature

← Date the *Notice of Reclassification* is completed and sent home

Notice of Reclassification

Required Components

- ✓ Completed by the EL Coordinator or Assessment Administrator
- ✓ Does not require a parent/guardian signature
- ✓ Sent/mailed at the end of the school year when proficiency was obtained or the beginning of the following school year
- ✓ Maintain a copy of the letter in the student's cumulative and/or EL file



Notice of Reclassification Based on Alt ELPA Reassessment Results



Arizona Department of Education
Office of English Language Acquisition Services

**Notification of Reclassification
Based on Alt ELPA Reassessment Results**

Dear Parent/Guardian:

(Student Name) _____

was reassessed with the Alternate English Language Proficiency Assessment (Alt ELPA)
on

(Date) _____.

Your student has obtained a proficiency level of Early Advanced or Advanced in both modalities on the Alt ELPA. Your student has attained fluent English proficient status and therefore will no longer be assessed with an English language proficiency assessment.

While he/she no longer qualifies for EL program services, your student's academic progress will be monitored for the next two academic years.

If you have any questions or concerns, please contact:

District/School Representative @ Phone

EL Coordinator / Assessment Administrator Signature

Date

Copy: Student's Special Education file.

(Revised 5-2024)

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SAMPLE OELAS FORM

Notice of Reclassification – Alt ELPA

Purpose:

The Notice of Reclassification – Alt ELPA is used to inform parents/guardians their student has obtained an overall score of proficient on the Alt ELPA and no longer qualifies for EL services and his/her academic progress will be monitored for the next two school years.

Legal Reference: *Local educational agencies in the State will provide for an annual assessment of English proficiency of all English learners. [ESEA section 1111 (2)(G)(i)] The process of reassessment of English language learners for the purpose of determining English language proficiency shall be conducted at least annually at the end of each school year in a manner prescribed by the superintendent of public instruction.[A.R.S. §15-756.05(A)] A pupil who scores at or above the test publisher's designated score for English proficiency shall be considered English proficient. The pupil shall no longer be classified as an English language learner and shall be reclassified as English proficient. [A.R.S. §15-756.05(B)] LEAs shall notify the parents or legal guardians in writing that their child has been reclassified as FEP when the student meets the criteria for such reclassification. [R7-2-306(G)(5)]*

Notice of Reclassification – Alt ELPA



Arizona Department of Education
Office of English Language Acquisition Services

Notification of Reclassification Based on Alt ELPA Reassessment Results

Dear Parent/Guardian:

(Student Name) _____

was reassessed with the Alternate English Language Proficiency Assessment (Alt ELPA)
on

(Date) _____

Your student has obtained a proficiency level of Early Advanced or Advanced in both modalities on the Alt ELPA. Your student has attained fluent English proficient status and therefore will no longer be assessed with an English language proficiency assessment.

While he/she no longer qualifies for EL program services, your student's academic progress will be monitored for the next two academic years.

If you have any questions or concerns, please contact:

District/School Representative @ Phone

EL Coordinator / Assessment Administrator Signature

Date

Copy: Student's Special Education file.

(Revised 5-2024)

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SAMPLE OELAS FORM – This form may be modified as long as the intent is clear, and the components of the form are maintained.

← Student name

← Date the student completed the Alt ELPA

← EL Coordinator/DTC contact information

← EL Coordinator/DTC signature

← Date the *Notice of Reclassification* is completed and sent home

Notice of Reclassification – Alt ELPA

Required Components

- ✓ Completed by the EL Coordinator or Assessment Administrator
- ✓ Does not require a parent/guardian signature
- ✓ Sent/mailed at the end of the school year when proficiency was obtained or the beginning of the following school year
- ✓ Maintain a copy of the letter in the student's Special Education file



Two-year Monitoring of Fluent English Proficient (FEP) Students



Arizona Department of Education
Office of English Language Acquisition Services

Two-Year Monitoring Form for Fluent English Proficient Students

Student Name _____

SSID Number _____

Date Reclassified _____

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

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

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

Monitor's Signature - Year 1 _____ Date _____

Monitor's Signature - Year 2 _____ Date _____

(Revised 05-2023)

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SAMPLE OELAS FORM

Two-year Monitoring of Fluent English Proficient Students

Purpose:

This form is used to monitor the academic progress and achievement of students who were English learners and reclassified as Fluent English Proficient (FEP) on the AZELLA.

Legal Reference: *The LEA shall monitor exited students based on criteria provided in this Section during each of the two years after being reclassified as FEP to determine whether these students are performing satisfactorily in achieving the Arizona Academic Standards adopted by the Board. Such students will be monitored in reading, writing and mathematics skills and mastery of academic content areas, including science and social studies. [R7-2-306(l)(1)]*

Two-year Monitoring of Fluent English Proficient Students

Required Components

- ✓ Data is collected for student monitoring for **two academic years** following reclassification to ensure they are progressing at grade level.
 - Documentation **begins the school year after** the year the student was reclassified as FEP
 - Must be completed by the end of the first and second school years following the reclassification year
- ✓ Must be signed and dated annually



Two-Year Monitoring Form for Fluent English Proficient Students



Arizona Department of Education
Office of English Language Acquisition Services

Two-Year Monitoring Form for Fluent English Proficient Students

Student Name _____
SSID Number _____
Date Reclassified _____

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

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

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

Monitor's Signature - Year 1 _____ Date _____

Monitor's Signature - Year 2 _____ Date _____

(Revised 05-2023)

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SAMPLE OELAS FORM – This form may be modified as long as the intent is clear, and the components of the form are maintained.

Student's name, SSID, and date the student completed the AZELLA and obtained a score of *Overall Proficient* (found on the *EL 70 Report* or *AZELLA Report*)

Student's academic achievement data on state-wide and/or district-wide assessments, as well as content area course work

Mark to indicate eligibility for compensatory instruction

Sign and date upon completion of each year

Two-year Monitoring of Fluent English Proficient Students

Considerations

- Create protected times to enter data onto the forms quarterly or at the end of each semester
- Include the forms in data discussions
- Data should include academic progress collected from state and district reading, writing, mathematics skills and academic content areas, including science and social studies.

Written Individual Compensatory Plan (WICP)

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

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

School: _____ School Year: _____

Grade: _____ SSID 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 EL or recent FEP student and related dates:

Extended day classes _____ Date started: _____ Date ended: _____

Summer school _____ Date started: _____ Date ended: _____

Intersession _____ 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))

Revised: June 2013

SAMPLE OELAS FORM

Written Individual Compensatory Plan (WICP)

Purpose:

This form is used to document compensatory instruction for all ELs and two-year monitoring Reclassified FEP students who are not demonstrating adequate growth/achievement.

Legal Reference: *ELs who are not progressing toward achieving proficiency of the Arizona Academic Standards adopted by the Board, as evidenced by the failure to improve scores on the statewide assessment, shall be provided compensatory instruction to assist them in achieving those Arizona Academic Standards. A WICP describing the compensatory instruction provided shall be kept in the student's academic file. [R7-2-306(E)(4)]*



Written Individual Compensatory Plan (WICP)

Required Components

- ✓ A WICP is required for all ELs and FEP students participating in a compensatory instruction program that takes place outside of the regular school hours
- ✓ Signed and dated by the teacher, parent/guardian, and principal
- ✓ All fields must be completed



Written Individual Compensatory Plan

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

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

School: _____ School Year: _____

Grade: _____ SSID 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 EL or recent FEP student and related dates:

Extended day classes Date started: _____ Date ended: _____

Summer school Date started: _____ Date ended: _____

Intersession 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))

Revised: June 2013

SAMPLE OELAS FORM – This form may be modified as long as the intent is clear, and the components of the form are maintained.

← Student's information, including most recent AZELLA proficiency level

← Type(s) of Compensatory instruction to be provided

← Goals/objectives for improving English proficiency including assessment for measuring progress

← Teacher, parent, and principal sign and date

Written Individual Compensatory Plan (WICP)

Considerations

- Have parents annotate and sign when they choose **not** to have their student attend
- File completed forms for students who did **not** attend to document LEA efforts to provide additional support

Annual Progress-Monitoring Form for English Learners who are Parent Withdrawn from an English Learner Program



Arizona Department of Education Office of English Language Acquisition Services

Annual Progress-Monitoring Form for English Learners with a Parent Request for Student Withdrawal from an English Learner Program

If a parent decides to opt his or her student out of an EL program, that student retains his or her status as an EL. The LEA remains obligated to provide the EL student meaningful access to its educational program. Thus, the LEA must continue to monitor periodically the opted-out student's academic progress. This monitoring should include a combination of performance data, such as information on assessment results, grades, courses taken, observations, attendance, and parent meeting notes, along with possible comparisons to other EL students of similar ELP levels (taken from the *English Learner Toolkit 2017*, published by OELA and NCLA).

This is a progress-monitoring form for English Learners with a Parent Request for Student Withdrawal from an English Learner Program. The LEA may attach additional data as needed.

Student Name _____ SSID _____

Date of Student Withdrawal from EL Program Services _____ School Year Monitored _____

	Date(s)	Test Score / Results
AZELLA Test History		
Arizona's Academic Standards Assessment		

	District-wide / School-wide	Test Date(s)	Test Score / Results
Formative Assessment			
Summative Assessment			

Classroom teacher observations / comments	Date:	Date:	Date:	Date:

Appropriate personnel should analyze this information throughout the year and make recommendations based on the student's current ELP level and ability to perform at grade level. If an LEA finds that a student is struggling, it should take appropriate steps to assist the student. These steps may include, but are not limited to, notifying the student's parent about his or her student's lack of progress, and encouraging him or her to opt the child into EL program services; and providing supports for the student's language acquisition, such as offering professional development in second language acquisition to the student's core curriculum teachers (taken from the *English Learner Toolkit 2017*, published by OELA and NCLA). You can access *Tools and Resources for Serving English Learners Who Opt Out of EL Programs* at <http://www2.ed.gov/about/offices/list/oeela/english-learner-toolkit/index.html>.

Signature of Content Area Teacher _____

Date _____

(Revised 04/2024)

SAMPLE OELAS FORM

Annual Progress-Monitoring Form for English Learners who are Parent Withdrawn from an English Learner Program

Purpose:

This form is used to document the ongoing periodic monitoring of the opted-out student's English language and academic progress.

Legal Reference: *If an EL is not participating in the language instruction educational programs (LIEP), the LEA still has the obligation under Title VI and EEOA to take “affirmative steps” and “appropriate action” to provide the student with access to its educational programs. The English language and other academic needs of such an EL student must still be met. [Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA)]*



Annual Progress-Monitoring Form for English Learners who are Parent Withdrawn from an English Learner Program

Form Completion Requirements:

- ✓ The **requirement of ensuring opted-out ELs' English language and other academic needs are still being met** may be accomplished by documenting the student's progress on this form.
- ✓ Data is periodically documented and analyzed.
- ✓ The form is signed and dated at the end of the school year.
- ✓ The document may be utilized to discuss the EL's progress and recommendations for EL services.



Annual Progress-Monitoring Form for PW English Learners

SAMPLE OELAS FORM – This form may be modified as long as the intent is clear, and the components of the form are maintained.



Arizona Department of Education
Office of English Language Acquisition Services

**Annual Progress-Monitoring Form for English Learners with a
Parent Request for Student Withdrawal from an English Learner Program**

If a parent decides to opt his or her student out of an EL program, that student retains his or her status as an EL. The LEA remains obligated to provide the EL student meaningful access to its educational program. Thus, the LEA must continue to monitor periodically the opted-out student's academic progress. This monitoring should include a combination of performance data, such as information on assessment results, grades, courses taken, observations, attendance, and parent meeting notes, along with possible comparisons to other EL students of similar ELP levels (taken from the *English Learner Toolkit 2017*, published by OELA and NCLA).

This is a progress-monitoring form for English Learners with a Parent Request for Student Withdrawal from an English Learner Program. The LEA may attach additional data as needed.

Student Name _____ SSID _____

Date of Student Withdrawal from EL Program Services _____ School Year Monitored _____

	Date(s)	Test Score / Results
AZELLA Test History		
Arizona's Academic Standards Assessment		

	District-wide / School-wide	Test Date(s)	Test Score / Results
Formative Assessment			
Summative Assessment			

Classroom teacher observations / comments	Date: _____	Date: _____	Date: _____	Date: _____
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Appropriate personnel should analyze this information throughout the year and make recommendations based on the student's current ELP level and ability to perform at grade level. If an LEA finds that a student is struggling, it should take appropriate steps to assist the student. These steps may include, but are not limited to, notifying the student's parent about his or her student's lack of progress, and encouraging him or her to opt the child into EL program services; and providing supports for the student's language acquisition, such as offering professional development in second language acquisition to the student's core curriculum teachers (taken from the *English Learner Toolkit 2017*, published by OELA and NCLA). You can access *Tools and Resources for Serving English Learners Who Opt Out of EL Programs* at <http://www2.ed.gov/about/offices/list/oea/english-learner-toolkit/index.html>.

Signature of Content Area Teacher _____

Date _____

(Revised 04-2024)

← Student's information

← State assessment data

← District-wide and school-wide assessment data

← Teacher comments

← Teacher signature and date

Annual Progress-Monitoring Form for English Learners who are Parent Withdrawn from an English Learner Program

Considerations

- Procedure for collecting and time to discuss progress
- Procedure for communicating with the parent and support for recommending opting into EL services

AZELLA Test Referral Forms

[AZELLA Test Referral Forms Found Here](#)

AZELLA Forms and Reports

- ▶ AZELLA Test Security Agreement Forms
- ▶ AZELLA Test Security and Test Administration Incident Reports
- ▶ English Language Proficiency (ELP) Reports
- ▶ AZELLA Test Administration Observation Forms
- ▶ AZELLA Student Testing Logs
- ▶ AZELLA Student Data File (SDF) Layouts for Student Information Systems
- ▶ English Language Proficiency Attestation
- ▼ AZELLA Test Referral Forms

AZELLA Test Referral Forms

Completed and signed AZELLA Placement Test referral form documents must be placed in the student's cumulative file.

AZELLA 2024-2025 Placement Test Referral Forms

- English Learner Status Undetermined or Missed Prior Reassessment Test [WORD](#) | [PDF](#)
- * Moving from EL Program Services to Mainstream - Start of School Year [WORD](#) | [PDF](#)
 - * Must be submitted to AZELLA@azed.gov for approval
- Moving from Mainstream to EL Program Services [WORD](#) | [PDF](#)


AZELLA Spring 2025 Reassessment Test Referral Form

- [AZELLA Kindergarten Spring 2025 Reassessment Test Referral Form](#)
 - For English only Kindergarten students who have been referred to be tested
 - For 60-Day Rule Kindergarten Students with a Proficient KPT record

English Learner Status Undetermined or Missed Prior Reassessment Test

- This form should be used for an EL whose most recent AZELLA test was administered during the previous school year and has an Eligibility Status of *EL Status Undetermined*. Or the student was scheduled to be administered a Spring ELP Test but was unable to be tested.

****See form for specific details***

**ASSESSMENTS**

AZELLA Placement Test Referral Form
English Learner Status Undetermined or Missed Prior Year ELP Reassessment Test

This form should be used for an English Learner (EL) student whose most recent AZELLA test was administered during the 2023-2024 school year and has an Eligibility Status of **EL Status Undetermined**. Or the student was scheduled to be administered a Spring 2024 ELP Test but was unable to be tested and has a completed 2023-2024 AZELLA Placement Test record dated between July 1, 2023, and December 31, 2023. A new AZELLA Placement Test must be re-administered within the **first two calendar weeks** of the student's 2024-2025 school enrollment date to determine if this student is Eligible for EL Services. Parental permission/notification before re-administering the AZELLA Placement Test in this circumstance is **not** required.

A Kindergarten student repeating Kindergarten **MAY NOT** be administered the KPT again. The student's last completed AZELLA test record must be used for EL Services Eligibility for the current school year. If this Kindergarten student does not have any AZELLA records, please contact ADE's Assessment AZELLA Team at AZELLA@azed.gov.

Date _____ Student's Name _____

SSID _____ Current Grade _____

District _____ School _____

☐ Undetermined AZELLA Test Date _____ OR

☐ Was scheduled to complete a Spring 2024 ELP test (AZELLA Reassessment Test, Alt ELPA, or the Braille ELPA-21 Test) but was not tested and has a completed 2023-2024 AZELLA Placement Test record that is dated between July 1, 2023, and December 31, 2023.

New AZELLA Placement Test Results:

AZELLA Placement Test Date _____

Overall Proficiency Level:

☐ Pre-Emergent/Emergent ☐ Basic ☐ Intermediate ☐ Proficient

If the student attained an Overall Proficiency Level of **Proficient** on this new AZELLA Placement Test, the student shall be Reclassified Fluent English Proficient (RFEP) and transferred to a mainstream classroom at the first appropriate opportunity. This exit from EL services must be entered into your Student Information System and synchronized with AzEDS.

Signature of AZELLA District Test Coordinator _____ Date _____

For questions regarding this form, please contact the AZELLA Team at the Arizona Department of Education. AZELLA@azed.gov. This referral form must be made available to ADE upon request.


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

Arizona Department of Education • Assessment • SY 2024-2025 • AZELLA Placement Test Referral Form – Undetermined or Missed Reassessment • 5/2024 • Page 1 of 1

Moving from EL Program Services to Mainstream – Start of School Year

- This form should be used for a student (Grades 1–12 current enrollment) who qualifies for re-administration of the AZELLA Placement Test with the intention of demonstrating proficiency and moving into a mainstream classroom at the Start of the School Year.

**See form for specific details*

**ASSESSMENTS**

AZELLA Placement Test Referral Form
Moving from EL Program Services to Mainstream – Start of School Year

This form should be used for a student (Grades 1–12 current enrollment) whose most recent AZELLA test was administered during the prior school year, has an Overall Proficiency Level of Intermediate, completed a 2024 summer school class/course, and qualifies for re-administration of the AZELLA Placement Test with the **intention of demonstrating proficiency** and moving into a mainstream classroom at the **Start of the School Year**. Parental permission/notification before administering the AZELLA Placement Test in this circumstance is **not** required.

This referral form must be sent to the Arizona Department of Education's **Assessments AZELLA Team** at AZELLA@azed.gov within the first calendar week from the student's first school enrollment date and prior to testing the student. If approved by ADE, the student must be administered and complete a new AZELLA Placement Test within one calendar week from ADE's approval date.

A student who is enrolled in EL Program Services as a Parent Withdrawn EL is **Not Eligible** for this retesting opportunity because the student is already placed in a mainstream classroom.

Date _____ SSID _____ Current Grade (1-12) _____

District _____ School _____

2024 ELA or EL with Targeted Instruction Summer School Class/Course

The student must have completed a 2024 summer school English Language Arts (ELA) class or an EL specific class with targeted instruction.

☐ Student performed comparably to English-only peers for the summer school English Language Arts class.

☐ Student completed an EL specific class with targeted instruction.

Summer School Course/Class _____

Teacher _____ Date(s) of Course/Class _____

Student's 2023-2024 School Year AZELLA Test Record Results

Test Date _____ (must be the most recent AZELLA test record dated from the prior school year)

Overall Proficiency Level (OPL) must be **Intermediate**.

The **proficiency levels** for the domains listed below must be either Intermediate or Proficient. The scaled **AZELLA domain scores must be 247 or higher**.

Reading:	Writing:	Listening:	Speaking:
<input type="checkbox"/> Intermediate	<input type="checkbox"/> Intermediate	<input type="checkbox"/> Intermediate	<input type="checkbox"/> Intermediate
<input type="checkbox"/> Proficient _____	<input type="checkbox"/> Proficient _____	<input type="checkbox"/> Proficient _____	<input type="checkbox"/> Proficient _____
Scaled Score _____	Scaled Score _____	Scaled Score _____	Scaled Score _____

Moving from Mainstream to EL Program Services

- This form should be used to refer a Grade 1–12 student for EL Program Services whose current academic placement is in a mainstream classroom and *Not Eligible for EL Program Services*.
- Referrals for students in Special Education must also be signed by the Special Education teacher.

****See form for specific details***



ASSESSMENTS

AZELLA Placement Test Referral Form Moving from Mainstream to EL Program Services

This form should be used for a Grade 1–12 student whose current academic placement is in a mainstream classroom and *Not Eligible for EL Program Services*. The student being referred for EL Program Services has never been tested with an AZELLA Test due to an all-English or American Sign Language (ASL) Home Language Survey, or the student has already demonstrated an Overall Proficiency Level of Proficient on an AZELLA Test, or the student was previously enrolled in EL Program Services and Withdrawn due to SPED Criteria by the student's IEP Team during Fiscal Year 2019 and earlier.

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 Program Services (SEI or DLI) if their student scores an Overall Proficiency Level of less than Proficient. The *Parent Request for Student Withdrawal from an English Learner Program* is not permitted.

Date _____ Student's Name _____
SSID _____ Current Grade _____
District _____ School _____
Parent Conference Date _____

Check one:

- ☐ Student has all English or ASL responses (no other languages listed) on the Home Language Survey.
- ☐ Student was Reclassified Fluent English Proficient with his/her most recent AZELLA Test dated _____.
- ☐ Student was Withdrawn due to SPED Criteria on _____.

Provide evidence that the student is having difficulties in the classroom based on a lack of English language proficiency that cannot be adequately addressed with appropriate differentiated instruction in a mainstream classroom and/or other language support such as tutoring, before/after school compensatory instruction, etc. Such evidence should include **assessment information demonstrating** performance below the student's English-only peers using classroom, school-wide, district-wide, and state-wide English Language Arts (ELA) and Reading tests, 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.

Prior School Year Statewide Results: ELA _____ Reading _____

Prior School Year (for start of school year) or Current School Year (if after the first quarter grades):

End-of-year Student's School Report Card Grades: ELA _____ Reading _____

End-of-year (last quarter) District ELA and Reading assessment data:

Date: _____ Result: _____ District ELA Test _____

Date: _____ Result: _____ District Reading Test _____

- This form should be used for referring a Kindergarten student for AZELLA testing and EL services. The student's current academic placement is in a mainstream classroom and Not Eligible for EL Services.

***See form for specific details**



ASSESSMENTS

AZELLA Kindergarten Reassessment Test Referral Form

This form should be used for a **Kindergarten student** whose current academic placement is in a mainstream classroom and *Not Eligible for EL Services*.

Select one (1) reason for referring this student for AZELLA testing and EL services.

- ☐ (1*) has never been tested with an AZELLA Test due to all-English or American Sign Language (ASL) responses on the Home Language Survey (HLS).
- ☐ (2*) has already demonstrated an Overall Proficiency Level (OPL) of Proficient on the Kindergarten Placement Test (KPT) within the first weeks of their school enrollment. (Refer to (3) when KPT was administered after 60 days of instruction.)
IFEP KPT Test Date _____
- ☐ (3) [60-Day Rule] has a language other than English or ASL as a response on the HLS, has received Kindergarten instruction for at least 60 cumulative instructional days of the current school year in any school in the USA, and demonstrated an Overall Proficiency Level (OPL) of Proficient on the Kindergarten Placement Test (KPT) when the KPT was administered **after** the 60 days of instruction. This option does not require a parent conference because the student's HLS is the source.

KPT test results for students who have received 60 days or more of instruction prior to the administration of the KPT might yield an unreliable result resulting in under-identification of English learners. The U.S. Department of Justice describes conditions under which a school or state may violate the Equal Educational Opportunities Act <https://www.justice.gov/civicservices/educational-opportunity>
(doe-legal@doe.gov) or the Individuals with Disabilities Education Act (<https://www.ed.gov/idea>).

1. Fails to take steps to identify students who are not proficient in English.
2. Exits ELL students before the students acquire English proficiency from ELL services.

* (1 and 2) A parent conference and permission to administer the AZELLA Kindergarten Reassessment Test during the AZELLA Spring Reassessment Test window is **required**. Prior to testing, parents/guardians **must be informed** that their student will be placed into a Structured English Immersion (SEI) program during the 2024-2025 school year if he or she scores less than Proficient on the Reassessment Test, and that their student will require subsequent annual reassessment testing until they receive an OPL of Proficient. When parents/guardians agree to this AZELLA testing, they are also **agreeing to SEI or Dual Language Immersion (DLI) EL program services**. Parent Withdrawal is not permitted for these two scenarios. Parental signature is required prior to administering the AZELLA Kindergarten Reassessment Test.

Date _____ **Student's Name** _____ **SSID** _____

District _____ School _____

*Referring Teacher _____ *Parent Conference Date _____

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

*Signature of Referring Teacher _____ Date _____

Signature of District EL Coordinator or AZELLA District Test Coordinator _____ Date _____

For questions regarding this form, please contact the AZELLA Team at the Arizona Department of Education. This referral form must be made available to ADE upon request. Place this completed form in the student's cumulative file.

Electronic Signatures

Guidance to the Field

Digital Enrollment & Electronic Signatures for EL Forms

Disclaimer: The Arizona Department of Education is providing this guidance as technical assistance to the field. This guidance is not legal advice. If you have any legal questions, please consult an attorney.

The following state-approved English learner forms may not be altered in any way and require a legal signature. Whether used in a digital or physical format, forms shall remain separate from other district and school-site forms to ensure that the purpose and process for completing the form are adequately communicated to parents and/or guardians.

A single signature collected for all forms completed at enrollment does not meet the requirements of state-approved English learner forms.

- [Home Language Survey](#)
- [Parental Notification and Consent Form](#)
- [Parent Request for Student Withdrawal](#)
- [Bilingual Parental Waiver Request Application](#)
- [AZELLA Placement Test Referral Form - English Learner Status Undetermined or Missed Prior Reassessment Test - FY 2023](#)
- [AZELLA Placement Test Referral Form - EL Program Services to Mainstream - FY 2023](#)
- [AZELLA Placement Test Referral Form - Mainstream to EL Program Services - FY 2023](#)
- [AZELLA Stage I \(KG\) Reassessment Test Referral Form - Mainstream to EL](#)
- [English Language Proficiency Assessment Administrator Attestation](#)

Below are the **requirements** for LEAs using an online enrollment system to disseminate and collect English learner forms from parents and/or guardians:

Digital forms must include all text, or verbiage, from the federal and state-approved physical form.

Forms requiring a legal signature must comply with Arizona law and state policy. Under A.R.S. § 18-106(C) and [ADOA ASET Policy 5070](#), an electronic signature must be unique to the person using it, must be capable of verification, and shall not be able to be altered without invalidating the signature (or must maintain evidence of the deletion or alteration).

1. It is the responsibility of the LEA to accurately retain electronic records for future use or review and ensure that legal requirements are met.
2. Adobe PDF.Net and DocuSign are examples of valid platforms for e-signatures. Other platforms are available but must be confirmed to be compliant with state law on e-signatures.

Below are **strong recommendations** for LEAs using an online enrollment system to disseminate and collect English learner forms from parents and/or guardians:

- Forms should not include a drop-down menu that offers a list of options.
- Forms should remain separate from other district and school-site forms to ensure that the purpose and process for completing the form are communicated to parents and/or guardians.

A single signature collected for forms completed at enrollment does not meet the requirements of state-approved English learner forms because it does not ensure that the parents and/or guardians have seen and understand the purpose of these forms.



Electronic Signatures

Requirements



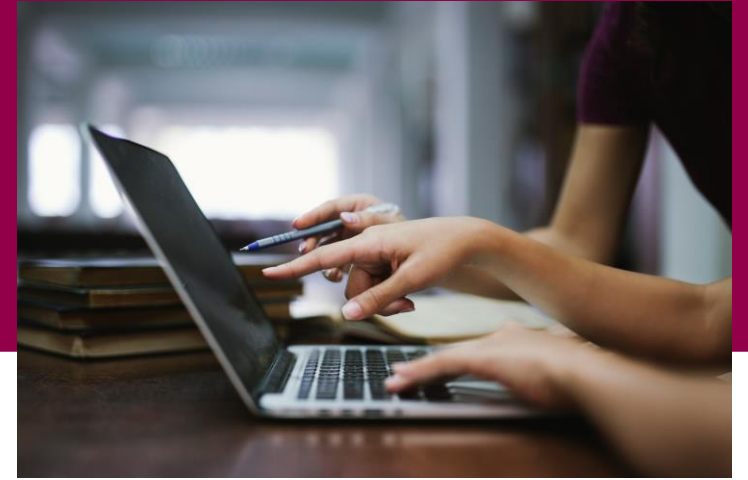
Digital forms must include all text, or verbiage, from the federal and state-approved physical form. Forms requiring a legal signature must comply with Arizona law and state policy.

A single signature collected for forms completed at enrollment does not meet the requirements of state-approved English learner forms because it does not ensure that the parents and/or guardians have seen and understand the purpose of these forms.

[Electronic Signature Guidance](#)

Electronic Signatures

Strong Recommendations



- Forms should not include a drop-down menu that offers a list of options.
- Forms should remain separate from other district and school-site forms to ensure that the purpose and process for completing the form are communicated to parents/guardians.

Internal File Review & Record-keeping



Internal File Review



OELAS recommends that LEAs regularly conduct internal checks to ensure student files are complete and meet the requirements of Federal and State laws.



Ensure proper record-keeping.

Keep the signed copy OR the original with documentation of three attempts in the EL file.

Digital files are accepted, if they can be accessed easily upon requested.

All ADOA requirements for electronic signatures must be met.

[Electronic Signature Guidance](#)





Ensure proper record-keeping.

According to the AZ State Library, Archives and Public Records, EL records fall under **All Other Non-Permanent Student Records**, with a retention period of **4 years** after year of last attendance.

21206	Student Records: Non-permanent, All Other	4 Years	After fiscal year of last attendance.
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[Records Retention Schedule](#)



For additional assistance on required documents for EL files or other EL programming needs, please visit our website at <https://www.azed.gov/oelas> or reach out to OELAS:

602-542-0753

OELAS@azed.gov

