

Application for Alternate Proposed Program for English Language Learners (ELLs)

*Procedure for a school district or charter school to propose an alternate program for
English Language Learner students not already approved by the Arizona English
Language Learners Task Force*

Authority

A.R.S. §15-756.02. School districts and charter schools; English language learner models; adoption and implementation

A. Each school district governing board and each governing body of a charter school shall select one or more of the Task Force approved models for structured English immersion for implementation on a school by school basis.

B. If a school district or charter school wants to adopt an English language learner program that is not based on a model adopted by the task force, the school district or charter school shall first submit the proposed program along with supporting documentation regarding the expected outcomes of the program on the district's or charter school's English language learner students to the task force for approval.

C. On receipt of a proposed program from a school district or charter school, the task force may do one of the following:

1. Approve the proposed program.
2. Provide limited approval subject to specific stipulations prescribed by the state board.
3. Reject the proposed program and identify a model approved by the task force for the school district or charter school to adopt.

D. School districts and charter schools shall include a copy of the adopted English language learner program in the annual report required in section 15-756.10.

A.R.S. §15-752. English language education

Subject to the exceptions provided in section 15-753, all children in Arizona public schools shall be taught English by being taught in English and all children shall be placed in English language classrooms. Children who are English learners shall be educated through sheltered English immersion during a temporary transition period not normally intended to exceed one year. Local schools shall be permitted but not required to place in the same classroom English learners of different ages but whose degree of English proficiency is similar. Local schools shall be encouraged to mix together in the same classroom English learners from different native-language groups but with the same degree of English fluency. Once English learners have acquired a good working knowledge of English and are able to do regular school work in English, they shall no longer be classified as English learners and shall be transferred to English language mainstream classrooms. As much as possible, current per capita supplemental funding for English learners shall be maintained. Foreign language classes for children who already know English shall be completely unaffected, as shall special educational programs for physically- or mentally-impaired students.

ALTERNATE PROPOSED PROGRAM FOR ENGLISH LANGUAGE LEARNERS

Required cover page- complete and submit with program narrative

School District or Charter Holder Name	
District CTDS	
Contact Name	
Contact Title	
Contact phone #	
Contact E-mail	
Contact Address	
Schools that program will be applied to (list of schools may be attached):	

Requirement checklist for alternate proposed program submission

- Cover sheet
- Program narrative:
 - Program Structure
 - Classroom Practices
 - Timeline for Implementation of the Proposed Program
 - Expected Outcomes
- Signature/date

Program narrative must address each legal requirement:

- Children shall be placed in English language classrooms. (15-752)
- All children taught in English using English materials. (15-751, 15-752)
- ELL students shall be educated through Structured English Immersion (SEI).(15-752)
- The period of SEI instruction is temporary - not normally intended to exceed one year. (15-752)
- Students with a similar degree of fluency shall be grouped together. (15-752)
- Once ELL students have achieved English language fluency they shall be transferred to an English language mainstream classroom. (15-752)
- Students in their first year classified as an ELL shall receive four hours of ELD daily. (15-756.01)
- Entry and exit from the program is based on AZELLA score. (15-756)
- Models shall be research based. (15-756.01)
- Models shall be cost effective. (15-756.01)

School District Superintendent/Charter School Principal (signature)

Date

Instructions for submitting an alternate proposed program

These instructions for the submission of an alternate proposed program are available on the website of the Arizona English Language Learner's Task Force at <http://www.ade.az.gov/ELLTaskForce/> or by contacting the Arizona Department of Education (ADE), Office of English Language Acquisition Services (OELAS) at (602) 542-9686.

The submission cover page must be completed and included with the submission. All sections of the application must be complete and clearly identified. An Alternate Models Budget should be included in the submission. All legal requirements must be met.

Provide a narrative description of the alternate proposed program for ELL students addressing Program Structure, Classroom Practices, Timeline for Implementation of the Proposed Program and Expected Outcomes.

A completed application for an alternate proposed program, that includes the signature of the School District Superintendent or Charter School Holder, and the date of submission, shall be submitted to the Arizona English Language Learners Task Force either by mail or as a Word document attachment to an e-mail. Mail submissions shall be sent to: Arizona English Language Learner's Task Force, c/o Arizona Department of Education, 1535 W. Jefferson Street, Bin #31, Phoenix, Arizona 85007. E-mail with Word attachment to: Alternate.Models@azed.gov.

Upon receipt of a complete alternate proposed program submission, notification will be sent to the contact person stating the date of the scheduled review by the Task Force. The Task Force will review, and if possible, give preliminary indications of approval, modification or rejection at the first scheduled meeting, not less than 45 days after submission.

Upon adoption by the Task Force, the alternate proposed program shall be approved by school district or governing board and the model selection form shall be submitted. The alternate proposed program shall be implemented by the school/s according to the timeline provided in the program.

Per A.R.S. §15-756.08, the program may be monitored by ADE or per §15-756.12, by the Office of the Auditor General.

Submission of a partial alternate proposed program for English Language Learners

To the extent that an alternate proposed program for English Language Learners differs from the SEI Models adopted by the English Language Learners task Force on September 13, 2007 in only selected ways, the school district governing board or governing body of a charter school may submit a request for review of an alternate proposed program indicating those aspects that are proposed to be as provided in the September 13th models and those aspects that are proposed to be different than the September 13th models. In such cases, no justification is required for those portions of the proposed program that are to be as provided in the September 13th models.

Submit a program narrative addressing each of the following items. You may use this Word document as a template, typing your information within the provided boxes, or enclose an attachment, referencing the appropriate sections by number.

A. PROGRAM STRUCTURE

A1. Specifically describe the classroom content, procedures and criteria for entry into and exit from the classroom, the criteria and procedures for grouping students in classrooms including proficiency standards and class size, the scheduling and allocation of classroom time, and the qualifications of classroom personnel. Provide detailed information on the breakdown of the time and content of time allocated for English Language Development (ELD). Separately describe and differentiate the structure for Elementary, Middle School and High School.

A2. Describe the training regiment that will be used to ensure effectively delivered instruction.

A3. Describe the plan for providing the training, describing who will be trained, the curriculum and duration of the training, and the training providers.

A4. Provide detailed information regarding the research base for the proposed program structure.

A5. Provide detailed information supporting the cost effectiveness of the proposed program.

B. CLASSROOM PRACTICES

B1. Specifically describe the classroom practices in the proposed program providing detailed information regarding classroom practices regarding the use of language, the curriculum, the materials and testing to be used, instructional methods, language proficiency assessments, and personnel training . Provide detailed descriptions of English Language Development activities. Separately describe and differentiate the classroom practices for Elementary, Middle School and High School.

B2. Clearly describe how the proposed program design will meet the legal objective of English Language Learners reaching proficiency in a period “not normally intended to exceed one year.”

B3. Describe in detail, the curriculum materials to be used in the proposed program.

B4. Provide detailed information regarding the research base for the proposed classroom practices.

B5. Provide detailed information supporting the cost effectiveness of the proposed classroom practices.

C. TIMELINE FOR IMPLEMENTATION OF THE PROPOSED PROGRAM

Specifically describe the anticipated schedule for implementing the proposed program including training, curriculum development, re-grouping of students, and other aspects of the proposed program.

D. EXPECTED OUTCOMES

Specifically describe the expected outcomes of the proposed program. Include information on program monitoring and achievement measurement.