

# PELL MEETING



Kathy Hoffman  
Superintendent of Public Instruction

# Welcome

PELL Members

September 13, 2019

**Wireless Access:**  
**Front Ballroom – engage35**

# **Welcome to the Black Canyon Conference Center**



# **Micky Gutier**

## **EL Data Specialist**

**Office of English Language Acquisition Services**

**Arizona Department of Education**



# 46

# **New PELL Members**

## **First time to PELL?**



# Random Poll:

- **EL Coordinator**
- **AZELLA District Test Coordinator**
- **Administrator**
- **Coach**



# Sign-In Sheets



# Handouts





## Practitioners of English Language Learning (PELL)

September 13, 2019

8:30 AM – 3:00 PM

Black Canyon Conference Center

9440 North 25<sup>th</sup> Avenue

Phoenix, AZ 85021

### Agenda

8:30 – 9:00	Registration and Breakfast
9:00 – 10:15	General Session
	Opening and Welcome
	<ul style="list-style-type: none"><li>▪ Micky Gutier – Education Program Specialist – OELAS</li><li>▪ Kate Wright – Deputy Associate Superintendent – OELAS / Migrant Education</li></ul>
	Program Updates
	<ul style="list-style-type: none"><li>▪ Nicole von Prisk – Director of Title III and EL Funding – OELAS</li><li>▪ Cindi Wingfield – Director of Professional Development &amp; Monitoring – OELAS</li></ul>
	Accountability Updates
	<ul style="list-style-type: none"><li>▪ Carrie Giovannone-Jordan – Director of Accountability and Data – ADE</li></ul>
	AZELLA Updates
	<ul style="list-style-type: none"><li>▪ Andra Ahumada – Deputy Associate Superintendent – ADE Assessment Section</li></ul>
10:15 – 10:30	Break
10:30 – 11:30	Breakout Session One
11:30 – 12:30	Lunch
12:45 – 1:45	Breakout Session Two
1:45 – 2:00	Break
2:00 – 3:00	Breakout Session Three



September 13, 2019

PELL Breakout Sessions

	Black Canyon Ballroom	Sonoran Ballroom	Boulder	Echo Canyon	Horseshoe
<b>Breakout Session One</b> 10:30 – 11:30	<b>AZELLA at PELL</b> Gabriela Finn Gary McIlvaine Brenda Vanderwerp	<b>Integrated vs. Focused English Language Development</b> Lindsey Barnes Cindy Bizjak Secily Meza-Downes	<b>Statewide EL Data</b> Kim Shinault	<b>Grants: Reimbursement Requests, Completion Reports, and More</b> Holly Drennan Kristen Heck	<b>Social Studies Standards</b> Linda Burrows Tammy Waller
<b>Breakout Session Two</b> 12:45 – 1:45	<b>Arizona Accountability Updates</b> Carrie Giovannone-Jordan Kim Shinault	<b>With an Arizona Context, An Introduction to GLAD Strategies</b> Kristel Foster Julia Lindberg	<b>Preparing for Your On-Site EL Monitoring</b> Cindi Wingfield	<b>Culturally Responsive School Leadership &amp; Refugee Education</b> Julie Kasper	<b>Title III Consortia 101 – The Basics and Then Some</b> Mary Ricci-Marriott Roxanne Reese Nicole von Prisk
<b>Breakout Session Three</b> 2:00 – 3:00	<b>AZELLA at PELL</b> Gabriela Finn Gary McIlvaine Brenda Vanderwerp	<b>Integrated vs. Targeted English Language Development</b> Lindsey Barnes Cindy Bizjak Secily Meza-Downes	<b>Preparing for Your On-Site EL Monitoring</b> Cindi Wingfield	<b>Arizona Migrant Education Program- Creating Community Connections</b> Laura Alvarez Merriam Massey	<b>Supporting EL Students in Foster Care</b> Joey Taylor

Arizona Department of Education - Office of English Language Acquisition Services  
1535 West Jefferson Street, Bin 31, Phoenix, Arizona 85007  
Office: 602-542-0753 / Fax: 602-542-3050 / Website: [www.azed.gov/oelas](http://www.azed.gov/oelas)



## Practitioners of English Language Learning (PELL) Breakout Session Descriptions – September 13, 2019

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### **Accountability Updates**

**Presented by:** Carrie Giovannone-Jordan and Kim Shinault (ADE – Accountability)

This presentation will provide participants with a closer look at the activities taking place in Accountability. This will include a review of the K-8 and 9-12 models that will be used for the calculation of A-F letter grades this year. There will also be a discussion of the calculation procedures for the EL indicator and updates on important dates for data submission and letter grade calculations.

### **Arizona Migrant Education Program- Creating Community Connections**

**Presented by:** Laura Alvarez and Merriam Massey (ADE – Migrant Education Program)

This session will provide attendees an overview of the Migrant Education Program (MEP) that annually provides supplemental instructional and supportive services to over 10,000 eligible migratory children in Arizona. The program creates community partnerships with stakeholders that can help migratory students overcome educational disruptions which result from repeated moves.

### **AZELLA at PELL**

**Presented by:** Gabriela Finn, Gary McIlvaine and Brenda Vanderwerp (ADE – Assessment)

Learn about the TestNav and PearsonAccess<sup>next</sup> enhancements and new features for the Placement and Reassessment administrations; take a sneak peek of what you will see in the coming years in preparation for the AZELLA that will assess the 2019 English Language Proficiency (ELP) Standards; and obtain important information regarding AZELLA data, reports, the new Corrections application, and Grades K-2 Participation Counts for the Spring 2020 Reassessment.

### **Culturally Responsive School Leadership & Refugee Education**

**Presented by:** Julie Kasper (Carey Institute)

In this breakout session, we'll explore elements of culturally responsive school leadership (CRSL) with a focus on how we can create more welcoming and equitable learning spaces for refugee students and families. You'll have the opportunity to consider a CRSL framework within your own teaching/learning context. You'll also become acquainted with resources that may help you better serve refugee learners. You'll walk away from this session with practical tools and action steps which you can share immediately with your colleagues, students, and families to improve both well-being and academic outcomes for refugee youth.



# Where can I locate the PELL Handouts and PowerPoints on the OELAS Website?

The screenshot shows the OELAS website interface. At the top, there is a dark blue navigation bar with links for ADE, PARENTS & STUDENTS, SCHOOLS & TEACHERS, ADE CALENDAR, COMMON LOGON, and ADECONNECT. Below this is a light blue header with the Arizona Department of Education logo, social media icons, and a language selector. The main navigation bar includes links for HOME, ABOUT OELAS, EL DATA, ELP STANDARDS, OELAS CONFERENCE, FOR ADMINISTRATORS, and FOR TEACHERS. The FOR ADMINISTRATORS dropdown menu is open, showing options like AZELLA, EL Forms, Funding, Monitoring Information, Professional Development, SEI Endorsement, and Structured English Immersion Models. The PELL section is highlighted in the right-hand sidebar, with a red arrow pointing to it. Other sections visible include Foster Care, Homeless Education, and Migrant Education.

**Office of English Language Acquisition Services**

**Mission:** The Office of English Language Acquisition Services (OELAS), as a critical part of the Arizona Department of Education, provides expertise and support to English learners, Migrant students, and Foster and Homeless youth, uses expertise and practitioners in Arizona to guide LEAs, teachers, and families in effective ways to support the success of the cumulative experience of the high student achievement.

**Foster Care**

**Homeless Education**

**Migrant Education**

**PELL**

Technical Assistance

Recorded Webinars and Modules

Professional Development

Title III

SEI Budget

# Housekeeping Issues



**To get added to the  
PELL Email Distribution List:**

**Micky.Gutier@azed.gov**



# **Include the following:**

- **First and Last Name**
- **Title**
- **Email Address(s)**
- **Name of the School**  
**District / Charter School**
- **Office Phone Number**



**To get removed from the  
PELL Email Distribution List:**

**Micky.Gutier@azed.gov**





# **Kate Wright**

## **Deputy Associate Superintendent**

**Office of English Language Acquisition Services  
EL / Foster / Homeless / Migrant**

**Arizona Department of Education**



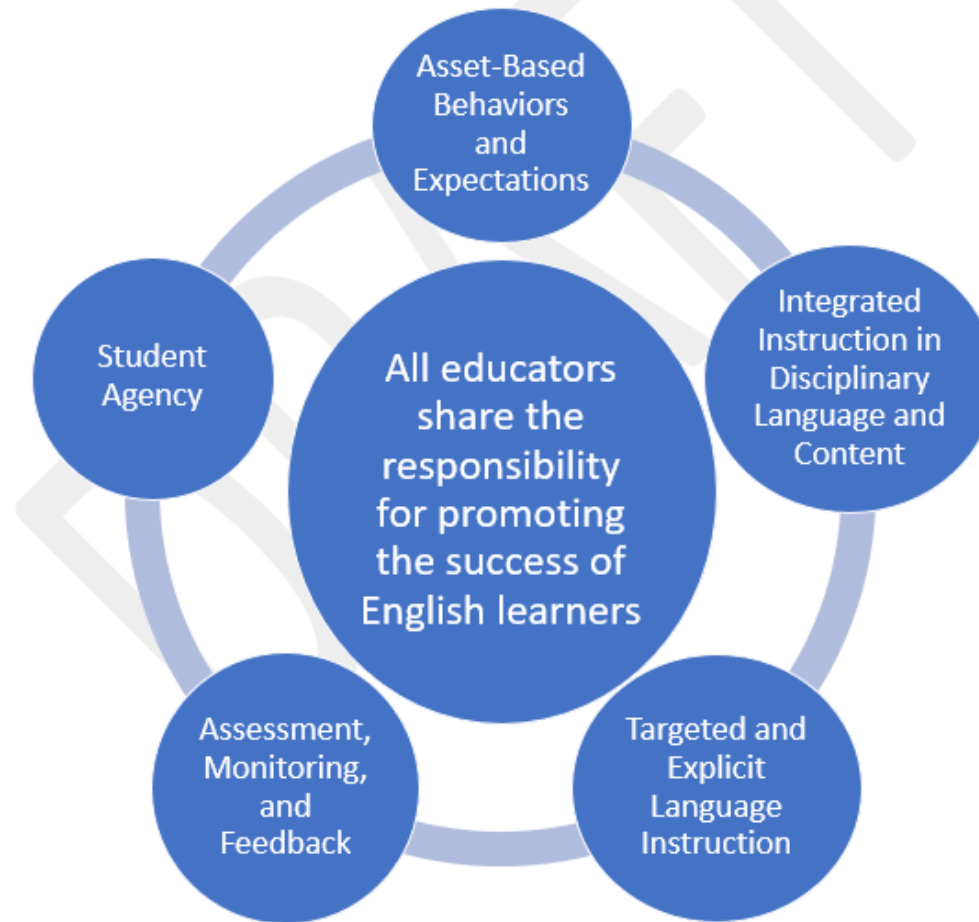
# Hot Topics

- **EL Frameworks Committee Update**
- **Parent Request for Student Withdrawal from an English Language Program**
- **ELs with Disabilities Task Force**
- **PHLOTE responses in AzEDS**



# **EL Frameworks Committee**

# Language Development Approach



# Arizona EL Framework

- **Tool to evaluate language instruction educational programs in Arizona**
- **Based on Arizona's Language Development Approach**
- **Will be used to determine approval of LEA submitted models in Spring 2020**



# Next Steps

- **Next Meeting**
  - September 19, 2019
  - Begin development of Arizona EL Framework
- **State Board Meeting**
  - September 23, 2019
  - Share committee updates
- **Upcoming Meetings**
  - October and November
- **State Board Meeting**
  - December
  - Share Arizona EL Framework for adoption



# **Parent Request for Student Withdrawal from an English Language Program**

# Federal Guidance

Parents have the right to opt their children out of EL programs or **particular EL services**.

- ✓ This decision must be **voluntary** and based on a full understanding of the EL child's rights, the **range of services** available to the child, and the **benefits of such services** to the child.



# Federal Guidance

If a parent decides to opt his or her child out of EL programs or **particular EL services**, that child still **retains his or her status as an EL**.

- ✓ LEAs must continue to **monitor the English language proficiency and academic progress** of students who opt out of EL programs and services.
- ✓ If a student **does not demonstrate appropriate growth or maintain appropriate academic levels**, the LEA must inform the parents in a language they can understand and **offer EL services**.

# LEA Responsibilities

- ✓ Inform parents when available EL services change
  - ✓ A parent has opted out of “particular EL services”. When new services are available, a parent has the right to know.
- ✓ Monitor PW student progress and offer EL services if appropriate language and/or academic progress is not evident.

**\*PW students are STILL ELs and must be provided the services they need to be successful in school.**



# **ELs with Disabilities Task Force**

<b>Clark Crace</b>	Dysart Unified
<b>Melissa McClusker</b>	Deer Valley Unified
<b>Leila Williams</b>	Sunnyside Unified
<b>Elizabeth Garza</b>	Somerton School District
<b>Danielle Calo</b>	Basis Scottsdale
<b>JoAnne Bauman</b>	THE ACES
<b>Wendy Collison</b>	Phoenix Union High School District
<b>Oran Tkatchov</b>	ASDB
<b>Katie Preston</b>	Buckeye Elementary School District
<b>Patricia Sandoval-Taylor</b>	Tucson Unified School District
<b>Cynthia Moreno</b>	Grand Canyon School
<b>Chuck Neuzil</b>	Bullhead City
<b>Delphina Avila</b>	Laveen School District
<b>Ceily Erie</b>	Glendale Union High School District
<b>Terri Cota</b>	Mesa Public Schools
<b>Kendra Bell</b>	Peoria Unified School District
<b>Shannon Langley</b>	Amphitheater School District



# Purpose

**To convene a group of experts in special education and language acquisition who will inform instructional and assessment decisions and work to build capacity in the field.**

# Outcomes

- **Flow Chart:** decision points for Teams regarding accommodations (because all students with a PHLOTE other than English will be administered an AZELLA Placement and then possibly a Reassessment in Spring.
- **Checklist:** IEP goals and objectives
- **FAQ:** Topics-*Design of AZELLA-mix levels throughout assessment domains; least dangerous assumptions; other topics*
- **Data:** Learner Characteristics Inventory
- **Resources:** Evidence-based Instructional Strategies/Resources for ELs with Disabilities

# **PHLOTE Responses in AzEDS**

# Language Data Collection in AzEDS

There is a new language data collection requirement this year under the Student Demographics section of your respective Student Information System (SIS).

AzEDS will now be collecting all three of the language responses that are on the Primary Home Language Other Than English (PHLOTE) Home Language Survey.







State of Arizona  
Department of Education

Office of English Language Acquisition Services



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

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

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

1. What is the primary language used in the home regardless of the language spoken by the student? \_\_\_\_\_
2. What is the language most often spoken by the student? \_\_\_\_\_
3. What is the language that the student first acquired? \_\_\_\_\_

District \_\_\_\_\_  
Student Name \_\_\_\_\_ 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 indicate the student's home or primary language. (Revised 01-2019)

Office of English Language Acquisition Services

1535 West Jefferson Street, Phoenix, Arizona 85007 • (602) 542-0753 • [www.azed.gov/oelas](http://www.azed.gov/oelas)



# PHLOTE Home Language Survey

1. What is the primary language used in the home regardless of the language spoken by the student?
2. What is the language most often spoken by the student?
3. What is the language that the student first acquired?



# The following is what this language data collection may look like in your respective SIS:

An example of all English being reported:

Home Language	English	▼	(Primary language used in the home)
Spoken Language	English	▼	(Language most often spoken by the student)
First Acquired Language	English	▼	(Language that the student first acquired)

An example of all Spanish being reported:

Home Language	Spanish	▼	(Primary language used in the home)
Spoken Language	Spanish	▼	(Language most often spoken by the student)
First Acquired Language	Spanish	▼	(Language that the student first acquired)

An example of Arabic and English being reported:

Home Language	Arabic	▼	(Primary language used in the home)
Spoken Language	English	▼	(Language most often spoken by the student)
First Acquired Language	Arabic	▼	(Language that the student first acquired)



# LEA Required Data Entry

## School Year 2019-2020

- All three PHLOTE responses should be entered for:
  - All Kindergarten students
  - All newly enrolled students



# LEA Optional Data Entry

School Year 2019-2020

- LEAs can begin to enter the three PHLOTE responses for all current students.

# Future LEA Data Entry

## School Year 2020-2021

- All three PHLOTE responses need to be entered for:
  - All Kindergarten students
  - All newly enrolled students
- Additionally, LEAs will need to enter the three PHLOTE responses for ALL current students.



# **Program Updates**

**Nicole von Prisk**

**Director of Title III and EL Funding**

**Office of English Language Acquisition Services**

**Arizona Department of Education**



# Funding Updates

Nicole von Prisk, Director of Title III & EL Funding



Shameless Plug

**FOR CONSORTIA  
ONLY...**

**Breakout Session 2**

# Title III FY 2019

## 09/30/2019 Deadline

- Reimbursement Request approvals
- Final Revision approvals

## 12/31/2019

- Any remaining FY18 carryover not liquidated will be swept/expired
- Completion Reports due
- Holds are placed across projects if Completion Reports aren't approved

# Title III FY 2020

- Final allocations coming soon
- Revisions should be submitted to obligate full amount of funds
  - Can be for new expenditures
  - Can be for increased amounts in previously approved expenditures
  - All Title III rules apply
- Remember to update LIAP to match revised budget, if needed

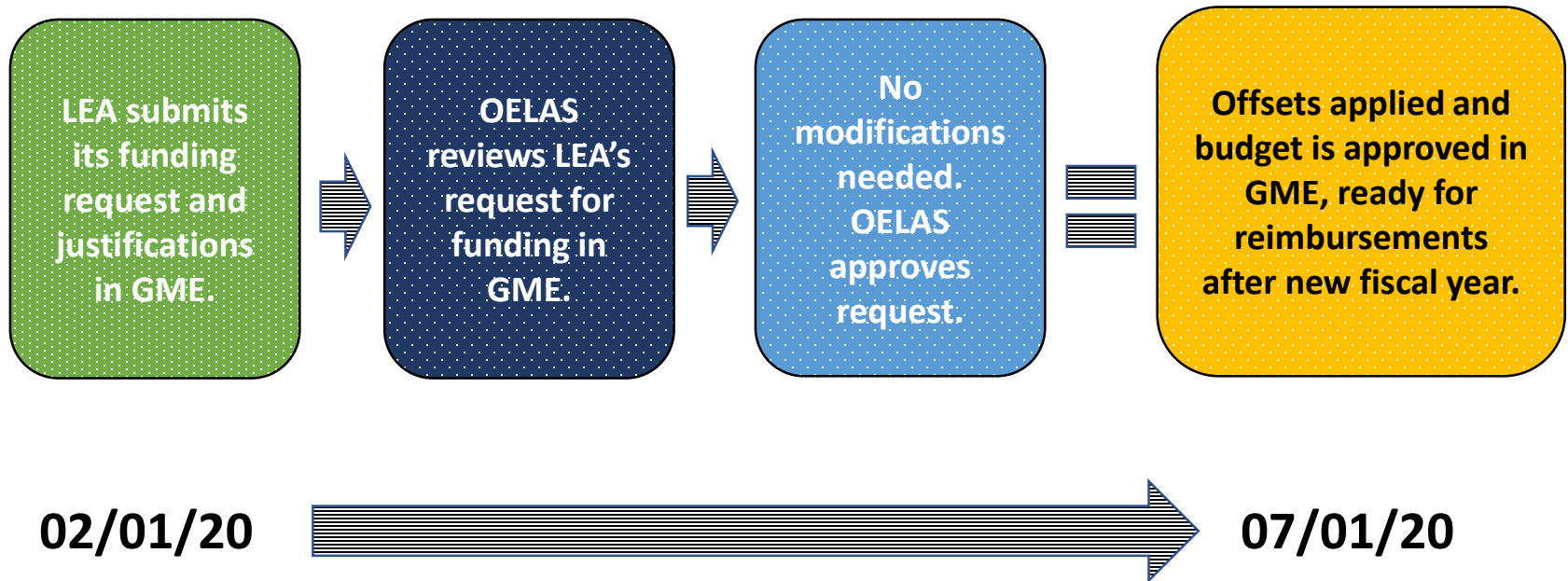
# SEI Budget For FY 2021



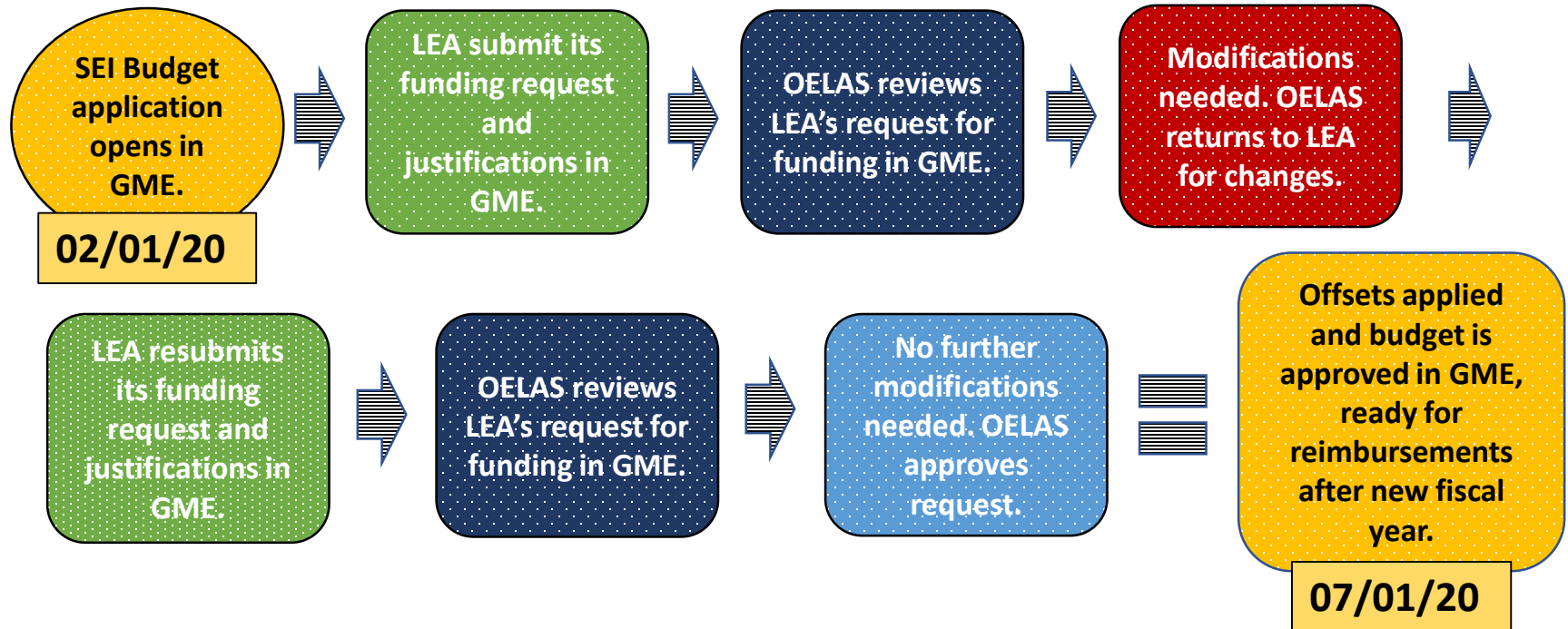
# SEI Budget FY 2021

- Lives entirely in GME
- No more Phase I, II, and III
- No prepopulated awards on Incremental Teacher Spreadsheet
- No appeals
- Competitive for incremental costs

# Timeline for SEI Budget FY 2021



# Timeline for SEI Budget FY 2021



# Thank You





# **Program Updates**

**Cindi Wingfield**

**Director of Professional  
Development & Monitoring**

**Office of English Language Acquisition Services**

**Arizona Department of Education**



The slide features a decorative background. A horizontal band with a light gray background and dark blue diagonal stripes runs across the middle. The title text is centered within this band.

# **Monitoring, ELPS, & Professional Development Updates**

# ELPS Rollout

- ✓ **ELPS Rollout Team**
  - EL Educators & OELAS staff
  - Training & preparation with Larry Ainsworth on 10/31 & 11/1
- ✓ **Rollout Team to deliver regional ELPS professional development sessions in Spring 2020**



<https://www.larryainsworth.com/>

# Monitoring Updates

- ✓ LEAs participating in an on-site monitoring or paper monitoring have been contacted
  
- ✓ *Preparing for Your On-Site EL Monitoring*
  - Breakout Session Two @ 12:45
  - Breakout Session Three @ 2:00

**2019-2020 Monitoring ONLY!**

# ELD Summit 2019

- ✓ **300+** Educators
- ✓ **8** Sessions
- ✓ **5** Host Districts
  - Page Unified, Buckeye Elementary, Somerton, Paradise Valley Unified, and Amphitheater

**THANK YOU**

# New Pre-Recorded Modules!

- ✓ **ILLP documents**
- ✓ **Required EL documents**
- ✓ **2019-2020 SEI Models**
- ✓ **2019 ELP Standards**
- ✓ ***Corrective Action Plan* guidance**
- ✓ **More coming soon!**



# Refugee Cohort



**CAREY INSTITUTE  
FOR GLOBAL GOOD**

 **CENTER FOR  
LEARNING IN PRACTICE**

 **Refugee  
Educator  
Academy**

## CALLING ALL ARIZONA TEACHERS OF REFUGEES!

Earn 30 state-approved professional development hours through OELAS, while developing your knowledge and skills to best support the academic achievement and well-being of refugee students.

Reserve your spot now to be part of our upcoming online Refugee Educator Foundations of Practice learning community. The Refugee Educator Foundations program is generously underwritten by a family foundation so that educators like you can participate at no cost (\$500 value). Don't miss your chance to be part of this transformative learning opportunity!

# 2019 OELAS Conference



**2019 OELAS Conference registration is now open!**

☐ **Student Success Stories – due 10/4/19**



# **Accountability Updates**

**Carrie Giovannone-Jordan**

**Director of Accountability and Data**

**Arizona Department of Education**



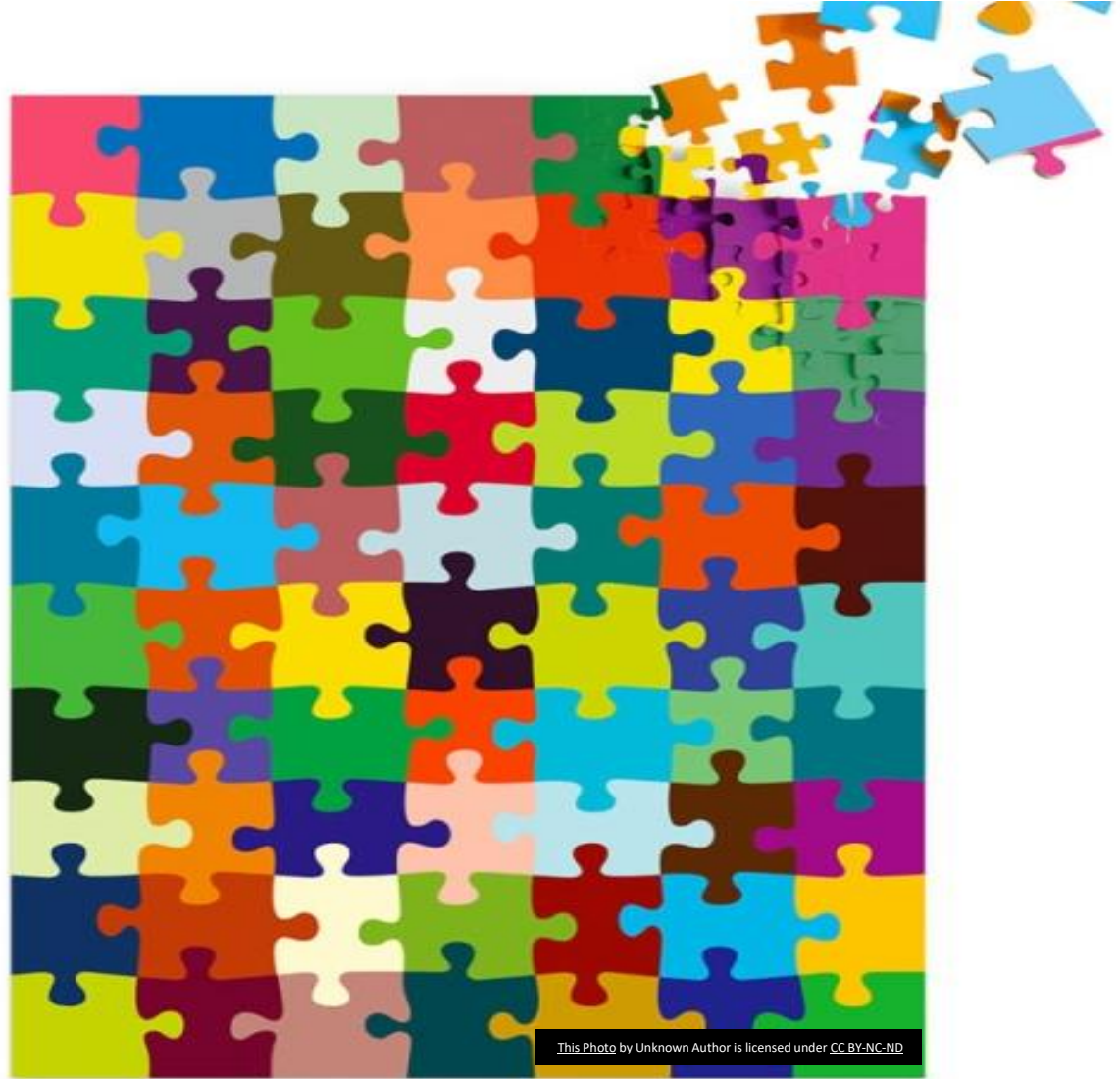


# **Accountability and Research**

Dr. Carrie Giovannone-Jordan  
Director of Accountability and Data

# What Do We Do?

- A-F Accountability
- Report Cards
- Program Evaluation
- Data Request
- Data Governance
- Other
  - Professional Development
  - Policy
  - Communication



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## A-F Accountability



# Report Cards



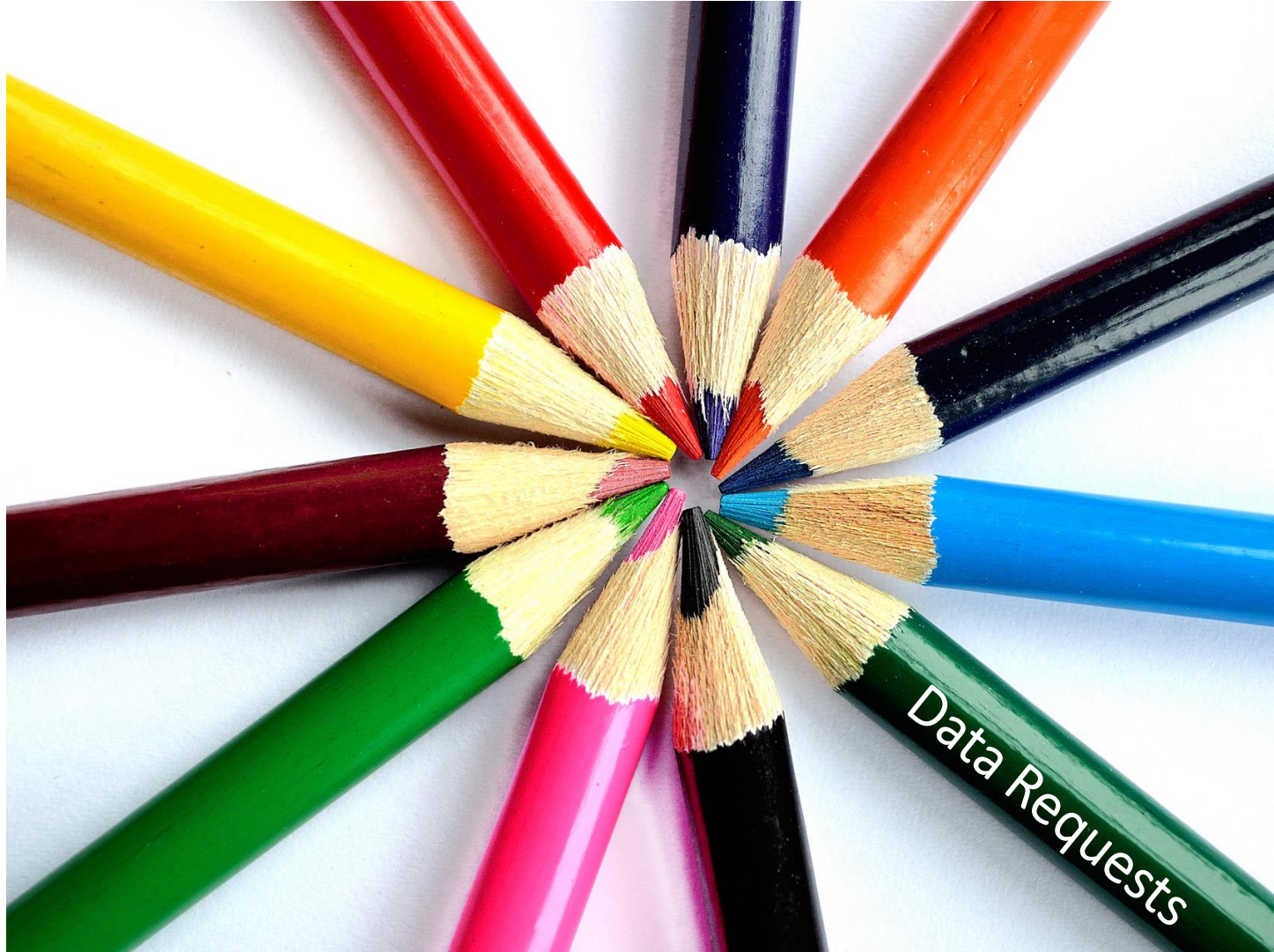
## Federal Accountability



## Program Evaluations

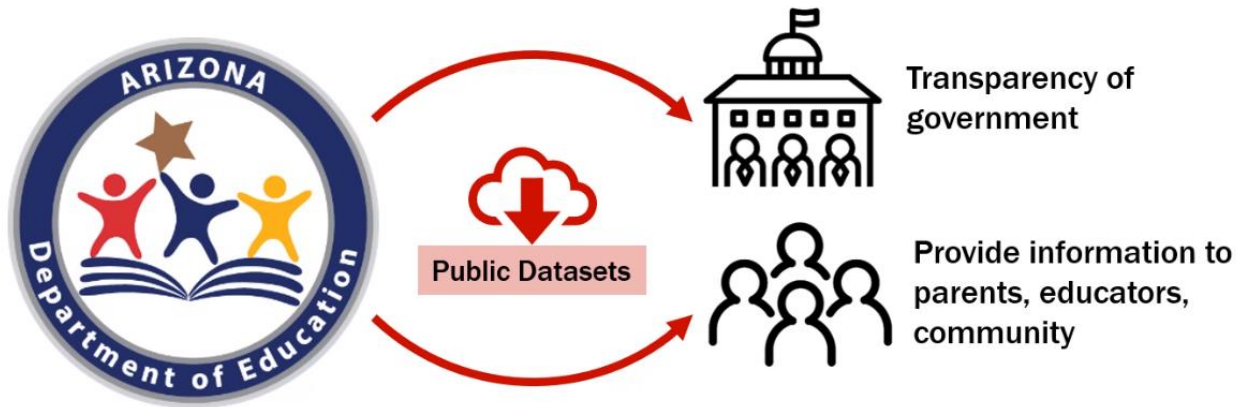






# ADE & STUDENT DATA

## Arizona Department of Education (ADE)







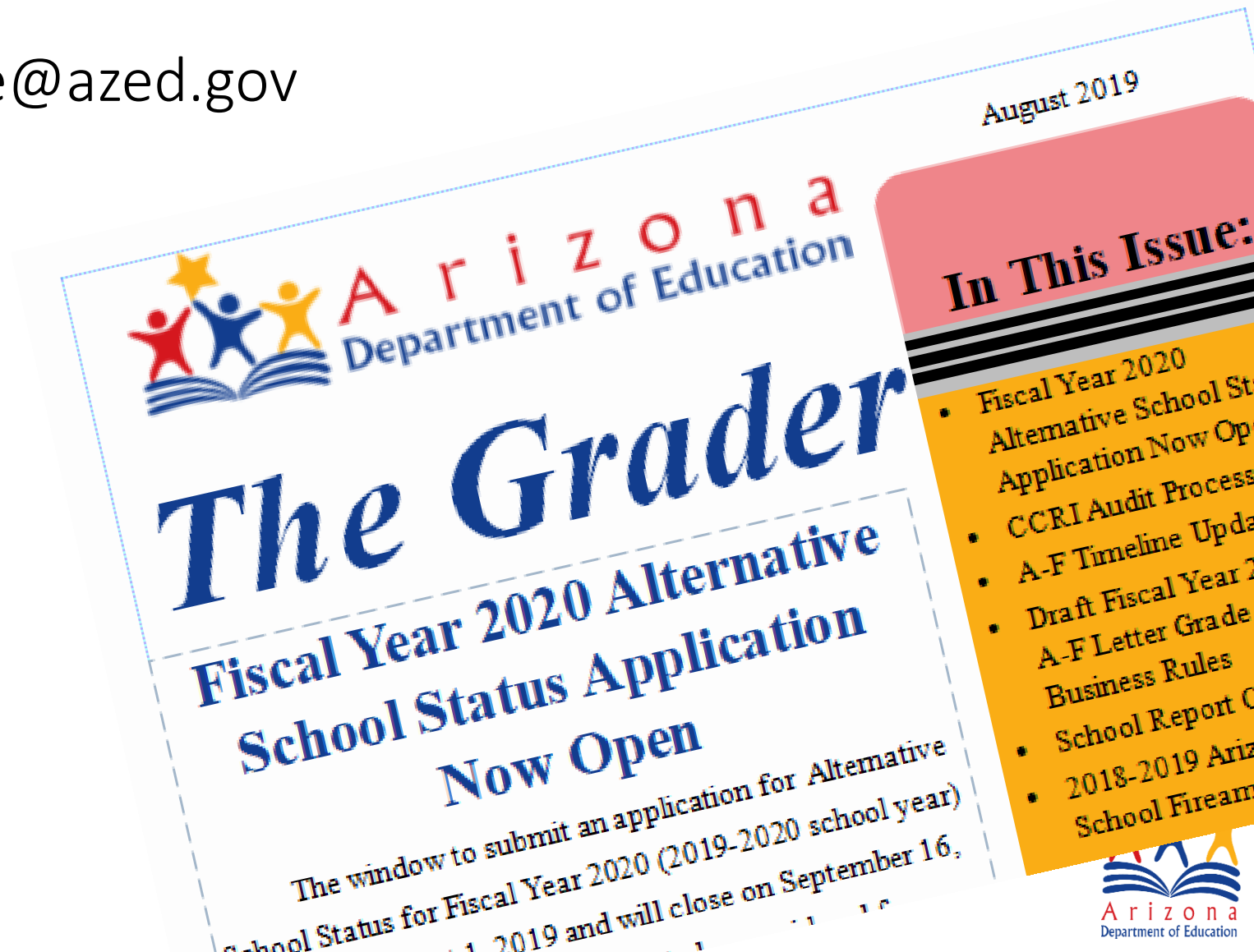
Data Governance

# Other

Professional Development - Policy - Communication



Achieve@azed.gov



### September (mid-month):

- A-F Static File released
- Aggregated score for K-8, 9-12, 9-12 Alternative and Non-typical models released
- A-F Cut Score proposals to State Board of Education

### October: A-F Cut Scores adopted by State Board of Education

### November 1 (or before):

- A-F Letter Grades released
- Appeals

### December:

- Appeals
- A-F Letter Grades Finalized



## CONCLUSION

## Session: Statewide EL Data





Session: Accountability Updates

*Where are  
EL students  
counted in the  
A-F Letter Grades?*

*Enjoy the PELL Conference!*





# **AZELLA Updates**

**Audra Ahumada**

**Deputy Associate Superintendent**

**Assessment Section**

**Arizona Department of Education**



# Collaborative Work with OELAS, ESS and Assessment

- EL and Special Education Taskforce
  - Webinar held August 26, 2019
  - Address concerns
  - Roll out updates and supports across state
    - Flow Chart
    - FAQ

## What's Coming:

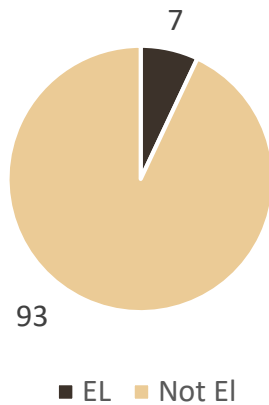
Flow Chart

List of Resources

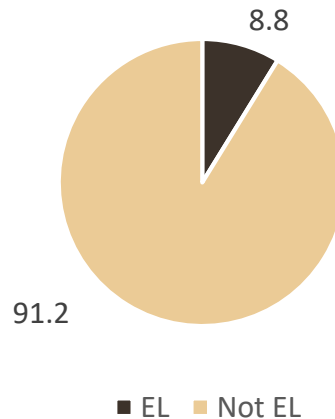
FAQ

# Did you know . . .

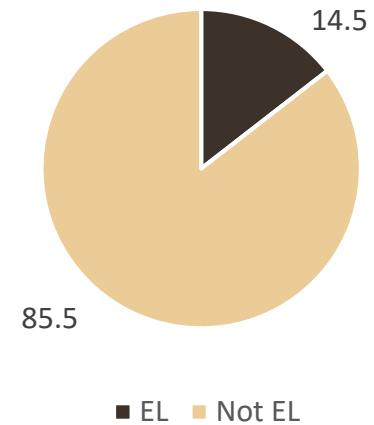
Percent of All Students



Percent of Students with Disabilities



Percent of MSAA Students (6,800 Students)



AZ data has consistently shown that there is approximately 4% of students eligible for Alternate Assessment with no observable communication

## A Framework for Understanding English Learners With Disabilities: Triple the Work

ALTELLA Brief No. 5

September 2018

Vitaliy V. Shyyan and Laurene L. Christensen

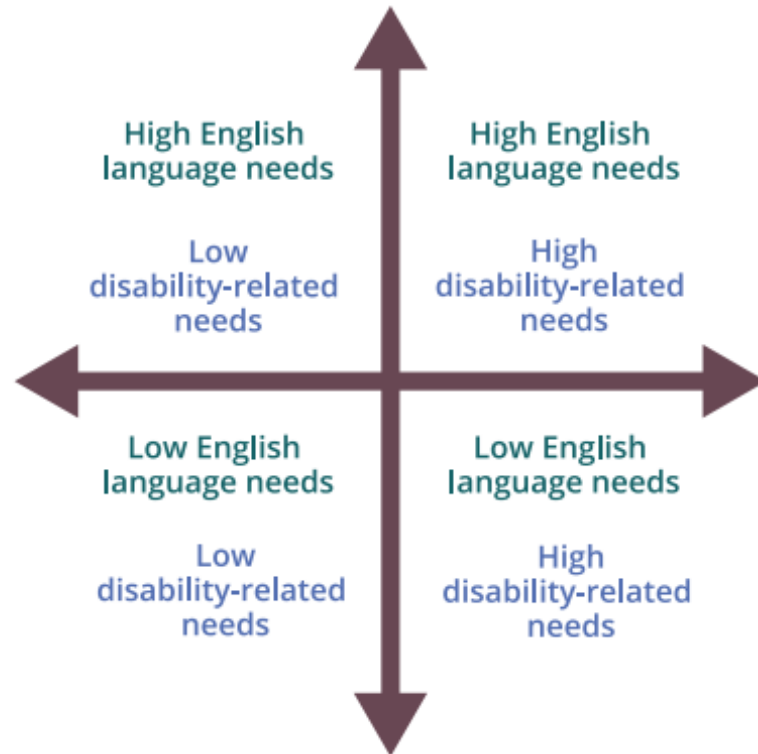
[altella.wceruw.org](http://altella.wceruw.org)

### Project Background

The ALTELLA project researches instructional practices, accessibility features and accommodations, and assessment of English learners with significant cognitive disabilities to develop an evidence-centered design approach that informs our understanding of alternate English language proficiency assessment for these students.

[http://altella.wceruw.org/pubs/ALTELLA\\_Brief-05\\_Framework.pdf](http://altella.wceruw.org/pubs/ALTELLA_Brief-05_Framework.pdf)

**Figure 1: Language and Disability Needs Framework**



## Individualized Education Programs for English Learners With Significant Cognitive Disabilities

ALTELLA Brief No. 4

September 2018

Caroline E. Parker and Laurene L. Christensen

[altella.wceruw.org](http://altella.wceruw.org)

### Project Background

The ALTELLA project researches instructional practices, accessibility features and accommodations, and assessment of English learners with significant cognitive disabilities to develop an evidence-centered design approach that informs our understanding of alternate English language proficiency assessment for these students.

Suggested citation: Parker, C. E., & Christensen, L. L. (2018, September). *Individualized Education Programs for English learners with significant cognitive disabilities*. (ALTELLA Brief No. 4). Retrieved from University of Wisconsin-Madison, Wisconsin Center for Education Research, Alternate English Language Learning Assessment project: [altella.wceruw.org/resources.html](http://altella.wceruw.org/resources.html)

[http://altella.wceruw.org/pubs/ALTELLA-Brief-04\\_IEPs.pdf](http://altella.wceruw.org/pubs/ALTELLA-Brief-04_IEPs.pdf)

**Table 1: Considerations for IEP Teams**

IEP Component	Student with disability	English learner with disability	English learner with significant cognitive disability
Present levels of academic achievement and functional performance	Describe academic and functional level	Include English language proficiency level (reading, writing, speaking, listening)	Include proficiency level in home language and/or preferred language of communication; Include communication modality preference
Measurable annual goals	Set SMART goals (academic, social, behavioral)	Include English language proficiency goal (reading, writing, speaking, listening)	Include language goal in student's home language if relevant
Supplementary aids/ services	List services to be provided	Include English language services (frequency, duration, location)	Clarify role of multiple service providers; State language of instruction to be used; Consider both the role of the home language and English language services
Participation with non-disabled peers	Describe least restrictive environment and justify any removal from general education setting	Promote interaction with English-speaking peers with and without disabilities	State how students will participate with multiple peer groups (both English-speaking and English-learning peers with and without disabilities)
Assessment and instructional accommodations	Describe state/ district assessment accommodations or modifications	Include accommodations or modifications to English language proficiency assessment	Articulate alternative assessments, or if not applicable, state why
Progress monitoring	Document progress toward meeting annual goals	Use multiple sources aligned with students' English language proficiency level	Use multiple sources aligned with students' English language proficiency level
Transition	Plan for postsecondary success	Include considerations of cultural values	Include considerations of cultural values; Consider the contexts for language use in post-secondary settings (i.e., which language(s) will the student use in post-secondary settings)
Behavioral intervention plans	Develop as appropriate	Consider whether English language proficiency levels affect behavior	Consider whether English proficiency levels affect behavior
Assistive technology and services	Document any assistive technology the student may require	Consider English language proficiency when providing assistive technology	Consider programming augmented and alternative communication (AAC) device in multiple languages, if student uses device; Consider how student uses AAC device at home and in the community

# Purpose of AZELLA

- AZELLA is designed to determine and measure if a student has an English language acquisition need
  - Students do not pass or fail AZELLA
  - A student's proficiency in English is determined so that schools can plan and make informed decisions about English language instruction and supports

# ADE AZELLA Team in Action

- AZELLA team had its planning meeting with our vendor
  - Plans for cognitive lab with students and teachers (September 2019)
  - Redesign test from STAGES to GRADE LEVELS
    - K
    - 1
    - 2-3
    - 4-5
    - 6-8 and
    - High School
- The biggest changes will be seen at the Grade 2-3 test. ADE is working thoughtfully to ensure a smooth transition

# AZELLA Art Contest is Coming!

- ADE will be looking for new test and manual covers for the first operational test which will be redesigned and aligned to the new ELP standards
- ADE will have more information soon
  - DTCs will be notified and encouraged to get their students involved!



# Reminders



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- All students must be tested. Transfer students need to be monitored to determine if they were tested in previous LEA. If not, receiving LEA must start and/or complete testing.
- Students enrolling during Reassessment window who do not have a Placement test need to be administered Placement test, not a Reassessment Test.
- Students enrolled concurrently should be administered AZELLA by the site from which the student is receiving English instruction.
- All students should be administered AZELLA at a secure, physical location (for online schools).

As always if you have questions we are here to support  
YOU!

# SAVE the DATE



- **First Annual Assessment Conference Fall 2020**
  - ADE will have more information soon
    - November Examiner
    - Assessment website
      - DTC emails

**10:15 – 10:30**

**BREAK**

