

EL File Compliance:

Guidance on Required Paperwork for EL Students

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- Hello and thank you for viewing EL File Compliance: Guidance on Required Paperwork for EL Students presented by the Office of English Language Acquisition Services. My name is Cindi Wingfield, and I'm the Director for Professional Development and Monitoring here at OELAS. I'll be your presenter for this recorded module.

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- Our goal for this training is to provide you with basic information on the documents required for EL students.

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- Before we begin, let's go over some basic terminology that you'll hear throughout the presentation.
 1. First, each of the documents we'll review today are required to be placed in the cumulative files for each EL. Many school districts and charter schools also have additional EL files for their EL students – this is entirely an LEA decision. For the duration of this module, we will be referring to the files where documents for EL students are kept simply as "EL files". As we move through the presentation, you'll see the file icon next to each document that is to be kept in the files.
 2. Another reference you'll hear frequently is the term LEA or Local Education Agency. LEA is inclusive of both school districts and charter schools.

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- All documents required for EL students are located on the OELAS website. Most of the forms can be found under the "For Administrators" tab while the ILLP documents are found under the SEI Models tab.

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- Before we delve into the details of each required document, here is an overview of all documentation that is required for EL students.

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- While there are many documents associated with English Learners, only a few are required for all ELs, regardless of English proficiency level or program placement. The documents required for all EL students are: The Home Language Survey, also known as the PHLOTE form; a Student Enrollment form; an EL70 report or copy of the AZELLA Placement results; and a Parent

Notification and Consent Form. The other documents are used as needed. Take a moment to look over the EL documents and when they are required.

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- The first set of documents we'll go over are those required upon enrollment, The Primary Home Language Other Than English form, also known as the Home Language Survey, and the student enrollment form.

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- The Home Language Survey, or PHLOTE form, is used to identify students who may be eligible for EL services. The PHLOTE form is completed for all students at the time of initial enrollment and is not needed again provided the student is continuously enrolled within the LEA. It is important that the parent/guardian answer all three language questions, then sign and date the form upon enrollment. Please note that this is an official document that may not be altered in any way by the LEA. This includes adding a logo or any other customizations or alterations. Following enrollment, the PHLOTE form is placed in the cumulative file for all students, both EL and Non-EL.

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- The student enrollment form is created at the LEA level; therefore, each LEA has its own student enrollment form. One requirement for every LEA's student enrollment form is that it has the exact three home language questions as the PHLOTE Home Language Survey. If your LEA requires parent/guardians to complete a new student enrollment form each year, we recommend that only the initial student enrollment form have the three language questions and that forms filled out for subsequent years do not have these questions to avoid inconsistent language disclosures. Following enrollment, the student enrollment form is placed in the cumulative file for all students, both EL and Non-EL.

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- Any time a parent/guardian indicates a language other than English on one or both of these forms, the LEA must follow their EL identification process to determine if the student requires an AZELLA placement test or has current EL assessment data recorded with the state. The next section looks at EL assessment documents.

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- As we mentioned in the previous section, once a parent/guardian indicates a language other than English on the PHLOTE form and/or the student enrollment form, further steps need to be taken. These steps involve EL assessment documents that are required for all PHLOTE students.

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- When a parent/guardian lists a language other than English on the student enrollment form and/or the Home Language Survey, that student is now referred to as a PHLOTE student, or a student who has a Primary Home Language Other Than English. All EL students must have a

record of English language proficiency assessments in their files. This can be a current EL70 report from AZEDS or a copy of AZELLA placement results. Once identified as limited English proficient based on the EL70 or AZELLA placement, the student is now referred to as an EL student. All EL students must have copies of either their EL70 report or AZELLA placement results in their files. Additionally, every time an EL student takes an AZELLA annual reassessment, a copy of the student report must be placed in the EL student's file to document the student's EL assessment history. The following slides show examples of the EL70 and AZELLA reports.

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- This is an EL70 report which can be pulled using a student's SAIS number. If the student had any AZELLA testing history, it would be on the EL70 report. This includes dates and results of previous AZELLA tests. A PHLOTE student with current AZELLA data on the EL70 does not need to take an AZELLA placement test as this information will be used for EL program placement. AZELLA data within one calendar year is considered current. When an EL70 report is pulled, it is to be placed in the EL file.

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- Here you see a sample AZELLA student report. This report provides an Overall Proficiency Level for English as well as domain scores. In the absence of current EL70 report data, an AZELLA placement test is administered and the results determine EL program placement. A copy of this report is frequently given to teachers to assist in planning for their EL students. The original AZELLA student report is placed in the EL file for both placement test and annual reassessments.

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- You've probably noticed by now that the EL documents are being presented in order of their use. Once identified as an EL student and placed in an EL program, the parents/guardians of the student must be notified so they have the opportunity to give their consent to EL program placement.

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- The form used to notify parents when a student is placed in an EL program is the Parent Notification and Consent Form. This form is to be completed annually within 30 days of the first day of school or 2 weeks for EL students who enroll after the start of school. The LEA's EL Coordinator will fill out this form including checking which EL program the student has been placed in for the school year. The EL Coordinator then has the EL student's teacher sign and date the form. Once filled out and signed by the teacher, the form is given to a parent/guardian to sign and date. We all know that it can be, at times, challenging to get a form signed by a parent/guardian; therefore, the EL Coordinator, or an assistant, will document each attempt to obtain a signature by noting the date and type of attempt directly on a copy of the form. A Parent Notification and Consent Form is in compliance as long as it has either a parent/guardian

signature and date or three documented attempts at obtaining a signature. Place a copy of the completed Parent Notification and Consent Form in the EL student's file.

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- While the majority of parents/guardians consent to EL services for their students, occasionally they do not. In these instances a Parent Request for Withdrawal form is required.

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- Parents/guardians have the right to request that their EL student is withdrawn from an EL program. This request **must** be initiated by the parent/guardian. Once a request for withdrawal has been made, a meeting is scheduled with the parent/guardian, principal or administrator, and, typically, the EL Coordinator to discuss EL program options for the student. When a parent/guardian decides to withdraw a student following this meeting, a *Parent Request for Withdrawal from an English Language Learner Program* form is filled out then signed by the principal and parent/guardian. It is important to note that the student is still an English Learner even though he or she is no longer receiving EL services, and that the EL student will continue to take the annual AZELLA reassessment until an Overall Proficiency Level is achieved. Additionally, a Parent Request for Withdrawal from an English Language Learner Program must be complete any time there is a change in EL services available to the student. Once completed, this form is placed in the EL student's file.

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- When an EL student receives language development services through the use of an Individual Language Learner Plan or ILLP, three documents are required. Let's take a look.

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- This slide gives an overview of the three documents that make up the ILLP: the *ILLP Required Signature Document*, Attachment A, and Attachment B. Each of these documents are to be placed in the EL student's file. A copy of Attachment A and Attachment B must also be given to the teacher(s) and kept in the classroom(s). Let's go over what is needed for each of these required documents.

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- This is the front side of the *ILLP Required Signature Document* gives an overview of the ILLP. The information required on the front of this document should be completed by the EL Coordinator. This includes: student demographic information, the most recent student AZELLA overall proficiency level, and two years of previous AZELLA proficiency levels. The AZELLA information may be found on an EL70 report or Student AZELLA Reports.

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- Next, we see the back side of the *ILLP Required Signature Document*. Attachment As and Bs are explained here, and places for signatures are provided as well. The *ILLP Required Signature Document* must be signed by the classroom teacher, parent/guardian, EL Coordinator, and the site administrator. If multiple teachers are administering the ILLP, the ELA teacher should be the signer on this document. Just as we discussed with the *Parent Notification and Consent Form*, there are times when we fail to obtain a parent/guardian signature on this document. The *ILLP Required Signature Document* is in compliance as long as it has either a parent/guardian signature and date or three documented attempts at obtaining a signature noted within 30 days of the start of school or 2 weeks for students who enroll after the beginning of the year. Place a copy of the completed *ILLP Required Signature Document* in the EL student's file.

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- The next ILLP document to be completed is the Attachment A. This document helps classroom teachers differentiate instruction for their EL students; therefore, a copy must be kept in the classroom or classrooms in addition to the EL file. While the LEA will determine who completes the ILLP Attachment A, OELAS recommends that it is completed either by or with the classroom teacher(s) who will be using this to help guide instruction. Just like the *ILLP Required Signature Document*, the Attachment A must be completed within the required timeline of days of the start of school or 2 weeks for students who enroll after the beginning of the year. This document will also be revised and/or replaced at the beginning of each grading period throughout the year. Each time an Attachment A is completed it must have the following the information:
 1. The student demographic information and current AZELLA Proficiency Results is filled in on the top of the Attachment A.
 2. Each teacher who is responsible for administering the Attachment A is to be listed on this document along with his/her signature, which language domain he/she is responsible for, and whether or not he/she is appropriately endorsed. Please note that one teacher may be responsible for one or more language domains; however, only one teacher may be listed for each domain.
 3. The most important part of the Attachment A are the English Language Proficiency Standards and Performance Indicators. 4-5 ELPS/PIs are listed in each language domain.
- For more comprehensive information on creating an Attachment A, please view the ILLP webinars and review the *ILLP Guidance Document 2019-2020* on our website.

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- The final piece of the ILLP is the Attachment B. This document provides a place for teachers to evaluate an EL student's progress and make recommendations for the following grading period; therefore, it is the classroom teacher(s) responsible for the ILLP who completes the Attachment B at the end of each grading period. Once completed, the teacher(s) signs and dates the Attachment B which is then kept in the EL file with a copy in the classroom.

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- Here is a summary of all three parts of required ILLP documentation and where these documents need to be kept. All three ILLP documents must be placed in the EL file with copies of the Attachment A & B in the classroom for daily teacher use.

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- We're going to shift gears now and talk about the *Bilingual Waiver Application*. If your LEA does not provide bilingual or dual language programming, you may skip wish to skip the next slide.

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- The *Bilingual Waiver Application* is used when the parent/guardian chooses to enroll an EL student in a bilingual program that is offered by the LEA. The parent/guardian completes this application with the full understanding that the student will be removed from ILLP or SEI classroom placement so that the student may participate in the bilingual program and that student will continue to take the annual AZELLA reassessment until an overall Proficient score is obtained. The *Bilingual Waiver Application* is completed **prior** to placing the EL student in a bilingual program and must be signed and dated by the parent and school principal. *Bilingual Waiver Applications* for Waiver 3 must also be signed and dated by the LEA's superintendent. This document, along with the test results or basis for determination, must be kept in the student's EL file. As with other documents used to enroll EL students, this form must be completed within 30 days of the start of school or 2 weeks for students who enroll after the beginning of the year. For more guidance on *Bilingual Waiver Applications*, please visit our website.

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- Our next document is the *Notice of Reclassification* which is used to notify parents/guardians when an EL student obtains an overall level of Proficient on an annual AZELLA reassessment.

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- Once an EL student obtains an overall proficient level on AZELLA, the EL Coordinator or Assessment Administrator completes a *Notice of Reclassification*. Unlike most EL documents, this does not require a parent/guardian signature. Once completed, a copy of the *Notice of Reclassification* is placed in the EL file and the original is sent home either at the end of the school year when the student reclassified as proficient or at the beginning of the following school year.

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- Once a an EL student is reclassified as proficient they are now known and FEP or Fluent English Proficient. FEP students are monitored for two years following reclassification using the *Two-Year Monitoring Form*. Let's take a look.

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- The *Two-Year Monitoring Form* is used for the two years immediately following the school year when the EL student reclassified as proficient in English and is completed by the mainstream classroom teacher or EL Coordinator who is monitoring the progress of the student. At the end of the first year of monitoring, the classroom teacher/EL Coordinator documents the FEP student's scores on both state and district assessments as well as other criteria used for monitoring. The form is then signed and dated by the classroom teacher/EL Coordinator and placed in the EL file. This process is repeated during the second year of monitoring as well.

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- We're heading into the home stretch with our final two documents. First, the WICP.

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- The WICP, or Written Individualized Compensatory Plan, is used when an EL or Former English Proficient student is participating in a compensatory instruction program. These are programs that take place outside of the regular school day such as before or after school tutoring, Saturday school, or summer school. The EL Coordinator and/or the teacher providing the compensatory instruction completes the form which includes AZELLA data, the type of instruction provided, instructional objectives and assessments used to measure student progress. Once completed the WICP is signed by the teacher, parent/guardian, and principal. A copy of the WICP may be provided to the parent/guardian and the original is placed in the EL file.

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- Our final EL document is the *AZELLA Placement Test Referral Form* which is used when a teacher or administrator refers a student for AZELLA testing.

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- There are three versions of the *AZELLA Placement Test Referral Form*:
 1. The *AZELLA Placement Test Referral Form – Moving from Mainstream to EL Services*.
This form should be used for a student whose current academic placement is in a mainstream classroom and Not Eligible for EL Services. The student being referred for EL Services has never been tested with an AZELLA Test due to an all English PHLOTE, or the student has already demonstrated an Overall Proficiency Level of Proficient on an AZELLA Test. A parent conference and permission to administer an AZELLA Placement Test is required. If the parent(s) agree to their student being administered an AZELLA Placement Test, they must also agree to their student being placed into EL Services if their student scores an Overall Proficiency Level of less than Proficient.
 2. The *AZELLA Placement Test Referral Form – Moving from EL Services to Mainstream*.
This form should be used for a student (Grades 1–12) whose most recent AZELLA test

was administered during the prior fiscal year, has an Overall Proficiency Level of Intermediate, and qualifies for re-administration of the AZELLA Placement Test with the intention of demonstrating proficiency and moving into a mainstream classroom either at the Start of the School Year AZELLA Placement Testing or during the Mid-Year AZELLA Placement Testing window.

3. The *AZELLA Placement Test Referral Form – English Learner Status Undetermined*. This form should be used for an English learner (EL) student whose most recent AZELLA test was administered during the current or previous Fiscal Year and has an Eligibility Status of EL Status Undetermined. An AZELLA Placement Test must be re-administered as soon as possible 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.
- Regardless of which version of the referral form is used, a copy will need to be signed, dated, and placed in the EL file.
 - For more information on AZELLA testing, please visit the AZELLA page via the OELAS website.

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- Now that we've had a chance to go over the requirements of the documents used for EL students, let's review the EL File Documentation Checklist.

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- As we've mentioned throughout this presentation, any time one of these documents is used, it is to be placed in the EL file. OELAS recommends that each LEA conducts internal checks to ensure your ELs files are in compliance. The EL file checklist you see here may be found on our website under EL Forms – Guidance for EL Forms.

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- At OELAS, we're here to help! If you have questions or would like additional assistance on required documents for EL files or any other EL programming needs, please visit our website, reach out to your Regional Specialist, or contact our office. Thank you for watching today's recorded module on documents required for EL students and EL file compliance. Have a wonderful rest of your day.