



EDUCATION		
4430.01 English Language Learner Program	Effective	01/31/2019
	Replaces	4430.01
	Dated	11/22/2006

The Arizona Department of Juvenile Corrections (ADJC) Education Division shall ensure all students who are English Language Learners (ELL) are taught English by being taught in English and placed in English language classrooms. Pursuant to A.R.S. § 15-752 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. Foreign language classes for children who already know English shall be completely unaffected as shall special education programs for physically-or mentally-impaired students

AUTHORITY

Arizona Revised Statutes (A.R.S.)	
41-2804	Duties and powers of Director
15-752	English Language Education
15-451	Appointment of Governing Board for Joint Unified School Districts

DEFINITIONS

- AZELLA** – means Arizona English Language Learner Assessment. The AZELLA is used to determine the English language proficiency of Arizona K-12 students whose primary home language is other than English
- Bilingual Education/Native Language Instruction** - a language acquisition process for students in which much or all instruction, textbooks, or teaching materials are in the student’s native language other than English.
- English Language Classroom** - a classroom in which English is the language of instruction used by the teaching personnel, and in which such teaching personnel possess a good knowledge of the English language. English language classrooms encompass both English language mainstream classrooms and sheltered English immersion classrooms.
- English Language Mainstream Classroom** - a classroom in which the students either are native English language speakers or already have acquired reasonable fluency in English.
- English Learner or Limited English Proficient Student** - a student who does not speak English or whose native language is not English, and who is not currently able to perform ordinary classroom work in English.
- Sheltered English Immersion, or Structured English Immersion** - an English language acquisition process in which nearly all classroom instruction is in English, but with the

curriculum and presentation designed for students who are learning the language. Books and instructional materials are in English and all reading, writing, and subject matter are taught in English. Although teachers may use a minimal amount of the student's native language when necessary, no subject matter shall be taught in any language other than English.

7. **Compensatory Instruction** - instruction given in addition to regular classroom instruction, such as: individual, small group, extended day classes, summer school or intersession school.
8. **ELL** – stands for English Language Learner.
9. **FEP** – stands for Fluent English Language Proficient, a student who has met the requirements for exit from an English language learner program.
10. **IEP** - stands for Individual Education Program, a written statement specifying special education services to be provided to a child with a disability.
11. **LEA** - stands for Local Education Agency, the school district or charter school that provides educational services.
12. **MET** - stands for Multi Educational Team
13. **PHLOTE** - stands for Primarily or Home Language Other Than English
14. **Reassessment for Reclassification** - the process of determining whether an English language learner may be reclassified as fluent English proficient.
15. **WICP** - stands for Written Individualized Compensatory Plan that documents the scope and type of services provided to an ELL to overcome the identified language and academic deficiencies.

PROCEDURES

1. **Teaching Endorsements:**
 - a. **Public Education Agency Administrator** shall ensure all English immersion teachers have completed:
 - i. Structured English immersion endorsement courses at a college or university; or
 - ii. Other training which the State Board of Education has determined:
 - (1) Is comparable in amount, scope, and quality to a course offered by a college or university for a structured English immersion endorsement; and
 - (2) The instructor possesses sufficient qualifications and experience to effectively conduct the training.
2. **Entry Criteria:**
 - a. The **PEA DESIGNEE** shall ensure Education employees:
 - i. Properly identify students with a Primary Home Language Other than English (PHLOTE) using:
 - (1) Educational Intake Questionnaire (EIQ); and
 - (2) AZELLA student test history report; and/or
 - (3) A home language survey completed by the juvenile's parent/legal guardian;
 - (a) If any other language other than English is indicated on the survey the student shall be considered a English Language Learner (ELL); and
 - (b) The PEA shall determine the juvenile's English proficiency through either current assessment(s) or previous assessments if available.

3. **Assessment:**

- a. The **PEA** shall ensure teachers:
 - i. Within 14 days after enrollment, assess the English language proficiency of all PHLOTE students through the use of the state-mandated ELL assessment in the areas of:
 - (1) Listening;
 - (2) Speaking;
 - (3) Reading; and
 - (4) Writing.
 - ii. Notify the PEA designee when PHLOTE students are identified; and
 - iii. Place students in ELL classrooms if their state-mandated ELL assessment score is:
 - (1) Pre-emergent;
 - (2) Emergent;
 - (3) Basic; or
 - (4) Intermediate.
- b. The **PEA** shall ensure teachers:
 - i. Provide a structured English immersion language approach to all ELL students placed in mainstream classes for progress in:
 - (1) Listening;
 - (2) Speaking;
 - (3) Reading; and
 - (4) Writing.

4. **Re-assessment:**

- a. The **PEA** shall ensure each designated site ELL Teacher/Coordinator:
 - i. Re-assesses ELL students annually using the state-mandated ELL assessment to determine continuing classification as ELL; and
 - ii. Does not reassess students more than once per school year.

5. **Special Education Exception:**

- a. The **IEP TEAM/PERSONNEL** shall:
 - i. Follow Special Education procedures for ELL students suspected of a disability in accordance with *Policy 4420.03 Special Education: Initial Evaluation, Reevaluation and Determination*;
 - ii. Determine a Special Education student's eligibility for ELL classes; and
 - iii. Determine exit criteria from ELL services for ELL/Special Education students during the MET meeting.

6. **Exit Criteria:**

- a. The **PEA DESIGNEE** shall ensure ELL students who achieve a composite performance level of **proficient** on the state-mandated ELL assessment are placed in a mainstream classroom along with those students who may not be proficient on the state ELL assessment.

Signature Date

01/29/2019

Approved by

Original Signature on File

Dr. Kim Eger, Education Superintendent

Signature Date

01/30/2019

Approved by

Original Signature on File

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