



GEORGIA
CYBER
ACADEMY

The Georgia Cyber Academy

English Learner Program Process and Procedures

2018-2019

Frequently Asked Questions by Parents:

Who are English Learners?

English Language Learners are students whose primary or home language is other than English and who are eligible for services based on the results of an English language proficiency assessment.

What is the correct terminology to identify language minority students?

The language in the No Child Left Behind Act of 2001 identifies language minority students as Limited English Proficiency students or LEPs. However, the Georgia Department of Education, ESOL program follows the lead of the U.S. Department of Education by identifying these students as English Learners or (ELs) since this term clearly delineates the English language acquisition process. The two terms may be used interchangeably.

How does a student qualify for the EL program?

If the Home Language Survey indicates that the student speaks a language other than English, the ESOL teacher will administer the WIDA Screener. It is used to measure the English language proficiency of students who have recently arrived in the U.S or who speak another language at home. It allows us to determine whether or not a child is in need of English language instructional services, and if so, at what level.

Why should my child participate in the EL program?

Acquiring social and academic (school) language is a long process. Your child may appear fluent in English yet struggles to read and write. As your child goes through school, the language content and skills continue to get more difficult. By participating in this program, your child will receive additional assistance from his or her teachers. This assistance may be provided through small groups or through additional resources that your child may use to assist him/her in developing more advanced language skills.

Are ELs eligible for special education services?

Yes. ELs who have been identified as eligible for special education services should be dually served by both programs. See section "Beyond ESOL: Additional Services for ELs."

How can I help my child?

Parents are encouraged to become active members of their child's school. You can help by encouraging your child to take advantage of all the resources that GCA provides. Also, please encourage your child to ask questions when he or she needs help. In addition to this, read with your child and discuss what you have read together.

Should I stop speaking my native language at home and speak English only?

No, children are encouraged to continue to develop their first language as they acquire English.

Purpose of English Learner Programs:

Georgia Cyber Academy will increase English proficiency of English to Speakers of Other Languages (ESOL) and to meet academic achievement standards for grade promotion by providing high quality language instructional programs that are based on scientifically-based research and demonstrate the effectiveness of English proficiency and achievement in academic content area.

Federal Definition:

Means an individual—

(A) who is age 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C)(i) who was not born in the United States or whose native language is a language other than English;

(ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and

(II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—

(i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);

(ii) the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society.

Common Acronyms

- English Learner (EL)
- English Language Learner (ELL)
- English as a Second Language (ESL)
- Limited English Proficient (LEP)
- English to Speakers of Other Languages (ESOL)
- Emergent Bilingual (EB)

**All of these acronyms are used to describe a student who speaks a language(s) other than English and has been identified as needing additional language support*

Identification and Service of GCA EL Students

- Students will be identified through the intake process using the Home Language Survey required by the federal government. Please note that these questions are part of the **Child Find Query (CFQ)**.
- Teachers will continuously review their student rosters in SLDS to verify any additional active, monitored, or former ELs.
- Any student whose answers are anything other than English will need to be evaluated. These names are to be given to the Title III Coordinator who will contact the families and gather information. Please complete the Initial EL Referral form in Infinite Campus. Follow up with an email to the school level ESOL POC.
- If a child comes from a local school district or from a sister WIDA state, contact will be made with that school to determine if the child was served, screened, or monitored in their EL program. This will help us to determine if a child is in need of taking the WIDA Screener for placement.
- If a child has no record of EL services in the past, the student must be evaluated using the WIDA Screener for placement. This placement test for grades 1-12 will be given by a certified teacher either remotely using pencil and paper or online at the Georgia Cyber Academy office. The W-APT placement test for Kindergarten and first semester first graders will be given by a certified teacher in person at location local to the student.
- Once a student is identified as an EL student, the teachers will be notified. It will be the responsibility of the ESOL teacher to include the EL student in small group instruction. This instruction should focus on the student's indicated needs according to test data. All EL students will be marked for **State Testing Intervention (STI)**.
- Active EL students will be assigned to a certified ESOL teacher who will meet with active EL students for 45- 55 minutes daily (depending on grade level) to monitor progress and provide academic support. Lessons will focus on assisting the student to achieve proficiency in listening, speaking, reading, and writing in English.
 - Grades K-3 =45 minute daily segments or a minimum of 225 minutes weekly
 - Grades 4-8 =50 minute daily segments or a minimum of 250 minutes weekly
 - Grades 9-12 =55 minute daily segments or a minimum of 275 minutes weekly
- This support will be documented in Infinite **Campus** under Program Participation, English Learners and will be marked as B: Non Itinerant 1.
- A TPC form will be completed for each EL student in Infinite Campus. This form will document accommodations for both day to day instruction and standardized testing.
- Each EL student will participate in ACCESS testing according to state and federal guidelines. The purpose of this test will be to assess growth in English acquisition as well as to determine eligibility for the upcoming year.
- The decision to identify a student as an EL should be based on multiple measures including:
 - ACCESS annual test
 - WAPT Placement Test grades K and 1st grade first Semester or the WIDA Screener for grades 1st grade second semester through 12th grade.
- ACCESS test results will be sent to families via mail and email. A copy of the test will be made available to the ESOL teacher and the student's primary teachers.

Please note that ACCESS tests will be placed in the student's Personal Record folder in Infinite Campus.

- Once placement is confirmed based on the English language proficiency assessment results parents must be notified within 10 days of placement and given the opportunity to deny services.

Making an Initial EL Referral

1. Go to **Infinite Campus** and search for the student. Click on Program participation. Click on English Learners (EL). Click on EL Referral Tab. Click New Status and complete the required fields.
2. Send the school level ESOL Point of Contact an email to let him/her know a referral has been made

*Please note that there will be some sections that you will not be able to complete.

The Role of the Teacher and Teacher Training

1. Teachers certified in ESOL will be asked to assist our EL population.
2. Staff will be surveyed to locate teachers who speak other languages. These teachers may be called upon to assist in translating for conferences or in emergency situations. Formal and legal translation projects and interpreter services will be outsourced.
3. Certified ESOL teachers will meet with the Title III Director throughout the year for the following training: W-APT and WIDA screener administration, ACCESS test, making day to day accommodations, ESOL best practice, and general EL guidelines.
4. There will be a bi-weekly ESOL program meeting to review program guidelines, plan for upcoming events, inform and update on current tasks, and discuss any concerns. This meeting is for grade level ESOL Point of contacts/teachers and their direct reports.
5. GCA will have three full-time certified ESOL teachers serving the elementary school middle school, and High School. The schools will support students most of their required minutes through the pull-out model. One 50 minute session weekly will be completed through the push-in model.
6. All ESOL teachers will be able to assist staff with questions and/or concerns in addition to staying in constant communication with the Title III Director.
7. All certified and trained teachers will be required to administer the W-APT or WIDA Screener to potential EL students.
8. Active EL students will meet with a certified ESOL teacher for the minimum daily time required by the DOE for the monitoring of progress and reviewing of academic topics. This will include activities in listening, speaking, reading, and writing. Small group classes will be documented in TVS in order to monitor who attended and topics discussed.
 - *Grades K-3 = 45 minute daily segments or a min. of 225 minutes weekly*
 - *Grades 4-8 = 50 minute daily segments or a min. of 250 minutes weekly*
 - *Grades 9-12 = 55 minute daily segments or a min. of 275 minutes weekly*
9. The Title III Director will have all ESOL certified and ESOL endorsed teachers take the required ACCESS training and certification for the purpose of giving the ACCESS test during the month of December and/or January. Once certified, the ESOL teachers will provide the Title III Director with a copy of their ACCESS training certificate.
10. Certified ESOL teachers (and ESOL endorsed staff) will give the ACCESS to the students in their area or at the GCA office during the month of February.

Documenting ESOL Services

When a student begins service, a start date for ESOL should be entered on the student's individual record. If the student begins receiving service, but after parent notification (see below) is withdrawn from services, the start date should be indicated as parent withdrawn and the date the school received written parent notification. A start date for ELs receiving ESOL must be documented annually. Finally, a start date is entered indicating when the student began to receive ESOL services. The start date should be the first day upon which the student received instruction in an ESOL program. It is not permissible to simply enter the first day of school if the student did not receive ESOL services the first day of school. Students receiving services will be marked as EL-Y. Their segment is coded as B: Non-itinerant 1.

Parent Notification of ESOL Services

The Parent Notification Letter is used to notify parents of students that have been identified as EL and their student's placement in a language instruction program. The parent notification letter is sent each year to all EL students' parents. The letter must be provided to the parent no later than 30 days from the beginning of the school year, or within 2 weeks of enrollment in an ESOL program. For any student that enrolls after the first 30 days of the school year, the school will have 10 days or 2 weeks to notify of ESOL program placement following the student's date of enrollment.

The letter will come from the GaDOE and will be translated to the Native Language for those that wish to receive communication in their native language.

The school will ensure that all communication to a parent of a child identified for participation in a language instruction educational program for limited English proficient children shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

The school must notify parents, in a language they can understand, within ten school days. For additional translation resources visit: <http://www.freetranslation.com/>, <https://app.parentnotices.com/> <http://www.translate.google.com> or refer to the Georgia DOE for forms translated for school use.

Notification of Language Assistance Services

Schools must notify Limited English Proficient (LEP) parents and all school staff of the availability of free language assistance services with respect to information about school

programs and activities (e.g., on-line/digital and “in person” or telephone-based orientation sessions, parent-teacher conferences, meetings with school staff, special education or other meetings about disability, learning coach activities, etc.). The notification(s) should include information about how to access the services and will identify a school contact person (e.g. ESOL POC) who can assist LEP parents in accessing interpreter services or translated documents.

The availability of Language Assistance Services will be published in/on:

- the Academy’s website;
- the student and parent handbooks;
- all Academy-wide or school-based newsletters or other general communications;
- general contact information in advertisements or other contacts relating to enrollment/admissions.

Annually school staff should be trained on the following items:

- Notice of Language Assistance Services for Parents
- Accessing an interpreter
- Requesting document translation
- Utilizing free online translation
- *Using family members/friends of LEP parents as interpreters/translators

*In general, the use of family members and friends for the provision of language assistance is not acceptable. The use of such individuals may raise issues of confidentiality, privacy, or conflict of interest and that, in many circumstances, such persons are not competent to provide quality, accurate interpretations.

In addition, staff are strongly cautioned not to rely on family members and friends to provide LEP parents meaningful access to important programs and activities and that, even when LEP parents have voluntarily chosen to provide their own interpreter or translator, the school may still need, depending upon the circumstances of the encounter, to provide its own interpreter or translator to ensure accurate interpretation or translation of critical information. This is especially true for, but not limited to, situations where the competency of the LEP parents’ chosen interpreter is not established and/or when identified LEP parents do not request translation but a translator is deemed necessary to convey information.

Additionally, the use of minor children raises concerns about competency, quality, and accuracy of interpretations and that it is never advisable to use such children to convey information about their own education and/or complex information.

Services and Programs of Instruction for ELs

Programs of instruction for ELs shall include formal instruction in English language development; and instruction in academic subjects which is designed to provide ELs with

access to the regular curriculum. In selecting a program(s), the school shall choose programs that are research based and that have been demonstrated to be effective in the education of ELs.

- Programs shall be implemented consistent with the goal of prompt acquisition of full English proficiency. Programs shall include instruction in academic subjects which is equivalent in scope to the instruction that is provided to students who are not limited in English proficiency.
- Instruction shall be delivered by individuals who meet Department of Education licensure and certification requirements and who are trained in the delivery of instruction to ELs.
- The student's parent, guardian or Relative Caregiver has a right to refuse placement of their child(ren) in the ESOL program and has the right to withdraw an identified student from either program. Parents, guardians or Relative Caregivers of eligible students who refuse placement of their student in either program or withdraw students from either program shall do so in writing. Parents, guardians, or Relative Caregivers cannot refuse annual ACCESS testing.

State Assessment Accommodations

If a student receiving ESOL services needs accommodations to access their education at the same level as their same age and grade peers it must be noted on the TPC (Testing Participation Committee) form. Accommodations needed for state assessments must follow these guidelines:

- LEP students are eligible to receive accommodations on state assessments; however, in order to do so, the accommodation must be marked on the student's TPC document.
- Only state-approved accommodations can be used with EL students on state assessments
- Refer to the <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/default.aspx> for an updated list of approved accommodations.

W-APT and WIDA Screener Placement Test

This is the state required screening test for potential EL students. The W-APT will be used one for Kindergarten and 1st semester first graders. Students 1st grade second semester through 12th grade will take the WIDA Screener. Students who come from other counties or from WIDA sister states who have already been screened will not have to take this. All teachers will be trained to give this placement assessment and will assist in testing.

- 1st Semester Kindergarteners that receive less than or equal to 28 on the Listening and Speaking tasks are eligible for ESOL services.

- 2nd Semester Kindergarteners and first Semester First graders that receive less than or equal to 28 on the Listening and Reading Task and less than or equal to 10 on Reading and less than or equal to 11 on Writing are eligible for ESOL services.
- 2nd semester First Graders to 12th Graders taking the WIDA screener that receive less than 5.0 are eligible for ESOL services.

ACCESS: WIDA English Language Proficiency Assessment

Every student identified as an EL will be administered an English language proficiency assessment annually; the ACCESS test will be given annually between January and February.

Any student who achieves a score on the annual English language proficiency assessment that is higher than the eligibility cut off score in listening, speaking, reading and writing established by the Department of Education shall be identified to determine if they should be transitioned to a fully English proficient student and placed in a regular classroom.

GaDOE State Flexibility allows students to be exited scoring 4.3 or higher.

GCA only considers students exiting at 4.7 or higher. A Reclassification Meeting must be held to decide if the student will be successful academically without the ESOL services.

Attending the ACCESS test is the student's attendance for that school day. Not showing up for the ACCESS is an unexcused absence. Students that do not show up to their assigned ACCESS date will be rescheduled for four additional days. If a student doesn't show up after five days, a truancy email will be sent to the parents. After 5 days of not taking the ACCESS test, students may be administratively withdrawn. Families may apply for an exemption by completing the Hardship documentation. Administration will decide if the hardship is excusable from state testing. The Hardship document will be placed in the students Personal Records.

Data and Information Required by the Department of Education

Georgia Cyber Academy shall enter such data and information concerning ELs as instructed by the Department of Education and as otherwise required annually.

For the purposes of Student Record reporting, the coding status for ELs who have met the criteria for exiting language assistance services and who then will begin the two calendar year monitoring period changes from EL-Y to EL-1 or EL-2. In order to document first or second year monitoring status, ELs are coded in Student Record as EL-1 for the first year and EL-2 for the second year. For state testing purposes, students will be marked EL-3 three years after exiting and EL-4 after four years of exiting. Students will not be monitored as Year 1 and 2 students are but will identified to see how they are scoring on state tests. At the end of the monitoring cycle,

5 years after exiting, the student will then be coded as a former EL (EL-F). As ACCESS scores generally are received and evaluated before the end of the school year, district generally may determine that an EL has successfully met criteria for exit from the ESOL program. In order to ensure that district data is recorded correctly for accountability and for funding purposes, coding in the district's SIS must not be changed for students before July 1. The student's EL coding should remain until all state data collection has been completed and finalized.

Exit Criteria and Reclassification

Georgia Cyber Academy will provide services to EL students until they are proficient enough in English to participate meaningfully in the regular education program. The school will determine whether or not a student requires ESOL service based on a variety of measures. If the combined evidence suggests that an EL no longer needs direct service and has achieved advance on the Annual Assessment, the student may be exited from direct ESOL service. Exit and Reclassification is based on the following criteria:

- Any student who achieves a score on the annual English language proficiency assessment that is higher than the eligibility cut off score (5.0) in listening, speaking, reading and writing established by the Department of Education shall be identified to determine if they should be transitioned to a fully English proficient student and placed in a regular classroom.
- Any student who achieves a 4.7- 4.9 on the annual English Language proficiency assessment may be reviewed for reclassification based on the flexibility of the state of Georgia. A reclassification meeting will be held and a reclassification form must be filled out. If the team decides the student will be successful in accessing the curriculum at grade level without ESOL direct support, the student may exit.
- The student no longer needs English language development services or an ILP including but not limited to specific interventions based on the four domains (reading, writing, speaking and listening) based on multiple indicators including
 1. W-APT or WIDA Screener Placement Tests, grades K and 1-12
 2. ACCESS test
 3. Work Sampling • Grades • Homework and teacher/parent input
- Students being monitored will need to be closely monitored to insure that they are making progress in all classes as well as showing growth and meeting standards on Benchmark assessments. ESOL teachers will be required to complete a Monitor Form on these students at the end of each grading period (quarterly.) The Title III Director will send this form out to the ESOL teachers.
- The student now has full access to the mainstream curriculum with or without the use of universal tools (Assistive technology) available to all students.
- Once the two-year monitoring period has ended, the student's coding for Data Collections Student Record purposes will change from EL-2 to EL-3 (3rd Year

Post-Exit), then EL-4 (4th year Post-Exit). Following the EL-4 designation, the student will be coded EL-F (Former EL) and remain as such as long as they are enrolled.

- Annually parents will be notified of the exit and reclassification criteria for EL students.
- Reclassification: If there is evidence supporting the student struggling in on or more content classes, it must be ensured that the student is receiving instructional supports outlined in the EL-Plan. A RTI team should be created to review the student's data and determine next steps: appropriate interventions, possible Tier placement for RTI. It must be determined if the student is struggling due to lack of language or lack of content knowledge. If it is determined that a the problem is truly a lack of language proficiency, the RTI team should meet and decide to place back in language assistance services.

Waived Students

Some families do not want to participate in the program. We are required to go through the steps, to evaluate the child. If a family insists that they do not want their child screened for ESOL and refuse to meet to take the screening test, we must then refer them to FSL.

Screening for ESOL is not an option. It is a requirement of Title III and OCR. However, once a child is screened and if that child is found eligible, the parents may waive the child's right to participate in the program. Keep in mind that though the child may be waived from the EL program, the child will still be required to take the ACCESS annually.

Please note that if there is a student who falls into this category, the ESOL teacher must have the parent sign the Waiver form. Once this form is signed, the ESOL teacher will forward it to the Title III Director. The Title III Director will then email a copy of the Explanation of Consequences for Refusing English Learner Services.

Communication with Parents

GCA will use translating options through the published school website and school newsletters to help with communicating with families in their native language. Teachers and staff can request an interpreter for meetings and phone calls to the LEP Learning Coach. GaDOE documents translated to Native Languages will be utilized as necessary. The School handbook will be translated to Spanish along with other required documents as needed.

- The ESOL team will host outing for EL and LEP families throughout the year. Teachers from foreign language departments/clubs are encouraged to attend to help with translations.
- The Title III Coordinator will host an Open House meeting for parent's of ELs
- Parent University is held monthly for the whole school will also be held in Spanish the night following the school wide Parent University.
- Family Academic Support videos will be recorded in English and Spanish
- GCA Staff will make every effort to translate communication to families in their native language
- Documents that cannot be translated due to their sensitive or legal nature (TPC, IEP, Report cards, etc.) will be sent with a note stating that the parent or guardian may call the school and request a translator to review the information.

Student EL Files

Every student that has or does receive EL support services must have a file maintained and stored in a confidential and locked location. The following items must be located within this file:
Home language survey (retained for all students)

- Placement and Annual Assessment results
- Copy of the most recent TPC
- Progress monitoring assessment or documentation (same interval as report cards)
- If the parent refuses services, a copy of the document indicating such
- Copy of all parent letters or communication that are timed stamped with the date of mailing

Retention of EL Students

Retention of an LEP student **should not** be based solely upon their level of English language proficiency.

Prior to considering retention of an LEP student, the following points will be addressed in a meeting comprised of the student's teacher(s), ESOL staff member(s), administrator(s), and the student's parents/guardians. Documentation and results of the meeting must be kept in the student's cumulative folder.

- The committee should consider the length of time a student has been enrolled in the school corporation in order to determine whether retention is an appropriate choice.
- The student's parent(s)/guardian(s) should be contacted when a student is not performing at grade level. All communication should be documented and in the parent(s)/guardian(s) native language. Documentation may include phone calls, progress reports, report cards, sample work, etc.
- Every LEP student is required to have a TPC (Testing Participation Committee) or localized form for documenting modifications and adaptations. Teachers are required to have copies of TPC's for any student that they have and all modifications and adaptations must be followed. It is important to ensure that the TPC has been fully implemented and documentation has been provided for any changes or updates made to the TPC. The TPC is a fluid document that should be re-visited and updated as new data becomes available but not less than once per school year.
- An LEP student should be receiving English language development throughout the school day via a push-in, pull-out or an ESOL course specifically designed to support language development.
- There must be a collection of multiple data points showing that an LEP student is consistently failing to meet grade level expectations on screening and progress monitoring instruments. Retention decisions for LEP students should not be based on one specific piece of data.

English Language Learners with Disabilities

It is important that the IEP Team for a student identified as an EL with disabilities include persons with expertise in second language acquisition and other professionals, such as speech-language pathologists, who understand how to differentiate between limited English proficiency and a disability. The participation of these individuals on the IEP Team is essential in order to develop appropriate academic and functional goals for the child and provide specially designed instruction and the necessary related services to meet these goals. It is recommended that the ESOL teacher be present at the annual IEP meetings and determination meetings given by the special education case manager.

A student identified as EL and has a disability will receive both English Language support and special education services.

Annual ELL Assessment Participation

IDEA requires each school to ensure that a free appropriate public education (FAPE) is made available to all eligible children with disabilities residing in the State in mandatory age ranges, beginning at age 3 and possibly lasting to a child's 22nd birthday, depending on State law or practice (34 CFR §§300.101-300.102). These entities also must ensure that the IDEA's rights and protections are extended to eligible children and their parents (34 CFR §§300.100 and 300.201). IDEA requires that all students with disabilities be included in all general State assessment programs, including assessments described under section 1111 of the ESEA, with appropriate accommodations and alternate assessments, if necessary, as indicated in their respective IEPs (section 612(a)(16)(A) of the IDEA, 34 CFR §300.160(a), and section 1111(b) of the ESEA).¹

Both Titles I and III of the ESEA require schools to annually assess the English proficiency of all ELs in the State enrolled in public schools in grades kindergarten through twelve in the domains of speaking, listening, reading, and writing (sections 1111(b)(7) and 1123(b)(3)(D) of the ESEA). Accordingly, as part of a general State assessment program, all ELs with disabilities must participate in the annual State ELP assessment with or without appropriate accommodations or by taking an alternate assessment, if necessary, consistent with their IEPs.

ELs with disabilities can participate in the annual State EL assessment in the following ways, as determined by their respective IEP Teams:

- in the regular State ELP assessment without accommodations (in the same way as ELs without disabilities take the assessment);
 - in the regular State ELP assessment through the use of one or more appropriate accommodations as indicated in the student's IEP; or
 - in an alternate assessment aligned to State ELP standards, if the IEP Team determines that the student cannot participate in the regular State ELP assessment, with or without appropriate accommodations.
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Annual Program Overview

The effectiveness of the ESOL program will be reviewed annually through the Comprehensive Needs Assessment (CNA), a component of the Comprehensive LEA Improvement plan (CLIP) in coordination with the school's other federal programs. Data is pulled from the ACCESS tests to see the effectiveness of our program. The data shows where our strengths and weaknesses are as a program and allows for us to make improvements for the following school year.

Family Resources

There will be information on the GCA website for EL families to utilize. In addition to this, here are some websites that you may share with your EL families:

Some great ESOL links:

<http://www.colorincolorado.org/>

<http://www.everythingsl.net/>

<http://www.eslprintables.com/>

<http://www.usingenglish.com/handouts/>

<http://www.starfall.com/>

<http://bogglesworldesl.com/worksheets.htm>

<http://www.esl-lab.com/>

If you have questions about the EL program at the Georgia Cyber Academy, please contact the Title III Director, Julie Ferrer at (404) 334-4790 ext. 203 or at jferrer@k12.com



HOME LANGUAGE SURVEY

In order to comply with state guidelines, we are required to have a Home Language Survey on file for each student. These questions are also found on the CFQ.

Student Name _____

Date _____

School _____

Grade _____

1. What language(s) did the student first learn to speak?

2. What is the primary language used in the home?

3. What language(s) does the student speak most often?

If the answer to any of the above questions is a language other than English, send a copy of this form to the designated ESOL contact at the school for student screening.



Parental Waiver of EL Services

English

Request for Change in English Learner Program

Date: _____
(mm/dd/yyyy)

Dear Parent or Guardian:

You have indicated that you would like to refuse the English Learner Services for your child that are provided by Title I, Title III or both. Although we are offering English Learner Services we feel are the most appropriate for your child’s level of English proficiency, you have the right to refuse these English Learner Services for your child. Proficiency in a language is a measure of a person’s ability to understand and communicate in that language or in a person’s preferred mode of communication. If you decide to refuse the English Learner Services provided by Title I, Title III, or both, please complete and sign the bottom of this form and return it to your child’s school. This form must be completed every year until your child becomes proficient in English.

Thank you.

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Request for Change in English Learner Program

I, _____ (*parent or guardian*) of _____ (*student*) have been informed of my right to refuse English Learner Services. I have been informed of other district language programs or methods of instruction, if available, and request the following action:

- I want to refuse the English Learner Services provided by Title I, Title III, or both.
- Please place my child in another English Learner Service or method of instruction provided by Title I, Title III, or both if available.

Please place my child in the following program:

Parent or Guardian Signature Date (mm/dd/yyyy)