

# Appendix A

## ***Additional Resources and Sample Forms***

### **Home Language Survey (HLS)**

The Civil Rights Act of 1964, Title VI, Language Minority Compliance Procedures, requires school districts and charter schools to determine the language(s) spoken in each student's home in order to identify their specific language needs. This information is essential in order for schools to provide meaningful instruction for all students as outlined Plyler v. Doe, 457 U.S. 202 (1982).

The purpose of this survey is to determine the primary or home language of the student. The HLS must be given to all students enrolled in the school district / charter school. The HLS is administered one time, upon initial enrollment, and remains in the student's cumulative file.

Please note that the answers to the survey below are student-specific. If a language other than English is recorded for ANY of the survey questions below, the W-APT will be administered to determine whether or not the student will qualify for additional English language development support.

**Please answer the following questions regarding the language spoken by the student:**

1. What is the native language of the **student**? \_\_\_\_\_
2. What language(s) is spoken most often by the **student**? \_\_\_\_\_
3. What language(s) is spoken by the **student** in the home? \_\_\_\_\_

**Student Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Parent/Guardian Name:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

By signing here, you certify that responses to the three questions above are specific to your student. You understand that if a language other than English has been identified, your student will be tested to determine if they qualify for English language development services, to help them become fluent in English. If entered into the English language development program, your student will be entitled to services as an English learner and will be tested annually to determine their English language proficiency.

#### **For School Use Only:**

School personnel who administered and explained the HLS and the placement of a student into an English language development program if a language other than English was indicated:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Home Language Survey (HLS) Spanish Version

## Encuesta del Idioma en el Hogar

El Decreto de los Derechos Civiles de 1964, Título VI, Cumplimiento de Normas para Minorías en Lenguaje, requiere a los distritos escolares y escuelas semi-autónomas que determinen el idioma o idiomas que se hablan en el hogar de cada estudiante. Esta información es esencial para que las escuelas puedan ofrecer instrucción útil a todos los estudiantes de acuerdo con Plyler v. Doe, 457 U.S. 202 (1982).

El propósito de esta encuesta es determinar el idioma principal de su hijo/a en el hogar. Esta encuesta (HLS) tiene que darse a todos los estudiantes en el distrito escolar / escuela semi-autónoma. Esta encuesta (HLS) es administrada una vez, durante la matrícula inicial en Indiana, y permanece en el archivo acumulativo del estudiante.

Por favor tenga en cuenta que las respuestas a la encuesta corresponden solamente a su hijo/a. Si en alguna de las tres preguntas escritas abajo, usted identifica un idioma diferente al inglés, la escuela administrará el examen W-APT o WIDA Screener para determinar si su hijo/a calificará para el programa de desarrollo del idioma inglés.

**Por favor responda las siguientes preguntas acerca del idioma(s) hablado por su estudiante:**

1. ¿Cuál es el idioma o el dialecto nativo de su **hijo/hija**? \_\_\_\_\_
2. ¿Cuál es el idioma(s) más hablado por su **hijo/hija**? \_\_\_\_\_
3. ¿Cuál idioma(s) habla su **hijo/hija** en casa? \_\_\_\_\_

**Nombre del Estudiante:** \_\_\_\_\_ **Grado:** \_\_\_\_\_

**Nombre del Padre, Madre o Guardián:** \_\_\_\_\_

**Firma del Padre, Madre o Guardián:** \_\_\_\_\_ **Fecha:** \_\_\_\_\_

Al firmar aquí, usted certifica que las respuestas a las tres preguntas mencionadas arriba corresponden a su hijo/a. Usted entiende que si se ha identificado un idioma diferente al inglés, su hijo/a tendrá un examen para determinar si él o ella califica para el programa de desarrollo del idioma inglés, para ayudarlo/a a que sea fluente en inglés. Si entra en el programa de desarrollo del idioma inglés, su hijo/a, tendrá derecho a servicios que lo ayudarán a aprender el idioma inglés y tendrá un examen cada año para determinar su nivel de inglés.

**For School Use Only / Para Uso de la Escuela Únicamente:**

School personnel who administered and explained the HLS and the placement of a student into an English language development program if a language other than English was indicated:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Home Language Survey (HLS) Amendment Form Guidance

**Purpose:** The HLS Amendment Form should only be used in very rare cases when a true coding mistake has been made in the STN app center. The guidance below should be read carefully and all supporting documentation should be provided so that IDOE staff can make an appropriate decision regarding the correct language listed for a specific student. All language minority students must be correctly identified and English learners must be served in accordance with federal law (*Lau v. Nichols 1974, Castaneda v. Pickard 1981, Plyler v. Doe 1982, and Sec. 111(b)(1) of ESEA 2001*)

- All language code information always depends on the language(s) listed on the original home language survey (HLS) when the student first enrolled in an Indiana school. LEAs need to reference the original home language survey when making language code change requests. If a non-English language is listed for any of the three required HLS questions, then the non-English language is reported in the STN app center.
- The HLS amendment form is only used when a student's language code of a non-English language is **INCORRECTLY** listed in the STN app center and needs to be changed to English (code 211). When submitting this form, the following items **must** be included or the form will be denied:
  - Include the original home language survey when the student first enrolled in an Indiana school
  - Provide all pertinent information requested that is available (i.e. testing data)
  - Obtain the parent's signature
  - Have a district administrator sign the form. If the district does not have an EL coordinator, then another administrator responsible for this student can sign the form
- This form is **NOT** needed when:
  - A student's language is currently listed as English (code 211) but needs to be changed to non-English code. If the original HLS lists a non-English language, then LEAs can make this change request in the STN app center without providing the HLS amendment form. Go to the STN app center > Lookup > STN Name Change Request. When making a language code change in this situation, please remember to:
    - Only submit the change request once; Repeated submissions for the same student will slow down the overall process
    - Use all CAPS when you input information regarding the student; Alternate spellings, including combinations of capital and lower case letters, affect the submitted information
    - Be sure to pick a reason in the drop down box (i.e. reported in error to application center)

# Home Language Survey (HLS) Amendment Form

*Fax to 317-232-0589; ATTN: Adam Pitt*

*[Do **NOT** email this form or any of the supporting documentation]*

**Student STN:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**School Corporation:** \_\_\_\_\_ **Corp #:** \_\_\_\_\_ **School #:** \_\_\_\_\_  
**Contact Person Email:** \_\_\_\_\_  
**Original Language(s) on HLS:** \_\_\_\_\_  
**Date of Original HLS:** \_\_\_\_\_  
**Current DOE-LM Language Code:** \_\_\_\_\_  
**Previous School(s) Attended:** \_\_\_\_\_

**Please include a brief overview indicating the reason the HLS should be amended.**

**Spring WIDA ACCESS Scores: OVERALL:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Score Type	Score	Proficiency Level	Score Type	Score	Proficiency Level
Speaking			Writing		
Listening			Oral		
Reading			Comprehension		

**Previous ACCESS Score:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Score:** \_\_\_\_\_  
**Previous ACCESS Score:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Score:** \_\_\_\_\_

**W-APT/WIDA Screener Placement: Date:** \_\_\_\_\_ **Score:** \_\_\_\_\_

**State Proficiency Level:** \_\_\_\_\_

**ISTEP/ILEARN Results**

Date	Language Arts	Math

**ECA**

Date	English 10	Date	Algebra 1	Date	Biology

**Additional Data/Assessments:**

\_\_\_\_\_  
EL Coordinator (or district administrator) Signature

\_\_\_\_\_  
Parent Signature

*The EL Coordinator (or district administrator) and parent signatures ensure that the form, and the effects of a language code change, have been explained. The HLS Amendment Form **must** be accompanied by the original home language survey and parent signature in order for an amendment to be considered. Submission of the HLS Amendment form does not guarantee that a change will be approved; IDOE staff will review all submitted information and will contact the submitting school of the approval/denial via email.*

## Individual Learning Plan (ILP) for English Learners

Name: \_\_\_\_\_ D.O.B. \_\_\_\_\_ Gender: \_\_\_\_\_ School ID: \_\_\_\_\_  
 School: \_\_\_\_\_ Grade: \_\_\_\_\_ Date Entered US Schools: \_\_\_\_\_  
 Primary Language: \_\_\_\_\_ Secondary Language(s): \_\_\_\_\_

**EL Services:** Push-in: \_\_\_ Pull-out: \_\_\_ ENL Class: \_\_\_ Sheltered Instruction: \_\_\_ Other: \_\_\_\_\_

**Spring WIDA ACCESS Scores (1.0 – 6.0):** Date: \_\_\_\_\_ **OVERALL Proficiency Level:** \_\_\_\_\_

<u>Score Type</u>	<u>Scale Score</u>	<u>Proficiency Level</u>	<u>Score Type</u>	<u>Scale Score</u>	<u>Proficiency Level</u>
<i>Speaking</i>			<i>Writing</i>		
<i>Listening</i>			<i>Oral</i>		
<i>Reading</i>			<i>Comprehension</i>		

**Previous WIDA ACCESS Scores:** Date: \_\_\_\_\_ Overall: \_\_\_\_\_ Speaking: \_\_\_ Listening: \_\_\_ Reading: \_\_\_ Writing: \_\_\_\_\_

**Placement Test (W-APT/WIDA Screener) Scores:** Date: \_\_\_\_\_ Overall: \_\_\_\_\_ S: \_\_\_ L: \_\_\_ R: \_\_\_ W: \_\_\_\_\_

**Background Information (Y/N):**

Reads/Writes in native language? \_\_\_\_\_ Attended school in home country? \_\_\_\_\_ Has IEP? \_\_\_\_\_ Has 504? \_\_\_\_\_  
 Receives Speech services? \_\_\_\_\_ Identified as High Ability? \_\_\_\_\_ Newcomer? \_\_\_\_\_ LTELL? \_\_\_\_\_

**Additional Assessment (i.e. ILEARN, IREAD) Results**

Date	Assessment	ELA Score	Math Score

**State Testing Accommodations:**

- \_\_\_\_\_ Extended Time
- \_\_\_\_\_ Small group testing by a familiar teacher
- \_\_\_\_\_ Approved word-to word bilingual dictionaries (if literate in native language)
- \_\_\_\_\_ Math/Science/SS items and answers read verbatim
- \_\_\_\_\_ Read test/assignment directions and questions

**Mainstream Modifications / Adaptations:**

*Note: These are some modifications that can be made for EL students, however, teachers should be differentiating their instruction and utilizing ELP standards so all students can be successful.*

**PACING:**

- \_\_\_\_\_ Extend time requirements
- \_\_\_\_\_ Omit assignments
- \_\_\_\_\_ Other: \_\_\_\_\_

**MATERIALS:**

- \_\_\_\_\_ Use supplementary materials
- \_\_\_\_\_ Bilingual dictionaries/electronic translators
- \_\_\_\_\_ Use visuals/realia/picture files

**GRADING:**

- \_\_\_\_\_ Use S's and U's/Pass - Fail
- \_\_\_\_\_ Align to Can Do Descriptors
- \_\_\_\_\_ Other: \_\_\_\_\_

**ENVIRONMENT:**

- \_\_\_\_\_ Assign preferential seating
- \_\_\_\_\_ Assign peer buddy
- \_\_\_\_\_ Other: \_\_\_\_\_

**PRESENTATION OF SUBJECT MATERIAL:**

- \_\_\_\_\_ Use individual/small group instruction
- \_\_\_\_\_ Simplify language
- \_\_\_\_\_ Use manipulatives
- \_\_\_\_\_ Pre-teach vocabulary/key concepts
- \_\_\_\_\_ Use body movements and gestures
- \_\_\_\_\_ Plan for cooperative learning
- \_\_\_\_\_ Use graphic organizers
- \_\_\_\_\_ Limit amount of information
- \_\_\_\_\_ Other: \_\_\_\_\_

**ASSIGNMENTS:**

- \_\_\_\_\_ Read directions to students
- \_\_\_\_\_ Lower reading level
- \_\_\_\_\_ Shorten assignments
- \_\_\_\_\_ Modify homework
- \_\_\_\_\_ Other: \_\_\_\_\_

**TESTING:**

- \_\_\_\_\_ Allow student to answer orally
- \_\_\_\_\_ Use multiple-choice
- \_\_\_\_\_ Read test to student
- \_\_\_\_\_ Modify format
- \_\_\_\_\_ Shorten test length
- \_\_\_\_\_ Other: \_\_\_\_\_

**ADDITIONAL COMMENTS – ADAPTATIONS – MODIFICATIONS:**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**EL Teacher Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Classroom Teacher Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Cumulative Folder Guidance Specific to English Learners

Cumulative folders are legal and confidential student education records. Cumulative folders and all information contained therein are only allowed by law to be viewed by school officials for whom the viewing of the record is required to fulfill his/her professional responsibility. Parents may request in writing to view their child's records and students over the age of 18 may request in writing to view their own records. (20 U.S.C. § 1232g (b); 34 CFR subpart D)

When working with cumulative folders, school staff must keep all information intact, confidential, and safe.

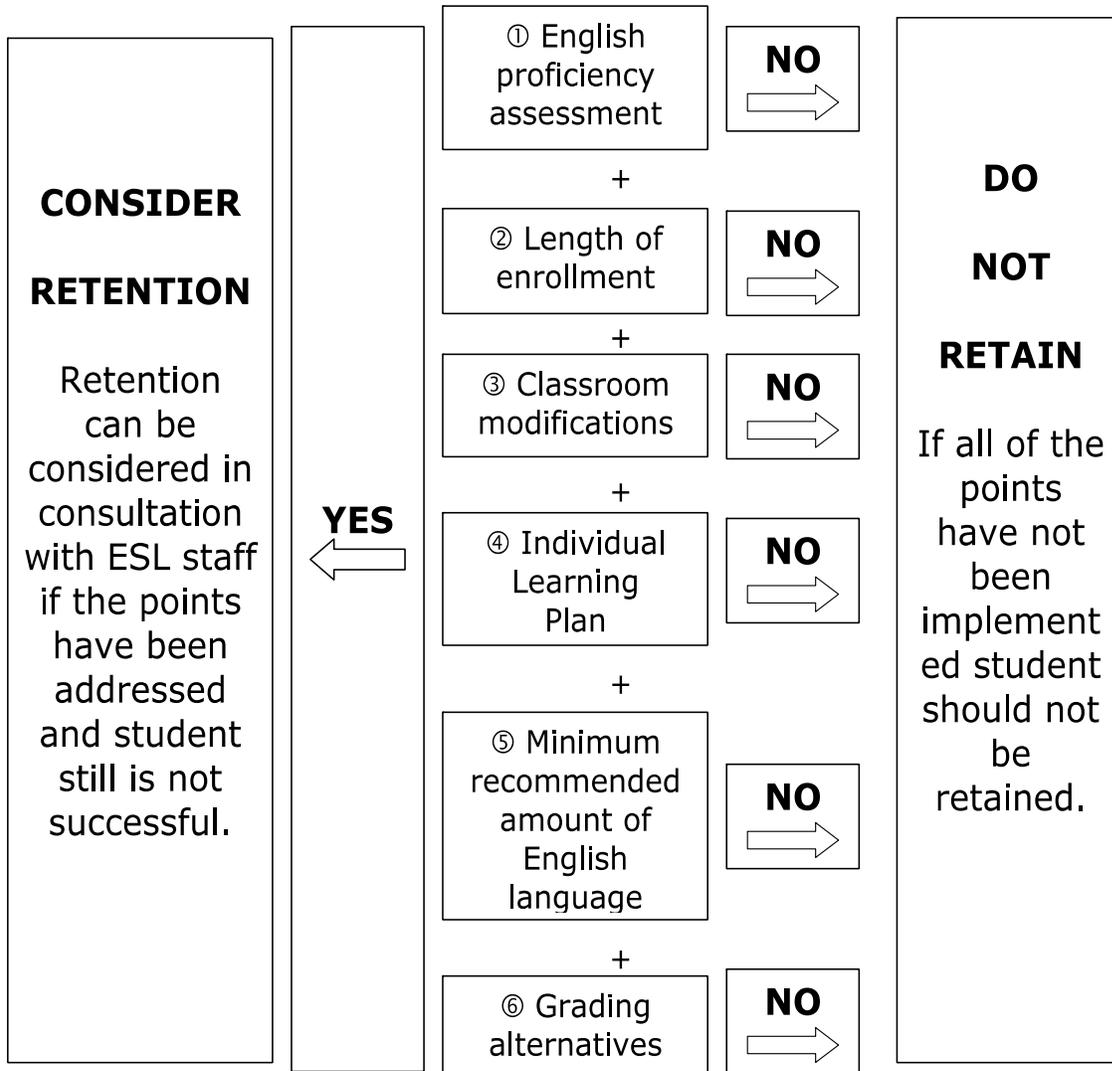
**Please use the following checklist to ensure that information specific to limited English proficient (LEP) students is included in the cumulative folder.** Update all information in cumulative folders at the end of each school year or when a student transfers to another school or school district.

- Original Home Language Survey (HLS) from when the student first entered school in Indiana
- Current Individual Learning Plan: a document that includes at least
  - ✓ the student's language level
  - ✓ a list of the accommodations and modifications that must be made for the student in all of their classes and on standardized examinations
  - ✓ An overview of the federally required English language development services being provided to the student
- Current copy of the parent notification letter that indicates the student's score on the English language proficiency assessment and their placement in a program aimed at helping Limited English Proficient students become Fluent English Proficient.
- A copy of the English language proficiency assessment results; student proficiency reports should remain in the cumulative folder for at least two years or be stored in an electronic format that is easily accessible and made available as needed.
- ISTEP + scores
- Exiting/Monitoring documents for students in the two-year monitoring period
- If the parents refuse services, written documentation should be included in the cumulative folder
- A log of updates, including the date and the name of the person who updated the folder

### **For Migrant Students, also include:**

- A record of any PASS or GED course work
- A copy of the student's Certificate of Eligibility (COE) and/or work survey
- COE number as provided by Migrant Regional Center staff
- Verification of enrollment in Migrant Education Program by Migrant Regional Center or State staff

## Retention Guidelines for English Learners



**Refer to Retention Guidelines form for more information related to each point. Contact the Office of English Language Learning and Migrant Education with any questions at (317) 232-0555 or (800) 382-9962.**

## Identifying Gifted English Learners

An English Learner's English proficiency should not be the only consideration when looking at Gifted and Talented placement. Though not limited to the following, *some* prominent characteristics that can help teachers identify Gifted and Talented ELs are:

### School-Based

- May be able to read in their native language two grade levels above their current grade (if student is proficient or has received formal education in the native language)
- Shows high ability in mathematics
- Is advanced in creative domains (fluency, elaboration, originality, and flexibility)
- Is a leader in multiple settings (playground, home, clubs, etc.)

### Culture-Based

- Balances behaviors expected in both the heritage and the new culture
- Navigates appropriate behaviors successfully within both cultures
- Is willing to share his/her heritage and culture
- Shows pride in his/her culture and ethnic background
- Displays a mature sense of diverse cultures and languages
- Demonstrates a global sense of community and respect for culture differences

### Language-Based

- Demonstrates language proficiency levels above non-gifted students who are also English Learners
- Learns multiple languages at an accelerated pace
- Shows the ability to code switch/think in both languages
- Wants to teach others words from their heritage language
- Is willing to translate for others; interprets at an advanced level (oral),
- Has superior phrases and heritage dialects along with the ability to translate the meanings in English
- Demonstrates an advanced awareness of American expressions

Adapted from resources from Project GOTCHA: Galaxies of Thinking and Creative Heights of Achievement.

# Authentic Assessments for English Learners

Authentic assessments include a variety of measures that can be adapted for different situations. These are some examples of authentic assessments.

Assessment	Description	Advantages
<b>Oral Interviews</b>	Teacher asks students questions about personal background, activities, readings, and interests	<ul style="list-style-type: none"> <li>• Informal and relaxed context</li> <li>• Conducted over successive days with each student</li> <li>• Record observations on an interview guide</li> <li>• Student produces oral report</li> </ul>
<b>Story or Test Retelling</b>	Students retell main ideas or selected details of text experienced through listening or reading	<ul style="list-style-type: none"> <li>• Can be scored on content or language components</li> <li>• Scored with rubric or rating scale</li> <li>• Can determine reading strategies and language development</li> </ul>
<b>Writing Samples</b>	Students generate narrative, expository, persuasive, or reference paper	<ul style="list-style-type: none"> <li>• Student produces written document</li> <li>• Can be scored on content or language components</li> <li>• Scored with rubric or rating scale</li> <li>• Can determine writing processes</li> </ul>
<b>Projects/ Exhibitions</b>	Students complete project in content area, working individually or in pairs	<ul style="list-style-type: none"> <li>• Students make formal presentation, written report, or both</li> <li>• Can observe oral and written products and thinking skills</li> <li>• Scored with rubric or rating scale</li> </ul>
<b>Experiments/ Demonstrations</b>	Students complete experiment or demonstrate use of materials	<ul style="list-style-type: none"> <li>• Students make oral presentation, written report, or both</li> <li>• Can observe oral and written products and thinking skills</li> <li>• Scored with rubric or rating scale</li> </ul>
<b>Constructed-Response Items</b>	Students respond in writing to open-ended questions	<ul style="list-style-type: none"> <li>• Student produces written report</li> <li>• Usually scored on substantive information and thinking skills</li> <li>• Scored with rubric or rating scale</li> </ul>
<b>Teacher Observations</b>	Teacher observes student attention, response to instructional materials, or interactions with other students	<ul style="list-style-type: none"> <li>• Setting is classroom environment</li> <li>• Takes little time</li> <li>• Record observations with anecdotal notes or rating scales</li> </ul>
<b>Portfolios</b>	Focused collection of student work to show progress over time	<ul style="list-style-type: none"> <li>• Integrates information from a number of sources</li> <li>• Gives overall picture of student performance and learning</li> <li>• Strong student involvement and commitment</li> <li>• Calls for student self-assessment</li> </ul>

From [Authentic Assessment for English Learners: Practical Approaches for Teachers](#) by J. Michael O'Malley and Lorraine Valdez Pierce

## Formal Two Year Monitoring of Exited ELs – Year 1

Student Name:

ID#:

Date:

School:

Grade:

Birthdate

School Year:

Concerns after Semester #1:

Concerns after Semester #2:

<i>Assessment:</i>	<u>Reading</u>	<u>Language Arts</u>	<u>Math</u>	<u>Other (Specify)</u>	<u>Date</u>
ILEARN					
End of Course Assessments					
IREAD (3 <sup>rd</sup> grade only)					
Formative Assessments (i.e. DIBELS, Acuity)					

- After 1 year of monitoring, the student is performing successfully in the mainstream classroom(s).
- After 1 year of monitoring, the student is having difficulties in one or more mainstream classroom(s).

**After 1 year of monitoring it is recommended that (check one):**

- Continue monitoring without intervention
- Academic Intervention(s) (provide start date and description below):

---

Signature of mainstream teacher (elementary): \_\_\_\_\_ Date: \_\_\_\_\_

Signature of EL teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of counselor (secondary): \_\_\_\_\_ Date: \_\_\_\_\_

Signature of building principal: \_\_\_\_\_ Date: \_\_\_\_\_

## Formal Two Year Monitoring of Exited ELs – Year 2

Student Name:

ID#:

Date:

School:

Grade:

Birthdate

School Year:

Concerns after Semester #1:

Concerns after Semester #2:

<i>Assessment:</i>	<u>Reading</u>	<u>Language Arts</u>	<u>Math</u>	<u>Other (Specify)</u>	<u>Date</u>
ILEARN					
End of Course Assessments					
IREAD <i>(3<sup>rd</sup> grade only)</i>					
Formative Assessments <i>(i.e. DIBELS, Acuity)</i>					

- After 2 years of monitoring, the student is performing successfully in the mainstream classroom(s).
- After 2 years of monitoring, the student is having difficulties in one or more mainstream classroom(s).

**After 1 year of monitoring it is recommended that (check one):**

- End formal two year monitoring
- Academic Intervention(s) (provide start date and description below):

---

Signature of Mainstream teacher (elementary): \_\_\_\_\_ Date: \_\_\_\_\_

Signature of EL teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Counselor (secondary): \_\_\_\_\_ Date: \_\_\_\_\_

Signature of building principal: \_\_\_\_\_ Date: \_\_\_\_\_

# Annual Parent Notification Letter

Last Name		First Name	
School		Grade	

**[Insert Date]**

Dear Parent/Legal Guardian:

We are sending this letter to inform you of your child’s identification as an English learner (EL) and of his/her placement into an English language development program for the **[insert year]** school year. We are following federal law as required of all school corporations:

- (1) To identify English learner students;
- (2) To assess students’ progress in learning English; and
- (3) To provide students with services to increase English proficiency and academic achievement

To identify students as English learners, we use the Home Language Survey (HLS) and administer a placement test (W-APT or WIDA Screener) if a non-English language is indicated. After identification as an EL based on the placement test results, ELs are assessed annually with the WIDA ACCESS assessment. Both the placement tests and WIDA ACCESS measures students’ English abilities in listening, speaking, reading, and writing and provides an overall proficiency level between 1.0 – 6.0. These results help determine the educational services needed. Your child’s **overall** English language proficiency score on his/her most recent placement test or WIDA ACCESS was:

Level 1.0-1.9 Entering	Level 2.0-2.9 Emerging	Level 3.0-3.9 Developing	Level 4.0-4.9 Expanding

Your child will participate in a program to help him/her attain English proficiency in listening, speaking, reading and writing, succeed in academics, and meet graduation requirements.

As a parent, you have the right to:

- (1) Remove your child from the English language development program; and
- (2) Decline your child’s participation in the program indicated or choose another offered program or method of instruction

In order to exit the English language development program, your child must obtain an overall composite score of 5.0 on the WIDA ACCESS assessment. After exiting from the program, your child’s academic

progress will continue to be monitored for two years. While the rate of attaining English language proficiency varies greatly from student to student, research has shown that it typically takes 3-7 years to attain English proficiency and exit from English language development services. The expected rate of graduation is 88.1%.

The following table identifies the method(s) of instruction that will be used with your child: **[Put “x” in placement for this child; Delete programs that you do not use/offer]**

Name	Description	Placement
<b>Sheltered English/ Content-Based English</b>	The goal is proficiency in English while focusing on learning content knowledge and skills in an all-English setting. Instruction is provided in English only and is adapted to a student’s proficiency in English. Instruction is supported by visual aids and support (as available) in the student’s native language.	
<b>Structured Immersion</b>	The goal is fluency in English and typically serves only ELs in the classroom. All instruction is in English but has been adjusted to the student’s proficiency level so that subject matter is comprehensible.	
<b>Pull-out English Language Development (ELD)</b>	The goal is to develop fluency in English. Students leave the mainstream classroom part of the day to receive ELD instruction.	
<b>Push-in English Language Development (ELD)</b>	The goal is to develop fluency in English. Students are served in the mainstream classroom, receiving instruction in English and native language support if needed.	
<b>Transitional Bilingual Education</b>	The goal is to develop English proficiency skills as soon as possible, without delaying learning of academic core content. Instruction begins in the student’s native language but rapidly moves to English. Students are typically transitioned into mainstream classrooms with their English-speaking peers as soon as possible.	
<b>Other</b>	<b>[Insert description, including content, instructional goals, and the use of English in instruction]</b>	
<b>Not Applicable</b>	Written confirmation has been received from the parent indicating the parent wishes to deny English language development instruction for their child	

\*Descriptors taken from: [http://www.ncela.gwu.edu/files/uploads/5/Language\\_Instruction\\_Educational\\_Programs.pdf](http://www.ncela.gwu.edu/files/uploads/5/Language_Instruction_Educational_Programs.pdf)

If your child has been identified with a disability in which they also require an Individual Education Plan (IEP), the English language development program will be used in coordination with your child’s existing IEP.

If you decide to not have your child participate in the English language development program, he/she will still be required to complete the WIDA ACCESS under federal law. If you have any questions about the placement of your child for this school year, please contact **[Insert Name, Title]** at **[Insert Phone Number]**.

Sincerely,  
**[Insert Director’s Name, Title]**