



CSD English Learner Program Parent Waiver Request of English Learner Services

Dear Parents/Guardians:

The English Language Proficiency Assessment for California (ELPAC) is given as an initial assessment to newly enrolled students whose primary language is not English and as an annual summative assessment to English learners enrolled in transitional kindergarten through grade twelve in California public schools.

The ELPAC Purpose:

1. To identify students who are limited English proficient
2. To determine the level of English language proficiency of students who are limited English Proficient
3. To assess the progress of limited English proficient students in acquiring the skills of listening, speaking, reading, and writing in English

Our district is required to assess the English language proficiency of all students whose home or native language is other than English. Your child's English communication skills have been assessed because your child's home or native language is not English.

You have indicated that you would **NOT** like your child to participate in the ELD services. **Please note that waiving the services provided by the school and district DOES NOT mean that your child is exempt from taking the annual summative ELPAC assessment nor does it reclassify your child as English proficient.** Your choice to waive the services means that your child will NOT participate in the additional English Language Development services being provided to assist your child in developing his/her English language skills. If so, please read, sign below and return the waiver form to the school principal. You will be asked to do this each year, until your child's ELPAC test, and academic performance shows English proficiency and he/she has been reclassified as English Proficient.

Under EC Section 311, a waiver may be allowed based on any one of the following three conditions:

1. **Children who already know English:** The child already possesses good English language skills, as measured by standardized tests of English vocabulary comprehension, reading, and writing, in which the child scores at or above the state average for his or her grade level or at or above the fifth-grade average, whichever is lower. Per 5 CCR Section 11309(e), if standardized assessment data is not available for the student, school districts may use equivalent measures as determined by the local governing board.
2. **Older children:** The child is age 10 years or older, and it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child's rapid acquisition of basic English language skills.
3. **Children with special needs:** The child already has been placed for a period of not less than 30 calendar days during that school year in an English language classroom, and it is subsequently the informed belief of the school principal and educational staff that the child has such special physical, emotional, psychological, or educational needs that an alternate course of educational study would be better suited to the child's overall educational development. A written description of these special needs must be provided and any such decision is to be made subject to the examination and approval of the local school superintendent, under guidelines established by and subject to the review of the local board of education and ultimately the State Board of Education. The existence of such special needs shall not compel



issuance of a waiver, and the parents shall be fully informed of their right to refuse to agree to a waiver.

Procedures for Granting Parental Exception Waivers:

1. Parents or guardians must personally visit the school to apply for a waiver (EC 310).
2. Waiver requests must be submitted annually.
3. Parental exception waivers shall be granted unless the school principal and educational staff have determined that an alternative program offered at the school would not be better suited for the overall educational development of the pupil (5 CCR 11309[b][4]).

Descriptions of Programs for Limited English Proficient Students:

- A. ***Structured immersion (also called Sheltered English Immersion)** – Structured immersion is an instructional approach used to make academic information and concepts understandable to LEP students. Students in these classes are “sheltered” in that they do not compete academically with native English speakers in the classroom setting. The subject matter is introduced in a way that can be understood by LEP students. The teacher adapts the language of instruction to the English level of the students. Also, the teacher makes frequent use of visual aids, concrete experiences, and manipulative materials. In this approach, students have the opportunity to develop oral and written language skills they need to make academic progress in content areas such as mathematics, social studies, and science.
- B. **In-class Support (Inclusion)** – In this approach, EL students are grouped together with their native-English speaking peers in the same classroom, but an instructional aide with English language development training may be available in the classroom to support the EL students. For example, the EL specialist may provide guidance to the EL students as they are working on a group project or individual assignment.
- C. **English as a Second Language** – Pull-out ESL programs, if available, remove students from mainstream classrooms for a portion of the day in order to give them specialized instruction in English. Using this educational approach, limited English proficient (LEP) students are directly instructed in the use of the English language. Instruction is based on a special curriculum that typically involves little or no use of the students’ native language and is usually taught during specific school periods. For the remainder of the school day, students may be placed in mainstream classrooms. ESL classes may focus on teaching formal English grammar and on promoting natural communication activities (free conversation, games, and discussions on familiar topics). Reading and writing are practiced as well as oral communication skills in English.

***Cambrian School District employs a Structured Immersion (SEI) model as the primary EL service for EL student.**



PARENT/GUARDIAN REQUEST WAIVER OF EL SERVICES

Waiver Request for School Year:	
Student Name:	Grade:
Teacher:	School:

I am the parent/legal guardian of the student named above. I have personally visited my child's school and I have been provided with a full description of the educational materials to be used in the different educational program choices and all the educational opportunities available to my child.

This is to request that my child no longer participate in the supplemental ELD program. I request a waiver of the requirement that my child is placed in a classroom in which instruction is in English. I understand that my child has been placed in the Structured English Immersion program and will be receiving appropriate instruction in this setting until reclassification is appropriate.

REASON FOR WAIVER REQUEST (Ed Code Section 310 & 311): (Please Check One)

- My child already knows English (to be confirmed by standardized tests of English vocabulary, comprehension, reading, and writing, at or above state average grade level, not to exceed 5th-grade level*).
- My child is at least 10 years old (school must determine that the student's rapid acquisition of basic English skills will better be achieved through an alternative program).
- My child has special needs (school must determine that the student's physical, emotional, psychological or educational needs will be better served through an alternative program.) I understand that I am not required to consent to a waiver because of these special needs.

I understand that this waiver applies only to the school year listed above and that I must request a waiver on an annual basis for the waiver to continue.

Print Parent/Guardian Name::	Signature of Parent/Guardian:	Date:
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Parent Waiver Request of EL Services: (Check One) <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved	
Principal's Signature:	Date:
Principal's Checklist: (Please provide all necessary information before submitting to Ed Services) <input type="checkbox"/> Copies of student work, assessment results attached <input type="checkbox"/> Eligibility for Waiver Confirmed <input type="checkbox"/> Copies of the form: to parents, classroom teacher, and student's EL folder	