**This form is given to all students entering into a school district for the first time.**

| The purpose of the **Language Use Survey** is to help the school determine if your child qualifies for additional **Title III** supports in language instruction for English learners.  **Title III** provides support for English learners as defined by USED. | The State of Oregon honors the language and culture of its people and respects the over 166 languages in our schools, and recognizes that:   * Language is a key component of each person’s cultural identity, * Heritage and primary languages are instrumental in student academic and cultural success, and * Students who are multilingual/multicultural may have an advantage over students with a single language and are valued in career placements. |
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**Student Name: Grade: Date:**

**Parent/Guardian Name:**

**Parent/Guardian Signature:**

| **Descriptions** | **Questions** |
| --- | --- |
| **Communication Preferences**  This question helps the school provide an interpreter or translated documents, free of charge, should you want them.  ***This section is for informational purposes only.*** *It is not used to identify your child for English language proficiency placement testing.* | 1. What language(s) would you prefer the school use to communicate with you?   *The answer to this question is not used to identify a student for EL services. It is used to show how the parent/guardian wishes to communicate.*\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Eligibility for Language Development Support**  This section helps the school identify if your child should be assessed to receive support in academic English instruction.  ***This section is used to identify your child for English Language Proficiency placement testing.*** *A response other than English to questions #2, #3, and/or #4 may qualify your child for English language proficiency placement testing.* | 1. What is the primary language(s) used to communicate in your home?   *A response that does not mention the English language or American Sign Language (ASL) identifies the student as a potential EL. Administer the screener.*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. What language(s) did your child learn first?   *A response that does not mention the English language or American Sign Language (ASL) identifies the student as a potential EL. Administer the screener.*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. What language(s) is most often used by your child at home?   *A response that mentions anything other than the English language or American Sign Language (ASL) identifies the student as a potential EL. Administer the screener.*\_\_\_\_\_\_\_ |

Below is the United States Department of Education definition of an English learner.

The term “English learner,” when used with respect to an individual, means an individual —

(A) who is aged 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 challenging State academic standards;

(ii) the ability to successfully achieve in classrooms where the language of instruction is

English; or

(iii) the opportunity to participate fully in society.

(ESEA Section 8101(20))