



COLLEGE PLACE PUBLIC SCHOOLS

Handbook for TBIP/Title III

TBIP/Title III Program Director, Marissa Waddell

Phone: 509.529.5207

Email: mwaddell@cpps.org

Meg Berg, Davis Elementary School Bilingual Learning Specialist

Phone: 509.525.5110

Email: mberg@cpps.org

Karen Murcia, John Sager Middle School and College Place High School Bilingual Learning Specialist

Phone: 509.525.5300

Email: kmurcia@cpps.org

Joy Espinosa, TBIP/Title III Secretary

Phone: 509.525.5300, ext. 3134

Email: jespinosa@cpps.org

Adapted from OSPI <http://www.k12.wa.us/MigrantBilingual/pubdocs/TBIPGuidelinesIdentification.pdf> Identifying English Language Learners: Definitions and Procedures

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The College Place Public Schools is an equal opportunity employer. We strive to create a working environment that includes and respects cultural, racial, ethnic, sexual orientation, and gender diversity. Women, racial and ethnic minorities, persons with disabilities, persons more than 40 years of age disabled, and Vietnam era veterans and people of all sexual orientations and gender identities are encouraged to apply. Persons needing accommodation in application process or this announcement in an alternative format may contact the College Place Public Schools Administration Office. This holds true for all district employment and opportunities. Inquiries regarding compliance and/or grievance procedures may be directed to the school district's Title IX/RCW 28A.640 compliance officer Marissa Waddell, 1755 South College Avenue, College Place, Washington, 99324, (509) 525-4827, mwaddell@cpps.org and/or Section 504/ADA coordinator, Jim Fry, 1755 South College Avenue, College Place, Washington, 99324, (509) 525-4827, jfry@cpps.org.

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College Place School District Program Models and Services

Kindergarten to Third Grade- Transitional Bilingual Education (TBE or Early-Exit)

The students are provided Spanish instruction from Kindergarten through second and then are transitioned to English. The students are supported with a strong base in their own language (Spanish) before transition. The implementation of a quality, researched based reading curriculum providing instruction in Spanish has assisted in expanding access for students and building on their vocabulary and background knowledge. The implementation of a full day kindergarten has improved student skills and increased success.

Basic education teachers in grades K- 3 are bilingual and are knowledgeable of students language needs.

Additional support is provided by educational assistants who work with the bilingual teacher and directly with the students. Collaboration on needs for individuals and small groups occurs to implement quality services.

The dedicated bilingual team of general education teachers strives to provide a secure and safe learning environment with instruction in students' native language first. Students also receive help from the Title I Literacy and Math Learning Specialists.

Data on student progress is monitored at least three times a year and struggling students may be provided extended day opportunities through Title I services. Some students are placed on the progress monitoring list and are assessed more frequently.

Fourth Grade through High School- Alternative Instructional Program (Supportive Mainstream)

College Place is a small district with limited resources. Referencing WAC 392-160-040 we have chosen to support students in grades 4 through high school with Sheltered Instruction. Students transition from early exit in 3rd grade, move to Sheltered Instruction in 4th grade, and then to a middle school in 6th grade. We have a bilingual basic education teacher in 3rd grade to assist students as they transition to English instruction. Instead of providing bilingual basic education classroom teachers in the upper grades, they use ESL, SIOP, and GLAD strategies in the general education classrooms to support student learning. Additionally, a certified ELL teacher provides support services to students in the sheltered instruction program in grades 4 through high school. The bilingual specialist implements an inclusion model to reinforce instruction in grades 4 through high school. Inclusion of bilingual students in the upper grades is important for building social skills and applying their English strategies. As students get older the ability to integrate with heterogeneous groups assists in the embedded learning from peers. We have two GLAD certified teachers and a large percentage of our entire staff has been trained in GLAD strategies. Additionally, we have many staff who are also SIOP trained. We strive to meet the language needs of all students in every classroom, but in particular our bilingual students benefit.

Newcomer Program

Newcomer programs provide specialized instruction to beginning level English language learners who have newly immigrated to the United States. Typically these students have limited or interrupted formal education and low literacy in their native language.

Periodic Evaluation of Services

The Bilingual Specialist regularly checks the academic grades of students in middle and high school. Based on analysis of students' grades, different levels/methods of support are implemented within the general education classroom or within the one period of bilingual support class. In grades K-5 classroom teachers are responsible for monitoring all students' progress. Collaboration between the Bilingual Specialist, Bilingual Educational Assistants, and Classroom teachers results in appropriate services for bilingual students.

Washington State Definition of English Language Learner (WAC 392-160-005 – Definitions)

A student who meets the following two conditions is eligible for the Transitional Bilingual Instructional Program:

- The primary language of the student is other than English; and
- The student's English skills are sufficiently lacking or absent as to delay learning.

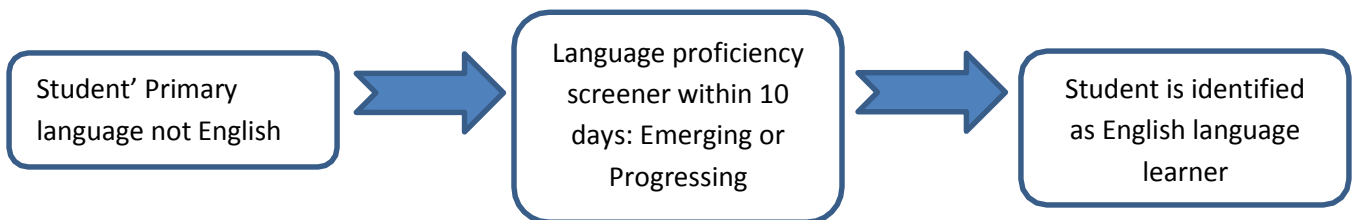
Washington State defines “primary language” as the language most often used by a student (not necessarily by parents, guardians, or others) for communication in the student's place of residence or the language that the student first learned.

Federal Definition of English Language Learner (ESEA Title IX, Sec. 9101(25))

The term “limited English proficient”, 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 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 (iii) the opportunity to participate fully in society.

Procedures for Identification, Assessment, and Placement of English Language Learners



Timeline

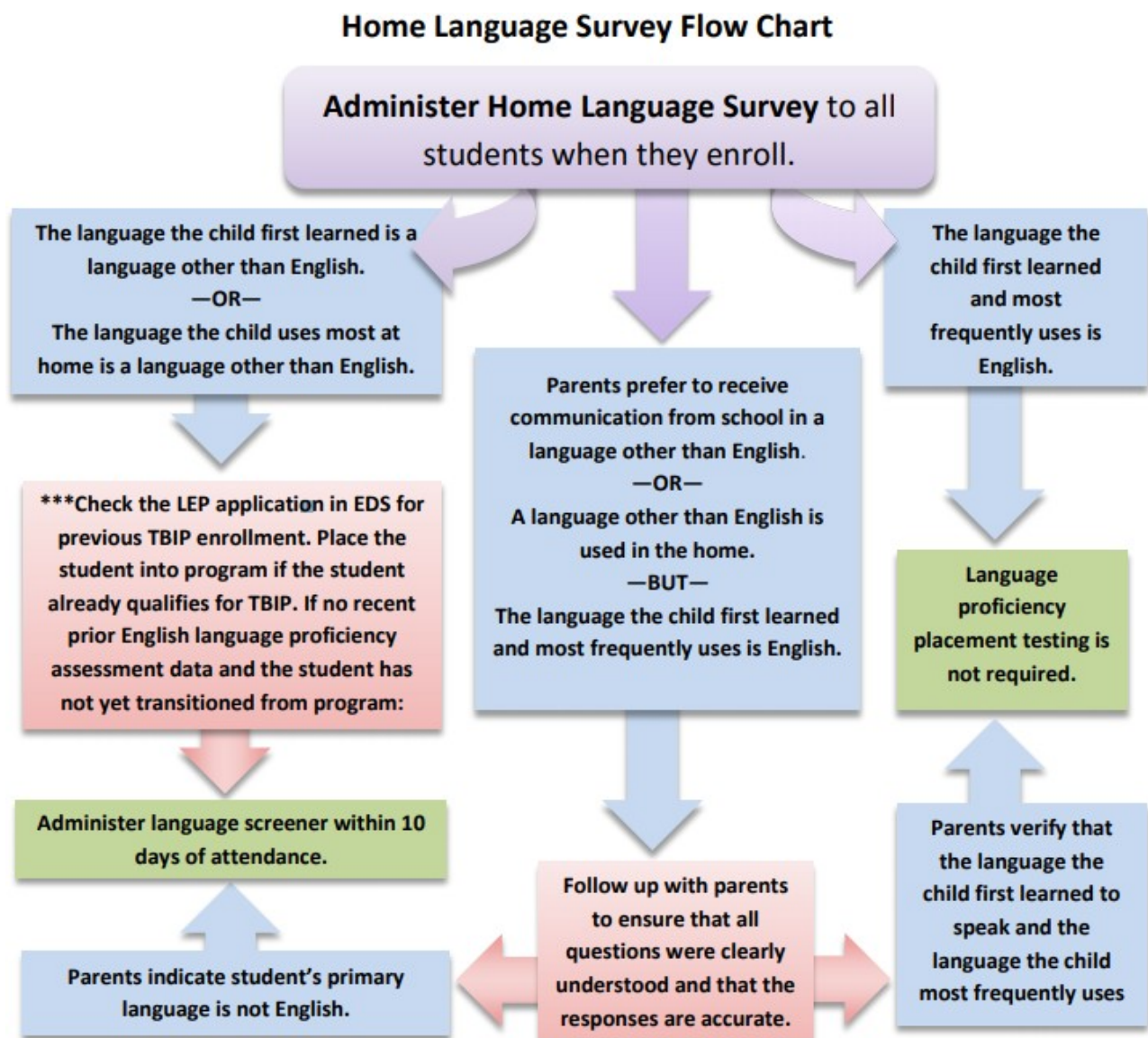
Districts must determine the primary language and eligibility of each newly enrolled student no later than the tenth day of attendance. For entering kindergarten students, the state-approved language proficiency screener may be administered after May 1st of the spring prior to enrollment.

Home Language Survey

All students who registers with a school in Washington State must be asked to identify their primary language. In College Place we:

- Use the state-approved home language survey form that can be downloaded from the OSPI Web site (<http://www.k12.wa.us/MigrantBilingual/HomeLanguage.aspx>)
- The Home Language Survey (HLS) must be verified by the student’s parent(s) or guardian(s); an emancipated youth may complete the HLS.
- If the parent indicates that the child first learned another language and English simultaneously or currently uses both English and another language, administer the state-approved language proficiency screener.
- If a language other than English is indicated in the responses to any other questions on the Home Language Survey or enrollment forms, but the student’s primary language is identified as English, follow up with parents/guardians to ensure that the questions were accurately answered.

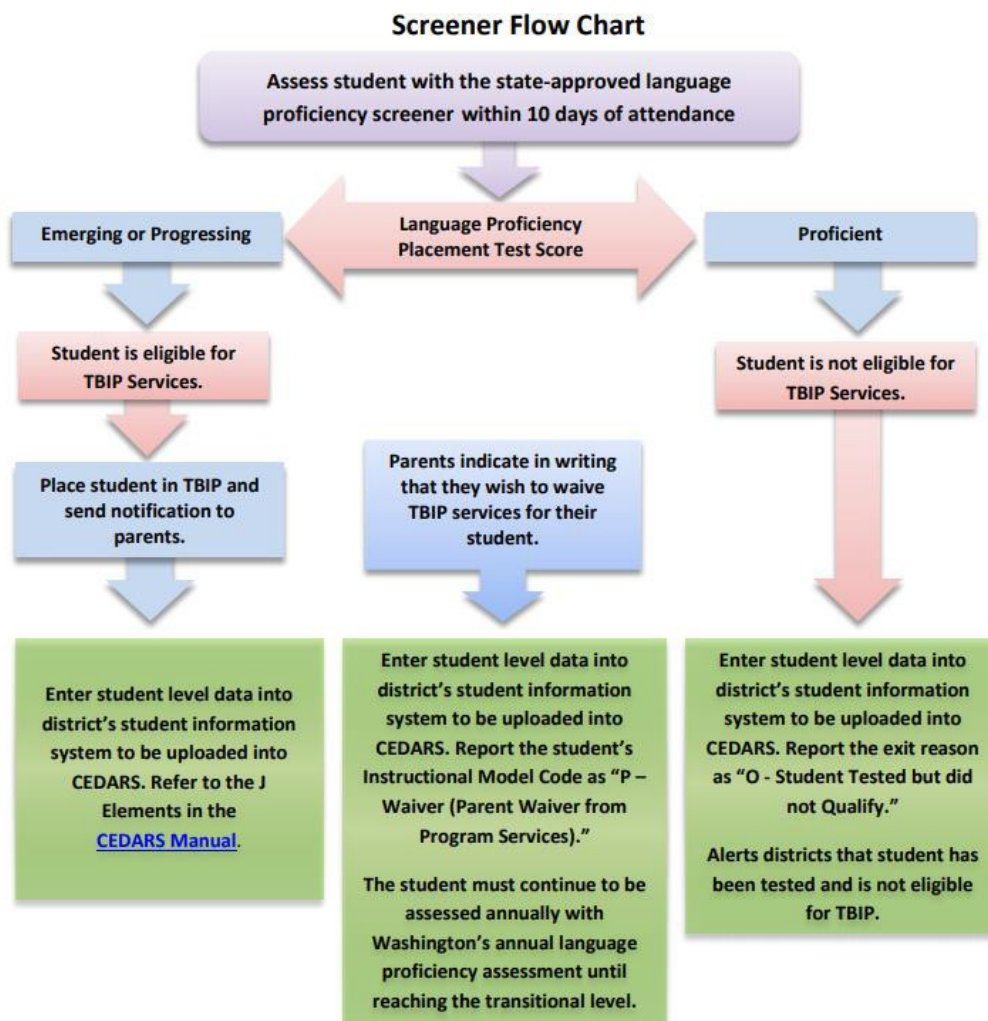
Home Language Survey Flow Chart



Language Proficiency Screener

Students whose primary language is a language other than English must be assessed by the tenth day of attendance with the state-approved language proficiency screener. Look up in-state transfer students' program history in the Limited English Proficient (LEP) Application in the EDS system before administering the screener. Students who score at the Emerging or Progressing level qualify for TBIP services. Students who at the Proficient level do not qualify for ELL services. All screener results must be reported (unless a student is tested in error and does not receive services). The LEP Application User Guide explains how to report English language learners and placement test results. The screener is only for students who have been identified as potential ELLs based on the Home Language Survey and for Native American students who have been determined to be academically at risk. Districts may not administer the state-approved language proficiency screener to students who are not potential ELLs.

Screener Flow Chart



Native American Students under Title III

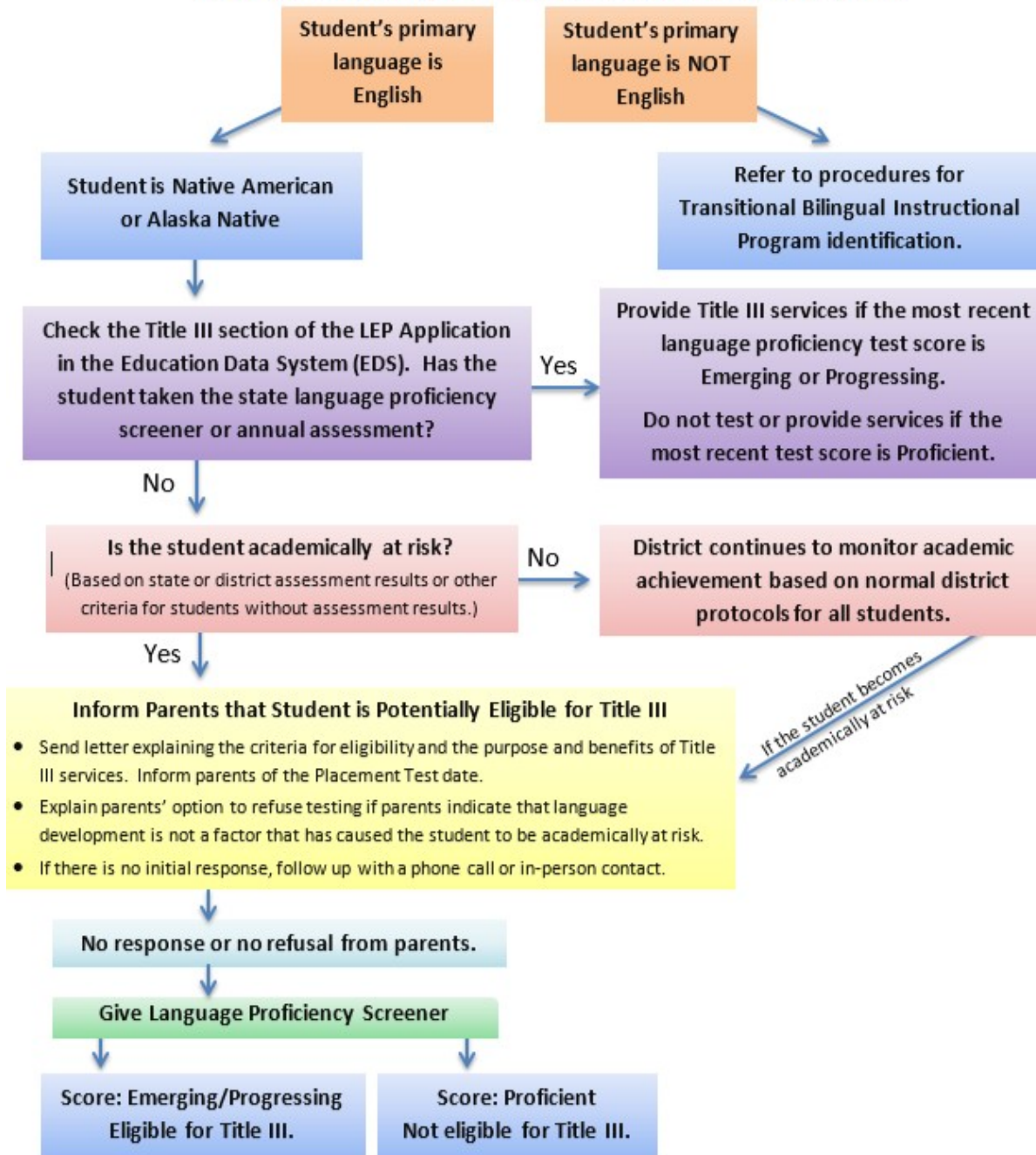
Identification of Title III Eligible Native American and Alaska Natives under Title III

All districts are required to have procedures for the identification of Native American/Alaska Native students who qualify for Title III. Native American and Alaska Native students whose first language is English may qualify for Title III supplemental instructional support through the following process:

1. Auto email from Skyward anytime an enrollment form has Native American or Alaskan Native Checked to ELL Specialists
2. Search for Native American students in the Title III section of the LEP Application to determine if student has previously been tested for Title III eligibility.
3. Data Technician will send grades and any state and/or district assessments at each trimester to ELL Specialists for students identified in #1.
4. If a Native American student is academically at risk, inform parents/guardians that the student is potentially eligible for Title III. In writing, explain the criteria for eligibility and the purpose and benefits of Title III services. Inform parents of the screener date and that they have the right to refuse testing. OSPI has developed a template letter for this purpose. If there is no initial response to the written notification, follow up with a phone call or in-person contact and document the attempt to communicate with parents. Proceed with administering the screener if there is no response or no refusal from the student's parents.
5. Assess the student with the state language proficiency screener within 10 school days of determination of academically at risk status. Students scoring at the Emerging or Progressing Level are eligible for Title III services.
6. Report all screener results (including Proficient) and program enrollment to CEDARS through the district's student information system. Refer to the Student Limited English Proficiency File (J) section of the CEDARS Data Manual for guidance.
7. Notify parents of student's initial identification within 30 days of the beginning of the school year, or within 15 days if identified during the school year, after administering the screener. The notification must include all required components of the Title III parent notification letter. Refer to ESEA Sec. 1112(e)(3) for the list of the required components.

Services are provided on a case by case basis. Based on the analysis of data, services could include: ELL Learning Specialist supporting the teacher with materials/resources, Learning Specialist support or EA support via supportive mainstream model, or connecting the family with needed resources to support their student.

Process for Identifying Title III Eligible Native American Students



Transitional Bilingual Instructional Program (TBIP) Eligibility

If a student's primary language is English, a Title III-eligible Native American student is not eligible for TBIP. If a Native American student's primary language is a language other than English, follow the procedures for TBIP eligibility. Title III eligible Native American students should be reported to the state through CEDARS. Title III eligible Native American students who do not qualify for TBIP must not be included in the TBIP student headcount on the P-223.

Annual Washington Language Proficiency Assessment

Title III eligible Native American and Alaska Native students are subject to the same annual testing requirements as TBIP students. However, the additional costs associated with testing cannot be paid through TBIP or Title III. Notify parents of continued eligibility for Title III annually, within 30 days of the beginning of the school year.

Services

As is the case with services for TBIP-eligible students, services for Title III-eligible Native American students should be based on each student's language development needs. Title III funds should supplement supports provided through other state, local, and federal funds. The services should focus on language development and literacy support that will result in students meeting state standards. Title III funding for Native students could be used for extended day or extended year support, supplemental materials, parent engagement, professional development for teachers, supplemental language development instruction, or a Title III student advocate position.

Transfer Students

Transfer students complete a new home language survey as part of the enrollment packet. If there is a discrepancy between the new home language survey and the home language survey completed at the sending district (if available), program eligibility determinations should be made based on the home language survey that indicates a language other than English.

Look for the student in the LEP Application in the EDS system to determine whether the student has already been identified as an English language learner in Washington if:

- ✓ the student's primary language is indicated as a language other than English. – OR –
- ✓ there is any indication in the student's enrollment forms or cumulative file that the student may have been identified as an English language learner in Washington in the past.

Use the Possible Eligible, Not Reported List in the LEP application to identify potential English learners who were not identified through this process.

No screener is necessary for a student who has been served through the Transitional Bilingual Instructional Program within the last twelve months in Washington and has not exited on the state-approved annual language proficiency assessment. Students who currently have a language proficiency level of emerging or progressing should be placed directly into the TBIP program.

Students who score at the proficient level on the state-approved annual language proficiency assessment are eligible for follow-up academic support in the TBIP program as "exited TBIP students" for two years after transitioning.

In-state Transfer Students

- If no results are found for the student in the LEP Application of EDS, contact the sending district to determine if the student completed the screener, and information was simply not yet uploaded to CEDARS.
- If the sending district does not respond in a timely manner, administer the state-approved language proficiency screener.
- If the student's original placement test becomes available after retesting, base program eligibility on the results of the first placement test and contact the sending district to request that these results be reported to CEDARS.
- If a TBIP-eligible student has not been tested/has not received a score on the two most recent annual language proficiency assessments, the district must administer a new state-approved language proficiency screener to determine the student's current language proficiency level and continued program eligibility.

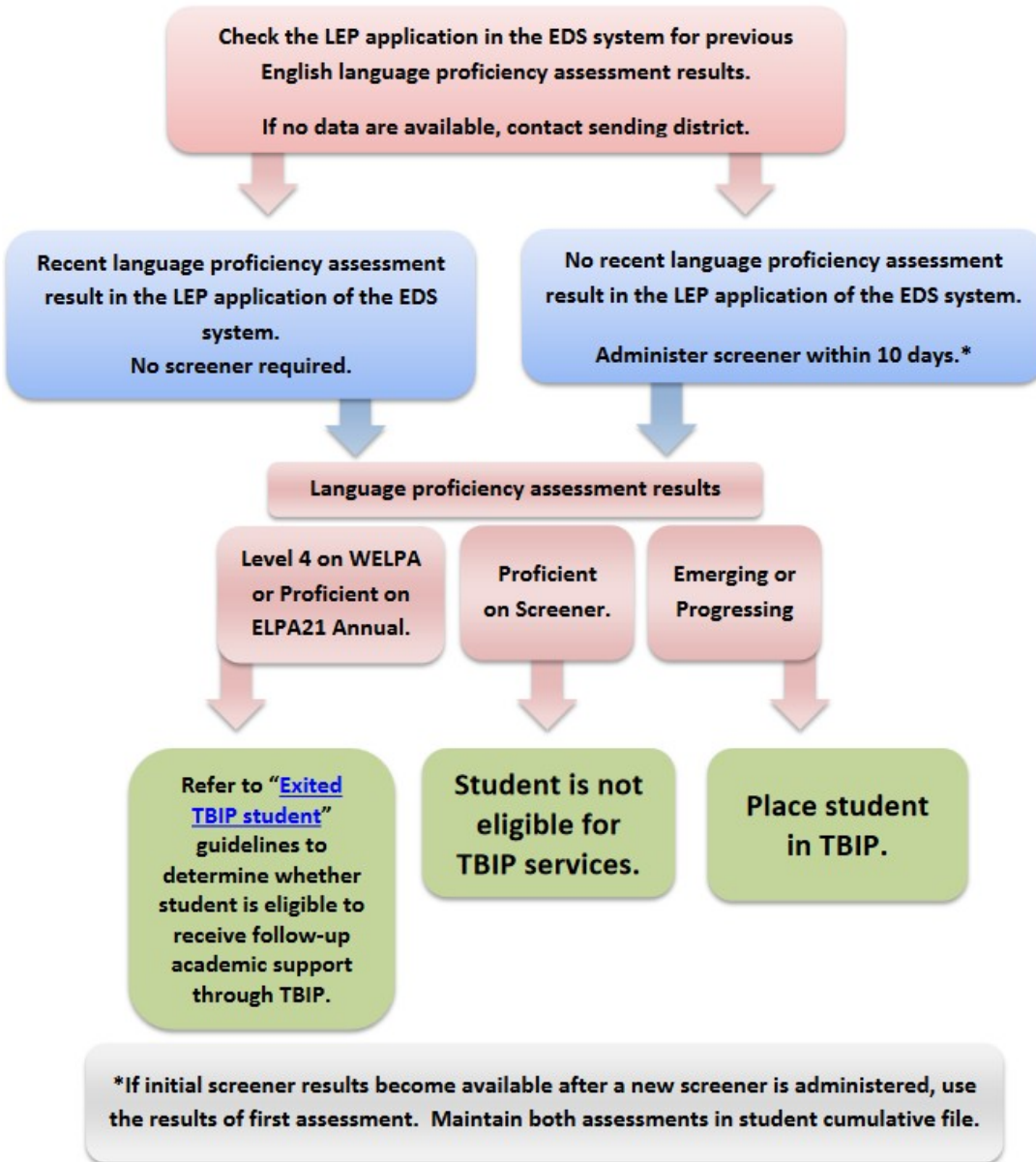
Out-of-state Transfer Students

- If the student has not been enrolled in a Washington State public school for the past 12 months, the student must take the placement test to determine eligibility.
- Students who transfer from out-of-state and who meet the identification criteria on the HLS must be tested on the placement test, regardless of whether the student has already been identified as an English language learner in another state.
- If a student who previously exited from the TBIP program returns to Washington after having lived outside the United States in a non-English-speaking country for twelve or more months, the district can administer the placement test to determine if there has been a loss of English language proficiency. The student can re-qualify for TBIP services based on the new screener results.

Process for Determining Eligibility of In-State Transfer Students

See chart on next page.

Process for Determining Eligibility of In-State Transfer Students



Foreign Students with F-1 Visa

Foreign students on an F-1 visa do not qualify for TBIP services based on the U.S. Department of State's policy for Foreign Students (F-1) in Public Schools.

Sign Language as a Primary Language

A student cannot be considered an English language learner for the purpose of qualifying for TBIP or Title III based solely on his or her reliance on signing for communication (e.g. American Sign Language) due to the

student’s or parent’s deafness or hearing impairment. However, a student who relies on signing for communication can qualify for TBIP services if the student’s home language is a language other than English.

A student who uses American Sign Language for communication at home because of a family member’s hearing impairment may be tested to determine TBIP eligibility. Districts should consult with the family prior to testing as such students can only be identified as English Language Learners under the state definition and not the federal definition. In this case, testing for TBIP eligibility is not required by the state, but it is an option if the parents and district determine that it is in the student’s best interest.

Student	Home Language	Eligible for TBIP?	Eligible for Title III?
American Sign Language (student has hearing impairment)	English	No	Only Native American students who qualify based on state procedures.
American Sign Language (student has hearing impairment)	Not English	Yes, based on state language proficiency screener results.	Yes, based on state language proficiency screener results.
American Sign Language (student does not have hearing impairment but uses ASL for communication at home)	American Sign Language	Yes. The district may test with parent permission to determine TBIP eligibility but is not federally required to do so.	Only Native American students who qualify based on the state procedures. American Sign Language is not considered a language other than English for the purposes of the federal definition of an English Language Learner.

Procedures for Reporting ELL Student Identification, Assessment, and Program Model

In College Place School District we report all ELL student identification, assessment, and program model information into Skyward. Upon entering information into Skyward, the LEP Application in CEDARS utilizes this information for state level reporting requirements.

We also keep a copy of the following student level document in the student’s cumulative folder as well as a folder kept by our bilingual specialist: Home Language Survey, State Approved Language Placement Test (if new to district), Parent Notification Letter regarding student placement, Signed Parent Waiver (if applicable), Annual State Approved Language Proficiency Assessment, Parent Notification of student’s continuation in program (annual letter), and Parent notification of student’s exit from program.

District and school level documentation include: annual language proficiency test results letter to parents, student roster of eligible students by grade level and school (P-223), list of students with waivers, staff schedules, description of program delivery model.



Appendix A: Home Language Survey

Office of Superintendent of Public Instruction (OSPI) Home Language Survey

The Home Language Survey is given to *all* students enrolling in Washington schools.

Student Name: _____		Grade: _____	Date: _____
Parent/Guardian Name _____		Parent/Guardian Signature _____	
<p>Right to Translation and Interpretation Services Indicate your language preference so we can provide an interpreter or translated documents, free of charge, when you need them.</p>	<p>All parents have the right to information about their child’s education in a language they understand.</p> <p>1. In what language(s) would your family prefer to communicate with the school? _____</p>		
<p>Eligibility for Language Development Support Information about the student’s language helps us identify students who qualify for support to develop the language skills necessary for success in school. Testing may be necessary to determine if language supports are needed.</p>	<p>2. What language did your child learn first? _____</p> <p>3. What language does your child use the most at home? _____</p> <p>4. What is the primary language used in the home, regardless of the language spoken by your child? _____</p> <p>5. Has your child received English language development support in a previous school? Yes____ No ___Don’t Know ___</p>		
<p>Prior Education Your responses about your child’s birth country and previous education:</p> <ul style="list-style-type: none"> • Give us information about the knowledge and skills your child is bringing to school. • May enable the school district to receive additional federal funding to provide support to your child. <p><i>This form is not used to identify students’ immigration status.</i></p>	<p>6. In what country was your child born? _____</p> <p>7. Has your child ever received formal education outside of the United States? (Kindergarten – 12th grade)____Yes____No</p> <p>If yes: Number of months: _____ Language of instruction: _____</p> <p>8. When did your child first attend a school in the United States? (Kindergarten – 12th grade)</p> <p>Month Day Year</p>		

Thank you for providing the information needed on the Home Language Survey. Contact your school district if you have further questions about this form or about services available at your child’s school.

Note to district: This form is available in multiple languages on <http://www.k12.wa.us/MigrantBilingual/HomeLanguage.aspx>. A response that includes a language other than English to question #2 OR question #3 triggers English language proficiency placement testing. Responses to questions #1 or #4 of a language other than English could prompt further conversation with the family to ensure that #2 and #3 were clearly understood. "Formal education" in #7 does not include refugee camps or other unaccredited educational programs for children.

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Appendix B: Sample Parent Notification: Placed in English Language Development Program Based on ELPA 21 Screener or Annual Assessment Results

Parent Notification of Student Placement

English Language Development Program

Child's Name: _____ Date: _____

School: _____ School District: _____

Enrollment Status: _____ New to the program _____ Continuing in the program

Dear Parent or Guardian,

I am pleased to inform you that your child will receive additional support through an English language development program for the INSERT YEAR school year.

The district determined that your child requires this support through test results. Your child's proficiency in English measured at the Emerging Level: ___/ the Progressing Level: ___ on the English Language Proficiency Assessment for the 21st Century (ELPA21).

The purpose of the program is to provide additional support for students not yet proficient in speaking, listening, reading, and writing in English. The program will assist your child to meet age appropriate academic achievement standards for grade promotion and graduation.

Students remain eligible for the English language development program until they reach the Proficient level on the English Language Proficiency Assessment for the 21st Century (ELPA21). Most students successfully exit the program within INSERT NUMBER years. When exited from the program, your child's performance will continue to be monitored to determine if additional academic support is needed. In INSERT SCHOOL YEAR, INSERT ADJUSTED 5-YEAR GRADUATION RATE% of high school students who were still eligible for the English language development program graduated either on-time or within one additional year.

If your child has a disability, the English language development program will coordinate with appropriate staff to meet the objectives of your child's Individualized Education or 504 Plan.

I strongly encourage your child's participation in the English language development program and invite you to learn more about the benefits of the program. However, you have the right to remove your child from the language instruction program at any time.

Please visit our school to discuss your child's progress in English language development and academic achievement. Contact INSERT NAME at INSERT PHONE NUMBER if you wish to set up an appointment.

Your child is enrolled in the following English language development program(s):

- | | |
|--|--|
| <input type="checkbox"/> Dual Language Program | <input type="checkbox"/> Sheltered Instruction |
| <input type="checkbox"/> Developmental Bilingual Education (late exit) | <input type="checkbox"/> Newcomer Program |
| <input type="checkbox"/> Transitional Bilingual Education (early exit) | |

The school district has the following English language development program(s):

____ **Dual Language Program:** Dual language programs provide integrated language and academic instruction for both native English speakers and native speakers of another language with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding (Christian, 1994).

____ **Developmental Bilingual Education (Late-Exit):** Developmental Bilingual Education (DBE), also referred to as late-exit bilingual education (Ramirez, 1992), educates English language learners using both English and their first language. DBE programs aim to promote high levels of academic achievement in all curricular areas and full academic language proficiency in the students' first and second languages.

____ **Transitional Bilingual Education (Early-Exit):** Transitional Bilingual Education (TBE), also known as early-exit bilingual education (Ramirez, 1992), provides academic instruction in the student's primary language as they learn English.

____ **Sheltered Instruction or Content-Based Instruction):** Sheltered Instruction and Content-Based Instruction are approaches for teaching English language learners (ELLs) using specific strategies to make academic subjects comprehensible and accessible while promoting the students' English language development. In Washington State, students who receive pull-out or push-in ESL are included in this group.

____ **Newcomer Program:** Newcomer programs help students to acquire beginning English language skills along with core academic skills and knowledge and to acculturate to the U.S. school system.

Appendix C: Parent/Guardian Waiver Template Letter

**Parent/Guardian Refusal of Student Placement
English Language Development Program**

Child's Name: _____ **Date:** _____

School: _____ **School District:** _____

I hereby request that my child be removed from the English language development program.

I have been informed of:

- ✓ How my child was identified for the English language development program.
- ✓ The English language proficiency level of my child.
- ✓ The exit requirements of the English language proficiency program.
- ✓ How this program is designed to help my child learn English and meet age appropriate academic achievement standards which will help my student to be successful in school and meet requirements for graduation.
- ✓ Other English language development programs or methods of instruction available in the district for my child.

(Insert School District Name) School District has communicated the benefits of its English language development program to me and the reasons that the district recommends my child's placement in this program. I am aware that my child has not met the program's exit requirements and is not considered by the district to be sufficiently proficient in English to succeed in mainstream classrooms without support through this program. I understand that I have the right to withdraw this written refusal of services at any time and request that my child be immediately placed back into the program.

In compliance with federal requirements, my child will continue to be tested on the state's annual language proficiency assessment until my child meets program exit requirements.

Sincerely,

Name of Parent/Guardian

Parent/Guardian Signature

Date

Nombre del padre/madre/tutor
Fecha

Firma del padre/madre/tutor

Appendix D: Parent Notification: Transition from English Language Development Program Based on ELPA21 Results

Date: _____ **INSERT STUDENT'S NAME**

To the Parents of: _____

Congratulations! **INSERT STUDENT'S NAME** has reached the Proficient level on the English Language Proficiency Assessment for the 21st Century (ELPA21), which measures students' ability to read, write, speak and listen in English. With this score, your child will no longer require English language development services at school.

We are very proud of your child's achievement. For the next two years, your child will qualify for additional support in academic content areas if your child needs help.

You can visit our school to discuss your child's academic achievement. Contact **INSERT NAME** at **INSERT PHONE NUMBER** if you wish to set up an appointment.

Sincerely,

INSERT NAME

Appendix E: Title III Native American or Alaskan Native Parent Placement Test Notification Letter

(Insert Date)

Greetings Parent or Guardian,

Using district enrollment information, your student has been identified as Native American or Alaska Native and, based on assessment data, is possibly eligible for Title III language development support services.

To determine your child's eligibility for these services, the district will test your child using the ELPA21 Screener on (insert date or date range). Students who score at the Emerging or Progressing levels qualify for services to build stronger language skills.

Students who score at the Proficient level are not eligible because they demonstrate very strong language skills. These students can:

- Show independent control of language when participating in grade-appropriate classroom activities.
- Convey a complex sequence of events, ideas, opinions, and/or steps in a process, using a wide variety of complex and descriptive sentence structures and a wide vocabulary.

We want all students to have these skills – including your child. With Title III grant funds, (insert district name) School District seeks to increase Native student success and achievement through the following services: (insert a brief description of services).

Please know that the ELPA21 Screener WILL NOT affect your student's academic scores. It is used to assess the need for services. Testing times range from 30 minutes to two hours. If your child qualifies for services based on the screener, your child will be assessed annually to determine continued eligibility.

Parents have the option to refuse the administration of the ELPA21 Screener. To learn more about this opportunity for additional support or to refuse the screener, please contact (insert contact name) at (insert contact information) prior to (insert deadline).

Whether your child qualifies or does not qualify for Title III Native American services, we look forward to continuing to provide a quality education for your family.

Sincerely,

Title III Coordinator