



## LANGUAGE USE SURVEY

Dear Parent/Guardian:

Speaking more than one language is a valuable asset. We encourage families to maintain their native language(s) while learning English. Students who speak or understand another language may be eligible for support to improve their English and help meet Maine's academic standards. The following questions, required for all students from pre-kindergarten through grade 12, will help your school determine if your child may benefit from English language support services.

If you would like this letter and the survey below to be provided in another language, or if you would like an interpreter, your school will fulfill those requests. You have a legal right to have any communication from the school in a verbal or written format in the language you can best understand.

If a language other than English is indicated below, your child will complete an English language proficiency (ELP) screener. Depending on your child's performance, your child may be identified as an English Learner and eligible for English language support. Be assured, your responses will be used solely for educational purposes and kept in your child's school file, accessible only to school staff. School employees are not permitted to ask about your family's immigration status.

Thank you for providing this information and best wishes for your child's academic success.

Student's Name:	Date of Birth:
School:	Anticipated Grade:

**Please do not leave any question unanswered.**

1. What language(s) did your child first speak or understand? \_\_\_\_\_
2. What language(s) does your child most easily speak or understand? \_\_\_\_\_
3. What language(s) do people use with your child daily? \_\_\_\_\_

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

**School Use Only Post-Enrollment Identification:** If English is the only language identified on the Language Use Survey (Questions 1-3 above), an ELP screener may be administered **only if** this section is completed by a teacher and then approved by the Multilingual Director/Coordinator or Language Access Committee. Describe evidence that the student's English language development has been influenced by their primary or home language other than English:

**Signatures:** Teacher \_\_\_\_\_ Date: \_\_\_\_\_  
Multilingual Director/Coordinator \_\_\_\_\_ Date: \_\_\_\_\_

PLACE THE ORIGINAL OF THIS COMPLETED DOCUMENT IN THE STUDENT'S PERMANENT RECORD FOLDER

Legal Basis: Section 3111, Elementary and Secondary Education Act of 1965