

GUIDANCE FOR SCHOOL LEADERS / CH-ISA TEAM ADMINISTRATORS PARENT PERMISSION FORM OPTION 3 (WAIVER)

Parents of English Learners (ELs) have the right to decline ELA program services. The decision to opt out must be initiated by the parent. It must be voluntary and informed, and not the product of inadequate or inaccurate information, or the result of district or school practices or influence. Parents may decline services, but cannot decline their child's identification as an EL if the district has made that decision based on state guidelines. Declining services does not exempt a student that is Non-English Proficient (NEP) or Limited English Proficient (LEP) from mandated state assessments; nor does it exempt the student from being progress monitored by the ISA Team at their school. Once a student has reached English language proficiency and academic proficiency, he/she will be eligible for redesignation. If redesignated, the school's ISA Team will monitor the student for two more years, just like all other redesignated ELs.

If a parent decides to opt out, a meeting must be conducted between the school leader and/or CH-ISA Team administrator and the parent. It is important for the school to walk through the following items during the meeting to ensure the parent refusal is an informed decision and that it is well documented, as required by the District, Consent Decree and Colorado Department of Education.

- School must provide the parent information on the ELA Program Services the student would receive if kept in services, as well as the type of support that would be provided to the student if opted out of services.
- School must provide the parent information on the child's English language skills, as measured by oral evaluation or standardized tests and the child's overall educational progress. Students who opt-out of services (PPF3s) have a lower likelihood to be on-track to English proficiency at each ACCESS level, and are particularly vulnerable at ACCESS Overall Levels 2-3 (see graph below for an Elementary student analysis).
- Once the parent has made a decision, the school must provide the Parent with the *Parent Permission Form Option 3* (PPF₃).
 - As the Parent initials each line item, explain each one to ensure the Parent understands the functions of a PPF₃.
 - The school leader and/or CH-ISA Team Administrator is required to capture the reason for opting-out of services. The reason must be entered at the bottom of the PPF₃ with precise details. In order to get to the reason, you may ask the Parent:
 - Why have you decided to remove your child from ELA Program Services?
 - What led you to believe opting-out is the best option for your child?
 - When did you decide to opt-out?
 - Where would you like your child to be placed and how do you see this will be different for him/her?
 - How did you hear about the PPF₃?
 - Once the reason for opting-out is captured, the school leader and/or CH-ISA Team Administrator must sign and date the PPF₃, and double check the form has been completed in its entirety.

Schools can meet their obligation to provide equitable access to all ELs by placing the student with an *on track* or *fully qualified* ELA-E teacher for all content area classes, because they have had training on the language needs of ELs.

Finally, CH-ISA Teams are required to monitor opt-out students twice annually (through the PPF3 Monitoring ISA Form), to ensure they are progressing satisfactorily in mainstream instruction. If they are not, the CH-ISA Team will need to conduct a meeting with the parents to share their findings and recommend opt in to ELA Program Services. This conversation and the outcome must be documented on the PPF3 Monitoring CH-ISA Form.

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