



Salem-Keizer Public Schools Dual Language Application

Dual Language Application and the State of Oregon Language Use Survey must be turned into either Harritt, Grant, Myers or the Elementary Education Office **by March 31, 2022.**

Harritt Elementary • 2112 Linwood St. NW • (503) 399-3457
Grant Community School • 725 Market St. NE • (503) 399-3151
Myers Elementary • 2160 Jewell St. NW • (503) 399-3175
Elementary Education Office • 2450 Lancaster Dr. NE • (503)399-2632

STUDENT INFORMATION:

Legal Last Name: _____ Legal First Name: _____ Legal Middle Name: _____

Address: _____
Street City State Zip

Date of Birth: _____ Grade in September 2022: _____ Resident School _____

Primary Language Spoken at Home	Other Languages Spoken at Home	Child's Dominant Language

Are there any siblings attending the Dual Language Program for which you are applying? Yes No
If yes, please list their names and the schools they attend:

Requested Schools (*in order of preference*):

1. _____ 2. _____ 3. _____

PARENT/GUARDIAN INFORMATION

Parent/Guardian Name: _____

Primary Phone: _____ Email Address: _____

SIGNATURE OF PARENT/GUARDIAN:	DATE:
_____	_____

Office Use	
LUS: _____ Resident School: _____	DOB: _____ Grade: _____ IDT Needed: _____

State of Oregon Language Use Survey

The 2020-21 Language Use Survey (LUS) is under development. Until the 2020-21 version is finalized, districts may choose to use either of the Language Use Surveys available on the ODE website.

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.

Student Name: _____ **Grade:** _____ **Date:** _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Descriptions	Questions
<p>Communication Preferences This question helps the school provide an interpreter or translated documents, free of charge, should you want them.</p> <p><i>This section is for informational purposes only. It is not used to identify your child for English language proficiency placement testing.</i></p>	<p>1. What language(s) would you prefer the school use to communicate with you?</p> <p>_____</p>
<p>Eligibility for Language Development Support This section helps the school identify if your child should be assessed to receive support in academic English instruction.</p> <p><i>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.</i></p>	<p>2. What is the primary language(s) used to communicate in your home?</p> <p>_____</p> <p>3. What language(s) did your child learn first?</p> <p>_____</p> <p>4. What language(s) is most often used by your child at home?</p> <p>_____</p>

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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))