



## RESOURCE 8.8

### Assessing the Needs of MLs Who Opt Out of Language Assistance Programming

1. What steps are we taking to meet the needs of MLs who opt out of language assistance programming?
2. What steps are we taking to ensure families “understand their child’s right, the range of EL services their child can receive, and the benefits of such services before voluntarily waiving them” (U.S. Department of Justice & U.S. Department of Education, 2015, p. 30)?
3. What steps are we taking to ensure that families who have voluntarily opted out of having their child receive language assistance services are aware of their child’s academic progress and the option to opt in to services as needed?
4. What resources are we using that demonstrate our efforts to ensure families understand their child’s right to a language assistance program and to ensure that families who have opted out are continuously aware of their child’s progress and the option to opt in to services as needed?
5. What might we do to strengthen what we are doing?
6. What professional readings or school/district documents should be included?
7. What cultural and linguistic considerations do we need to address?
8. What additional questions should we ask to meet the needs of MLs who have opted out of language assistance programming that we have not yet included?
9. What type of professional growth do we need in order to support everyone in our school/district in meeting the needs of MLs who have opted out of services?