

Walker County Board of Education
English Learner Program Placement

English
English Learner Program Placement

☐ Initial Placement ☐ Continuing Placement

Name of Student: _____ Date: _____
(mm/dd/yyyy)

School Location: _____

Dear Parent or Guardian:

Your child has been identified as an English learner. This letter provides information about your child's proficiency in English. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication. The school will provide services that will help your child become proficient in English and do well in school. This letter provides information about how we decided your child is an English learner and other important information. Here is the information included in this letter:

- Your child's level of proficiency in English;
- The level of proficiency needed to be considered proficient;
- An estimate of how long it should take for your child to become proficient in English;
- The method of instruction used in English Learner Services;
- Other English Learner Services that may be available to help your child;
- Information about requesting other services to help your child become proficient in English;
- Information about refusing the English Learner Services we provide;
- If available, information about how your child is generally doing in school;
- Information about the percentage of English learners graduating from high school; and
- If your child has a disability, you will receive information about how services to help your child become proficient in English will help meet educational goals set for your child.

We must give you this information about your child. Education law requires that we send you this information and that we make sure that you understand it. If you need assistance understanding this letter, please contact:

Name: _____ Title: _____

Email: _____ Phone: _____

Do you need an interpreter? Please tell us and we will make sure one is available.

Your child will receive instruction in our school district's English Learner Services that are paid for with money from Title I or Title III of the education law called the Elementary and Secondary Education Act (ESEA) as amended 2015. Sometimes these services are paid for by both Title I and Title III.

You completed a home language survey and marked that your child speaks a language other than English. Because your child speaks a language other than English, we gave your child an English proficiency test. Based on the results of this test your child is eligible to receive English Learner Services. Placement in the English learner services that best meet your child's needs is based on 1) the results from this test, 2) how well your child is doing in school, and 3) other educational information about your child. The English Learner Services chosen are designed to help your child learn English so that your child will be able to meet academic standards, succeed in school, and graduate from high school. The expected rate of transition out of English learner services is _____ (number of years). The high school graduation rate for students receiving English Learner Services is _____. If your child has a disability and an Individualized Education Program (IEP), improvement in your child's ability to listen, speak, read, and write in English will help meet the goals of the IEP.

Walker County Board of Education

English

English Learner Program
Placement

The name of the English proficiency test your child took is:

☐ _____
(Test used to measure level of English proficiency)

☐ _____
(Test used to measure level of English proficiency)

Your student's Level of English Proficiency is: _____ The highest score possible is: _____

The level needed to be proficient in English and exit English Learner Services is:

If applicable, your child's level of academic achievement was measured using the following test(s):

☐ _____
(Test used to measure level of academic achievement)

☐ _____
(Test used to measure level of academic achievement)

Your student's Level of Academic Achievement is: _____

The method of instruction used in your child's English Learner Services is:

- ☐ **Bilingual, including Dual Language, Two-Way Immersion, Transitional Bilingual, and Developmental Bilingual programs:** Instruction is provided in both English and your child's home language.
- ☐ **Heritage Language:** Instruction is provided in a native, home, or ancestral language that is also used to help your child become proficient in English.
- ☐ **Content-based English Learner Program, English as a Second Language (ESL), or Sheltered English, including Sheltered English Instruction, Structured English Immersion, and Specially designed academic instruction delivered in English:** Instruction is provided in English only and adapted to the student's English proficiency level. This instructional method is used to make academic instruction in English understandable to English learners. This will help them acquire proficiency in English while at the same time achieving in content areas.
- ☐ **Pull-out English Learner or ESL:** Students leave their English-only classroom during the day for English learner or ESL instruction.
- ☐ **Other:** _____

- ☐ Your child's English Learner Services are not the district's only English Language Development Program. Additional information about your child's English Learner Services and, if available, other district language programs is attached.

Please contact the person below or _____ if you would like to request: (a) immediate removal of your child from the English Learner Services provided by Title I, Title III, or both; (b) options available for your child if you decline the English Learner Services offered or would like another method of instruction; or (c) assistance in selecting other district programs or instructional methods, if available.

Name: _____ Title: _____

Email: _____ Phone: _____

FOR OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

Walker County Board of Education
Description of Programs

English
English Learner Program Placement

The goal of the district's English Learner Services is to help your child learn English and meet academic standards for grade promotion and graduation. The English Learner Services described here are provided using ESEA funding from Title I, Title III, or both. These services are in addition to our district's English Language Development Program(s). Each program is designed to help your child become proficient in English and succeed in school. Our staff identified the educational strengths and needs of your child and selected the instructional methods described below. It is anticipated your child will continue in English Learner Services for _____ years. Your child will move to a full day schedule that is not designed for English learner students when your child becomes proficient in English.

Your Child's Program:

Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction: ☐ Yes ☐ No

English Language Used in Instruction: ☐ Yes ☐ No

Program Exit Criteria:

Description of Other Available English Learner Services:
Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction: ☐ Yes ☐ No

English Language Used in Instruction: ☐ Yes ☐ No

Program Exit Criteria:

FOR OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

Walker County Board of Education
Request for Title III Supplemental English Language Development
Program Withdrawal/Waiver Form

Date: _____

Dear Parents:

You have indicated that you do not want your child enrolled in the Title III supplementary English language development program or that you would like a change in your student's Title III supplementary English language development program or placement. Although we are offering a program we feel is the most appropriate for your child's level of English proficiency, you have the right to (a) request removal of your child from the program, (b) decline to enroll your child in such a program, or (c) choose another program or method of instruction, if available.

If you have chosen (a), (b) or (c) listed in the previous paragraph, please complete and sign the bottom of this form and return it to your child's school.

Thank you.

Walker County Board of Education
Request for Title III Supplemental English Language Development
Program Withdrawal/Waiver Form

I, _____ (parent/guardian) of _____ (student) have been informed of my right to decline to have my child enrolled in the Title III supplementary English language development program offered by the school or district. I have been informed of other district language programs or methods of instruction, if available, and request the following action be taken on behalf of my child:

- _____ Do not enroll my child in a Title III supplementary English language development program.
- _____ Withdraw my child from the Title III supplementary program offered by the school.
- _____ Enroll my child in another program or method of instruction, if available.

Signature of Parent/Guardian

Date

OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

Key Terms for English Learners from the U.S. Department of Education

<http://www2.ed.gov/about/offices/list/ocr/ell/glossary.html>

- ❖ **ACCESS:** is a standards-based, criterion referenced English language proficiency test. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains.
- ❖ **BICS:** Basic interpersonal communication skills. The language ability required for verbal face-to-face communication.
- ❖ **CALP:** Cognitive academic language proficiency. The language ability required for academic achievement.
- ❖ **Content-based English as a Second Language:** This approach makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction.
- ❖ **EL: English learner.** A national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.
- ❖ **FLEP:** Fluent (or fully) English proficient; to be monitored.
- ❖ **Informed Parental Consent:** The permission of a parent to enroll their child in an EL program, or the refusal to allow their child to enroll in such a program, after the parent is provided effective notice of the educational options and the district's educational recommendation.
- ❖ **Language Dominance:** Refers to the measurement of the degree of bilingualism, which implies a comparison of the proficiencies in two or more languages.
- ❖ **Language Proficiency:** Refers to the degree to which the student exhibits control over the use of language, including the measurement of expressive and receptive language skills in the areas of phonology, syntax, vocabulary, and semantics and including the areas of pragmatics or language use within various domains or social circumstances. Proficiency in a language is judged independently and does not imply a lack of proficiency in another language.
- ❖ **LEP:** Limited-English-proficient. (See EL)
- ❖ **NEP:** Non-English-proficient.
- ❖ **L1:** Students native language.
- ❖ **L2:** Students second language (possibly more than two languages).
- ❖ **NOMPHLOTE:** A student whose native language is other than English and who does NOT qualify for EL services.
- ❖ **WIDA Standards:** Developing language domains in social and academic content through listening, speaking, reading, and writing, while at the ELs language proficiency levels.
- ❖ **I-ELP:** An individualized EL language plan for the EL student.
- ❖ **WAP-T/MODEL:** A screener test for EL place mentor benchmark assessments.
- ❖ **World Class Instructional Design and Assessment (WIDA):** Alabama is a part of the WIDA consortium and adopted the WIDA Consortium's ELP Standards for Pre-Kindergarten–Grade 12 encompass:
 - Social and Instructional language
 - Language of Language Arts
 - Language of Mathematics
 - Language of Science
 - Language of Social Studies

Language Codes: Refer to ISO 639-2**For codes formerly on ALSDE Language Codes Not Listed on ISO 639-2 refer to this table.**

Former Language	New Language	New Code
Laotian	Lao	lao
Cambodian	Austronesian languages	map
Achi (Mayan)	Central American Indian languages	cai
Afghan	Indo-European languages	ine
African	must know the country in Africa	
Akateko (Mayan)	Central American Indian languages	cai
Anyethth	does not exist	
Asian	must know the country in Asia	
Asian (Spanish)	does not exist	
Badaga (India)	Dravidian language	dra
Cantonese	Chinese T	zho
Chu	Chinese T	zho
Dari	Persian T	fas
Ebo	Igbo	ibo
Farsi	Persian	fas
Hokkien	Chinese T	zho
Ibo	Igbo	ibo
Ilocano	Austronesian languages	map
Indian	Hindi if from India or North American Indian Languages	hin or nai
Kalenjin	Nilo-Saharan Languages	ssa
Kanjobel	Central American Indian Languages	cai
Karachi	Urdu	urd
Khmer	Austronesian languages	map
Kikuya	Kikuyu; Gikuyu	kik
Kirundi	Niger-Kordofanian languages	nic
Kiswahili	Swahili	swa
Kuman	Albanian T	sqi
Kunama	Nilo-Saharan Languages	ssa
Liberian	Creoles and Pidgins, English based	cpe
Mam	Central American Indian Languages	cai
Mandarin Chinese	Chinese T	zho
Marshakse	does not exist	
Mestico	Central American Indian Languages	cai
Micronese	Austronesian languages	map
Mien	Hmong-mong	hmn
Mixtec	Central American Indian languages	cai
Pampango	Philippine languages	phi
Pohnpei	Austronesian languages	map
Punjabi	Indo-European languages	ine
Quiche	Central American Indian Languages	cai
Taiwanese	Chinese T	zho
Tarasco	Central American Indian languages	cai
Toga	Creoles and Pidgins, English based	cpe
Ukrainian	Ukrainian	ukr
Visayen	Philippine languages	phi
Yugoslavie	Slavic languages	sla

PART V

CHALKABLE, EL, AND IMMIGRANT CODING

Codes for State Assessments	Codes	Definitions of Codes
Non-ELs	0	Students whose home language surveys do <i>not</i> indicate a language other than English spoken in the home. These are <i>not</i> students classified as NOMPHLOTE.
EL-1 EL Year 1	1	English learner students who are in their first year in a U.S. school.
EL-2 EL Year 2 or more	2	English learner students who are in their second year or more in a U.S. school.
FEL-1 1 st Year Monitoring	3	Students who have exited the ESL program and are in their first year of systematic monitoring. These students no longer take ACCESS for ELLs 2.0 English Language Proficiency test.
FEL-2 2 nd Year Monitoring	4	Students who have exited the ESL program and are in their second year of systematic monitoring. These students no longer take ACCESS for ELLs 2.0.
FEL-3 3 rd Year Monitoring	8	Students who have exited the ESL program and are in their third year of systematic monitoring. These students no longer take ACCESS for ELLs 2.0.
FEL-4 4 th Year Monitoring	9	Students who have exited the ESL program and are in their fourth year of systematic monitoring. These students no longer take ACCESS for ELLs 2.0.
FEL	5	Former English learner students who have successfully completed four years of monitoring and are no longer English learners.
EL Waived Services	6	Students who are English learners yet parents have refused supplemental Title III services.
NOM PHLOTE	7	National Origin Minority Student Whose Primary Home Language is Other Than English. These students have a non-English language background but are fluent in English and do not require ESL services. Parents, however, may need information in their home language.

* Once updated in Chalkable

APPENDIX

Legal Cases Related to English Learners

1964 Civil Rights Act, Title VI

"No person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." -42 U.S.C. § 2000d.

- Title VI of the Civil Rights Act of 1964 protects people from discrimination based on race, color or national origin in programs or activities that receive Federal financial assistance. Public institutions (like schools) must provide equal quality of educational services to everyone, including those who are Limited English Proficient (LEP). Title VI covers all educational programs and activities that receive Federal financial assistance from the United States Department of Education (ED).

May 25, 1970, Memorandum

"The purpose of this memorandum is to clarify policy on issues concerning the responsibility of LEAs to provide equal educational opportunity to national origin minority group children deficient in English language skills.

- Where inability to speak and understand the English language excludes national origin-minority group children from effective participation in the education program offered by a LEA, the LEA must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students. School districts have the responsibility to notify national origin- minority group parents of school activities, which are called to the attention of other parents. Such notice in order to be adequate may have to be provided in a language other than English.

Lau v. Nichols (US Supreme Court Decision 1974)

"The failure of school system to provide English language instruction to approximately national origin students who do not speak English, or to provide them with other adequate instructional procedures, denies them a meaningful opportunity to participate in the public educational program, and thus violates § 601 of the Civil Rights Act of 1964, which bans discrimination based "on the ground of race, color, or national origin," in "any program or activity receiving Federal financial assistance," and the implementing regulations of the Department of Health, Education, and Welfare. Pp. 414 U. S. 565-569."

- The Supreme Court stated that these students should be treated with equality among the schools. Among other things, Lau reflects the now-widely accepted view that a person's language is so closely intertwined with their national origin (the country someone or their ancestors came from) that language-based discrimination is effectively a proxy for national origin discrimination.

1974- Equal Education Opportunities Act

"The Equal Education Opportunities Act of 1974 states: "No state shall deny equal educational opportunity to an individual based on his or her race, color, sex, or national origin by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs."

- The EEOA prohibits discriminatory conduct against, including segregating students on the basis of race, color or national origin, and discrimination against faculty and staff serving these groups of individuals, as it interferes with their equal educational opportunities. Furthermore, the EEOA requires LEAs to take action to overcome students' language barriers that impede equal participation in educational programs.

Plyler v. Doe (U.S. Supreme Court Decision 1982)

"The illegal aliens who are plaintiffs in these cases challenging the statute may claim the benefit of the Equal Protection Clause, which provides that no State shall deny to any person within its jurisdiction the equal protection of the laws " . . . The undocumented status of these children does not establish a sufficient rational basis for denying them benefits that the State affords other residents . . . No national policy is perceived that might justify the State in denying these children an elementary education." -457 U.S. 202

- The right to public education for immigrant students regardless of their legal status is guaranteed.

- Schools may not require proof of citizenship or legal residence to enroll or provide services to immigrant students.
- Schools may not ask about the student or a parent's immigration status.
- Parents are not required to give a Social Security number.
- Students are entitled to receive all school services, including the following: Free or reduced breakfast or lunch, – transportation, – educational services, and – NCLB, IDEA, etc.

Presidential Executive Order 13166 (Clinton; 2000)

"Entities receiving assistance from the federal government must take reasonable steps to ensure that persons with Limited English Proficiency (LEP) have meaningful access to the programs, services, and information those entities provide."

- Recipients of federal assistance are required to help students overcome language barriers by implementing consistent standardized language assistance programs for LEP. In addition, persons with limited English proficiency cannot be required to pay for services to ensure their meaningful and equitable access to programs, services, and benefits.
- See The United States Department of Justice: www.justice.gov/crt/about/cor/Pubs/lepqapr.php

2016 – Title III of the Every Student Succeeds Act

"Title III of the Every Student Succeeds Act requires that all English Learners (ELs) receive quality instruction for learning both English and grade-level academic content.

NCLB allows local flexibility for choosing programs of instruction, while demanding greater accountability for ELs' English language and academic progress."

- Under Title III, states are required to develop standards for English Language Proficiency and to link those standards to the state's Academic Content Standards. Schools must make sure that ELLs are part of their state's accountability system and that ELs' academic progress is followed over time by
- establishing learning standards, that is, statements of what children in that state should know and be able to do in reading, math, and other subjects at various grade levels;
- creating annual assessments (standardized tests, in most states) to measure student progress in reading and math in grades 3-8 and once in high schools;
- setting a level (cut-off score) at which students are considered proficient in tested areas; and
- Reporting to the public on what percentages of students are proficient, with the information broken down by race, income, disability, language proficiency, and gender subgroups.

Castañeda v. Pickard, [5th Cir., 1981] 648 F.2d 989 (US COURT OF APPEALS)

"In 1981, in the most significant decision regarding the education of language-minority students since Lau v. Nichols, the 5th Circuit Court established a three-pronged test for evaluating programs serving English language learners. According to the Castañeda standard, schools must base their program on educational theory recognized as sound or considered to be a legitimate experimental strategy, – implement the program with resources and personnel necessary to put the theory into practice, and – evaluate programs and make adjustments where necessary to ensure that adequate progress is being made. [648 F. 2d 989 (5th Circuit, 1981)]."

This case established a three-part test to evaluate the adequacy of a district's program for the English language learner:

4. Is the program based on an educational theory recognized as sound by some experts in the field or is it considered by experts as a legitimate experimental strategy?
5. Are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively?
6. Does the school district evaluate its programs and make adjustments where needed to ensure that language barriers are actually being overcome?

Walker County Board of Education
English Learner Program Exit Letter

English
English Learner Program Exit Letter

Student Name: _____ Date: _____
(mm/dd/yyyy)

School: _____

Dear Parent or Guardian:

Your child's results on a recent English proficiency test show that your child has made significant improvement in his or her ability to read, write, speak and listen in English. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication. Your child was tested with the following state and district test(s):

- ☐ _____
(Test used to measure level of English proficiency)
- ☐ _____
(Test used to measure level of English proficiency)

As a result of your child's improvement in English language proficiency, he or she will no longer participate in the school district's English Learner Services provided by Title I, Title III, or both.

Your child will:

- ☐ Continue to attend: _____ (name of school)
- ☐ Be transferred to: _____ Beginning: _____
(name of school) (mm/dd/yyyy)

Thank you for your help as your child exits English Learner Services. If you have any questions or concerns, please call your child's school or teacher. Your child's academic progress will be tracked for at least four years to ensure that he or she is succeeding academically.

Sincerely,

_____	_____
Name	Title
_____	_____
Phone	Email

Parent or Guardian: Please complete the section below and return the entire form to your child's school.

I agree with the plan to exit _____ (student name) from English Learner Services. I understand that he or she will now receive an education without English Learner supports.

Parent or Guardian Signature: _____ Date: _____
(mm/dd/yyyy)

Parent or Guardian Name: _____

Phone: _____ Email: _____

OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

Frequently Asked Questions

What often happens to limited-English proficient (LEP) students who are not offered services to help them overcome language barriers?

Limited-English proficient students (also sometimes referred to as English learners) may suffer repeated failure in the classroom, falling behind in grades, and dropping out of school if they are not provided services to overcome language barriers. Students who are not proficient in English are sometimes inappropriately placed in special education classes. Also, because of their lack of English proficiency, qualified students often do not have access to high track/AP courses or Gifted and Talented programs.

What is the federal authority requiring districts to address the needs of English language learners?

Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin. In *Lau v. Nichols*, the U.S. Supreme Court affirmed the Department of Education memorandum of May 25, 1970, which directed school districts to take steps to help limited-English proficient (LEP) students overcome language barriers and to ensure that they can participate meaningfully in the district's educational programs

What does Title VI of the Civil Rights Act of 1964 require for English-language learner students?

This federal law requires programs that educate children with limited English proficiency to be:

1. based on a sound educational theory.
2. adequately supported, with adequate and effective staff and resources, so that the program has a realistic chance of success.
3. periodically evaluated and, if necessary, revised.

Does OCR require districts to follow a particular educational approach, such as bilingual education?

No. OCR does not require or advocate a particular educational approach to the instruction of EL students. Districts have substantial flexibility when developing programs to meet the needs of EL students.

What if parents do not want their child to have supplemental services to address their English needs?

Parents can opt to not have their children enrolled in an supplemental EL program. When a parent declines participation, the district still retains the responsibility to ensure that the student has an equal opportunity to have his or her English language and academic needs met. Districts can meet this obligation in a variety of ways (e.g. adequate training to classroom teachers on second language acquisition and monitoring the educational progress of the student).

How long does a district have to provide support services to EL students?

EL students must be provided with alternative services until they are proficient enough in English to participate meaningfully in the regular program. To determine whether a child is ready to exit, a district must consider such factors as the student's ability to keep up with non-EL peers in the regular education program and the ability to participate successfully without the use of adapted or simplified English materials. Exit criteria must include some objective measure of a student's ability to read, write, speak and comprehend English.

Resources

Inclusion of a link is not an endorsement of the views expressed, the products or services offered, or of the organizations sponsoring the web sites. Retrieved June 27, 2011 from:
<http://www2.ed.gov/about/offices/list/ocr/ell/otherresources.html>.

General Resources on the Web

World-Class Instructional Design and Assessment (WIDA). This site supports academic language development and academic achievement for linguistically diverse students through high quality standards, research, and professional development for educators. www.wida.us

California Department of Education. This site contains information on education issues, instructional resources, lesson plans, curriculum and designing a standards-based accountability system for evaluating programs for ELL students. <http://www.cde.ca.gov/sp/el/>

Center for Applied Linguistics. CAL is a private non-profit organization that aims to promote and improve the teaching and learning of languages. This is a resource for information on teaching and learning languages, and information about language and culture. The Center for Research on Education, Diversity and Excellence (CREDE), whose purpose is to identify and develop effective educational practices for linguistic and cultural minority students, is located in the CAL site. <http://www.cal.org>

Center for Multilingual, Multicultural Research, University of Southern California. This site provides a variety of resources and other web links to ESL/Bilingual Resources. <http://www-rcf.usc.edu/~cmmr/>

ERIC Clearinghouse on Language and Linguistics. This site contains a long list of articles relating to language learning, using resources from within language-minority communities, model programs, and integrating world language-learning with other subject matter classes. <http://www.cal.org/ericcll/digest/>

National Association for Bilingual Education. NABE is a national membership organization dedicated to address the educational needs of language-minority students in the U.S. and to advance the language competencies and multicultural understanding of all Americans. <http://www.nabe.org/>

National Clearinghouse for Bilingual Education. The NCBE provides information on language education for minority students, bilingual education, and English-as-a-Second-Language (ESL). This site contains information on designing, implementing, and evaluating programs for ELL students. <http://www.ncela.gwu.edu/>

Northwest Regional Educational Laboratory. NWREL operates a technical assistance center serving the northwest states. The center provides information on educational programs and general school improvement to meet the needs of special populations of children and youth, including ELL students. <http://www.nwrel.org/> The Equity Center provides additional useful information. <http://www.nwrel.org/cnorse/index.html>

Office of Superintendent of Public Instruction (OSPI), Washington State. This site provides information on the programs operated by OSPI and a number of education links. This site contains information on culturally and linguistically diverse students and special education services. <http://www.k12.wa.us/>

Teachers of English to Speakers of other Languages, Inc. TESOL's mission is to develop the expertise of its members and others involved in teaching English to speakers of other languages to help them foster effective communication in diverse settings while respecting individuals' language rights. This international organization is one of the largest professional organizations for professionals in second language acquisition and contains a variety of information about the subject. <http://www.tesol.edu/index.html>

University of Texas at Austin, College of Education. This site provides links to bilingual education resources on the internet. <http://www.edb.utexas.edu/education/centers/obe/>

The U.S. Department of Education. This is the Department's home page and serves as a resource and a gateway to other useful web pages, <http://www.ed.gov/>, including the Office for Civil Rights (OCR), <http://www.ed.gov/offices/OCR/>

The U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs (OBEMLA). Established in 1974 by Congress, OBEMLA helps school districts meet their responsibility to provide equal educational opportunity to ELL children. <http://www.ed.gov/offices/OBEMLA/>

The U.S. Department of Education, Office of Educational Research and Improvement (OERI). Provides national leadership for educational research and statistics. This web site has links to education statistics, research, and technical assistance. <http://www.ed.gov/offices/OERI/>

Resources for Developing EL Program

Educational Theory

"LEP Students and Title I: A Guide-book for Educators." This guidebook provides analysis and guidance on providing services to ELL students through a Title I program. <http://www.ncela.gwu.edu/pubs/resource/lepguide>

"The Newcomer Program: Helping Immigrant Students Succeed in U.S. Schools." This article provides information on the design and implementation of newcomer programs in a district. <http://www.ncela.gwu.edu/pubs/pigs/pig8.htm>

Program Goals

"Creating Appropriate Goals and Objectives." This handout provides information on developing goals for programs that serve ELL students in relationship to overall program design. <http://www.ncela.gwu.edu/pubs/eacwest/handouts/goal-obj/backgrnd.htm>

Identification of Potential EL Students

"Handbook of English language Proficiency Tests." This guide provides an overview of assessing English language proficiency, details regarding five different tests, and a checklist for selecting an appropriate test for a district's needs. <http://www.ncela.gwu.edu/pubs/eacwest/elptests.htm>

"Identifying Limited-English-Proficient Students." This handout provides information on identifying ELL students and establishing transition and/or exit criteria. The handout also includes sample instruments for identifying ELL students. <http://www.ncela.gwu.edu/pubs/eacwest/handouts/id-lep/backgrnd.htm>

Assessment of EL Status

"Assessment in ESL & Bilingual Education - A Hot Topic Paper." An overview of assessing language proficiency, review of assessment instruments, achievement testing, and special education assessments, by Gary Hargett, Ph.D. <http://www.nwrac.org/pub/hot/assessment.html>

Program Design

"The ESL Standards for Pre-K-12 Students." These standards were developed by TESOL to complement the discipline-specific standards created by other professional groups. <http://www.tesol.edu/assoc/k12standards/index.html>

Special Programs

"Gifted and Talented Students: Definitions and Suggestions for Identification." This handout provides information on how to identify students from diverse cultures for GATE programs, and includes sample instruments. <http://www.ncela.gwu.edu/pubs/eacwest/handouts/gifted/backgrnd.htm>

Resources for Evaluating EL Programs

"A Portfolio Assessment Model for ESL." This guide provides detailed information on the design, implementation, and use of portfolios in assessment. <http://www.ncela.gwu.edu/pubs/jeilms/vol13/portfol3.htm>

"Evaluation and Assessment for Title VII Projects." This guide contains information on a variety of topics, including creating appropriate goals & objectives, identification of gifted and talented students, and evaluators. <http://www.ncela.gwu.edu/pubs/eacwest/handouts/>

"Evaluation Handbook." This handbook provides a detailed overview of the entire evaluation process under the following sections: overview, thinking about the evaluation, planning the evaluation, implementing the evaluation, and writing the evaluation. <http://www.ncela.gwu.edu/pubs/eacwest/evalhbk.htm>

"Informal Assessment In Education Evaluation: Implications For Bilingual Education Programs." This guide describes alternative assessment approaches and discusses how these approaches can supplement standardized tests. <http://www.ncela.gwu.edu/pubs/pigs/pig3.htm>

Other Resource Sites

Terminology

What terminology is commonly used in bilingual and English-as-a-Second-Language (ESL) education? <http://www.ncela.gwu.edu/expert/glossary.html>