

Walker County Board of Education

HOME LANGUAGE SURVEY

Date _____ School _____ Grade _____

Child's Name _____
First Name Middle Initial Last Name

Parent or Guardian's Name _____
First Name Middle Initial Last Name

Address _____
Street City State Zip

Phone Number _____
Home Work

1. Child's date of birth: _____ (Month/Date/Year)
Was your child born in the United States? ☐ Yes ☐ No
If yes, in which state? _____
If no, in what other country? _____
If no, date child entered the United States: _____ (Month/Date/Year)

2. Has your child attended any school in the United States for any three years during their lifetime? ☐ Yes ☐ No
If yes, please provide school name(s), state, and dates attended:
Name of School _____ State _____ Dates Attended _____
Name of School _____ State _____ Dates Attended _____
Name of School _____ State _____ Dates Attended _____

3. What is the language most frequently spoken at home? _____

4. If available, in what language would you prefer to receive communication from the school? _____

5. Please check if your child is:
A. ☐ Native American Indian C. ☐ Native Pacific Islander
B. ☐ Alaska Native D. ☐ Native U.S. Virgin Islander

6. Is your child's first-learned or home language anything other than English? ☐ Yes ☐ No

If you responded "Yes" to question number 6 above, please answer the following questions:

7. In what country did your child most recently reside? _____

8. Which language did your child learn when he/she first began to talk? _____

9. What language does your child most frequently speak at home? _____

10. What language do you most frequently speak to your child? (Father) _____
(Mother) _____

11. Please describe the language understood by your child. (Check only one)
A. ☐ Understands only the home language and no English.
B. ☐ Understands mostly the home language and some English.
C. ☐ Understands the home language and English equally.
D. ☐ Understands mostly English and some of the home language.
E. ☐ Understands only English.

Parent or Guardian's Signature

Date

OFFICE USE ONLY

Student ID #	Date Distributed	Date Received	

Por favor responda
en inglés

Walker County Board of Education
ENCUESTA DE IDIOMA DOMESTICO

Spanish

Home Language Survey

Fecha _____ Escuela _____ Grado _____

Nombre del menor _____
Primer nombre Inicial del segundo nombre Apellido

Nombre del padre o apoderado _____
Primernombre Inicial del segundo nombre Apellido

Dirección _____
Calle Ciudad Estado Código postal

Número de teléfono _____
Hogar Trabajo

1. Fecha de nacimiento del menor _____ (Mes/Día/Año)

¿Nació su hijo/a en Estados Unidos?

☐ Sí ☐ No

De ser así, ¿en qué estado?

De no ser así, ¿en qué país?

Si no, fecha en que el menor ingresó a Estados Unidos:

_____ (Mes/Día/Año)

2. ¿Ha asistido su hijo/a a alguna escuela de Estados Unidos durante tres años cualesquiera de su vida?

☐ Sí ☐ No

Si la respuesta es afirmativa, indique el nombre de la escuela (o escuelas), estado, y fechas de asistencia:

Nombre de la escuela _____ Estado _____ Fechas de asistencia _____

Nombre de la escuela _____ Estado _____ Fechas de asistencia _____

Nombre de la escuela _____ Estado _____ Fechas de asistencia _____

3. ¿Cuál es el idioma que se habla con más frecuencia en el hogar?

4. Si hay a disposición, ¿en qué idioma le gustaría recibir la comunicación de la escuela?

5. Marque si su hijo(a) es:

A. ☐ Indio americano nativo

C. ☐ Nativo de las islas del Pacífico

B. ☐ Nativo de Alaska

D. ☐ Nativo de las Islas Vírgenes de EE.UU.

6. ¿Es el idioma primario de su hijo(a) o el que se habla en el hogar distinto al inglés?

☐ Sí ☐ No

Si su respuesta a la pregunta 6 es "Sí", responda las siguientes preguntas:

7. ¿En qué país vivió su hijo/a más recientemente?

8. ¿Qué idioma aprendió su hijo(a) cuando recién comenzó a hablar?

9. ¿Qué idioma habla en casa su hijo(a) con más frecuencia?

10. ¿En qué idioma le habla con más frecuencia a su hijo(a)?

(Padre)

(Madre)

11. Describa el idioma que su hijo(a) entiende. (Marque sólo uno)

A. ☐ Entiende solamente el idioma del hogar y no inglés.

B. ☐ Entiende mayormente el idioma del hogar y algo de inglés.

C. ☐ Entiende el idioma del hogar y el inglés por igual.

D. ☐ Entiende inglés mayormente y algo del idioma del hogar.

E. ☐ Entiende inglés solamente.

Firma del padre o tutor

Fecha

OFFICE USE ONLY

Student ID #	Date Distributed	Date Received	

Please Respond
in English

English

Determination of Student Eligibility
for Program Placement

Walker County Board of Education
Determination of Student Eligibility for Program Placement

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

School: _____ Grade: _____

Dear Parent or Guardian:

You completed a Home Language Survey when your child registered for school. On that form you indicated that a language other than English is spoken by your child or in the home. Based on this information, the school gave your child a test to determine his or her eligibility for placement in English Learner Services provided by funding from Title I, Title III, or both.

We used _____ (name of test) to test your child's English language abilities in:

- ☐ speaking ☐ reading ☐ writing ☐ listening
- ☐ and we used other information, such as 1) previous education and social experiences, 2) written recommendations and observations by school staff that teach your child, 3) an Eligibility Placement Committee meeting, 4) mastery of basic skills in English and their home language, 5) grades from current or previous years, or a combination of these.

Based on your child's results we:

- ☐ recommend that your child be placed in English Learner Services provided by Title I, Title III, or both if both are available.
- ☐ do not recommend English Learner Services provided by Title I or Title III for your child because your child does not qualify for these services.

If your child is placed in English Learner Services, we feel these services will help your child do well in school and meet graduation requirements. Please sign below where indicated and return this notice to your child's school.

Thank you for your interest in the quality of your child's education. Please contact us if you have any questions or if you do not wish to have your child placed in the program.

Name

Title

Phone

Email Address

Eligibility Placement Committee (if applicable):

Name: _____ Signature: _____ Title: _____ Date: _____ (mm/dd/yyyy)

Name: _____ Signature: _____ Title: _____ Date: _____ (mm/dd/yyyy)

Name: _____ Signature: _____ Title: _____ Date: _____ (mm/dd/yyyy)

Name: _____ Signature: _____ Title: _____ Date: _____ (mm/dd/yyyy)

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

Name of Parent or Guardian: _____ Signature: _____

Phone: _____ Email: _____



STATE OF ALABAMA
DEPARTMENT OF EDUCATION



Thomas R. Bice
State Superintendent of Education

June 26, 2014

MEMORANDUM

TO: City and County Superintendents
FROM: Thomas R. Bice *TRB*
State Superintendent of Education
RE: Enrollment Procedures

Alabama
State Board
of Education

Governor
Robert Bentley
President

Al Thompson
District I

Betty Peters
District II

Stephanie Bell
District III

Yvette M.
Richardson, Ed.D.
District IV

Ella B. Bell
District V
President Pro Tem

Charles E. Elliott, M.D.
District VI
Vice President

Jeff Newman
District VII

Mary Scott Hunter, J.D.
District VIII

Thomas R. Bice, Ed.D.
Secretary and
Executive Officer

Recently, I, along with many of you, received a letter from the Southern Poverty Law Center (SPLC) setting forth concerns about enrollment practices in many of our schools.

I met with the attorneys from the SPLC, and we had a very positive meeting. My communication to you will serve as our collective response to the concerns.

As you begin to plan for the 2014-2015 school year, I would like to ask that you adhere to the following enrollment procedures and ensure that this information is implemented consistently in all of your schools and on all public documents and school system Web sites. These enrollment procedures are consistent with the recent "Dear Colleague" letter issued by the U.S. Departments of Justice and Education. A copy of the Dear Colleague letter is attached for your reference.

1. Beginning July 1, 2014, ALL schools and school systems in Alabama will use the attached Enrollment Form. Please discard all other forms currently in use in your system. Only those students entering Kindergarten or transferring from another state should be required to complete an Enrollment Form as all current students can be electronically transferred within our Statewide Student Management System INOW.
2. A Social Security Number (SSN) may be requested as part of the enrollment procedure but it is NOT required for enrollment and disclosure is voluntary. Any request for a student's SSN must (a) state that the disclosure of a SSN is voluntary, (b) provide the statutory or other legal authority under which it is seeking the number, and (c) explain the purpose for collecting the number. If a SSN is not provided, assign a temporary identification number and a request should be submitted for a Unique Student Identifier that will be used for all student information transfers and tracking of information.
3. A birth certificate is NOT required for enrollment. You may request a birth certificate for age verification, but other forms of documentation such as religious, hospital, or physician's documents showing date of birth; a baptismal certificate; an entry in a family Bible; an adoption record; an affidavit from a parent; previously verified school records; etc., should carry equal value. Further, no school system may deny a child enrollment if he/she possesses a document indicating a foreign place of birth.
4. An Alabama driver's license is NOT required for proof of residency. You may request a driver's license, but must accept other forms of documentation such as a utility bill or residential lease.
5. The SSN should not be a required field on any other school document, such as those utilized in conjunction with extracurricular activities, athletics, or other school purposes unless the SSN is otherwise required by law for participation in the activity or program. The presumption should always be that SSNs are NOT required.

Please be advised that you must make any necessary changes to all school materials immediately. No child is to be denied enrollment in any school or participation in school activities and programs based on the immigration of the child or the child's parents/guardians.

TRB:LAK
Attachments
FY14-1027

GORDON PERSONS BUILDING • P.O. BOX 302101 • MONTGOMERY, ALABAMA 36130-2101 • TELEPHONE (334) 242-9700 • FAX (334) 242-9708 • WEB SITE: www.alde.edu

Enrollment Procedures

1. ALL schools and school systems in Alabama will use the attached State Enrollment Form. Please discard all other forms currently in use in your system.
2. A Social Security Number (SSN) may be requested as part of the enrollment procedure but it is NOT required for enrollment and disclosure is voluntary. Any request for a student's SSN must (a) state that the disclosure of a SSN is voluntary, (b) provide the statutory or other legal authority under which it is seeking the number, and (c) explain the purpose for collecting the number. If a SSN is not provided, assign a temporary identification number and a request should be submitted for a Unique Student Identifier that will be used for all student information transfers and tracking of information.
3. A birth certificate is NOT required for enrollment. You may request a birth certificate for age verification, but other forms of documentation such as religious, hospital, or physician's documents showing date of birth; a baptismal certificate; an entry in a family Bible; an adoption record; an affidavit from a parent; or previously verified school records, etc., should carry equal value. Further, no school system may deny a child enrollment if he/she possesses a document indicating a foreign place of birth.
4. An Alabama driver's license is NOT required for proof of residency. You may request a driver's license, but must accept other forms of documentation such as a utility bill or residential lease.
5. The SSN should not be a required field on any other school document, such as those utilized in conjunction with extracurricular activities, athletics, or other school purposes unless the SSN is otherwise required by law for participation in the activity or program. The presumption should always be that SSNs are NOT required.

Walker County Board of Education
APPLICATION FOR STUDENT ENROLLMENT

Must be completed by Parent/Legal Guardian

PLEASE PRINT

PLEASE PRINT

DATE: _____ SCHOOL: _____ GRADE: _____

LAST NAME: _____ FIRST NAME: _____ MIDDLE NAME: _____

DATE OF BIRTH: _____ SEX - Circle One: MALE FEMALE HOME PHONE: _____

PHYSICAL ADDRESS: _____ CITY: _____ ZIP CODE: _____

MAILING ADDRESS: _____ CITY: _____ ZIP CODE: _____

STUDENT LIVES WITH - Circle One: PARENTS MOTHER FATHER GUARDIAN: RELATION _____

*SOCIAL SECURITY NUMBER (voluntary): _____

PARENT(S) / GUARDIAN: (verification shall be in accordance with local school board policy)

MOTHER/GUARDIAN: _____	Address: _____
Email Address: _____	Cell Phone: _____
EMPLOYER: _____	Work Phone: _____

FATHER/GUARDIAN: _____	Address: _____
Email Address: _____	Cell Phone: _____
EMPLOYER: _____	Work Phone: _____

SPECIAL INFORMATION ABOUT CUSTODY: _____

EMERGENCY CONTACTS: (PLEASE LIST NUMBERS OTHER THAN YOUR OWN)

EMERGENCY CONTACT #1 _____ EMERGENCY CONTACT #2 _____
Relation: _____ Phone: _____ Relation: _____ Phone: _____

THESE PEOPLE HAVE PERMISSION TO CHECK MY CHILD OUT OF SCHOOL (In accordance to school system check-out procedures)		
1. _____	Relation: _____	Phone: _____
2. _____	Relation: _____	Phone: _____
3. _____	Relation: _____	Phone: _____

NAME AND ADDRESS OF LAST SCHOOL ATTENDED: _____

PARENT/GUARDIAN SIGNATURE: _____

*Disclosure of your child's Social Security Number (SSN) is voluntary. If you elect not to provide a SSN, a temporary identification number will be generated and utilized instead. Your child's SSN is being requested for use in conjunction with enrollment in school as provided in Ala. Admin. Code §290-3-1.02(2)(b)(2). It will be used as a means of identification in the statewide student management system.

Walker County Board of Education
Ethnicity and Race

Student's Name: _____ Grade: _____

Parent/Guardian Signature: _____ Date: _____

Please answer BOTH Question 1 AND Question 2

Question 1: Is this student Hispanic/Latino? CHOOSE ONLY ONE ETHNICITY:

- ☐ NO, not Hispanic/Latino
- ☐ YES, Hispanic/Latino (A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

**The above question is about ethnicity not race. No matter what you selected above, please continue to answer the following Question 2 by marking one or more boxes to indicate what you consider your student's race to be.*

Question 2: What is the students race? CHOOSE ONE OR MORE:

- ☐ AMERICAN INDIAN OR ALASKA NATIVE. A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
- ☐ ASIAN. A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- ☐ BLACK OR AFRICAN AMERICAN. A person having origins in any of the black racial groups of Africa.
- ☐ NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER. A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- ☐ WHITE. A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Office use only:

Ethnicity - Choose only one:

____ NOT Hispanic/Latino

____ Hispanic/Latino

Race - Choose one or more:

____ American Indian or Alaska Native

____ Asian

____ Black or African American

____ Native Hawaiian or Other Pacific Islander

____ White

Date:

Staff Signature:

Walker County Board of Education
Additional Requested Information

MILITARY

- Student connected to an Active Duty Military Family
- Student connected to a Guard or Reserve Military Family

Circle One: Yes No

Circle One: Yes No

PRESCHOOL

- Head Start
- Center-Based Child Care
- Home Visitation Program
- No Preschool - Check if no Preschool ☐

Circle One: Yes No

Circle One: Yes No

Circle One: Yes No

• FirstClass Funded Preschool Circle One: Yes No

• Home-Based Child Care Circle One: Yes No

• Other Preschool Circle One: Yes No

• Special Education Funded Circle One: Yes No

Walker County Board of Education

SOLICITUD DE INSCRIPCIÓN DEL (DE LA) ALUMNO(A)

LLENAR CON LETRA DE IMPRENTA Debe ser llenada por el padre/madre/tutor legal LLENAR CON LETRA DE IMPRENTA

FECHA: _____ ESCUELA: _____ GRADO: _____

APELLIDO: _____ PRIMER NOMBRE: _____ SEGUNDO NOMBRE: _____

FECHA DE NACIMIENTO: _____ SEXO - marque con un círculo MASCULINO FEMENINO

TELÉFONO DE CASA: _____

DIRECCIÓN FÍSICA: _____ CIUDAD: _____ CÓDIGO POSTAL: _____

DIRECCIÓN POSTAL: _____ CIUDAD: _____ CÓDIGO POSTAL: _____

EL (LA) ALUMNO(A) VIVE CON - marque con un círculo: PADRES MADRE PADRE
TUTOR: RELACIÓN/PARENTESCO _____

*NÚMERO DE SEGURO SOCIAL (optativo): _____

PADRE/MADRE/TUTOR: (la verificación debe hacerse de acuerdo con las normas del consejo escolar local)

MADRE/TUTOR: _____ Dirección: _____

Dirección de correo electrónico: _____ Teléfono celular: _____

EMPLÉADOR: _____ Teléfono del trabajo: _____

PADRE/TUTOR: _____ Dirección: _____

Dirección de correo electrónico: _____ Teléfono celular: _____

EMPLÉADOR: _____ Teléfono del trabajo: _____

INFORMACIÓN ESPECIAL SOBRE LA CUSTODIA:

CONTACTOS EN CASO DE EMERGENCIA: (INDIQUE NÚMEROS DE OTRAS PERSONAS)

CONTACTO DE EMERGENCIA #1 _____ CONTACTO DE EMERGENCIA #2 _____
Relación: _____ Teléfono: _____ Relación: _____ Teléfono: _____

ESTAS PERSONAS TIENEN PERMISO PARA RECOGER A MI HIJO(A) DE LA ESCUELA
(De acuerdo con los procedimientos de salida del sistema escolar)

1. _____ Relación: _____ Teléfono: _____
2. _____ Relación: _____ Teléfono: _____
3. _____ Relación: _____ Teléfono: _____

NOMBRE Y DIRECCIÓN DE LA ÚLTIMA ESCUELA A LA QUE ASISTIÓ: _____

FIRMA DEL PADRE/MADRE/TUTOR: _____

*La divulgación del número de seguro social (Social Security Number (SSN)) de su hijo(a) es optativa. Si opta por no indicar un SSN, se otorgará y utilizará un número de identificación temporal. Se pide el SSN de su hijo(a) para utilizarlo junto con la inscripción en la escuela, según se estipula en el Ala. Admin. Code §290-3-1.02(2)(b)(2). Se utilizará como medio de identificación en el sistema estatal de administración de alumnos.

Walker County Board of Education
Origen étnico y raza

Nombre del (de la) alumno(a): _____ Grado: _____
Firma del padre/madre/tutor: _____ Fecha: _____

Responda la Pregunta 1 Y la Pregunta 2

Pregunta 1: ¿Este(a) alumno(a) es de origen hispano/latino? ELIJA SOLO UN ORIGEN ÉTNICO:

- ☐ NO, no es de origen hispano/latino
- ☐ SÍ, es de origen hispano/latino (una persona de cultura u origen cubano, mexicano, puertorriqueño, sudamericano o centroamericano u otra cultura u origen español, independientemente de la raza).

**La pregunta anterior es sobre el origen étnico, no sobre la raza. Sin importar la opción que seleccionó anteriormente, responda la Pregunta 2 marcando una o más casillas para indicar la que usted considera que es la raza del (de la) alumno(a).*

Pregunta 2: ¿Cuál es la raza del (de la) alumno(a)? ELIJA UNA O MÁS:

- ☐ INDIA AMERICANA O NATIVA DE ALASKA. Una persona cuyo origen sea en cualquiera de los pueblos nativos de Norteamérica y Sudamérica (incluida Centroamérica), y que mantiene afiliación con esas tribus o conexión con la comunidad.
- ☐ ASIÁTICA. Una persona cuyo origen sea en cualquiera de los pueblos nativos del Lejano Oriente, el Sudeste asiático o el subcontinente indio, que incluye, por ejemplo, Camboya, China, India, Japón, Corea, Malasia, Pakistán, Filipinas, Tailandia y Vietnam.
- ☐ NEGRA O AFROAMERICANA. Una persona cuyo origen sea en cualquiera de los grupos raciales negros de África.
- ☐ NATIVA DE HAWÁI U OTRA ISLA DEL PACÍFICO. Una persona cuyo origen sea en cualquiera de los pueblos nativos de Hawái, Guam, Samoa u otras islas del Pacífico.
- ☐ BLANCA. Una persona cuyo origen sea en cualquiera de los pueblos nativos de Europa, Oriente Medio o Norte de África.

Office use only:

Ethnicity - Choose only one:

____ NOT Hispanic/Latino
____ Hispanic/Latino

Race - Choose one or more:

____ American Indian or Alaska Native
____ Asian
____ Black or African American
____ Native Hawaiian or Other Pacific Islander
____ White

Date:

Staff Signature:

Walker County Board of Education
Información adicional solicitada

MILITAR

- El (la) alumno(a) está relacionado(a) con una familia en servicio activo de las Fuerzas Armadas
Marque con un círculo: Sí No
- El (la) alumno(a) está relacionado(a) con una familia en la guardia o la fuerza militar de reserva.
Marque con un círculo: Sí No

PREESCOLAR

- | | |
|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| • Escuela maternal (Head Start)
Marque con un círculo: Sí No | • Preescolar financiado de primera clase
Marque con un círculo: Sí No |
| • Guardería infantil en un centro
Marque con un círculo: Sí No | • Cuidado infantil en casa
Marque con un círculo: Sí No |
| • Programa de visitas en casa
Marque con un círculo: Sí No | • Otro preescolar
Marque con un círculo: Sí No |
| • Ningún preescolar
marque si no asistió a preescolar <input type="checkbox"/> | • Educación especial financiada
Marque con un círculo: Sí No |

Walker County Schools

EL Eligibility Determination and Placement Documentation

Student _____ Date _____

School _____ Grade _____

Home Language: _____ Date of Birth _____

U.S. Entry: _____ System Entry: _____ Male Female

WIDA Screener/Model Scores		ACCESS 2.0 for ELs Results Grade Level Cluster _____ Tier _____		Other Assessment Results	
Listening		Listening		DIBELS	
Speaking		Speaking		ASPIRE	
Reading		Reading		EXPLORE	
Writing		Writing		PLAN	
Overall Score		Overall Score		ACT	

EL Committee Decision

Based on the results indicated above, your child:

_____ is eligible to receive EL services.

_____ is not eligible to receive EL services.

POSITION	SIGNATURE	DATE
LEA Representative		
Parent		
EL Coach		
General Ed Teacher		
EL Facilitator		

Summary of EL Committee Recommendations

Check choices:

Assign ESL Services	Accommodations	Status
<input type="checkbox"/> Classroom Accommodations	<input type="checkbox"/> SCANTRON (3-8)	<input type="checkbox"/> LEP 1
<input type="checkbox"/> Standard Grading	<input type="checkbox"/> ACCESS 2.0 for ELs (K-12)	<input type="checkbox"/> LEP 2
<input type="checkbox"/> Alternate Grading	<input type="checkbox"/> QUALITYCORE End-of-Course	<input type="checkbox"/> FLEP 1 Exit Date:
<input type="checkbox"/> Waiver of Services	<input type="checkbox"/> ACT Plus Writing (11)	<input type="checkbox"/> FLEP 2
	<input type="checkbox"/> AL Science Assessment (5,7)	<input type="checkbox"/> FLEP 3
	<input type="checkbox"/> ACT	<input type="checkbox"/> FLEP 4
		<input type="checkbox"/> NOMPLOTE

Name _____ School Year _____

Instructional Accommodations

- ___ Allow use of language translation device/dictionary
- ___ Limit vocabulary matching exercises to 5-10 items
- ___ Limit fill-in-the blank exercises to 5-10 items
- ___ Give clues for questions with short answers (word bank)
- ___ Encourage peer work and provide English conversation partners
- ___ Allow inventive spelling
- ___ Oral/written inventory of key vocabulary using the following:
 - ___ Picture/Flash Cards
 - ___ Dictionary/Picture Dictionary
 - ___ Manipulatives
 - ___ Manuscript fonts
- ___ Allow more time for reading assignments
- ___ Reduce the amount of the material to be taught and assessed
- ___ Rephrase questions and directions using simplified language
- ___ Have student seated at the front of the class
- ___ Use simplified books or texts to provide content area instruction
- ___ Choose vocabulary words student can illustrate and understand
- ___ Reduce or eliminate word problems in mathematics
- ___ Simplify or reduce homework

Test Accommodations

- ___ Allow use of language translation device/dictionary for testing
- ___ Test vocabulary using word-to-picture
- ___ Provide tests and study guides using simplified sentence structure or reduced language content
- ___ Provide tests using simplified sentence structure or reduced language content
- ___ Allow oral test responses
- ___ Read test directions and items orally
- ___ Retest orally on test items missed previously
- ___ Give frequent, short tests
- ___ Reduce number of questions per assignment/assessment
- ___ Reduce number of choices on multiple-choice tests
- ___ Give open-book tests
- ___ Present test questions using the same phrasing as used in learning/review
- ___ Give test over several days or in sections as appropriate
- ___ Small group testing

Walker County Board of Education
English Learner Program Placement☐ Initial Placement ☐ Continuing PlacementName 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:

Code	Language
001	English
002	Spanish
003	Vietnamese
004	Korean
005	Arabic
006	Laotian
007	Cambodian
008	Russian
009	Japanese
010	French
011	Portuguese
012	Tagalog
013	Other Language
014	Afghan
015	African
016	Afrikaans
017	Akateko
018	Albanian
019	American Sign Language
020	Amharic
021	Anyehth
022	Armenian
023	Asian
024	Asian (Spanish)
025	Badaga
026	Bandi
027	Bassa
028	Bemba
029	Bengali
030	Berber
031	Bosnian
032	Bulgarian
033	Burmese
034	Cantonese
035	Cebuano
036	Chichewa
037	Chinese
038	Chu
039	Creole (French)
040	Czech
041	Danish
042	Dari
043	Dutch

044	Dzongkha
045	Ebo
046	Ewe
047	Farsi
048	Filipino
049	Finnish
050	Fulani
051	German
052	Greek
053	Gujarati
054	Hebrew
055	Hindi
056	Hmong
057	Hokkien
058	Hungarian
059	Ibo
060	Icelandic
061	Ilocano
062	Indian
063	Indonesian
064	Iranian
065	Italian
066	Jamaican Creole
067	Kalenjin
068	Kanjobel
069	Kannada
070	Karachi
071	Khmer
072	Kikuya
073	Kirundi
074	Kiswahali
075	Konkani
076	Kuman
077	Kunama
078	Latvian
079	Liberian
080	Lingala
081	Lithuanian
082	Macedonian
083	Malayalam
084	Malaysian
085	Mam
086	Mandarin Chinese
087	Mandigo

088	Marathi
089	Marshakse
090	Marshallse
091	Maya
092	Mende
093	Mestico
094	Micronese
095	Mien
096	Mixtec
097	Nepali
098	Nigerian
099	Norwegian
100	Pampango
101	Pashto
102	Pohnpei
103	Pohnpeian
130	Polish
104	Punjabi
105	Quiche
106	Romanian
107	Shona
108	Sinhalese
109	Slovakian
110	Somali
111	Sudanese
112	Swahili
113	Swedish
114	Taiwanese
115	Tamil
116	Tarasco
117	Telugu
118	Thai
119	Tigrinay
120	Toga
121	Turkish
122	Turkmen
123	Ukrainian
124	Ukranian
125	Urdu
126	Visayen
127	Woloff
128	Yoruba
129	Yugaslavie

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.nwra.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/portfo13.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>