ENGLISH LEARNER GUIDANCE AND TOOL KIT

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2015 NPD MEETING
U.S. DEPARTMENT OF EDUCATION
Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA)

Public schools must ensure that EL students can participate meaningfully and equally in educational programs.

Guidance is available in multiple languages.
# CIVIL RIGHTS ISSUES COVERED BY THE EL GUIDANCE

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ENGLISH LEARNER TOOL KIT

- Intended to help state and local education agencies in meeting their obligations to English Learners (ELs).

- Should be read in conjunction with the Dear Colleague Letter

- There will be ten chapters of the EL Toolkit; each chapter aligned to reflect one section of the Dear Colleague Letter

- Each EL Tool Kit chapter contains an overview, sample tools, and resources relevant to the topic of the chapter.

- Each individual chapter will be released over the next few months as it is completed.
This is the first chapter of the English Learner Tool Kit, which is intended to help state and local education agencies (SEAs and LEAs) in meeting their obligations to English Learners (ELs). This tool kit should be read in conjunction with the U.S. Department of Education Office for Civil Rights and the U.S. Department of Justice’s joint guidance, “English Learner Students and Limited English Proficient Parents,” which outlines SEAs’ and LEAs’ legal obligations to EL students under civil rights laws and other federal requirements.

IDENTIFYING POTENTIAL ENGLISH LEARNERS

KEY POINTS

• LEAs must identify in a timely manner EL students in need of language assistance services.

• The home language survey (HLS) is the most common tool used to identify potential ELs.

• An HLS must be administered effectively to ensure accurate results.
CHAPTER 2

TOOLS AND RESOURCES FOR PROVIDING ENGLISH LEARNERS WITH A LANGUAGE ASSISTANCE PROGRAM

This is the second chapter of the English Learner Tool Kit, which is intended to help state and local education agencies (SEAs and LEAs) meet their obligations to English Learners (ELs). This tool kit should be read in conjunction with the U.S. Department of Education Office for Civil Rights’ (OCR) and the U.S. Department of Justice’s (DOJ) Dear Colleague Letter on “English Learner Students and Limited English Proficient Parents,” published in January 2015, which outlines SEAs’ and LEAs’ legal obligations to ELs under civil rights laws and other federal requirements. The Dear Colleague Letter can be found at http://www2.ed.gov/about/offices/list/ocr/ellresources.html.

PROVIDING ENGLISH LEARNERS WITH A LANGUAGE ASSISTANCE PROGRAM

KEY POINTS

• EL services and programs must be educationally sound in theory and effective in practice.

• EL programs must be designed to enable ELs to attain both English proficiency and parity of participation in the standard instructional program within a reasonable length of time.
Links to Resources

English Learner Tool Kit
http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html

Schools’ Civil Rights Obligations to English Learner Students and Limited English Proficient Parents
http://www2.ed.gov/about/offices/list/ocr/ellresources.html

ED and DOJ Guidance on English Learners
http://www.justice.gov/crt/about/edu/documents/elsguide.php

National Clearinghouse for English Language Acquisition (NCELA)
http://ncela.ed.gov/

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