OCR Self-Assessment Guide - Student Identification
Equal Educational Opportunities for Limited English Proficient Students
(ESL, Bilingual, Structured Immersion)
Instructions for Completing the Assessment Guide

This Assessment Guide is to assist school systems to voluntarily comply with Title VI of the Civil Rights Act of 1964 regarding equal educational opportunities for national origin minority students who are limited-English proficient. Responses to questions also may be used by the Office for Civil Rights in conducting compliance reviews on this issue. The Guide is part of a Region VII OCR pilot program to encourage partnership approaches to civil rights compliance. School systems are not required to provide data to OCR in this format.

This Guide is designed to provide the district with a comprehensive overview of its practices and procedures. Using the following Student Identification form circle the answer under each statement that best responds to the statement, indicating in the Comments if a statement does not apply. Other comments may also be provided to explain an answer. The Office for Civil Rights anticipates that the Guide will be completed by a team of individuals who are most knowledgeable of the district's policies and procedures.

Limited-English proficient (LEP) students are students who speak or were influenced by a language other than English, and who are unable to participate meaningfully in the regular educational program because of their inability to speak and understand English. The first step most districts follow in determining which students are LEP is to determine which students have a primary or home language other than English (PHLOTE). PHLOTE students may or may not be LEP.

OCR Self-Assessment - Student Identification		
School:	**Date:**	**Completed By:**

Respond to each question using the scale provided; 5 indicating "Always" to 1 indicating "Never". Use the Comments section to clarify any response, particularly those with you have a rated as a two or one.

Question	Rating	Comment
Are the district's procedures effective in identifying all students who have a primary or home language other than English?	5 4 3 2 1	
Have staff members who administer the district's identification procedures received special training on these procedures?	5 4 3 2 1	
Are district staff members knowledgeable of the procedures for identifying students who have a primary or home language other than English?	5 4 3 2 1	
Do the district's procedures for initially identifying students who have a primary or home language other than English determine: A. Whether the student speaks a language other than English?	5 4 3 2 1	
B. Whether the student understands a language other than English?	5 4 3 2 1	
Whether the student's language skills have been influenced by a language other than English spoken by someone else, such as a grandparent, babysitter, or other adult?	5 4 3 2 1	
Do staff members who work directly with parents and students in the identification of students who have a primary or home language other than English speak and understand the appropriate language(s)?	5 4 3 2 1	
Is documentation regarding each student's primary or home language maintained in student's files?	5 4 3 2 1	