

# OCR Self-Assessment Guide - Building Programs

## Equal Educational Opportunities for Limited English Proficient Students

### **(ESL, Bilingual, Structured Immersion)**

#### Instructions for Completing the Assessment Guide

The Guide is designed as a tool to assist District staff in obtaining a comprehensive overview of the District's practices and procedures with regard to equal educational opportunities for limited-English proficient students. Office for Civil Rights (OCR) staff will also review responses to the Guide as part of its Profile, Assessment, and Resolution review process. Please 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 provide to explain an answer.

OCR anticipates that a team of individuals in each school that OCR schedules to visit will complete the Guide. Team members should be individuals who are most knowledgeable of the District's policies and procedures relative to the issue being reviewed by OCR. This would include administrators, teachers, and paraprofessionals. The schools that OCR will visit will be identified in follow-up telephone discussions between District officials and OCR staff. OCR may not visit every school in the District; however, each District school is welcome to complete the Guide.

The questions in the Guide should be answered as related to the particular school, not to the District as a whole, except where specifically noted. A copy of the completed Guide is to be returned to OCR, along with responses to the Profit Data Request, within the time frame agreed to between OCR and District officials.

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<b>School:</b>	<b>Date:</b>	<b>Completed By:</b>
<p>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 you have rated with a two or one.</p>		
Question	Rating	Comment
1. Are there alternative language programs available for LEP students at each grade?	5 4 3 2 1	
2. Are there substantial delays (e.g., more than 30 days) in placing LEP students into an alternative language program?	5 4 3 2 1	
3. Are parents involved in making the final determination of whether an LEP student is placed in the ESL program?	5 4 3 2 1	
4. Is there coordination between teachers in the school's alternative program for LEP students and teachers in the regular program?	5 4 3 2 1	
5. If the high school has an alternative program for LEP students, can students in the program earn credits toward graduation?	5 4 3 2 1	
6. Are instructional materials adequate to meet the English language and academic needs of LEP students?	5 4 3 2 1	