

# **OCR Self Assessment Guide Special Opportunity Programs**

## **(Gifted and Talented, Advanced Classes) EQUAL EDUCATIONAL OPPORTUNITIES FOR LIMITED ENGLISH PROFICIENT STUDENTS DISTRICT SELF 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 Special Opportunity Programs 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.

This guide is designed to provide the District with a comprehensive overview of its practices and procedures. 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 be provided to explain an answer.

### OCR Self Assessment Guide - Special Opportunity Programs

<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 with you have a rated as a two or one.</p>		
Question	Rating	Comment
<p>1. Do LEP students have opportunities for full participation in special opportunity programs?</p>	<p>5   4   3   2   1</p>	
<p>2. Is the assessment for participation in special opportunity programs similar for LEP and non-LEP students?</p>	<p>5   4   3   2   1</p>	
<p>3. Are English-only tests used to assess LEP and non-LEP students?</p>	<p>5   4   3   2   1</p>	