

The following tool is a self-monitoring aid that schools, LEAs, and SEAs can use to determine if ELs are unnecessarily segregated from their non-EL peers. The sample tool is based on current LEA and SEA tools. The form begins with key guidelines for creating an inclusive environment for ELs.

# CREATING AN INCLUSIVE ENVIRONMENT FOR ELs: SELF-MONITORING FORM

## KEY GUIDELINES

- While most EL programs require that EL students receive separate instruction for a limited period of time (e.g., a period of ESL), LEAs must implement each program in the least segregative manner, consistent with achieving the program’s stated educational goals.
- LEAs must ensure that (1) parents are informed that they have the right to opt their children out of the EL program or particular EL services, and (2) EL students have their English proficiency assessed at least annually to ensure appropriate placement and levels of language assistance services.
- LEAs should not keep EL students in EL programs for periods longer or shorter than necessary to achieve the program’s educational goals, and the degree of segregation should not exceed that required by each student’s level of ELP and time and progress in the EL program.
- LEAs operating newcomer programs or schools should limit the duration of self-contained newcomer programs (to generally one year) and regularly evaluate students’ ELP to allow appropriate transitions into more integrated EL programs throughout the academic year.

Elements to Support Inclusion	Rating 5 = All of the time 4 = Most of the time 3 = Some of the time 2 = Rarely 1 = Never	Evidence to Support Rating	Needed Action
<b>1. Vision</b>			
a. The LEA values and celebrates student diversity as reflected in its organizational vision or mission statement.			
b. Leadership is knowledgeable about civil rights laws as they pertain to English Learners.			
c. The LEA has a plan of action to facilitate an inclusive school culture and climate.			

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<b>2. Program Placement</b>			
a. The LEA's enrollment forms do not inquire about students' or their parents' immigration status.			
b. The LEA does not segregate EL students from their English-speaking peers, except where programmatically necessary, to implement an educationally sound and effective EL education program.			
c. If it is programmatically necessary to separate ELs from their English-speaking peers for part of the school day, the LEA (or SEA when prescribing the EL program) provides guidance on the amount of time that is instructionally appropriate for each program model and the ELs' ELP level and time and progress in the program.			
d. ELs participate fully with their non-EL peers in subjects like physical education, art, music, or other activity periods outside of classroom instruction (e.g., recess, lunch, and assemblies).			
e. The LEA ensures that participating in an EL program is voluntary by informing parents of their right to opt their children out of EL programs and services.			
f. Program facilities and resources are comparable to the facilities and resources of the non-EL student population.			

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<b>3. Curriculum</b>			
a. The LEA ensures that ELs have access to the same academic standards and rigorous curriculum as their non-EL peers.			
b. The LEA ensures that EL students have the opportunity to enter academically advanced classes, receive credit for work done, and have access to the full range of programs as non-EL students.			
<b>1. Assessment and Monitoring</b>			
a. ELs are included in SEA and LEA assessments.			
b. Classroom assessments are culturally and linguistically appropriate.			
c. The LEA regularly monitors EL placement patterns to ensure that placement decisions are based on each student's level of ELP and time and progress in the EL program.			
<b>2. Access to Support Services and Activities</b>			
a. The LEA provides access to the full range of academic instruction and supports including special education and/or related aids and services for eligible students with disabilities under the Individuals With Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, Title I services, career and technical education, magnet programs, and any other services and supports available to non-EL students.			
b. The LEA ensures that ELs have equal access to all co-curricular and extracurricular activities.			

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<b>3. Staffing</b>			
a. The EL program is staffed with teachers who are qualified to provide EL services, core content teachers who are highly qualified in their field as well as trained to support EL students, and trained administrators who can evaluate these teachers.			
b. The LEA provides resources to support the professional learning of all staff in the requirements for EL inclusion and effective EL instructional practices.			
c. The LEA provides appropriate administrative support for implementing inclusive practices for ELs.			
<b>4. Communication with Students and Families</b>			
a. Limited English proficient (LEP) parents are provided information in a language they understand about any program, service, or activity that is called to the attention of non LEP parents.			
b. Parents of ELs are involved as members of school and LEA committees and engaged in decision-making activities affecting their children's education.			
c. The LEA provides support to schools in their efforts to reach out to families and engage them as partners in their children's education.			
d. The LEA provides parents with information, training, and support that are respectful of cultural and linguistic diversity.			