

V. Creating an Inclusive Environment and Avoiding the Unnecessary Segregation of English Learners

EL programs may not segregate students on the basis of national origin or EL status unless there is a program-related, educational justification for doing so. Programs that allow for continuous inclusion and interaction between ELs and non-ELs, such as two-way immersion programs, do not raise concerns about segregation.¹

Therefore, before placing an EL in an EL program that contains a degree of segregation, an LEA should ensure that:

1. The degree of segregation in the program is necessary to achieve the goals of an educationally sound and effective program;
2. The EL has comparable access to the standard curriculum within a reasonable period of time; and
3. The ELs in the EL program have the same range and level of extracurricular activities and additional services as non-EL students.²

Some LEAs establish newcomer programs that are designed to help high school–age immigrant students develop linguistic, academic, and cultural skills. LEAs operating such programs should focus on increasing their inclusion by limiting the duration of self-contained newcomer programs (generally to one year) and regularly evaluating students' ELP to allow appropriate transitions out of newcomer programs throughout the academic year.³

Useful Resources:

[Equity, Inclusion, and Opportunity: Addressing Success Gaps](#)

[Equity, Inclusion, and Opportunity: Addressing Success Gaps - Toolkit](#)

Source: O'Hara, N., Munk, T. E., Reedy, K., and D'Agord, C. (2016, May). Equity, Inclusion, and Opportunity: Addressing Success Gaps White Paper (Version 3.0). IDEA Data Center. Rockville, MD: Westat.

¹ U.S. Department of Education, Office of English Language Acquisition. (2017). English Learner Tool Kit (2nd Rev. ed.). Washington, DC: Author.

² *Ibid.*

³ *Ibid.*