



DEPARTMENT OF DEFENSE  
EDUCATION ACTIVITY  
4040 NORTH FAIRFAX DRIVE  
ARLINGTON, VA 22203-1635

Education Directorate

DoDEA Regulation 2440.1  
March 16, 2007

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY  
REGULATION

SUBJECT: English as a Second Language Programs

References: (a) DoDEA Regulation 2440.1, "Programs for Language Minority Students,"  
August 7, 1998 (hereby canceled)  
(b) DoDEA Manual 2440.2-M, "English as a Second Language Program Manual,"  
July 1998 (hereby canceled)  
(c) DoD Directive 1342.20, "Department of Defense Education Activity,"  
November 28, 2005

1. REISSUANCE AND PURPOSE

This Regulation:

1.1. Reissues references (a) and (b) to implement policy and assign responsibilities to ensure that students identified as having limited English or no English language proficiency are provided opportunities to achieve the same educational goals and standards as other students attending Department of Defense Education Activity (DoDEA) schools.

1.2. Establishes system-wide policies concerning the development and delivery of educational services for students identified as having limited English or no English proficiency attending the Department of Defense Dependents Schools (DoDDS) and the Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS).

1.3. Provides guidance to Department of Defense (DoD) officials and is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable by law.

2. APPLICABILITY AND SCOPE

This Regulation applies to the Office of the Director, Department of Defense Education Activity; the Director, Department of Defense Domestic Dependent Elementary and Secondary Schools and Department of Defense Dependents Schools, Cuba (DDESS/DoDDS-Cuba); the Director, Department of Defense Dependents Schools, Europe (DoDDS-E); the Director, Department of Defense Dependents Schools, Pacific, and Domestic Dependent Elementary and Secondary

Schools, Guam (DoDDS-P/DDESS-Guam); and all DoDEA District Superintendents, School Principals, Teachers, and Support Staff.

### 3. DEFINITIONS

3.1. English Language Learner (ELL). A student who is identified as one who is in the process of acquiring English as an additional language. The student may not speak English at all or, at least may not speak, understand, and write English with the same facility as their peers due to an additional language influence.

3.2. English as a Second Language (ESL). A language acquisition program designed to teach English language learners social and academic skills as well as the cultural aspects of the English language necessary to succeed in an academic environment. It involves teaching listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation at appropriate developmental and proficiency levels with little or no use of the native language. ESL instruction is in English and can be provided in a variety of settings and program configurations. The amount of instruction given will vary according to the student's needs and classification. English language learners are involved in mainstream classes during the day.

3.3. English as a Second Language Review Team (ESLRT). A team established at the school level to conduct an annual review of the ESL program for effectiveness and make recommendations for improvement. At minimum, the review team should be comprised of the ESL teacher(s) and general education teacher(s). Other educators, parents, and students may be included as appropriate. The administrator in collaboration with the ESL teacher determines the composition of the other review team members.

3.4. English as a Second Language Student Teams (ESLST). A team established at the school level to make educational decisions for a specific English language learner. At minimum, the ESLST should be comprised of the ESL teacher(s), general education teacher(s), and other specialists as appropriate. When appropriate, the parent and student may be members of the team.

### 4. POLICY

It is DoDEA policy that:

4.1. The provisions of an ESL program are for the benefit of minor dependents who are receiving, or who are entitled to receive, educational instruction from DoDDS and DDESS in accordance with reference (c).

4.2. DoDDS and DDESS shall provide ELLs a comprehensive program that assesses their language proficiency and provides appropriate instruction according to their linguistic needs.

5. RESPONSIBILITIES

5.1. The Director, Department of Defense Education Activity, shall exercise overall responsibility for the implementation of this Regulation.

5.2. The Director, Department of Defense Domestic Dependent Elementary and Secondary Schools and Department of Defense Dependents Schools, Cuba; the Director, Department of Defense Dependents Schools, Europe; the Director, Department of Defense Dependents Schools, Pacific and Domestic Dependent Elementary and Secondary Schools, Guam, shall:

5.2.1. Ensure that guidelines and procedures developed pursuant to this Regulation are disseminated in each district under their supervision.

5.2.2. Provide technical assistance in the implementation and provision of ESL program guidelines to include procedures for: screening, assessment, eligibility, placement, exiting, and delivery of services for ELLs.

5.2.3. Coordinate, implement, and evaluate professional development training for ESL educators in order to enhance job performance and student services.

5.2.4. Ensure the fiscal resources and support necessary to provide adequate and appropriate ESL services.

5.2.5. Ensure that testing and evaluation materials and procedures which are used for identification of ELLs are nondiscriminatory, and meet established DoDEA guidelines.

5.2.6. Provide leadership and guidance to the districts under their supervision regarding ESL services.

5.3. The DoDEA District Superintendents shall:

5.3.1. Ensure that each school within their district provides an appropriate program for all eligible ELLs which are consistent with this Regulation and implementing guidance.

5.3.2. Ensure that each school within their district follows established DoDEA guidelines, especially with respect to screening, assessment, eligibility decisions, and provision of services for ELLs.

5.3.3. Make available fiscal resources to support their district's ESL program.

5.4. The DoDEA Principals shall:

5.4.1. Provide appropriate ESL education services for all eligible ELLs consistent with this Regulation and implementing guidance.

5.4.2. Ensure that each school follows established DoDEA guidelines, with respect to screening, assessment, eligibility decisions, and provision of services for ELLs.

5.4.3. Ensure that testing and evaluation materials and procedures which are used for identification of ELLs are nondiscriminatory and meet the established DoDEA guidelines.

5.4.4. Support a centralized system of professional development for ESL education based on teacher need assessments.

5.4.5. Establish a yearly budget for appropriate curricular and evaluation materials for ESL services.

5.4.6. Support professional collaboration regarding providing appropriate services for ELLs.

5.4.7. Ensure adequate technology support and physical workspace/conditions for the ESL program.

5.4.8. Collaborate with the ESL teacher to establish an ESLRT at their school to conduct an annual review of the ESL program.

5.4.9. Provide for the establishment of ESLST at their school to make educational decisions for individual ELLs.

5.5. The ESL Review Team shall conduct an annual review of the ESL program for overall effectiveness and make recommendations for improvement.

5.6. The ESL Student Teams shall collaborate and consult with school staff; and, as appropriate, also consult with administrators, parents, and students to make sound educational decisions for a specific ELL.

5.7. The ESL Teacher shall:

5.7.1. Establish, implement, and maintain the ESL program consistent with this Regulation.

5.7.2. Develop an appropriate language acquisition program designed to meet the linguistic needs of the student.

5.7.3. Utilize effective instructional techniques and strategies to promote learning based on research and best practices.

5.7.4. Consult and collaborate with school staff, administrators, and parents to promote ELLs achieving grade level content standards.

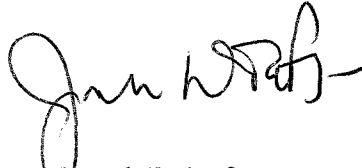
5.7.5. Monitor and assess student achievement to evaluate learning and guide instruction.

5.7.6. Promote diversity and equity.

5.7.7. Maintain a classroom environment that enhances student learning.

6. EFFECTIVE DATE

This Regulation is effective immediately.

A handwritten signature in black ink, appearing to read "Joe Tafoya", with a horizontal line extending from the end of the signature.

Joseph D. Tafoya  
Director