

# NCPiE BULLETIN

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Language Instruction for English Language Learners

## *Did you know that... there are changes to the academic requirements and testing of Limited English Proficient students?*

The No Child Left Behind Act now holds every State Department of Education and every school district in America accountable for increasing the English proficiency and core academic content knowledge of Limited English Proficient students (the preferred terminology is ELL-English Language Learners). State education agencies, schools and school districts must: **1. Ensure that ELL students, including immigrant children and youth, develop English proficiency and meet the same academic content and achievement standards that other children are expected to meet. 2. Provide informed parental notification as to why their child is in need of placement in a specialized language instruction program. 3. Administer reading assessments using tests written in English to any student who has attended school in the United States for 3 or more consecutive years, unless it is determined on a case-by-case basis, that native-language tests will yield more accurate results.**

### **What You Need To Know:**

Title III funds are to be used to provide **language instruction educational programs**—defined as instruction courses in which ELL students are placed for the purpose of attaining English proficiency, while meeting challenging State academic content and student academic achievement standards. These programs may make use of both English and the child's native language to enable the child to develop and attain English proficiency. **Each school or district using Title III funds must implement an effective means of outreach to parents of ELL children. They must inform parents about how they can be active participants in assisting their children to learn English, achieve at high levels in core academic subjects and meet State standards.**

#### **Schools and School Districts Must:**

- Inform parents of a child identified for participation in a Title III within 30 days after the beginning of the school year. For a child who enters school after the beginning of the school year, the school must inform parents within two weeks of the child's placement in such a program.

#### **School Districts Using Title III Funds Must Inform Parents Of:**

- The reasons for identifying their child as being limited English proficient and for placing their child in a language instruction educational program for LEP students;
- The child's level of English proficiency, including how the level was assessed and the status of the child's academic achievement;
- The method of instruction that will be used in the program, including a description of all language programs;
- How the program will meet the educational strengths and needs of the child;
- How the program will help the child learn English and meet academic achievement standards;
- The program exit requirements, including when the transition will take place and when graduation from secondary school is expected; How the program will meet the objectives of an individualized education program for a child with a disability; and
- The parents rights, including **written guidance** that (A) specifies the right that parents have to have their child immediately removed from a language instruction educational program upon their request, (B) describes the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available, and (C) assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered

#### **Additional Requirements:**

- Local school districts are required to provide notice to the parents of ELL children participating in a Title III program of any failure of the program to help the child make progress on annual measurable achievement objectives. This notice is to be provided no later than 30 days after this failure occurs and must be provided in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.

### **What You Can Do:**

Parents need to make sure that funds supplied as a part of Title III are being specifically used for ELL instruction and family literacy services. They should also be advocates for the use of these funds for the provision of effective parent outreach. Parents should ensure that teachers working in Title III programs are trained and certified to work with ELL students and are fluent speakers of language used in instruction.

Local PIRC and Parent  
Leader Contact Information

**Where to go for more Information:**

Department of Education Office of English Language Acquisition: <http://www.ed.gov/offices/OELA/>

National Association for Bilingual Education: [www.nabe.org](http://www.nabe.org)

National Council of LaRaza: Contact-- Armandina Garza, 202-776-1733

**National Coalition for Parent Involvement in Education**

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