ENGLISH LEARNER PROGRAM HANDBOOK

SEPTEMBER 2016

DISTRICT & CHARTER SCHOOL ADMINISTRATORS

DEPARTMENT of EDUCATION
Louisiana Believes

TABLE OF CONTENTS

PURPOSE AND INTRODUCTION 2
CHAPTER I: IDENTIFYING ALL ENGLISH LEARNERS 3
- Identifying Potential ELs 3
- Definition 3
- Home Language Survey 4
- Identification of Native American Student in EL Programs 4

CHAPTER II: ASSESSING ENGLISH LANGUAGE PROFICIENCY 6
- Screening Instruments 6
- Parental Notification 6
- Option to Waive Services 7
- Coding and Data Entry 7

CHAPTER III: PROVIDING ENGLISH LEARNERS WITH A LANGUAGE ASSISTANCE PROGRAM 8
- Program Design and Development 8
- Types of Programs 8
- Staffing a Language Assistance Program 9
- Professional Development 9
- Program Evaluation 10

CHAPTER IV: PROVIDING MEANINGFUL ACCESS 11
- Assessment Waivers 11
- Accommodations 11

CHAPTER V: ADDRESSING ENGLISH LEARNERS WITH DISABILITIES 12
CHAPTER VI: MONITORING AND EXITING 13
- Proficiency definition 13
- Monitoring students who are exited 13

CHAPTER VII: ENSURING MEANINGFUL COMMUNICATION WITH EL PARENTS 14
CHAPTER VIII: TITLE III REQUIREMENTS 15
- Title III Funding 15
- Immigrant Influx Funds 15
- Private School Participation 16

DOCUMENTING CONSULTATION IN EGMS 17

ATTACHMENTS

1. Louisiana's Home Language Survey
2. Fact sheets regarding rights to enroll in school
3. EL Parent Notification
4. Factsheet – LEP parents
5. Title III Consortium Guidelines

INTRODUCTION & PURPOSE

Purpose of Handbook

The Louisiana Department of Education (LDOE) supports the efforts of local education agencies (LEAs) to assist English Learners (EL) to learn English while simultaneously meeting challenging state academic content and student academic achievement standards. This update of the English Learner Handbook is part of that support.

Federal legislation requires every school district to have a program plan in place to serve ELs, regardless of whether they have students who meet this classification enrolled. The plan must ensure that immediately upon enrollment, the student has access to a specialized language instructional program. The plan for meeting the linguistic needs of ELs must provide resources to support the specialized language instructional program and the academic achievement of ELs, using state and local funds. This plan is referred to as a "Lau Plan", named after the landmark Lau vs Nichols U.S Supreme Court Decision of 1975. In the plan, each LEA outlines how it will:

- identify its ELs;
- design an effective program reflective of their needs;
- employ appropriate English-as-a-second-language or bilingual personnel (or both);
- align the instruction of ELs to state and local content standards; and
- provide ongoing authentic assessments to ascertain their growth in English language proficiency and in the comprehension of academic content.

This handbook is designed to help LEAs create their Lau plan. In conjunction with the EL Toolkit, it presents a picture of the legal obligations districts have in regards to the ELs attending their schools. (**http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html**). The structure of this handbook follows that of the ELL Toolkit to the extent applicable. Users should use the links to the EL Toolkit and other applicable resources at the end of each chapter for more information.

The LDOE is grateful for the assistance of the education practitioners and the South Central Comprehensive Center who helped in the development and revision of this handbook.

CHAPTER I:
IDENTIFYING ALL ENGLISH LEARNERS STUDENTS (ELS)

Identifying Potential ELs

A Local Educational Agency (LEA) must establish an effective and systematic procedure to identify all ELs. The identification, assessment, and placement procedure must include:

1. A survey for all parents and/or guardian registering children in school that is designed to determine a student's potential for being an EL;
2. A standard, norm-referenced English proficiency screener that measures proficiency in each of the four language domains; listening, speaking, reading and writing; and
3. A system to notify parents of a child who has been identified as an EL (see page 9)

<u>EL Definition</u>

A student in Louisiana is classified as an English Language Learner (EL) according to the Federal government definition as described in Public Law 107-110 of NCLB. An English language learner is defined as one:

a) who is aged 3 through 21 who is enrolled or preparing to enroll in an elementary school or secondary school;
   i. who was not born in the United States or whose native language is a language other than English; and who comes from an environment where a language other than English is dominant; **OR**
   ii. who is a Native American or Alaska Native, or a native resident of outlying areas; and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; **OR**
   iii. who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; **AND**

b) whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual
   i. the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
   ii. the ability to achieve successfully in classrooms where the language of instruction is English; **OR**
   iii. the opportunity to participate fully in society.

[P.L. 107-110, Title IX, Part A, Sec. 9101, (25)]

Home Language Survey (HLS)

All schools in the state are required to survey each parent and/or guardian who registers a child in school to determine if the student is eligible to be identified as EL and must ensure that responses to the survey are on file for every student.

Survey **must include** the following:

- Language first learned and used by student
- Language student uses most often at home
- Language student uses most often with other students/children

If the answers to survey questions indicate a dominance of a language other than English for the child, he/she should be screened for English proficiency (see Chapter 2). Native American students can be considered for EL program services if the student's Home Language Survey responses indicate that a language other than English is spoken in the home, but should not be identified solely on the basis of being Native American.

As a best practice, the survey should also be used to determine what language should be used for communications with the parent and/or guardian. See Attachment 1 for Louisiana's HLS template. It is available in Spanish, Vietnamese, French, Simplified Chinese, Mandarin Chinese, and Arabic.

Previously Identified ELs/Transfer Students

In state transfers: If a student in a Louisiana school district transfers to another Louisiana school district and the HLS indicates that a language other than English has influenced the student's language, an attempt should be made to obtain documentation from the sending district regarding the student's EL Status. The receiving district should attempt to get a copy of the student's ELP screening assessment results and any available English Language Development Assessment (ELDA) results. If this documentation confirms that the student is an EL, or on Monitoring Status Year 1 or 2 the student is to be identified, reported, and enrolled in a language assistance program by the receiving district.

Out-of-state transfers: If a student from another state transfers to a Louisiana school district and the current HLS indicates that the child speaks a language other than English, the receiving district must screen the student using an ELP screening instrument and follow the initial identification process outlined in this chapter.

The law requires identification and screening to be accomplished and parental **notification of eligible students within 30 days of enrollment**. Once the school year is underway, the window for identification, screening and parental notification of eligibility is within **two weeks of enrollment** *(No Child Left Behind Act of 2001 Title III Language Instruction for Limited English Proficient and Immigrant Students, Public law 107-110, January 8, 2002, Section 3302 Parental Notification)*. So, documentation must be obtained within the mandatory timeframe for parent notification of identification and placement in a language assistance program. If the receiving district is unable to obtain proper documentation within the required timeframe, then the receiving district must screen the student using an ELP screening instrument and follow the initial identification process outlined in this chapter.

Guidelines for Enrolling an EL

On May 06, 2011, the Office for Civil Rights released a "Dear Colleague Letter" to help districts/schools eliminate any possible chilling effect on enrollment (**http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201101.html**). For example, questions regarding immigration status (e.g., country of origin, date of US entry, years of U.S. schooling, etc.) and questions regarding pre-determining educational services (e.g., Has your child taken ESL courses?) may cause parents/adults to associate the survey with a determination of citizenship. Office for Civil Rights is clear about removing or revising practices and policies that cause a chilling effect. Fact sheets regarding the rights of all children to enroll in school can be found in Attachment 2 (Dear Colleague Letter and Fact Sheets).

RESOURCES
For more details, see Chapter 1 of the EL toolkit: http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap1.pdf
Moving Toward a More Common Definition of English Learner; Council of Chief State School Officers, http://ccsso.org/Resources/Programs/Effort_on_Moving_toward_a_Common_Definition_of_English_learners.html
South Central Comprehensive Center Knowledge Bases: http://www.sc3ta.org/knowledgebases/index.html

CHAPTER II:
ASSESSING ENGLISH LANGUAGE PROFICIENCY

Once a student has been identified through their HLS responses as having a dominate language other than English, local education agencies are required to test the student with a standard, norm-referenced objective screening instrument developed to assess for English proficiency in each of the four language domains: listening, speaking, reading and writing. The district must ensure that designated district and school staff members administering the screener are fully trained in the administration of the screening instrument so that accurate results are obtained. Local education agencies are not required to obtain permission or inform parents of placement testing.

At the beginning of the school year, the law requires identification and screening to be accomplished and parental **notification of eligible students within 30 days of enrollment**. Once the school year is underway, the window for identification, screening and parental notification of eligibility is **within two weeks of enrollment** *(No Child Left Behind Act of 2001 Title III Language Instruction for Limited English Proficient and Immigrant Students, Public law 107-110, January 8, 2002, Section 3302 Parental Notification).*

LEAs may designate the screening instrument to use for this purpose. The following are commonly used:

LAS Links: http://www.ctb.com/ctb.com/control/productFamilyViewAction?productFamilyId=454&p=products

IDEA Proficiency Test (IPT): http://www.ballard-tighe.com/ipt

WIDA, W-APT: https://www.wida.us/assessment/W-APT

Parental Notification of EL classification and Language Assistance Program

Initial Notification

LEAs are required to inform parents of their child's qualification for initial or continuing placement into a language development program. If the student does not qualify for services, then the LEA is not required to inform the parents. If the student scores less than proficient on the administered screener, then a letter must be provided to the parent or guardian, in the primary language of the home, indicating that the child was identified as needing specific English language development services. The parent must be given an opportunity to waive any English language development services.

While waiting for parental permission, the child should be scheduled for appropriate language assistance services and services should begin immediately.

Annual Parental Notification of EL Classification and Specialized Services

Notification of services must be sent to parents on an annual basis for as long as the child is classified as an EL. As with initial notification, the annual notification to parents must be in the primary language spoken in the home.

- See Attachment for a template that can be used for parental notification. It is available in Spanish, Vietnamese, French, Simplified Chinese, Mandarin Chinese, and Arabic.

Option to Waive Services

If parents choose to waive English language development services for their child, it is recommended that the district/school discuss the benefits of English Language Development instruction and address any misconceptions or questions parents have about the program. If a parent still opts to waive services, the district/school should place the signed letter and any notes from the conversation in the student's cumulative file.

If the parent waives services, LEAs are still required to:

- Provide necessary supports to ensure curriculum is accessible to the student;
- Administer ELDA until student achieves SEA's exit criteria; and
- Provide the same eligible accommodations that are available to their EL peers.

Parent refusal of services does not waive a child's right to appropriate accommodations.

Coding and Data Entry

Districts are required to compile data regarding EL enrollment, specialized language service placement and programs, assessment, exiting, and monitoring in order to satisfy accountability requirements and to receive Title I and Title III funding. The State's Student Information System (SIS) has been designed to facilitate district efforts to record data on ELs who have been offered, receive, and have been exited from programs.

Students identified as EL are reported in SIS with an English Proficiency Code: 01 [Proficient] and 02 [Limited]. When students are reported with an English Proficiency Code: 02 [Limited], a EL Funding Source Code is also reported. This code indicates the title of the program which is the primary funding source for instructional language services for students identified as an EL.

SIS will track students identified as having a limited proficiency in English at some point in their school career, for two years following their last reported ELL status. This is done to comply with State and Federal reporting requirements. If a student qualifies as an EL but the parent or guardian refuse services, they are reported with code 13.

RESOURCES
Chapters 7 and 10 of the EL Toolkit: http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap7.pdf http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap10.pdf
Moving Toward a More Common Definition of English Learner; Council of Chief State School Officers, http://ccsso.org/Resources/Programs/Effort_on_Moving_toward_a_Common_Definition_of_English_learners.html
South Central Comprehensive Center Knowledge Bases: http://www.sc3ta.org/knowledgebases/index.html

CHAPTER III:

PROVIDING ELS WITH A LANGUAGE ASSISTANCE PROGRAM

Program Design and Development Placement

In determining whether a program for ELs students complies with Title VI of the Civil Rights Act of 1964, OCR has used the standard set forth in Castaneda v. Pickard, 648 F. 2d 989 (5th Cir. 1981). Under this standard, a program for ELs is acceptable if:

1. The school system is pursuing a program informed by an educational theory recognized as sound by some experts in the field or, at least, deemed a legitimate experimental strategy [A Sound Approach]
2. The programs and practices actually used by [the] school system are reasonably calculated to implement effectively the educational theory adopted by the school [Reasonable Implementation]
3. The school's program succeeds, after a legitimate trial, in producing results indicating that the language barriers confronting students are actually being overcome [Evaluate for Outcomes]. Id. at 1009-10

Types of Programs

Statute does not mandate or forbid any specific type of program. It does, however, define scientifically-based research as research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to educational activities and programs (ESEA section 9101(37)). The EL must also have access to all additional services and programs available to other students.

Although districts are permitted great flexibility in the types of educational programs that they may offer an EL, each district must have standard procedures in place for determining placement. Depending on each district's program(s), English and content-area instructional programs may be concurrent or sequential. In essence, the plan must be comprehensive and provide ELs with appropriate English language development services, full access to subject matter content, and other generally available resources, including all other educational programs.

As detailed in Chapter 2 of the DOE/DOJ ELL Toolkit (link at end of chapter), some EL programs considered educationally sound in theory and **meets the Castañeda** standard are:

- ***English as a Second Language (ESL)*:** This approach is designed primarily to teach ELs English language skills. The program may also teach study skills, content vocabulary, and cultural orientation. The medium of instruction is English with little or no use of native language.
- ***Content-Based English as a Second Language*:** This approach uses academic content areas as the "vehicle" for developing English language skills. English instruction is concurrent with subject matter instruction. English is used as the medium of instruction.
- ***Sheltered English Instruction*:** An instructional approach similar to content-based ESL programs with the focus of making academic instruction in English comprehensible to ELs. In the sheltered classroom, teachers use physical activities, visual aids, learning strategies, and other methods and resources to teach academic language and concept development in mathematics, science, social studies, and other subjects.
- ***Dual Language*:** Also known as two-way bilingual or developmental bilingual, the main goal of this type of program is for students to develop proficiency in English and another language. Students receive significant instruction time in both languages. Classes that participate in dual language programs are usually comprised of roughly equal numbers of native English speakers and ELs.
- ***Newcomer Program*:** Newcomer programs are essentially separate, relatively self-contained educational interventions designed primarily to meet the needs of newly arrived immigrants. Typically, students attend these programs before transitioning into other specialized language programs.

- ***Structured English Immersion Program*:** The goal of this type of program is to teach English skills in a progressively complex way so that ELs can succeed in the general education classroom. Instruction is entirely in English, although teachers and/or paraprofessionals have specialized training in meeting the needs of ELs, hold ESL certification, and may possess at least some communication skills in the primary language of the EL.
- ***Transitional Bilingual Education Program*:** This type of program, also known as early-exit bilingual, mainly uses the EL's primary language as a medium of instruction early on. Students receive instruction in the native language so that they may access content as much as possible while acquiring English. The program maintains and develops the student's primary language while developing English proficiency, gradually transitioning from a bilingual to all-English instructional program. Note that teacher must be highly qualified in any content area(s) taught.
- ***Pull Out Model*:** Many districts in Louisiana use a "pull-out" model as its primary language program for ELs. In traditional pull-out programs, ELs are pulled out of the mainstream classroom for a specific period of time. In the pull-out class, ELs traditionally receive English language instruction by an ESL professional using an ESL curriculum.

Staffing and Supporting an English Learner Program

A detailed discussion of staffing is in Chapter 3 of the DOE/DOJ ESL Toolkit (link at end of the chapter). However, below are the key points regarding staffing of an EL program:

- LEAs must provide the personnel necessary to effectively implement EL programs;
- Necessary personnel include 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;
- LEAs must provide adequate professional development and follow-up training in order to prepare EL program teachers and administrators to implement the EL program effectively; and
- LEAs must ensure that administrators who evaluate EL program staff are adequately trained to meaningfully evaluate whether EL teachers are appropriately employing their training in the classroom in order for the EL program model to successfully achieve its educational objectives.

Professional Development

All districts with a population of one or more EL students are required to provide professional development to teachers and administrators regarding research-based programming on how to serve EL students. It is the district's responsibility to ensure that all teachers are implementing strategies to serve EL students successfully. This professional development can be funded federal grant dollars, including Title II and Title III.

- ❖ Please see the Program Specific Guidance found at **http://www.louisianabelieves.com/resources/classroom-support-toolbox/district-support-toolbox/aligning-financial-resources** for more information about use of federal funds for professional development.

Program Evaluation

Instructional programs must be regularly evaluated, modified, and replaced as needed in order to meet legal requirements stipulated by the Civil Rights Act. Evaluation on an annual basis is strongly recommended. Data on academic achievement and retention, dropout, and graduation rates of students who have exited EL status should be comparable to the data for their English-speaking peers. The data should be used to evaluate and modify programs if necessary. The following are the key points highlighted in the USDOE EL Toolkit:

- Successful EL programs enable EL students to attain both English proficiency and parity of participation in the standard instructional program within a reasonable period of time.
- LEAs should collect longitudinal data to monitor and compare the performance of current ELs, former ELs, and never-ELs in the LEA's standard instructional program. Data should not be limited to English proficiency growth.
- When EL programs do not produce both English proficiency and parity of participation within a reasonable period of time, SEAs and LEAs must modify the EL program.

RESOURCES
Guidelines and resources for developing programs for ELs can be found at http://www2.ed.gov/about/offices/list/ocr/EL/goals.html and in Chapters 2 and 3 of the EL Toolkit: http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap2.pdf http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap3.pdf
See Chapter 9 of the EL Toolkit for more information on evaluating the effectiveness of a district or charter school EL program: http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap9.pdf
More information on providing meaningful access is found in Chapter 4 of the EL Toolkit at http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap4.pdf

CHAPTER IV:
MEANINGFUL ACCESS

In Louisiana, all ELs must participate in statewide assessments (Bulletin 118, §3307 - http://bese.louisiana.gov/documents-resources/policies-bulletins). In addition, both Title I and Title III of the Elementary and Secondary Education Act require that all ELs take an annual assessment of English language proficiency that measures students' reading, writing, speaking, and listening skills in English. Louisiana's administers the English Language Development Assessment or ELDA.

Assessment Waivers

The School Building Level Committee (SBLC) has the authority to waive the state's grade promotion policy for an EL student. A student who was granted a waiver at the fourth grade level is ineligible for a waiver at the eighth grade level (Bulletin 111 - http://bese.louisiana.gov/documents-resources/policies-bulletins.)

Safe Harbor Test:

The test score of every student who is enrolled in any school in an LEA on **October 1** of the academic year and who is eligible to take a test at a given school within the same LEA shall be included in the LEA's district performance score (DPS).

The score of every student that will count in the DPS will be counted at the school where the student was enrolled on February 1 for SPS and subgroup AYP (Note: AYP terminology changes under the Every Student Succeed Act (ESSA).

Testing Accommodations

Students classified as limited English proficient (LEP) **may receive accommodations if they are used routinely in the students' classroom instruction and assessment**. Providing testing accommodations for students with limited English proficiency may increase the accuracy of results regarding their mastery of content. An accommodation is a change in setting of test administration, timing, scheduling, presentation format, and/or method of response to the assessment. Use of EL accommodations will be determined by the classroom teacher and English as a Second Language (ESL) teacher or other individual providing language services.

Accommodations include:

- Extended /adjusted time
- Individual/Small Group Administration
- Provision of English/Native Language Word-to-Word Dictionary
- Tests read aloud (except portions that test reading comprehension)
- Math assessment in Spanish (grades 3-8)
- Test administered by ESL teacher to by individual providing language services. (Bulletin 118, §3307 - http://bese.louisiana.gov/documents-resources/policies-bulletins)

Individual or small group administration must be used if the accommodations will interfere with the testing of other students (e.g., test read aloud). All provided accommodation(s) must be marked on the answer documents. The accommodations should not compromise test security or confidentiality. Any assistance in test administration must not give away the answers. All conditions that pertain to test security and the returning of test materials after the test is administered still apply.

❖ A copy of the EL Accommodations Form can be found at http://www.louisianabelieves.com/resources/library/assessment. The form is available in Spanish, Arabic, Vietnamese, French, and Mandarin and Simplified Chinese.

RESOURCES

More information on providing meaningful access is found in Chapter 4 of the EL Toolkit at: http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap4.pdf.

CHAPTER V:
ADDRESSING ENGLISH LEARNERS WITH DISABILITIES

The Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 (Section 504) address the rights of students with disabilities in school and other educational settings. If an EL is suspected of having one or more disabilities, the LEA must evaluate the student promptly to determine if the EL has a disability or disabilities and whether the student needs disability-related services. Disability evaluations may not be delayed because of a student's language proficiency or the student's participation in a language instruction educational program. Also, a student's classification as EL cannot be the basis for determining if the EL has a disability.

The major points to note are:

- LEAs must identify, locate, and evaluate ELs with disabilities in a timely manner;
- LEAs must consider the English language proficiency of ELs with disabilities in determining appropriate assessments and other evaluation materials;
- LEAs must provide and administer special education evaluations in the child's native language, unless it is clearly not feasible to do so, to ensure that a student's language needs can be distinguished from a student's disability related needs;
- LEAs must not identify or determine that EL students are students with disabilities because of their limited English language proficiency;
- LEAs must provide EL students with disabilities with both the language assistance and disability related services they are entitled to under federal law.

RESOURCES
For more information regarding serving ELs with special needs, see Chapter 6 of the EL Toolkit at: http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap6.pdfLouisiana's
Guidelines for ELs with disabilities: ..\..\Tools and Resources\EL with Disabilities Guidelines.pdf

CHAPTER VI:

EXITING ELS FROM PROGRAMS AND SERVICES AND PROGRAM MONITORING

In order for ELs to be exited from a language education instructional program, they must attain levels of English proficiency in speaking, reading, writing, and comprehension so that they will be able to meaningfully participate in general education classes and reach levels of academic achievement commensurate with that of their English-speaking peers. The student will retain LEP coding status in the Student Information System (SIS) until the following criteria, established in BESE Bulletin 111, Chapter 40, have been met:

§4001. Proficient in English

A. To be considered English proficient and exit limited English proficient (LEP) status, a LEP student must score as follows.

1. For grades K-2:
   a. two years at composite level V on the English language development assessment (ELDA); or, in the same year;
   b. at composite level V on ELDA and at grade-level/benchmark/low-risk on a standardized reading assessment, such as DIBELS Next.
2. For grades 3-8:
   a. composite level V on ELDA; or, in the same year;
   b. at composite level 4 IV on ELDA and at proficient on the ELA or English language arts state content assessment.
3. For grades 9-12:
   a. composite level V on the ELDA: or, in the same year;
   b. at composite level IV on the ELDA and at proficient on ELA or English state assessment in the most recent academic year.

B. Students with disabilities who are unable to meet the above exit criteria after four years or more in LEP status because of their disability, as decided only by consensus of the members of the school building level committee (SBLC), may be exited from LEP status (but will still be required to take statewide assessments).

Student Monitoring

After students have exited the specialized language program(s) and no longer require services, LEAs must have a written plan for tracking their academic progress for two years following their last reported LEP status. Staff responsible for monitoring exited ELs must be provided with clear, detailed instructions in order to:

- Ensure that students formerly classified as EL can meaningfully participate in the district's general education program.
- Monitor students who seem unable to participate meaningfully in the district's general educational program as seen in poor academic achievement in order to determine the reasons for this.
- Possibly reclassify students as an EL if a review of academic achievement or referral by teacher indicates a need to do so. If this is recommended, student's English language proficiency (ELP) should be re-tested with a valid, reliable, and grade-appropriate ELP test to determine if the student must be offered additional language assistance services. In no case should re-testing of an exited student's ELP be prohibited. If the student is reentered into EL services, however, the LEA should document the reasons why and the parent's consent to reentry. Parental notification is required if a student is reclassified as LEP.

LEA staff members must be familiar with the standard procedures and documentation that will be employed throughout the monitoring process.

RESOURCES

For more information on exiting and monitoring ELs, please see Chapter 8 of the EL Toolkit at:
http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap8.pdf

CHAPTER VII:

ENSURING MEANINGFUL COMMUNICATION WITH LIMITED ENGLISH PARENTS

Successful communication provides parents the school-related information they need to make informed decisions about, and be helpful participants in their children's education. This essential information includes, but is not limited to, information regarding: language assistance programs, special education and related services, IEP meetings, grievance procedures, notices of nondiscrimination, student discipline policies and procedures, registration and enrollment, report cards, requests for parent permission for student participation in district or school activities, parent-teacher conferences, parent handbooks, gifted and talented programs, magnet and charter schools, and any other school and program choice options.

School districts must develop and implement a process for determining whether parents of non-English proficient students need documents in language other than English (see HLS Attachment 1) and must participate in parental outreach activities in order to provide parents opportunities to:

- Be involved in the education of their child.
- Be active participants in assisting their child with:
    - learning English.
    - achieving at high levels in core academic subjects.
    - meeting the same challenging state academic content and student academic achievement standards as all children are expected to meet.

RESOURCES
See Chapter 10 of the EL Toolkit for more information: http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap9.pdf

CHAPTER VIII:
TITLE III REQUIRED SUB-GRANTEE ACTIVITIES

The obligations detailed in above chapters pertain to each of the state's local education agencies. This chapter addresses the additional requirement for LEAs that receive funds under Title III, Language Instruction for Limited English Proficient Immigrant Students.

Title III Funding Formula

The LDOE receives a formula Title III allocation that is determined by the USDOE on an annual basis. The portion of the annual allocation designated for districts is allocated based on a per-pupil amount. To receive an allocation a district must:

a. Have and EL population large enough to generate an allocation of at least $10,000; or

b. Join a Title III consortium with other districts to have enough ELs within consortium to generate a cumulative total of $10,000. See Attachment 5 for consortium guidelines.

Immigrant Influx

To receive Title III Immigrant Influx funds, a district must experience an average increase of at least 10 percent in its number of immigrant students over the two preceding years. A district does not need to qualify for regular Title III funding to review immigrant influx funds.

Who are Immigrant Students? Immigrant students are:

- between the ages 3 and 21;
- not born in any U.S. State (or Puerto Rico); and
- have been enrolled in U.S. schools for less than 3 academic years [Title III, section 3301(6)].

Specific Requirements under Title III

Under Section 3115(c) of Title III, a LEA receiving funds shall use them to:

1. Increase the English proficiency of limited English proficient children by providing high-quality language instruction educational programs; and

2. Provide high quality professional development.

   Specifically, Section 3115(c)(2) requires districts that receive Title III funds to provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel, that is:

   - designed to improve the instruction and assessment of ELs;
   - designed to enhance the ability of such teachers to understand and use curricula, assessment measures, and instruction strategies for ELs;
   - based on scientifically based research demonstrating the effectiveness of the professional development in increasing students' English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
   - of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher.

Nonpublic School Participation

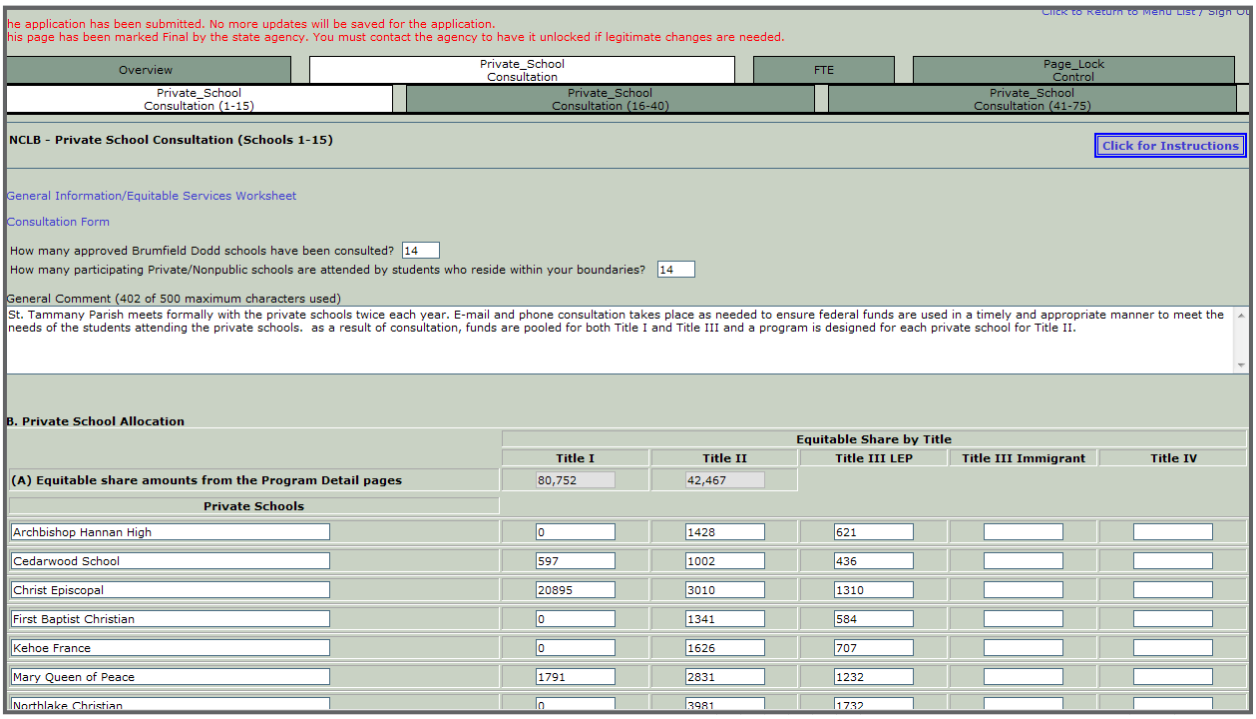
An LEA receiving Title III funds must consult with appropriate nonpublic school officials during the design and development of the Title III program and after timely and meaningful consultation provide educational services to EL children and educational personnel. (No Child Left Behind Act of 2001, Title IX, Part E Secs. 9501-9506). Duirng the consultation, the LEA must discuss with appropriate private school officials the design and development of the Title III progam on issues such as:

1. How the LEP children's needs will be identified.
2. What services will be offered.
3. How, where and by whom the services will be provided.
4. How the services will be assessed and how the results of the assessment will be used to improve those services.
5. The size and scope of the services to be provided to the private school children and educational personnel.
6. The amount of funds available for those services.
7. How and when the LEA will make decisions about the delivery of services, including a thorough consideration of the views of the private school officials on the provision of contract services through potential third-party providers.

In addition:

- Title III services provided to children and educational personnel in private schools must be equitable and timely and address their educational needs.
- Funds provided for educational services for private school children and educational personnel must be equal, taking into account the number and educational needs of those children, to the funds provided for participating public school children.
- Title III services provided to private school children and educational personnel must be secular, neutral, and nonideological.
- LEAs may serve private school LEP children and educational personnel either directly or through contracts with public and private agencies, organizations and institutions.
- The control of funds used to provide services and the title to materials and equipment purchased with those funds must be retained by the LEA.
- Services for private school children and educational personnel must be provided by employees of the LEA or through a contract made by the LEA with a third party.
- Providers of services to private school children and educational personnel must be independent of the private school and of any religious organization, and the providers' employment or contract must be under the control and supervision of the LEA.
- Funds used to provide services to private school children and educational personnel must not be commingled with nonfederal funds.

RESOURCES
More information can be found at: http://www2.ed.gov/about/offices/list/oii/nonpublic/title3-factsheet.html.



he application has been submitted. No more updates will be saved for the application.
his page has been marked Final by the state agency. You must contact the agency to have it unlocked if legitimate changes are needed.

Overview | Private_School Consultation | FTE | Page_Lock Control

Private_School Consultation (1-15) | Private_School Consultation (16-40) | Private_School Consultation (41-75)

NCLB - Private School Consultation (Schools 1-15)

Click for Instructions

General Information/Equitable Services Worksheet

Consultation Form

How many approved Brumfield Dodd schools have been consulted? 14

How many participating Private/Nonpublic schools are attended by students who reside within your boundaries? 14

General Comment (402 of 500 maximum characters used)

St. Tammany Parish meets formally with the private schools twice each year. E-mail and phone consultation takes place as needed to ensure federal funds are used in a timely and appropriate manner to meet the needs of the students attending the private schools. as a result of consultation, funds are pooled for both Title I and Title III and a program is designed for each private school for Title II.

B. Private School Allocation

	Equitable Share by Title				
	Title I	Title II	Title III LEP	Title III Immigrant	Title IV
(A) Equitable share amounts from the Program Detail pages	80,752	42,467			
Private Schools					
Archbishop Hannan High	0	1428	621		
Cedarwood School	597	1002	436		
Christ Episcopal	20895	3010	1310		
First Baptist Christian	0	1341	584		
Kehoe France	0	1626	707		
Mary Queen of Peace	1791	2831	1232		
Northlake Christian	0	3981	1732		

Annual Title III Survey

Every year, the Louisiana Department of Education must report specific data from all districts receiving Title III funds during a particular reporting period. To help the State collect this data, all Title III districts that received funds during the reporting year must complete the "Title III and Language Instructional Programs Survey" available through the LEADS portal. The survey collects district specific information on:

a. the types ESL programs the district offers;

b. professional development activities offered during the reporting year;

c. number of fully certified and non-fully certified teachers working in the district's Title III program.

The LDOE informs Title III districts each year when the survey is available for completion – typically in November. The Title III Survey User Manual is found at http://www2.ed.gov/policy/elsec/leg/esea02/pg39.html.