



Ten Key Benefits for Parents of English Language Learners

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No Child Left Behind includes specific requirements about how schools must educate children who are learning English. States and school districts must establish proficiency standards for speaking, listening, reading, and writing. School districts must use research-based language instruction curricula for English Language learners that are effective with this population. (Wrightslaw: No Child Left Behind)

No Child Left Behind (NCLB) requires schools to notify parents about their children's progress in the language program. The school must notify parents of:

- the reasons they placed the child in a language instruction program;
- the child's English proficiency level, how the level was tested, and the child's academic achievement levels;
- the method of instruction that the school will use in the child's language program;
- how the school's language program meets the child's educational strengths and needs;
- how the language program will help the child learn English, be promoted, and graduate from school;
- if the child has a disability, how the language program meets the objectives in the child's IEP.

The school must also provide parents with information about their parental rights, including:

- Their right to remove their child from the language program immediately; and
- Their options if they decide not to enroll the child in the language program.

Parents may remove their child from a language program at any time.

Schools must assess English language learners to measure the child's progress toward English proficiency and the child's comprehension, speaking, listening, reading, and writing skills in English. If the child has been in the United States for three or more years, the school must test the child in English every year.

The child's language teachers must be fluent in English, including written and oral communication skills.

No Child Left Behind requires states and local school districts to establish standards and objectives for increasing English proficiency in four areas: speaking, listening, reading, and writing.

The purposes of Title III, Part A – English Language Acquisition, Language Enhancement, and Academic Achievement Act are

1. to ensure that English language learners and immigrant children become proficient in the English language and in core academic subjects, and
2. to help states and school districts develop high-quality language instruction programs that prepare these children to enter all-English classes.

NCLB funds are available for professional development programs that teach principals and teachers to use research-based curricula, tests, and strategies that increase English proficiency. The purpose is to ensure that English language learners master English and the same standards of academic achievement that other children are required to master.

The school must notify parent of English language learners about:

- the child's progress in the language program
- the child's academic skill levels
- how the child's progress is being measured
- when the child will complete the program and enter a general education program
- how the language program is meeting the child's educational needs
- how the language program is helping the child learn English and meet standards for promotion and graduation
- exit requirements for the language program

Ten Key Benefits For Parents of English Language Learners

Under *No Child Left Behind*, parents of English Language Learners can expect:

- 1. To have your child receive a quality education and be taught by a highly-qualified teacher.** The new education act requires that all teachers of the core academic subjects be highly qualified by the end of the 2005-2006 school year, including teachers of English language learners.
- 2. To have your child learn English and other subjects such as reading-language arts and math at the same academic level as all other students.** Schools must provide English language learners the same educational opportunities to meet the same high academic standards as their peers.
- 3. To know if your child has been identified and recommended for placement in an English language acquisition program, and to accept or refuse such placement.** Notification must include the reason for placement, the method of instruction and what is required for the child to exit the program.
- 4. To choose a different English language acquisition program for your child.** If the child is placed in a program that is not meeting his or her educational needs, the parents may have the child transferred to another available program in the district.
- 5. To transfer your child to another school if his or her school is identified as “in need of improvement.”** Once a school has been identified as “in need of improvement”, the public school choice provisions of the law provide parents with children in these schools the option of transferring them to another public school in the district, including a nearby charter school, if one is available, and the district will pay for or provide transportation.
- 6. To apply for supplemental services, such as tutoring, for your child if his or her school is identified as “in need of improvement” for two years.** A supplemental service is extra educational help provided to students, such as tutoring and other after-school services.
- 7. To have your child tested annually to assess his or her progress in English language acquisition.** Schools must provide student assessment reports to parents that will, among other things, let them know how well their child is learning English.
- 8. To receive information regarding your child’s performance on academic tests.** Children in grades 3 – 8 will be tested yearly, and those in grades 9 – 12 will be tested at least once in math and reading-language arts. Parents must be notified of their child’s academic progress in these subjects, and where possible, notified in the language the parents understand best.
- 9. To have your child taught with programs that are scientifically proven to work.** Programs for English language learners funded under *NCLB* must use curriculum and instructional methods that reflect scientifically based research.
- 10. To have the opportunity for your child to reach his or her greatest academic potential.** A quality K-12 education will guarantee that every child who aspires to a college education will be academically prepared to enter an institution of higher learning.

Source: Wrightslaw: [No Child Left Behind](#)

For more information, contact your principal or the Parent Education Network at 307-684-2277 or visit www.wpen.net.

(Log on to the *No Child Left Behind* website at www.ed.gov/nclb for more information.)

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