

## SAMPLE

### **Title III Formerly Limited English Proficient (FLEP) Student Monitoring Plan**

The *No Child Left Behind Act of 2001* requires that students classified as FLEP be monitored for two full academic years to ensure that they are able to participate meaningfully in the regular educational program. Below are questions that may be included in a monitoring plan for FLEP students.

- Does the Title III monitoring plan identify the staff person(s) who will be responsible for monitoring FLEP students?
- Does the Title III monitoring plan establish guidelines for how often the school division will monitor FLEP students (for example, each quarter, each semester)?
- Does the Title III monitoring plan identify the information the school division will review to measure whether individual FLEP students are successful in the school division's educational program (for example, grades, test scores, teacher observations, etc.)?
- Does the Title III monitoring plan include the methods or criteria the school division will utilize to measure success of FLEP students in the school division's education program? (For example, the school division may review the grades, testing results, teacher feedback, or other appropriate information to determine whether or not a FLEP student has meaningful access to the school division's education program.)
- Does the Title III monitoring plan establish criteria for determining the source of a FLEP student's lack of success in the school division's education program including a plan to determine whether a lack of success is due to 1) academic deficits incurred while the student was receiving language instruction services; 2) the lack of English language proficiency; or 3) other reasons?
- Does the Title III monitoring plan establish procedures, methods, and services to be used by the school division to provide assistance to FLEP students that experience lack of success due to: 1) academic deficits incurred while the student was receiving language instruction services; 2) the lack of English language proficiency; or 3) other reasons?
- If needed, does the Title III monitoring plan suggest additional services to: 1) develop English language skills; 2) provide academic tutorial/support services to address academic deficiencies; or 3) provide support services to address academic deficiencies incurred while the student was receiving ESL services?
- Thirty-day notification letters should be sent to parents of students who become FLEP students at Level 6 Year 1 and Level 6 Year 2 at the beginning of the school year. Does the Title III monitoring plan include appropriate notification procedures to inform parents of service options?

Adapted from the U.S. Department of Education, Office for Civil Rights, online resource entitled: *Developing Programs for English Language Learners: Transition*. The resource is available at the following link:  
<http://www2.ed.gov/about/offices/list/ocr/ell/transition.html#overallprogram>.