

2009

# ENGLISH LANGUAGE LEARNER (ELL) PLAN

Storm Lake Community Schools  
419 Lake Avenue  
Storm Lake, IA 50588

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## MISSION STATEMENT, BELIEF STATEMENTS AND STANDARDS

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### *Mission Statement*

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To produce language learners who are socially and academically prepared to be successful students in the Storm Lake Community School District.

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### *Belief Statements*

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#### WE BELIEVE

- Language learning is developmental and acquired in stages
- Learning strategies and literacy in the first language facilitate learning strategies and literacy in the second language
- Language is best acquired through purposeful practice in the target language
- Every English language learner (ELL) has a unique inter-language which is a natural result of language acquisition
- Rate of acquisition differs among language learners
- Language learners acquire language best when their level of instruction narrowly supersedes the level of their comprehension
- ELLs need to develop basic interpersonal communication skills (BICS)
- ELLs need to develop cognitive academic language proficiency (CALP)
- Content based instruction (CBI) reflects best practice on how to develop ELLs who are proficient in both BICS and CALP
- Quality CBI contains the following components:
  - simulates the conditions and demands of the subject matter classroom
  - allows language learners to deeply engage with the content
  - allows language learners to acquire the academic vocabulary and language skills needed for the mainstream
- Use of the native language in the home enhances second language acquisition
- Students need to be proficient in all four domains of English (listening, speaking, reading, writing)
- ELLs are proficient in English when they are able to participate at the level of their peers in the general education classroom
- A rigorous curriculum which includes planned, focused practice of a language is necessary to achieve the level of proficiency needed to be successful in the general education curriculum
- Cultural differences enrich the lives of all the school community members

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*Standards*

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As a result of the curriculum review process, the self-study team adopted the 2006 TESOL student proficiency standards.

**2006 English Language Proficiency Standards**

Standard 1: English language learners communicate for **social, intercultural, and instructional** purposes within the school setting.

Standard 2: English language learners **communicate** information, ideas, and concepts necessary for academic success in the area of **language arts**.

Standard 3: English language learners **communicate** information, ideas, and concepts necessary for academic success in the area of **mathematics**.

Standard 4: English language learners **communicate** information, ideas, and concepts necessary for academic success in the area of **science**.

Standard 5: English language learners **communicate** information, ideas, and concepts necessary for academic success in the area of **social studies**.

## OVERVIEW

The Storm Lake Public Schools has provided English as a Second Language (ESL) Program for Limited English Proficient students since 1978. In that year, the program began with students primarily from Southeast Asia. The number of Limited English-speaking students has increased annually. Currently over 1,000 students from roughly ten language groups are receiving ESL instruction in Storm Lake. The program is currently known as the English Language Learner Program.

The program provides students with the opportunity to reach proficiency in listening, speaking, reading, and writing English. Students are further able to develop an understanding of American society and culture. These goals are promoted in a respectful environment in which the students' first languages and cultures are valued and pride is maintained in their ethnic heritages.

The ELL program addresses its goals through several approaches. These various program components have been designed according to each student's age and level of English language proficiency and in keeping with recommended best practices through organizing multiple levels of instruction for diverse English learners. The ELL program implements specific teaching strategies and utilizes native language tutoring.

## EDUCATIONAL THEORY AND GOALS

The program for English Language Learners (ELLs) in the Storm Lake Community School District is an avenue of access to the regular education program. ELL students are required to meet the same rigorous standards and benchmarks as all other general education students. Therefore, there is not a separate ELL curriculum in the Storm Lake Schools, however, there are specialized materials and strategies that will assist ELLs in meeting district goals. Current theory in the teaching and learning of English as an additional language stresses the need for students to learn content and language at the same time. This will enable them to maximize their opportunity to be successful in all-English classrooms with their English-speaking peers. It may take from 5-7 or more years for students to score on a par with English-speakers on standardized achievement tests (Thomas & Collier, <http://www.ncela.gwu.edu/pubs/resource/effectiveness/thomas-collier97.pdf>, p. 33). For this reason, regular education teachers need professional development to learn how to be most effective with ELLs. Many teachers call these strategies "just good teaching;" however, they are more appropriately called "essential teaching." Since ELLs are unlikely to be successful without them. See Appendix N for Language Acquisition Chart utilized to determine student needs.

Specific ELL program goals are that students will:

- 1) Develop academic English in the areas of listening, speaking, reading, and writing at an age appropriate level.
- 2) Develop the conversational English needed to communicate with classmates, teachers, and other building staff at an age appropriate level.
- 3) Be supported in learning content at a grade-appropriate level as needed.

## IDENTIFICATION & PLACEMENT PROCEDURES

Students who speak a language other than English follow all normal district enrollment procedures with these additions.

All families are asked to complete a Home Language Survey (281-60.3(1)a) during registration. See Appendix A for the current English version. This is also available in Spanish. If other languages are needed, staff can access the TransACT website at [www.transact.com](http://www.transact.com). The Storm Lake CSD is prepared to conduct oral or native language interviews in the student's home in Spanish with those adults who may not have sufficient English or literacy skills to complete a survey written in English (281-60.3(1)). If there is a need for other languages, every attempt is made to find competent adults in the community.

Families registering children are assisted in completing documents and registration materials on-site as needed. Spanish-speaking Native Language Interpreters are available to assist. Other data that may be used to potentially identify a student as needing ELL services include: student records, teacher interview, parent information, teacher observation, referral, student grades, or informal assessment. If a new family indicates a language other than English on the Home Language Survey, or there are other indicators of ELL need, the enrolling school secretary lets the ELL teacher know about the arrival of the student. This ELL teacher facilitates the identification process as needed. See Appendix B for ELL Placement Procedures and Timeline and personnel responsible.

The U.S. Supreme Court ruled that school districts could not deny enrollment to a student who lacks proper immigration documents (*Plyler v. Doe*, 1982). Therefore, we cannot request or require papers such as a green card or social security number from any student. We can only require proof of age and residency in Storm Lake. However, school districts are not required to enroll those persons who are in the United States on a non-immigrant visa, such as a tourist or student visa. If a district chooses to enroll these students, tuition can be charged.

ELL building staff administer the complete Idea Proficiency Test (IPT), an English language placement test, to measure listening, speaking, reading, and writing levels in English within 30 days of the beginning of school (NCLB, Sec. 3302[a]), or two weeks of the student's enrollment, if it is after the start of school (NCLB, Sec. 3302[d]). See Appendix C for explanation of IPT scores. During the 2009-2010 school year Storm Lake Schools will begin usage of the ELDA Placement test as an alternate choice for placement assessment. For a flow chart of the Storm Lake Community School District Program Identification for English Language Learners, please see Appendix C.

The student is placed at the grade level appropriate for his or her age, unless there are extenuating circumstances, which will be considered on an individual basis. In no case is a student assigned to a classroom more than two years different than his/her age peers (60.3(3)a). The classroom teacher or other building staff assess academic skills in relation to the student's grade or age level (281-60.3(1)b). Differentiation is practiced during the day to ensure that ELL students learn grade-level content.

Based on the results of screening or assessment that is completed, it is determined which level of support that students may need in ELL programming. Students who are shown to be in pre-production, early-production, or speech emergence or intermediate fluency in English skills are put into appropriate levels of programming or supports to assist in their continued acquisition of English.

Under the Iowa Department of Education, Iowa English Language Proficiency Standards (2007), current and former ELL students may be placed in an ELL “transitional” phase for up to two years. During this transition period, the students’ performance is monitored to ensure that he/she is continuing to be successful without ELL support. In this category, students are assessed as having advanced language abilities and may score well on the IPT or proficient on the placement English Language Development Assessment (ELDA). They would be in full participation in district classes with same guidelines as general education students and their general achievement level would be assumed to be at grade level in most content areas. The Storm Lake District has determined that students scoring proficient in initial screenings would stay in this description until they have scored proficient on the I-ELDA test and will then be considered for exit from all ELL services.

Depending on the level of English proficiency, students may receive pull-out programming from general education, translation and in class supports from instructional assistants, extra support or instruction from teachers or instructional assistants in addition to general education classes or monitoring of their achievement without any supports in classes.

Mainstream teachers report the student’s achievement and growth (60.3(1)b) (NCLB, Sec. 1111(b)(3)(c) (xi)) through authentic assessments and content area test (modified as necessary) in the regular classroom. Accommodations are made to support students until the student is able to achieve academically in the classroom with age and grade level peers.

Parent notification is an important component of the law (NCLB, Sec. 3302). If a student’s score indicates that he or she is eligible for the ELL program, the school sends out forms, including a “Parent Permission for ELL Services” form. The ELL program is a voluntary program, and if at any point the parents refuse services or choose to withdraw their student from the program, then the parent must sign a “Refusal of Services” or a “Withdrawal from Services” form and the student is placed at his or her home school. These signed forms are kept in the student’s cumulative folder. See Appendices E, F, and G for these forms.

## EDUCATIONAL APPROACH

The Storm Lake Community School District uses a content-based ELL approach (Crandall, <http://www.cal.org/resources/digest/cranda01.html>) in the elementary, middle school and high school and a sheltered English approach as appropriate in all schools. In addition, native language interpreters in Spanish assist ELL and/or classroom/content teachers in making material accessible to those ELLs with the lowest proficiency. According to the definitions used for the Iowa DE Project EASIER, content-based ESL is an approach to teaching English as a second language which makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction. Sheltered English Instruction is an instructional approach used to make academic instruction in English understandable to ELL students. In the sheltered classroom, teachers use physical activities, visual aides, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.

Elementary ELL services consist of direct language development instruction delivered by an ELL teacher. The amount of instructional time depends on the student's proficiency; that is, students with lower proficiency receive more ELL time. Additional time may be provided by a teacher, a native language interpreter / instructional assistant or a parent volunteer directed by a teacher, depending on the needs of the child. Elementary ELL students use the Rigby On Our Way to English oral language program, which may be supplemented by the OWE phonics and/or guided reading program as needed. The guided reading materials may also be used by the classroom teacher as appropriate. Ancillary materials may be used as appropriate to enhance language acquisition.

Middle school ELL services consist of a minimum of one class period daily of language development services. Additional class periods are provided as determined by the needs of the individual student. Middle school students use the Scott Foresman English from Longman Publishers and ESL reading materials from Hampton Brown. Students are mainstreamed into content classrooms as they are able to be successful. Native language interpreters as available to assist in content classrooms as needed.

High school ELL services consists of an introductory level for newcomers, two levels of ELL English, transitional language arts class, and a wide variety of sheltered content classes. Content specialists deliver instruction in all sheltered content classes. ELL students with no measurable proficiency in English are enrolled in at least two class periods daily of direct language instruction. High School students use the Pearson Education Shining Star and Keys to Learning. ELL students who are at the intermediate level receive one class period daily of language instruction. Advanced students may continue to be enrolled in sheltered content classes even after they are no longer enrolled in an ELL English class. Native language interpreters / instructional assistants are available to assist students in content classrooms as needed. See Appendix H for Storm Lake ELL Program Descriptors.

## COMMUNICATION WITH NON-ENGLISH SPEAKING FAMILIES

There are several means of communicating with non-English speaking families in the Storm Lake Community School District. District staff consider both oral interpretation needs and written translation needs in meeting the goal of keeping all families fully informed.

There are several Native Language Interpreter(s) who are employed by Storm Lake Schools to work in the school buildings that have an ELL program. These Spanish and Lao-speaking interpreters assist with home-school communications by making phone calls home, making home visits with school staff, interpreting for parent-teacher conferences, and by talking with families who come to school during the day. They are also trained to assist as needed with crises that may occur in the district. The interpreters also translate teacher notes, building or staff newsletters, as well as many other forms of communication so that parents are informed about their student's education.

One Spanish-speaking interpreter, who is chosen based on their expertise in written expression in the native language, translates district-wide documents. These include items from non-profit agencies that distribute documents to SLCS D families.

Another resource that District staff have found very useful is the TransACT translation library of documents. This is a company that is accessed via the website [www.transact.com](http://www.transact.com) and has contracted with the Iowa Department of Education. The website provides easy access to many school documents that have been professionally translated by certified translators throughout the world into up to 22 languages in addition to English. The languages available are: Albanian, Amharic, Arabic, Bosnian, Cambodian, Chinese, French, Haitian Creole, Hmong, Japanese, Korean, Lao, Portuguese, Punjabi, Russian, Somali, Spanish, Tagalog, Thai, Tigrigna, Urdu, and Vietnamese. The documents at the TransACT website allow Storm Lake staff to provide some information to families that do not speak Spanish.

Additionally, Storm Lake School staff contract with members of the community to assist with parent-teacher conferences or other parent communication in such languages as Vietnamese, Nuer, and Marshallese. We also contract with additional Spanish-speakers for parent-teacher conferences.

## STAFFING AND RESOURCES

In the Storm Lake Community School District, ELL teachers hold the ESL endorsement from the Iowa Department of Education or a permanent professional license issued before 1988 (281-60.3(2)). There are also several classroom or content teachers who also hold an ESL endorsement. Native language interpreters of Spanish have native-like proficiency in the language as well as at least a functional knowledge of English, including adequate reading and writing skills.

For the past several years, professional development opportunities have focused on the needs of regular, grade-level classroom and content-area teachers in working more effectively with ELLs and their families (281-12.5(8), 12.8(1), and 60.3(3)b5). Examples of professional development opportunities include, but are not limited to:

- Participation in the annual Iowa Culture and Language Conference
- After hours graduate-level classes to complete ESL endorsement
- Participation in the Our Kids Summer Seminars
- Workshops offered in Storm Lake and AEA 8 by nationally known experts in the field
- Sessions offered by the SLCS D ELL Facilitator
- District-wide coaching/training opportunities from Jane Hill of McREL

All professional development opportunities follow the Iowa Professional Development Model and require implementation and reflection logs of how new ideas are used and how effective they prove to be.

Much of the cost of the ELL program is supported by the general education budget of the district. Some of the monies for the “excess costs of instruction of ELL students” come from the additionally 0.22 weighting for ELLs for four years allocated by the Iowa legislature (281-60.4 and 60.6 (280)). Storm Lake is a U. S. Department of Education Title III sub-grantee through Prairie Lakes AEA and most professional development costs are paid by this funding stream. Title III is a program of the *NCLB Act*.

## ENGLISH LANGUAGE PROFICIENCY ASSESSMENT FOR GROWTH

One of the requirements of the *No Child Left Behind Act of 2001* is that states adopt a yearly measure of English language proficiency for all ELL students K-12 in the domains of listening, speaking, reading, and writing (NCLB, Sec. 3113(b)(3)(D)). A score for comprehension is derived from listening and reading and a composite score is derived from all four tests. In the spring of 2006, the Storm Lake Community School District ELL program, along with the other Iowa Title III sub-grantees, adopted the Iowa English Language Development Assessment (I-ELDA) as the measure of academic English. Each subtest is scored from 1 (pre-functional) to 5 (proficient). See Appendix I for a description of test performance at each level. The Iowa Department of Education has set the level for proficiency at a score of 5 in all four tests, for an overall proficiency score of 6.

During January-April annually, SLCS D ELL teachers assess all current ELLS and any other students who have not received all 5's on the four tests. Tests are sent to Northwest AEA for scoring and the district receives a district-level score report as well as individual score reports, which are shared with parents and teachers.

## OTHER DISTRICT-WIDE ASSESSMENTS

Participation in all district-wide assessments is another provision of the law pertaining to ELLs (NCLB, Sec. 1111(b)(3)(c) (xi)l). ELLs are tested on all district-wide assessments with or without accommodations for reading and math and (beginning in 07-08) science. See Appendix H for a chart of SLCS D ELL program descriptions.

## RETENTION CONSIDERATION FOR ENGLISH LANGUAGE LEARNERS

Due to the complexity of learning language and content at the same time considerable caution needs to be used when considering retention for second language learners. Consideration should be given to the following:

- Length of time in English instruction the guideline being that if less than three years we would not retain.
- Prior implementation of problem solving interventions and a review of the effectiveness of the interventions.
- Student attendance data and if the student attends regularly then retention would be less likely to be the chosen intervention.
- Has the student's day been extended through extended day programming and/or summer school? if the time has been extended and the student still is not progressing then retention may be considered.
- The quantity and quality of English language services. If we are not providing adequately for the quantity or quality of English language services (such as small group instruction in language and content, provision of translation services or individualized instruction including with an interpreter) then retention should not be considered.

Generally retention should not be the intervention for English language learners. Because research has shown that it takes up to seven years to become fully proficient in an academic environment we should provide for English language services and differentiation to meet the needs of the student in their age appropriate classroom as an alternative to expecting the student to perform, without differentiation, in our general education settings.

## TRANSITION AND MONITORING

ELL achieving proficiency in English speaking, listening, reading and writing at a level commensurate with their grade and/or age peers are transitioned into the mainstream classroom and later exited from programs and services (60.3(3)b4).

The overall objective of the ELL program is for students to be able to take challenging content-level academic courses and be as successful as English-speaking students. When students are able to be successful without any ELL support at all, they are transitioned (Project EASIER code #3). The transition student is still considered an ELL student for the ITBS / ITED and official count purposes. However, transition students are not eligible for accommodations in instruction or testing based on ELL status. Specific transition criteria are:

- Score of 5 (proficient) on all 4 I-ELDA subtests
- Grades that are within grade-level parameters in all content areas
- Scores that are within grade-level parameters in district-level testing
- Recommendation of the ELL and classroom/content teachers

During the two year transition period, the student's performance is monitored to ensure that he/she is continuing to be successful without ELL language support. If the student is successful, he or she is formally exited. If the student is not being successful, a GEI-type meeting is held with an administrator, an ELL teacher, classroom or content teachers and other appropriate staff, to determine if the student's lack of success is due to language issues. If so, the student is re-entered into the ELL program. If problems are not due to language issues the student may be referred for general education interventions and possible consideration for special education services.

## EXIT FROM ELL SERVICES CRITERIA

In September of 2008, the United States Department of Education (USDE) determined that Iowa needed consistent, uniform definitions for the following terms: *transitional*, *proficient*, and *exiting*. This was deemed necessary for the purpose of consistently identifying, properly serving, and exiting English Language Learners (ELLs) from services across Iowa.

**Proficient** refers to a level of English language development that a student has achieved. (It is not a level of placement in English as a Second Language (ESL) programs.) It is also an indication that such a student might be moved from a regular ELL program into a **Transitional** phase (a point in the ELL program), in which the student is followed with some ELL services until school personnel are confident that an ELL student is able to progress on their own without ELL services. The **Transitional** phase can last up to two years, after which a decision is made to **Exit** the student into the general education program with no ELL support, or to reclassify the student as needing additional support.

In the fall, the Iowa ESL network composed of consultants from the area education agencies, classroom teachers, school administrators, higher education specialists in ESL, and members of the Iowa Department of Education met to begin the process of developing state-wide definitions for those terms. After much discussion and thought, the following definitions were agreed upon and approved by the USDE:

- **Proficient**  
A student will be considered proficient when he/she achieves a composite Iowa ELDA (I-ELDA) level of 5 or 6. (Evidence shows that students at composite level 6 have a 95% success rate on ITBS. Students at 5 have a slightly under 70% success rate on the ITBS. Although there may be no clear cut instructional implications for these students, it is clear that composite level 6 students are more capable of competing with their English only classmates without additional support.)
- **Transitional**  
A student will be considered transitional when he/she receives minimal ELL support, and sustained academic progress is evidenced for a period of up to 2 years. Transitional students must take the I-ELDA as part of a demonstration of English language proficiency.
- **Exited**  
A student may be able to be exited after sufficient input from teacher, parents, and other staff and a composite level of 6 on the I-ELDA, and meet 3 of the 4 of the following criteria:
  - Success in a regular classroom
  - ELL support not required
  - Sustainability of success
  - Score proficient on district-wide and state-wide assessments such as ITBS/ITED

All students scoring a composite level of 6 on the I-ELDA each spring will be screened by the ELL and general education staff and a determination will be made for continuation of program or a formal exit from ELL services. See Appendix G for exit form.

## PROGRAM EVALUATION

The ELL Title III program is included in the Comprehensive School Improvement plan as a program that is evaluated every two years. The district uses two questions to guide program evaluation:

- What is the program trying to accomplish?
- How will program staff know that the program is successful? That is, what data shows the success of the program?

In addition, the ELL Program uses the Iowa Department of Education, “English Language Learner District Self-Study Guide” (2002) for guidance in meeting this goal. See Appendix J for the 2009 guide for Storm Lake.

Appendix A

**STORM LAKE COMMUNITY SCHOOLS ENROLLMENT FORM**

School: \_\_\_\_\_

Grade: \_\_\_\_\_

Date Enrolled: \_\_\_\_\_

**STUDENT INFORMATION / Informacion sobre el Estudiante**

**Student Name:** \_\_\_\_\_

**Nickname:** \_\_\_\_\_

**Apellido, Primer Nombre, Segundo:** \_\_\_\_\_

**Apodo:** \_\_\_\_\_

**Birthdate / Fecha de Nacimiento:** \_\_\_\_\_

**Birth Place / Lugar de nacimiento:** \_\_\_\_\_

**Race / Raza:** \_\_\_\_\_

**Gender / Genero:** \_\_\_\_\_

**U.S. Arrival Date:** \_\_\_\_\_

**Fecha cuando llego a EEUU:** \_\_\_\_\_

Does the student speak English? *Habla Ingles?*  Yes / Si  No / No

**Language Spoken in Home:** \_\_\_\_\_

**Lengua hablada en el hogar:** \_\_\_\_\_

What was the first language the student spoke? \_\_\_\_\_  
*Cual era el primer idioma el estudiante hablo?*

Student Lives with whom:  Both / Los dos  Father / Padre  Mother / Madre  Other (Specify) / Otro (Especificar)

*Con quien vive el estudiante:* \_\_\_\_\_

**Last School Attended:** \_\_\_\_\_

**Ultima escuela Que Asistio:** \_\_\_\_\_

**Address / Phone Number of Last School:** \_\_\_\_\_

**Direccion/Numero de telefono de la ultima escuela que asistio:** \_\_\_\_\_

Is this the student's first entry into Storm Lake Schools?  Yes / Si  No / No

*Esta es la primera entrada del estudiante en las escuelas de Storm Lake?*

**Year Attended:** \_\_\_\_\_

**El ano que asistio:** \_\_\_\_\_

Are you eligible to ride the bus? / *Es usted elegible de usar el autobus?*  Yes / Si  No / No

If YES, please check one:  Rural  
*Si Si, marque por favor*  In-Town / *En ciudad uno:*

**PARENT/GUARDIAN INFORMATION / Informacion sobre los Padres/Tutores**

**Type** \_\_\_\_\_ **Relation** \_\_\_\_\_  
*Tipo* \_\_\_\_\_ *Relacion* \_\_\_\_\_

**Name** \_\_\_\_\_  
*Nombre*

**Address** \_\_\_\_\_  
*Direccion*

**City, State, Zip** \_\_\_\_\_  
*Ciudad, Estado,Codigo Postal*

**Home Phone** \_\_\_\_\_  
*Telefono Casero*

**Father's Work Phone** \_\_\_\_\_ **Father's Employer / Shift** \_\_\_\_\_  
*Telefono Del Trabajo Del Padre* *Patron Del Padre / Turno* \_\_\_\_\_  
 Days or Nights? / *Cambio de trabajo?*

**Mother's Work Phone** \_\_\_\_\_ **Mother's Employer / Shift** \_\_\_\_\_  
*Telefono Del Trabajo De la Madre* *Patron de la Madre / Turno* \_\_\_\_\_  
 Days or Nights? / *Cambio de trabajo?*

**Father's Cell Phone** \_\_\_\_\_  
*Numero de celular del Padre*

**Mother's Cell Phone** \_\_\_\_\_  
*Numero de celular de la Madre*

**Email Address** \_\_\_\_\_ **Online Parent Access** \_\_\_\_\_  
*Correo electronico* **Password: (optional)** \_\_\_\_\_  
*Contraseña En linea Del Acceso Del Padre: (opcional)*

## Appendix B

### Storm Lake Community Schools ELL IDENTIFICATION PROCEDURES

PROCEDURES	TIME FRAME	PERSON RESPONSIBLE
1. New student arrives at school to enroll. <u>Home Language Survey</u> is completed as part of the registration procedure.	Day of enrollment	The school administrative assistant is responsible for distributing and collecting <u>Home Language Survey</u> during enrollment.
2. If the <u>Home Language Survey</u> reveals that student's primary language is not English, then move to Step 3. When the <u>Home Language Survey</u> reveals that the primary language is other than English, a copy should be given to the school's guidance counselor. In either case, the <u>Home Language Survey</u> should be filed in the student's cumulative folder.	Day of enrollment	When the <u>Home Language Survey</u> reveals that the primary language is other than English, the school administrative assistant is responsible for forwarding a copy of the <u>Home Language Survey</u> to the guidance counselor. The administrative assistant is responsible for filing the original <u>Home Language Survey</u> in the student's cumulative folder.
3. Notify the school's ELL (English Language Learner) teacher.	1-2 days	The guidance counselor is responsible for notifying the local school's ELL teacher.
4. Idea Proficiency Test (IPT) or ELDA Placement test is administered	2 weeks	ELL teacher or designee is responsible for administering the assessment.
5. Assessment results will be given to the local school's ELL Contact Person. If a student scores NES (Non English Speaking) or LES (Limited English Speaking), then move to step 6, if not, parents are informed that the student is not eligible for services.	No longer than 2 days after testing	The ELL teacher is responsible for communicating the results of the assessment to the local school's guidance counselor and coordinating student schedule.
6. Notify parents of ELL program and seek permission to place student.	No longer than 5 days after receiving results	The local school's ELL Contact Person is responsible for contacting parents to seek permission for student placement.
7. Communicate ELL program status with building administrative assistant	3-4 days	The local school's ELL teacher is responsible for communicating ELL placement with administrative assistant to enter information in student information management system.
8. Plan instructional placement	3-4 days	Instructional placement and/or modification is completed with guidance counselor by ELL teacher.
9. A copy of the student's placement and/or modification(s) are to be given to the student's teacher(s) and the administrative assistant. The original forms should be placed in the student's cumulative folder.	1-2 days	The local school's ELL teacher is responsible for forwarding student placement and/or modification(s) to the student's teacher(s) and the administrative assistant who will be responsible for filing the original in the student's cumulative folder.

	<b>PROCEDURES</b>	<b>TIME FRAME</b>	<b>PERSON RESPONSIBLE</b>
10.	Monitoring of academic progress.	End of each semester	The classroom teacher(s) are responsible for monitoring and completing progress reports/grades and reporting information to the local school's ELL teacher. The ELL teacher(s) is responsible for reviewing and monitoring academic progress.
11.	The academic progress must be monitored for those students who have exited the ELL program. Progress will be reviewed using subject area assessment and report card grades.	End of each semester	The classroom teacher monitors students who have exited the ELL program and reports their progress to the local school's ELL Contact Person.

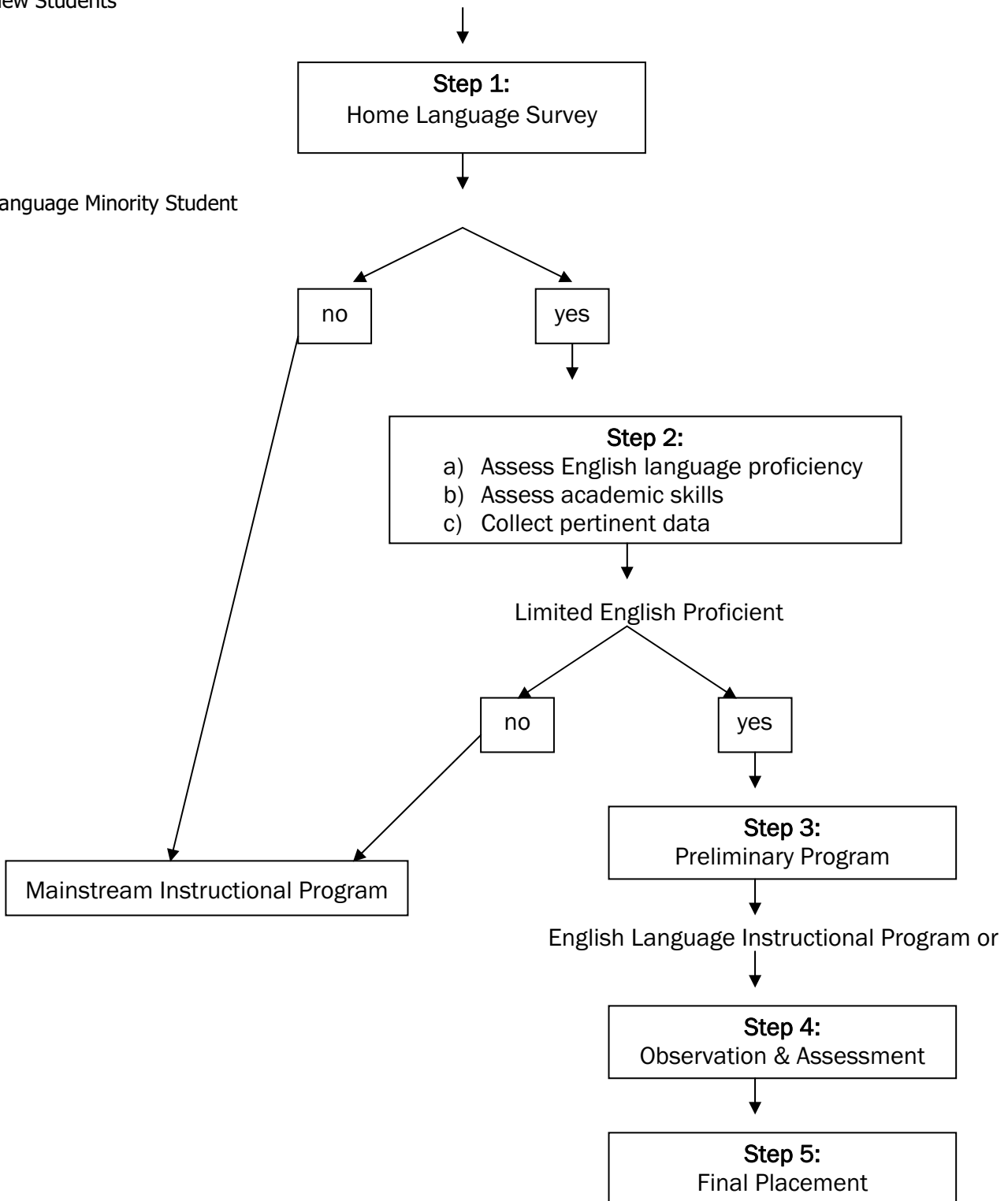
### Appendix C

The chart below illustrates the identification process.

#### Identifying ELL Students

New Students

Language Minority Student



## Appendix D

### **IDEA Proficiency Tests (IPT)**

The IDEA Proficiency Tests were designed to evaluate proficiency in English for children from the age of 3 years through the 12<sup>th</sup> grade. The Oral Proficiency tests of English were designed to determine the proficiency level of students who are native speakers of other languages and who are being considered for placement in Limited English Proficient programs. There are three levels of the Oral tests: The Pre-IPT (ages 3-5); the IPT 1 (K-6); and the IPT 2 (grades 7-12). The Pre-IPT has a Spanish version. The Reading and Writing tests in English are used to assess the reading and writing skills of children with other native languages for placement purposes. The Reading/Writing tests have three levels: The IPT 1 (grades 2 & 3); the IPT 2 (grades 4-6); and the IPT 3 (grades 7-12).



*Storm Lake USD*  
 419 Lake Avenue  
 Storm Lake, IA 50588

Appendix E

**PARENT PERMISSION FOR ELL SERVICE**

Student Name: \_\_\_\_\_ School: \_\_\_\_\_

Address: \_\_\_\_\_ Home Phone: \_\_\_\_\_

I understand that after careful evaluation, it is recommended that my child will receive extra service in the English Language Learner Program. School personnel have discussed this assignment with me and I understand the following:

1. This service is a part of Storm Lake schools' educational program assisting children who have been identified as "limited English proficient" by IDEA Proficiency Test.
2. My child will participate in the ELL Program, which helps him/her learn English and other academic skills by improving reading, writing, and oral language skills.
3. ELL teacher(s) will work with my child in small groups.
4. Teacher(s) will discuss my child's progress with me throughout the school year.
5. Any information about my child's progress will be made available to me upon request.
6. I am free to visit my child's class by appointment.
7. If, after talking with the ELL staff I still have questions about the ELL services, then I will be able to contact the principal at the school.
8. My child will be given the I-ELDA annually to determine their progress in English acquisition.
9. I have the right to refuse the service of this program if I choose to do so.

I have read and understand the above information. I decide to:

\_\_\_\_\_ give permission for my child to participate in the ELL Program at \_\_\_\_\_  
grade school

\_\_\_\_\_ refuse the service of the ELL Program at this time.

\_\_\_\_\_  
 Parent Signature

\_\_\_\_\_  
 Date



*Storm Lake CSD*  
 419 Lake Avenue  
 Storm Lake, IA 50588

Appendix F

**PARENT REFUSAL OF ELL SERVICES**

Student Name: \_\_\_\_\_ School: \_\_\_\_\_

Address: \_\_\_\_\_ Home Phone: \_\_\_\_\_

I understand that after careful evaluation, it is recommended that my child will receive extra service in the English Language Learner Program. School personnel have discussed this assignment with me and I understand the following:

1. This service is a part of Storm Lake schools' educational program assisting children who have been identified as "limited English proficient" by IDEA Proficiency Test.
2. Participation in the ELL Program helps my child develop English Language and other academic skills by improving reading, writing, and oral language skills
3. ELL teacher(s) will work with my child in small groups.
4. I have the right to refuse the service of this program if I choose to do so.
5. If I refuse services, my child will still need to be assessed by the I-ELDA annually until they score in the proficient range.

I have read and understand the above information. I decide to refuse the service of the ELL Program at this time. I have the right to request ELL service for my child if needed in the future.

\_\_\_\_\_  
 Parent Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Principal Signature

\_\_\_\_\_  
 Date



*Storm Lake USD*  
 419 Lake Avenue  
 Storm Lake, IA 50588

Appendix G

**LETTER OF EXIT FROM ELL PROGRAM**

Student Name: \_\_\_\_\_ School: \_\_\_\_\_

Address: \_\_\_\_\_ Home Phone: \_\_\_\_\_

Dear Parents,

Your child has been in transition of the English Language Learner (ELL) program and the following levels of achievement have been maintained:

At least two levels of English language skills, such as speaking, listening, and writing are at the

- \_\_\_\_\_ advanced level (5) with a proficiency level of 6 according to the Iowa English Language Development Assessment
- \_\_\_\_\_ Reading/Writing on or near grade level and success in general education classes
- \_\_\_\_\_ Scoring at or near grade level in district-wide achievement tests
- \_\_\_\_\_ Teacher's recommendation / parent's consent

Next school year, your child will be fully mainstreamed in his/her classes. We are grateful for having had the opportunity to assist your child in learning English.

\_\_\_\_\_  
 ELL Teacher

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Principal

\_\_\_\_\_  
 Date

Please sign this letter to show that you have been informed and have your child return this letter to the ELL teacher. Thank you.

\_\_\_\_\_  
 Parent Signature

\_\_\_\_\_  
 Date

This letter has been sent home on \_\_\_\_\_ by \_\_\_\_\_

## Appendix H

Storm Lake Community School District - English Language Learner Program Descriptors ELL Identification and Participation in ELL Services and SLCSO Assessments				
<b>CURRENT</b>		<b>TRANSITIONED</b>		<b>EXITED FULLY (2 years of SLCSO Monitoring Completed; additional monitoring by IA DE)</b> There is NO need for additional second language support Satisfies the District's exit criteria and has been exited from the transitional stage.
<i>Identification/Placement or Growth measure</i>		<b>2 years</b>		
<b>Student's language Descriptors</b>	Pre-production/Early Production/ Speech Emergence	Intermediate Fluency		
<b>English Language Fluency Levels</b>	Scores non-English proficient (NEP) on ANY part of the ELP assessment for placement or growth - Iowa ELL code #1* Placement instrument: LAS Growth instrument: I-I-ELDA	Scores limited English proficient on <b>ALL</b> parts of the assessment or a <b>COMBINATION</b> of limited and proficient on the ELP assessment for placement or growth - Iowa ELL code #1*		
<b>Yearly English Language Proficiency Testing for Growth</b>	Scores non-English proficient (NEP) on ANY part of the assessment; participates each spring in the I-I-ELDA	Scores limited English proficient on <b>ALL</b> parts of the assessment or a <b>COMBINATION</b> of limited and proficient; participates each spring in the I-I-ELDA		
<b>Instructional Services</b>	Receives/Participates in (based on proficiency): Elementary: <ul style="list-style-type: none"> <li>● ELL Language Development Time</li> <li>● Push-in ELL services</li> <li>● Content-based ELL services</li> </ul> Middle School: any of the following: <ul style="list-style-type: none"> <li>● Newcomer/Orientation services</li> <li>● Content area support</li> <li>● One or more ELL English class periods</li> </ul> High School: Any of the following: <ul style="list-style-type: none"> <li>● One or more ELL English class periods</li> <li>● Sheltered English Content Instruction</li> </ul> All: Additional native language support as applicable and mainstream classroom instruction with differentiation	Receives/Participates in: <ul style="list-style-type: none"> <li>● ESL support with ELL Time or ESL Class</li> <li>● Specialized ELL support for areas of need (reading, writing, vocabulary development, etc.)</li> <li>● Flexible scheduling and instruction</li> <li>● Additional in-class support as needed</li> <li>● Additional tutoring as needed</li> </ul> All: Additional native language support as applicable and mainstream classroom instruction with differentiation		
<b>Parent Decision-making</b>	Parents have the right to refuse ELL services. If so, students participate in the general education curriculum with differentiation as needed. *Iowa ELL code #2	Parents have the right to refuse ELL services. If so, students participate in the general education curriculum with differentiation as needed. *IA ELL code #2		
<b>General Achievement Levels</b>	Performance in content areas will likely be below grade level	Performance in content areas will likely be near or at grade level.		
<b>Accommodations in assessment and differentiation in delivery of instruction</b> - Per NCLB flexibility, students in their first year in the US with very low proficiency do not participate in reading/language arts portions of the ITBS/ITED for one time only.		Included in all district-wide assessments as general education students, with decisions about accommodations made on an individual basis.		

## Appendix I

### IOWA-ENGLISH LANGUAGE DEVELOPMENT ASSESSMENT

The Iowa English Language Development Assessment (I-ELDA) measures the English language skills of students whose first language is other than English. There are scores for Listening, Speaking, Reading, and Writing. The Composite score shows the overall English proficiency level of the student.

#### Explanation of Composite Proficiency Levels

**Level 1 - Pre-functional** *indicates that the student who is limited English proficient is:*

- Beginning to understand short utterances
- Beginning to use gestures and simple words to communicate
- Beginning to understand simple printed material
- Beginning to develop communicative writing skills

**Level 2 - Beginning** *indicates that the student who is limited English proficient can:*

- Understand simple statements, directions, and questions
- Use appropriate strategies to initiate and respond to simple conversation
- Understand the general message of basic reading passages
- Compose short informative passages on familiar topics

**Level 3 - Intermediate** *indicates that the student who is limited English proficient can:*

- Understand standard speech delivered in school and social settings
- Communicate orally with some hesitation
- Understand descriptive material within familiar contexts and some complex narratives
- Write simple texts and short reports

**Level 4 - Advanced intermediate** *indicates that the student who is limited English proficient can:*

- Identify some of the main ideas and relevant details of discussions or presentations on a wide range of topics
- Actively engage in most communicative situations familiar to him or her
- Understand the context of most text in academic areas with support
- Write some multi-paragraph essays, journal entries, personal/business letters, and creative texts in an organized fashion with errors

**Level 5 - Advanced** *indicates that the student who is limited English proficient can:*

- Identify many of the main ideas and relevant details of discussions or presentations on a wide range of topics
- Actively engage in many communicative situations familiar or unfamiliar
- Understand the context of many text in academic areas with support
- Write many multi-paragraph essays, journal entries, personal/business letters, and creative texts in an organized fashion with some errors

**Level 6 - Full English proficiency** *indicates that the student can:*

- Understand and identify the main ideas and relevant details of extended discussion or presentations on familiar and unfamiliar topics
- Produce fluent and accurate language
- Use reading strategies the same as their native English-speaking peers to derive meaning from a wide range of both social and academic texts
- Write fluently using language structures, technical vocabulary, and appropriate writing conventions

**Appendix J**  
**Storm Lake ELL Self-Study Guide**

ENGLISH LANGUAGE LEARNERS (ELL)

DISTRICT SELF-STUDY GUIDE

This Guide is designed to provide the district/building with a comprehensive overview of its practices and procedures. Please mark the answer by each statement that best describes your school district. In this district self-study guide, the term English Language Learners (ELLs) will be used instead of Limited English Proficient (LEP). For definitions of terms please see attachments.

**IDENTIFICATION**

1. The district has a procedure to identify all students who have a primary or home language other than English. <b>Appendix B</b>	<b>Yes</b>	No
2. District staff is knowledgeable of the procedure for identifying students who have a primary language other than English.	<b>Yes</b>	No
3. School/district staff that works directly with parents and students in the identification of students, who have a primary or home language other than English, speak and understand the appropriate language(s).	<b>Yes</b>	No
4. Documentation regarding each student's primary or home language is maintained in student's file.	<b>Yes</b>	No

**ASSESSMENT AND EVALUATION**

5. The district assesses on a yearly basis the <u>English language proficiency</u> of all students identified as having a primary or home language other than English in the four language areas (oral/speaking, reading, writing, and listening).	<b>Yes</b>	No
6. The district conducts <u>language proficiency assessments</u> for students who have a primary or home language other than English, using: 6a. Formal assessments (e.g. tests). Name of test(s) used: IPT (for placement), I-ELDA (for growth) 6b. Informal assessments (e.g. teacher interviews, observation)	<b>Yes</b> <b>Yes</b>	No No
7. Students who have a primary or home language other than English are assessed for language proficiency in their primary or home language. <b>Informally by native language interpreters if there are concerns.</b>	Yes	<b>No</b>
8. The district has developed procedures to determine the effectiveness of its informal assessment procedures. <b>This is in development</b>	Yes	<b>No</b>
9. The district has determined the level of English-language proficiency at which students are considered English proficient. <b>See page 11</b>	<b>Yes</b>	No
10. The district assesses ELL <u>academic skills</u> in relation to their grade or age level. Name(s) of instrument(s) used to assess ELL academic skills: <b>ITBS/ITED</b>	<b>Yes</b>	No
11. ELL who have been in the U.S. for 3 consecutive years are tested in English in reading/language arts.	<b>Yes</b>	No

12. The district assesses ELL in the language and form most likely to yield accurate and reliable results. Language(s) used: English (because we teach in English) <u>Note:</u> we would prefer a simplified English format for more valid results	Yes	No
13. The district uses the “ <i>Guidelines for the Inclusion of English Language Learners in Your District-wide Assessment Program</i> ” or similar documents to guide decision-making. 13a. Total number of ELL included in your district-wide assessment 13b. Number of FAY (Full Academic Year) ELL included in the district-wide assessment with:  NO accommodations With accommodations <b>See page 10</b> 13c. Number of ELL NOT included in your district-wide assessment	Yes  <b>1212</b>  <b>112</b> <b>1100</b> <b>0</b>	No
14. The district has established qualifications for individuals who administer language or academic assessments to ELL.	Yes	No

**PROGRAM** (e.g. ESL, Bilingual, etc.)

15. Programs are available for ELL at each grade level.	Yes	No
16. There are no substantial delays (e.g., more than 30 days) in placing ELL into an appropriate educational program.	Yes	No
17. There is coordination of curriculum between teachers for ELL and teachers in the regular classroom.	Yes	No
18. ELL in the high school program earn credits toward graduation.	Yes	No
19. Instructional materials are adequate to meet the English language and academic needs of ELL.	Yes	No
20. Parents are involved in the process of placing ELL in an appropriate program.	Yes	No
21. The district has a system to evaluate the success of their ELL program. <b>We use the Self-study guide (Appendix J) and these 2 questions: What are we trying to accomplish? and What data shows that we have accomplished it?</b>	Yes	No
22. Label the program(s) at each level or attach a copy of description. <b>See page 7</b>		

Level	Program (See definitions)	Teachers with ESL endorsement	Instructional Assistants/Aides
Elementary	Content-based ELL	1.0 FTE	10 FTE
Middle School	Content-based ELL	3.0 FTE	4 FTE
High School	Sheltered instruction	2.0 FTE	1 FTE

## STAFF

23.	The district has established qualifications for <b>teachers</b> who teach ELL.	Yes	No
24.	The district has established qualifications that the teachers' <b>aides and/or instructional assistants</b> must meet.	Yes	No
25.	The district has teachers with ESL endorsement to teach ELL. 25a. Number of ELL for <b>official count</b> 25b. Number of teachers with ESL endorsement who teach ELL	Yes <b>1212</b> <b>6.0</b>	No
26.	The district provides high-quality professional development to classroom teachers and other district personnel. 26a. Number of <b>mainstream teachers</b> that participated. 26b. Number of <b>ESL teachers</b> that participated. 26c. Number of <b>instructional assistants/aides</b> that participated	Yes <b>150</b> <b>5</b> <b>100</b>	No
27.	The district provides training for interpreters and translators	Yes	No
28.	Professional development activities are designed to improve instruction and assessment of ELL; enhance teachers' ability to understand and use curricula, assessment measures, and instructional strategies for ELL; are based on scientifically based research; and are of sufficient intensity and duration to have a lasting impact on teachers' performance.	Yes	No
29.	Teachers of ELL are fluent in English and, when appropriate, in any other language(s) used for instruction, including having written and oral communication skills.	Yes	No
30.	The district has provided training to staff who administer, evaluate, and interpret the results of the assessment methods used.	Yes	No
31.	The district has established exit criteria. <b>See page 11-12 and Appendix G</b>		
32.	the exit criteria ensures that ELL can: 32a. <b>Speak English</b> sufficiently well to participate in the district's general educational program. 32b. <b>Read English</b> sufficiently well to participate in the district's general educational program. 32c. <b>Write English</b> sufficiently well to participate in the district's general educational program. 32d. <b>Comprehend English</b> sufficiently well to participate in the district's general educational program.	Yes Yes Yes Yes	No No No No
33.	The district monitors the academic progress of ELL who have exited the educational program. 33a. Average years of monitoring	Yes <b>2</b>	No
34.	The school district determines whether ELL are performing at a level comparable to their English-speaking peers?	Yes	No
35.	The district has established procedures for responding to deficient academic performance of ELL. <b>See page 11</b>	Yes	No
36.	ELL re-enter the alternative language program if they experience academic difficulties in the regular program. <b>See page 11</b>	Yes	No
37.	Achievements, honors, awards, or other special recognition rates of ELL are similar to those of their peers. 37a. Percent of English-monolingual students in Talented & Gifted programs 37b. Percent of ELL in Talented & Gifted programs (current ELL) Former ELLs 37c. Percent of ELL in district	Yes <b>3%</b> <b>0%</b> <b>.28%</b> <b>54%</b>	No

## PROGRAM EVALUATION

38. The district conducts a formal evaluation of its program for ELL to determine its effectiveness. <b>In process</b>	<b>Yes</b>	No
39. The district disaggregates data of ELL:	<b>Yes</b>	No
39a. grade retention	<b>Yes</b>	No
39b. graduation	<b>Yes</b>	No
39c. dropout rates	<b>Yes</b>	No
39d. gender	<b>Yes</b>	No
39e. English proficiency	<b>Yes</b>	No
39f. economically disadvantaged	<b>Yes</b>	No
39g. ITBS/ITED achievement levels	<b>Yes</b>	No
39h. multiple measures of academic achievement	<b>Yes</b>	No

## EQUITABLE ACCESS

40. The quality of <b>facilities and services</b> available to ELL are comparable to those available to all other students.	<b>Yes</b>	No
41. The quality of <b>instructional materials</b> in the program are comparable to the instructional materials provided to all other students.	<b>Yes</b>	No
42. ELL participate in classes, activities, and assemblies with all the other students	<b>Yes</b>	No
43. ELL have access to the full school curriculum (both required and elective courses, including vocational education) while they are participating in the language program.	<b>Yes</b>	No
44. Counseling services provided to ELL are comparable to those available to all other students.	<b>Yes</b>	No
45. ELL have opportunities for full participation in special opportunity programs, (e.g. Gifted & Talented, Advanced Classes, Title I, Special Education programs, etc.)	<b>Yes</b>	No
46. ELL are not segregated while taking their classes	<b>Yes</b>	No
47. In general, ELL are integrated in classes such as P.E., music, arts, etc.	<b>Yes</b>	No

## SPECIAL EDUCATION

48.	The district utilizes procedures for identifying ELL who may be in need of special education services. <b>We use the General Education Intervention available through AEA 8 for ELLs</b>	Yes	No
49.	The district's procedures for identifying and assessing ELL for special education takes into account language and cultural differences. <b>See above</b>	Yes	No
50.	Testing instruments used to assess ELL for special education placement are valid and reliable for these specific students.	Yes	No
51.	Persons who administer special education assessments to ELL are specially trained in administering the tests.	Yes	No
52.	Staff who conducts special education assessments for ELL are fluent in the student's primary language. <b>Interpreters might be asked to interview parents.</b>	Yes	No
53.	The instructional program for ELL in special education takes into account the student's language needs.	Yes	No
54.	The district ensures coordination between the regular and the special education programs in meeting the particular needs of ELL who are in special education.	Yes	No
55.	The district identifies and places all ELL who need special education services in a timely manner.	Yes	No
56.	The parents or guardians of special education ELL are notified of their rights and responsibilities in a language they can best understand	Yes	No

## NOTICES TO PARENTS

57.	The district communicates with parents/guardians of students with a primary home language other than English, in a meaningful way (a form that parents can understand). For example, school forms are translated. <b>We are developing a database of frequently used documents that are translated.</b>	Yes	No
58.	Parents of ELL are notified no later than 30 days after the beginning of the school year of their child's identification, participation, and students and parental rights.	Yes	No
59.	The district used interpreters or translators to assist in communicating with parents/guardians who do not speak English	Yes	No
60.	Parents/guardians of ELL are well informed of the district's special educational programs.	Yes	No

This self-study is based on data from 2008-2009 academic year.

District or Building: Storm Lake Community School District  
Address: 419 Lake Avenue  
PO Box 638  
Storm Lake, IA 50588

Administrator: Lori A. Porsch

**Completed by:** Lori A Porsch

**Date:** May, 2009

**Title:** Curriculum/Special Education Director

**Phone #:** 712-732-8060

**Email:** lporsch@slcsd.org

## Appendix K

State of Iowa DEPARTMENT OF EDUCATION Bureau of Instructional Services  
Grimes State Office Building Des Moines Iowa 50319-0146

### LIMITED ENGLISH PROFICIENCY LEGISLATION

Code of Iowa

CHAPTER 280, SECTION 280.4  
As amended by House File 457  
Of the Seventy-Fifth General Assembly,  
1993 Session

#### LIMITED ENGLISH PROFICIENCY - WEIGHTING.

The medium of instruction in all secular subjects taught in both public and nonpublic schools shall be the English language, except when the use of a foreign language is deemed appropriate in the teaching of any subject or when the student is limited English proficient. When the student is limited English proficient, both public and nonpublic schools shall provide special instruction, which shall include but need not be limited to either instruction in English as a second language or transitional bilingual instruction until the student is fully English proficient or demonstrates a functional ability to speak, read, write, and understand the English language.

As used in this section, the following definitions apply:

**Limited English proficient:** means a student's language background is in a language other than English, and the student's proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

**Fully English proficient:** means a student who is able to read, understand, write, and speak the English language and to use English to ask questions, to understand teachers and reading materials, to test ideas, and to challenge what is being asked in the classroom.

The department of education shall adopt rules relating to the identification of limited English proficient students who require special instruction under this section and to application procedures for funds available under this section.

In order to provide funds for the excess costs of instruction of limited English proficient students above the costs of instruction of pupils in a regular curriculum, students identified as limited English proficient shall be assigned an additional weighting of twenty-two hundredths, and that weighting shall be included in the weighted enrollment of the school district of residence for a period not exceeding four years. However, the school budget review committee may grant supplemental aid or modified allowable growth to a school district to continue funding a program for students after the expiration of the four-year period. The school budget review committee shall calculate the additional amount for the weighting to the nearest one-hundredth of one percent so that to the extent possible the moneys generated by the weighting will be equivalent to the moneys generated by the two-tenths weighting provided prior to July 1, 1991.

**CHAPTER 60**  
PROGRAMS FOR STUDENTS OF LIMITED ENGLISH PROFICIENCY

**281 - 60.1 (280) Scope.** These rules apply to the identification of students and provision of programs for limited English proficient students and to the application procedures for securing fiscal support.

**281–60.2 (280) Definitions.** As used in these rules, the following definitions will apply:

*"English as a second language"* refers to a structured language acquisition program designed to teach English to students whose native language is other than English, until the student demonstrates a functional ability to speak, read, write, and listen to English language at the age- and grade-appropriate level.

*"Fully English proficient"* refers to a student who is able to use English to ask questions, to understand teachers and reading materials, to test ideas, and to challenge what is being asked in the classroom. The four language skills contributing to proficiency include reading, listening, writing, and speaking.

*"Limited English proficient"* refers to a student who has a language background other than English, and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

*"Transitional bilingual instruction"* refers to a program of instruction in English and the native language of the student until the student demonstrates a functional ability to speak, read, write, and listen to the English language at the age- and grade-appropriate level.

**281–60.3 (280) School district responsibilities.**

**60.3(1) Student identification and assessment.** A school district shall use the following criteria in determining a student's eligibility:

a. In order to determine the necessity of conducting an English language assessment of any student, the district shall, at the time of registration, ascertain the place of birth of each student and whether there is a prominent use of any language(s) other than English in the home. In addition, for those students whose registration forms indicate the prominent use of another language in their lives, the district shall conduct a Home Language Survey on forms developed by the department of education to determine the first language acquired by the student, the languages spoken by the student and by others in the student's home. School district personnel shall be prepared to conduct oral or native language interviews with those adults in the student's home who may not have sufficient English or literacy skills to complete a survey written in English.

b. Students identified as prominently using a language other than English in the home shall be assessed by the district. The assessment shall include (1) an assessment of the student's English proficiency in the areas of speaking, listening, reading, and writing; and (2) an assessment of the student's academic skills in relation to their grade or age level. A consistent plan of evaluation which includes ongoing evaluation of student progress shall be developed and implemented by the district for the above areas for each student so identified.

**60.3(2) Staffing.** Teachers in an English as a second language (ESL) program must possess a valid Iowa teaching license. All teachers licensed after October 1, 1988, shall have endorsement 104(K-12 ESL) if they are teaching ESL.

All teachers licensed before October 1, 1988, have the authority to teach ESL at the level of their teaching endorsements.

Teachers in a transitional bilingual program shall possess a valid Iowa teaching license with endorsements for the area and level of their teaching assignments.

**60.3(3) Limited English proficient student placement.** Placement of students identified as limited English proficient shall be in accordance with the following:

a. Mainstream classes. Students will be placed in classes with chronological peers or, when absolutely necessary, within two years of the student's age.

b. Limited English proficient program placement.

(1) Students enrolled in a program for limited English proficient students shall receive language instruction with other limited English proficient students with similar language needs.

(2) When students of different age groups or educational levels are combined in the same class, the school shall ensure that the instruction given is appropriate to each student's level of educational attainment.

(3) A program of transitional bilingual instruction may include the participation of students whose native language is English.

(4) Exit from program. An individual student may exit from an ESL or Transitional Bilingual Education (TBE) program after an assessment has shown both that the student can function in English (in speaking, listening, reading, and writing) at a level commensurate with the student's grade or age peers and that the student can function academically at the same level as the English speaking grade level peers. These assessments shall be conducted by utilizing state, local, or nationally recognized tests as well as teacher observations and recommendations.

(5) Staff in-service. The district shall develop a program of in-service activities for all staff involved in the educational process of the limited English proficient student.

**281–60.4 (280) Department responsibility.** The department of education shall provide technical assistance to school districts, including advising and assisting schools in planning, implementation, and evaluation of programs for limited English proficient students.

**60.4(1) to 60.4(3)** Rescinded IAB 2/2/94, effective 3/9/94.

**281–60.5 (280) Nonpublic school participation.** English as a second language and transitional bilingual programs offered by a public school district shall be made available to nonpublic school students residing in the district.

**281–60.6 (280) Funding.** Additional weighting for students in programs provided under this chapter is available in accordance with Iowa Code section 280.4.

## Appendix L

### *No Child Left Behind Act of 2001 (H.R. 1)*

#### **SEC. 3302. PARENTAL NOTIFICATION.**

- (a) IN GENERAL- Each eligible entity using funds provided under this title to provide a language instruction educational program shall, not later than 30 days after the beginning of the school year, inform a parent or the parents of a limited English proficient child identified for participation in, or participating in, such program of –
- (1) the reasons for the identification of their child as limited English proficient and in need of placement in a language instruction educational program;
  - (2) the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
  - (3) the method of instruction used in the program in which their child is, or will be, participating, and the methods of instruction used in other available programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;
  - (4) how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;
  - (5) how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;
  - (6) the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;
  - (7) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; and
  - (8) information pertaining to parental rights that includes written guidance –
    - (A) detailing –
      - i. the right that parents have to have their child immediately removed from such program upon their request; and
      - ii. 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
    - (B) assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.
- (b) SEPARATE NOTIFICATION - In addition to providing the information required to be provided under subsection (a), each eligible entity that is using funds provided under this title to provide a language instruction educational program, and that has failed to make progress on the annual measurable achievement objectives described in section 3122 for any fiscal year for which part A is in effect, shall separately inform a parent or the parents of a child identified for participation in such program, or participating in such program, of such failure not later than 30 days after such failure occurs.

- (c) RECEIPT OF INFORMATION- The information required to be provided under subsections (a) and (b) to a parent shall be provided in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.
- (d) SPECIAL RULE APPLICABLE DURING SCHOOL YEAR- For a child who has not been identified for participation in a language instruction educational program prior to the beginning of the school year, the eligible entity shall carry out subsections (a) through (c) with respect to the parents of the child within 2 weeks of the child being placed in such a program.

**LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM** - an instruction course- -in which a limited English proficient child is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic content and student academic achievement standards, as required by section 1111(b)(1); and that may make instructional use of both English and a child's native language to enable the child to develop and attain English proficiency, and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

**NCLB PL 107-110 Sec. 3301(8)**

**TITLE IX - GENERAL PROVISIONS PART A - DEFINITIONS  
SEC. 9101. DEFINITIONS.**

**(25) LIMITED ENGLISH PROFICIENT-** The term "limited English proficient", when used with respect to an individual, means and individual -

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C) (i) who was not born in the United States or whose native language is a language other than English;
- (ii) (I)who is a Native American or Alaska Native, or a native resident of the outlying areas; and  
(II)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
- (D) whose difficulties in 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 111(b)(3);
  - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
  - (iii) the opportunity to participate fully in society

**(34) PROFESSIONAL DEVELOPMENT-** The term “professional development” - -

(A) includes activities that - -

- (i) improve and increase teachers’ knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
- (ii) are an integral part of broad school-wide and district-wide educational improvement plans;
- (iii) give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student achievement standards;
- (iv) improve classroom management skills;
- (v) (I) are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher’s performance in the classroom; and  
(II) are not 1-day or short-term workshops or conferences;
- (vi) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;
- (vii) advance teacher understanding of effective instructional strategies that are -  
(I) based on scientifically based research (except that this sub-clause shall not apply to activities carried out under part D of title II); and  
(II) strategies increasing the knowledge and teaching skills of teachers; and
- (viii) are aligned with and directly related to - -  
(I) district academic content standards, student academic achievement standards, and assessments; and  
(II) the curricula and programs tied to the standards described in sub-clause (I) except that this sub-clause shall not apply to activities described in clauses (ii) and (iii) of section 2123(3)(B);
- (ix) are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
- (x) are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
- (xi) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
- (xii) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
- (xiii) provide instruction in methods of teaching children with special needs;
- (xiv) include instruction in the use of data and assessments to inform and instruct classroom practice; and
- (xv) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and

(B) may include activities that -

- (i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
- (ii) create programs to enable instructional assistants (assisting teachers employed by a local education agency receiving assistance under part A of title I) to obtain the education necessary for those instructional assistants to become certified and licensed teachers; and
- (iii) provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

**(37) SCIENTIFICALLY BASED RESEARCH-** The term “scientifically based research” - -

(A) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and

(B) includes research that -

- (i) employs systematic, empirical methods that draw on observation or experiment;
- (ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- (iii) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- (iv) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- (v) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
- (vi) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

**TITLE IX - GENERAL PROVISIONS PART A - DEFINITIONS  
SEC. 9101. DEFINITIONS.**

PRIVATE SCHOOL PARTICIPATION IN TITLE III PROGRAMS

**Authorities**

No Child Left Behind Act of 2001, Title IX, Part E, Sections 9501-9506  
Education Department General Administrative Regulations (EDGAR), Part 76, Sections  
76.650-76.662

## **Statutory/Regulatory Requirements**

- After timely and meaningful consultation with appropriate private school officials, local educational agencies (LEAs) receiving Title III funds must provide educational services to limited English proficient (LEP) children and educational personnel in private schools that are located in the geographic area served by the LEA.
- To ensure timely and meaningful consultation, the LEA must consult with appropriate private school officials during the design and development of the Title III program 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.
- 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 must be secular, neutral, and non-ideological.
- 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 non-Federal funds.

**Appendix M**  
**New No Child Left Behind Regulations: Flexibility and Accountability**  
**for Limited English Proficient Students**  
September 11, 2006

“Our schools must be prepared to measure what English Language learners know and to teach them effectively.”

- **Secretary Margaret Spellings**

The *No Child Left Behind Act [NCLB]* calls for all students to read and do math at grade level or better by 2014. To reach this goal, **the education of Limited English Proficient [LEP] students must be made a top priority.**

Some of these children and their families are recent arrivals to this country. States are working hard to teach these students English while maintaining steady progress toward their overall academic goals. States and school districts **deserve flexibility** as the factor in the performance of LEP students when calculating their Adequate Yearly Progress [AYP] totals. At the same time, they need to be **held accountable** for ensuring that LEP students are given the quality education they deserve.

The U.S. Department of Education is announcing a **new Title I regulation** that will help recently arrived LEP students learn English and other subjects while giving States and local school districts flexibility on assessment and accountability under *NCLB*.

The final regulations relate to LEP students who are recent arrivals to the United States:

- Defines a recently arrived LEP student as an LEP student who has attended schools in the United State for 12 months or less.
- Permits a State to exempt recently arrived LEP students from one administration of the State’s reading/language arts assessment.
- Requires a State to include recently arrived LEP students in State mathematics assessments and, beginning in 2007-2008, State science assessments; however -
- - it permits the State to not count in Adequate Yearly Progress (AYP) determinations the scores of recently arrived LEP students on State mathematics and/or reading/language arts (if taken) assessments.
- Requires a State that exempts recently arrived LEP students from the reading/language arts assessment to publicly report the number of students exempted for this reason.
- Makes clear that States and Local Education Agencies [LEAs] remain responsible for providing appropriate and adequate instruction to recently arrived LEP students so they will gain English language skills and be able to master content knowledge in reading/language arts and other subjects.

The new regulations also address the concern that States, districts, and schools get credit for the progress of LEP students in AYP determinations. Since LEP is a classification of students that changes as a student gains language proficiency - students who master English are no longer considered LEP - it can be difficult for States, districts, and schools to demonstrate the academic gains these students achieve on State assessments.

In response, the new rule includes the following policy options for States:

- Permits a State to include “former LEP” students within the LEP category in making AYP determinations for up to two years after they no longer meet the State’s definition for Limited English Proficient student.
- Clarifies reporting requirements concerning former Limited English Proficient students on State or LEA report cards. A State or LEA may only include the achievement of former LEP students as part of the current LEP subgroup for the purposes of reporting AYP. Former LEP students may not be included in the LEP subgroup for any other purpose on current State or LEA report cards.

**Appendix N**  
**LANGUAGE ACQUISITION CHART**

	<i>Stage I</i>	<i>Stage II</i>	<i>Stage III</i>	<i>Stage IV</i>	<i>Stage V</i>
<b>Iowa ELDA Level</b>	<b>1: Pre-functional</b>	<b>2: Beginning</b>	<b>3: Intermediate</b>	<b>4: Advance</b>	<b>5: Full English Proficient</b>
<b>TESOL Level</b>	<b>Starting</b>	<b>Emerging</b>	<b>Developing</b>	<b>Expanding</b>	<b>Bridging</b>
<b>Official Name</b>	<b>Preproduction</b>	<b>Early Production</b>	<b>Speech Emergence</b>	<b>Intermediate Fluency</b>	<b>Advanced Fluency</b>
<b>Other Names</b>	Pre-speech/Silent Period/Non English Proficient (NEP)/ Beginner	Telegraphic Stage/Limited English Proficient (LEP) - Emergent	Simple-Sentence Stage/Limited English Proficient (LEP) - Intermediate	Bridging Stage/Limited English Proficient (LEP) - Advanced	Fluent English Proficient (FEP)
<b>Variety of Language</b>	Fluency - (Basic Interpersonal Communication Skills [BICS])	Fluency - (Basic Interpersonal Communication Skills [BICS])	Fluency - (Basic Interpersonal Communication Skills [BICS])	Fluency (BICS) and some Proficiency (Cognitive Academic Language Proficiency [CALP])	Fluency in BICS and CALP
<b>Characteristics</b>	Physical response only No speech production Minimal comprehension Up to 500-word receptive vocabulary	One or two-word responses Disconnected speech Very limited comprehension Up to 1000-word receptive/active vocabulary	Simple-sentence responses Connected speech Fairly good comprehension Up to 3000-word receptive/active vocabulary	Simple/complex-sentence responses Extended speech (discourse) Increased comprehension Beyond 3000-word receptive/ active vocabulary	Complex sentence responses Extended speech across grade-level appropriate genres (e.g., narration, persuasion, argumentation, etc.) Approaching native-like vocabulary competence
<b>Student Behaviors</b>	Produces no speech Indicates comprehension physically Comprehends key words only Depends heavily on context Responds by pantomiming, gesturing, or drawing Says <u>only</u> yes, no, or names of other students	Produces words in isolation Indicates comprehension physically Verbalizes key words "heard" Depends heavily on context Responds with one/two-word answers or in phrases Makes "errors of omission" Mispronounces words	Produces whole sentences Makes basic grammatical errors Hears smaller elements of speech (e.g., plural forms, affixes, intonation) Shows good comprehension (given rich context) Functions on a social level Uses limited vocabulary	Produces whole narration Makes complex grammatical errors Hears some subtle elements of speech Shows good comprehension (given some context) Functions somewhat on an academic level Uses an expanded vocabulary	Produces whole, complex narration Makes few grammatical errors Hears and produces subtle elements of speech Shows comprehension even with minimal contextualization Functions on an academic level Uses native-like vocabulary