

# *K-12 LAU/ENGLISH LANGUAGE LEARNER (ELL) PLAN*

Mount Pleasant Community School District



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## MISSION STATEMENT, BELIEF STATEMENTS AND STANDARDS

### *Mission Statement*

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

### *Belief Statements*

WE BELIEVE . . .

- Connection between school, family and community is essential
- Community and school should partner to provide family support services
- 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
  - collaboration between general education teachers and ESL teachers
- 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, and 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

### *Standards*

As a result of the curriculum review process, we have 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 literacy.

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 Mount Pleasant Community Schools has provided English as a Second Language (ESL) Program for Limited English Proficient students since the mid 1970's. During this time, the program began with students primarily from Southeast Asia. The number of Limited English-speaking students has increased annually. Currently approaching 100 students from roughly seventeen language groups are receiving ESL instruction in Mount Pleasant. The program is currently known as the English Language Learner (ELL) 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 when appropriate utilizes native language tutoring.

## EDUCATIONAL THEORY AND GOALS

The program for English Language Learners (ELLs) in the Mount Pleasant 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. With the exception of the high school, there is not a separate ELL curriculum in the Mount Pleasant 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 I 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 to attain English proficiency and academic competence.
- 2) Develop the conversational English needed to communicate with classmates, teachers, and other building staff at an age appropriate level to assist them in understanding and functioning within American society.
- 3) Be supported in learning content at a grade-appropriate level as needed.
- 4) Creating home/school partnerships to enhance our community such as but not limited to, Adult Education Programs and Access in the community.

## 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 all languages and can be access on the TransACT website at [www.transact.com](http://www.transact.com). The Mount Pleasant CSD is prepared to conduct oral or native language interviews in the student’s home language 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 or use Language Line services.

Families registering children are assisted in completing documents and registration materials onsite as needed. Every attempt is made to utilize native language interpreters as are available to assist in registration. 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, and necessary personnel will be contacted. A copy of completed Home Language Survey is filed in the student’s cumulative folder. See Appendix B (Beginning using July 1, 2014) 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 Mount Pleasant. 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 Tennessee English Language Placement Assessment (TELPA) 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 D for explanation of TELPA scores. For a flow chart of the Mount Pleasant 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. Best practice is that a student assigned to a classroom not 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 students may need in ELL programming. Students who are shown to be in preproduction, 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 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 TELPA or proficient on the placement English Language Development Assessment (ELDA). They would be in full participation in district classes with the same guidelines as general education students and their general achievement level would be assumed to be at grade level in most content areas. The Mount Pleasant School District has determined that students scoring non-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.

Students in the district use screening tools in literacy and math probes; Measures of Academic Progress (MAP) tests and additional informal assessments which assist the district staff in determining the existing literacy and instructional levels of students. ELL staff use informal measures and review any records available to determine existing academic skills in their native language, if appropriate. 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.

General education teachers report the student's achievement and growth (60.3(1)b) (NCLB, Sec. 1111(b)(3)(c) (xi)l) 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 in general education only without modifications. These signed forms are kept in the student’s cumulative folder. See Appendices E, F, and G for these forms. If they have not scored as proficient on the I-ELDA, they continue to take this assessment annually.

**EDUCATIONAL APPROACH**

The Mount Pleasant 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 (SIOP) as appropriate in all schools. In addition, native language interpreters as available will 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 Student Reporting, 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 aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.

**LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM (LIEP)**

<b>Method</b>	<b>Elementary</b>	<b>Middle School</b>	<b>High School</b>
English as a Second Language Sheltered Instruction	X	X	X
Intensive English for Newcomers	X	X	X
Other English as a Second Language Program	X	X	X

Elementary ELL services consist of direct language development instruction delivered by an ELL teacher/Instructional Assistant (IA). 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. 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. 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 consist of ESL I (Newcomer), ESL II, Language Arts I (transition, English credit) and Language Arts II (transition, English credit) and a wide variety of sheltered content classes. Content specialists deliver instruction in all sheltered content classes. ELL students with limited proficiency in English are enrolled in at least two class periods daily of direct language instruction. High School students use the Pearson North Starr. ELL students who are at the intermediate level receive ESL/English services. 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. Additional language acquisition is provided for newcomers with use of Rosetta Stone. See Appendix H for Mount Pleasant ELL Program Descriptors.

## COMMUNICATION WITH NON-ENGLISH SPEAKING FAMILIES

There are several means of communicating with non-English speaking families in the Mount Pleasant Community School District. District staff will 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 Mount Pleasant Schools to work in the school buildings. These 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 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.

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, Arabic, Bosnian, Cambodian/Khmer, Chinese, French, German, Gujarati, Haitian Creole, Hmong, Japanese, Korean, Lao, Portuguese, Punjabi, Russian, Somali, Spanish, Tagalog, Thai, Urdu, and Vietnamese. The documents at the TransACT website allow Mount Pleasant staff to provide some information to families that do not speak Spanish.

Additionally, Mount Pleasant School staff contract with members of the community to assist with parent-teacher conferences or other parent communication.

## STAFFING AND RESOURCES

In the Mount Pleasant Community School District, ELL teachers hold the ESL endorsement from the Iowa Department of Education. Native language interpreters have native-like proficiency in the language as well as at least a functional knowledge of English, including adequate reading and writing skills.

The Director of Instruction and Technology, along with the building Principals, are responsible for the Language Instruction Educational Program (LIEP). 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/NABE/TESOL

- Superintendent serving on the State ELL Team
- After hours graduate-level classes to complete ESL endorsement
- Participation in the Our Kids Summer Seminars
- Workshops offered in Great Prairie AEA
- Sessions offered by the MPCSD ELL Facilitator
- District administrator (superintendent) is involved in Power-Up activities and are involved in Iowa ELL Network and Critical Friends groups for work with Iowa Department of Education

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 additional 0.22 weighting for ELLs for five years allocated by the Iowa legislature (281-60.4 and 60.6 (280)). Mount Pleasant is a U. S. Department of Education Title III sub-grantee through Great Prairie 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 fall of 2013, the Mount Pleasant 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 the spring semester annually, MPCSD 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 state service 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)I). 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 MPCSD ELL program descriptions.

## ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVE (AMAOS) REPORTING

Annual Measurable Achievement Objectives (AMAOs) are targets that have been established by the state in compliance with NCLB mandates to measure the effectiveness of language instruction programs. These objectives are based on the English language proficiency standards and relate to students' development and attainment of English development while also meeting challenging state academic achievement standards. The results of language and achievement testing will be reviewed by the district's staff at each building and also with the District School Improvement Team. This data is reviewed periodically and used in data review with staff at each building to help make instructional changes which will increase the likelihood that students' achievement will improve. If the Mount Pleasant School District students fail to make progress in meeting the state's target for AMAO, the school will separately inform parents of ELLs about the school's failure within 30 days of the district's notification.

## 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, plus or minus 2 years, as an alternative to expecting the student to perform, without differentiation, in our general education settings.

Students who are not progressing at typical rate in general education programs should have programming examined to determine if additional supports are necessary for them to be successful. Each building in the Mount Pleasant Community School District utilizes format of Response to Intervention (RTI) to provide levels of interventions which target students' needs if they are not achieving as expected in general education. The above considerations for retention are applicable when also looking at suspected disability possibilities for a student. In conjunction with Area Education Agency personnel, school staff will analyze intervention data and English proficiency to determine if there is a suspected disability. An assessment of skills in a student's

first language is also completed before a possible referral for a Full Individual Evaluation for special education services.

## TALENTED AND GIFTED PROGRAMMING IDENTIFICATION CONSIDERATIONS

The Mount Pleasant Community School District follows the Iowa Department of Education requirement that there be multiple selection criteria for identifying gifted and talented students from the total student population which includes English Language Learners. This approach involves obtaining student information from several quantitative and qualitative sources and is helpful in making accurate referrals. The multiple criteria used to identify students for gifted/talented programming may involve any combination of the following:

- English language proficiency tests
- Acculturation scales
- Input from the student's cultural group
- Prior academic performance in the child's first language
- Parent interviews
- Teacher Recommendations

In addition, it's helpful to consider other factors such as:

- Assessment data
- Student observations
- Portfolio assessments

## 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. The transition student is still considered an ELL student for the Iowa Assessments 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.

## 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 monitored 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 (IELDA) level 6. (Evidence shows that students at composite level 6 have a 95% success rate on ITBS.  
.)

**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. ***District may monitor exited students for two additional years.***

**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 Iowa Assessment.

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 Mount Pleasant.

**Mount Pleasant Community School District**

**Home Language Survey**

Student Name \_\_\_\_\_ Birth Date: \_\_\_\_\_ Sex:  Male  Female

Parent/Guardian Name: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Telephone: \_\_\_\_\_ Work Telephone: \_\_\_\_\_

1. Was your child born in the United States?  Yes  No  
 If yes, in which state? \_\_\_\_\_

If no, in what other country? \_\_\_\_\_

2. Has your child attended any school in the United States for any three years during their lifetime?  Yes  No

Name of School: \_\_\_\_\_ State: \_\_\_\_\_ Dates Attended: \_\_\_\_\_

Name of School: \_\_\_\_\_ State: \_\_\_\_\_ Dates Attended: \_\_\_\_\_

Name of School: \_\_\_\_\_ State: \_\_\_\_\_ Dates Attended: \_\_\_\_\_

3. What language is spoken by you and your family most of the time at home? \_\_\_\_\_

4. If available, in what language would you prefer to receive communication from the family? \_\_\_\_\_

5. Is your child's first learned or home language anything other than English?  Yes  No

**If you responded "Yes" to question number 5 above, please answer the following questions:**

6. What language did your child learn when he/she first began to talk? \_\_\_\_\_

7. What language does your child most frequently speak at home? \_\_\_\_\_

8. What language do you most frequently speak to your child? (Father) \_\_\_\_\_  
 (Mother) \_\_\_\_\_

9. Please describe the language understood by your child. (Check only one)

- Understands only the home language and no English.
- Understands mostly the home language and some English.
- Understands the home language and English equally.
- Understands mostly English and some of the home language.
- Understands only English.

\_\_\_\_\_  
 Parent or Guardian's Signature Date

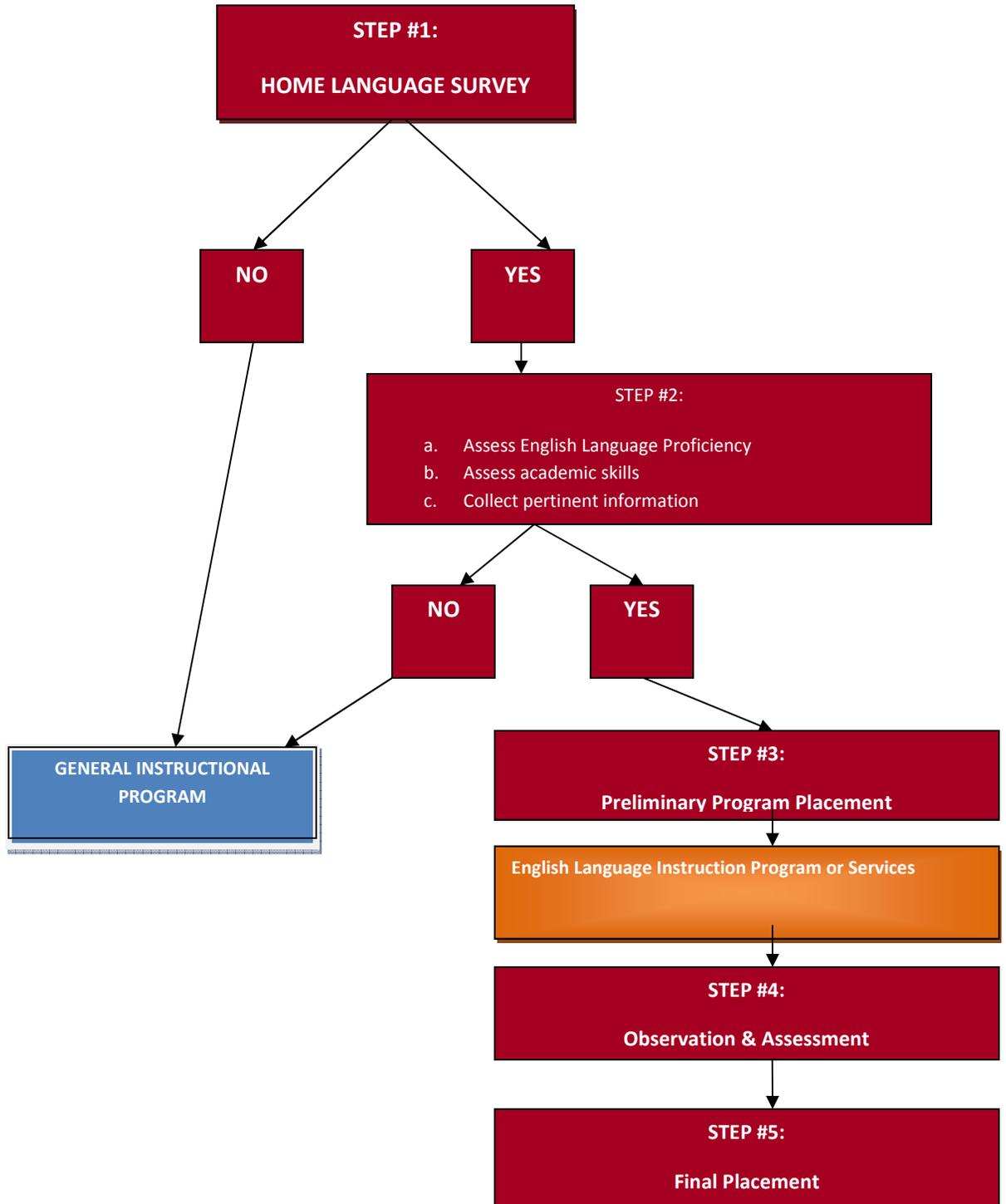
**OFFICE USE ONLY: Student I.D. #** \_\_\_\_\_ **Date Distributed:** \_\_\_\_\_ **Date Received:** \_\_\_\_\_

## Mount Pleasant Community School District

## ELL Identification Procedures

	PROCEDURES	TIME FRAME	PERSON RESPONSIBLE
1.	New student arrives at school to enroll. Home Language Survey is completed as part of the registration procedure.	Day of Enrollment	<b><u>Administrative Assistant</u></b> (Central Office) is responsible for distributing and collecting the Home Language Survey during enrollment. The form will be sent down to the <b><u>building secretaries</u></b> .
2.	If the Home Language Survey reveals that student's primary language is not English, then move to Step 3. The principal will place a copy of the survey in the students cumulative folder AND give a copy the ELL director.	Day of Enrollment	When the Home Language Survey reveals that the primary language is other than English it is THE <b><u>BUILDING PRINCIPAL</u></b> IS RESPONSIBLE TO FORWARD A COPY OF THE HOME LANGUAGE SURVEY TO THE DIRECTOR OF ELL (ELL DIRECTOR) AND PLACE A COPY IN THE STUDENT'S CUMULATIVE FOLDER.
3.	Notify the school's ELL teacher and classroom teacher(s).	1-2 days	The <b><u>Director of ELL</u></b> is responsible for notifying the buildings ELL staff about the child.
4.	Idea Proficiency Test (TELPA) or ELDA Placement test is administered.	2 weeks	<b><u>ELL teacher</u></b> 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 notified that the student is NOT eligible for services.	No longer than 2 days after testing	The <b><u>ELL teacher</u></b> is responsible for communicating the results of the assessment to the building principal and classroom teacher(s).
6.	Notify parents of ELL program and seek permission to place student.	No longer than 5 days after receiving results	The school building <b><u>ELL contact</u></b> person is responsible for contacting parents to seek permission for student placement.
7.	Communicate ELL program status with building principal AFTER verifying with parents.	3-4 days	The school building <b><u>ELL contact</u></b> person is responsible for communicating ELL placement with the principal, and also with the <b><u>building secretary</u></b> to assure the child is entered into the school information management system correctly.
8.	Plan instructional placement	3-4 days	Instructional placement and/or modification is completed with building principal and classroom teacher. This process will be a collaboration led by the <b><u>building principal</u></b> .
9.	A copy of the student's placement and/or modification(s) are to be given to the student's classroom teacher(s) and the building principal. The original forms should be placed in the student's cumulative folder.	1-2 days	The school's <b><u>ELL teacher</u></b> is responsible for forwarding student placement and/or modification(s) to the student's teacher(s) and the <b><u>building principal</u></b> is responsible for filing the original in the student's cumulative folder.
10.	Monitoring of academic progress	End of each quarter	The <b><u>classroom teacher(s)</u></b> are responsible for monitoring and completing progress reports/grades and collaborating information to the building ELL teacher. The <b><u>ELL teacher(s)</u></b> 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 <b><u>classroom teacher(s)</u></b> monitors students who have exited the ELL program and reports their progress to the local school's ELL teacher/contact.

Mount Pleasant Community School District  
Identifying ELL Students



## Tennessee English Language Placement Assessment (TELPA)

(Beginning July 1, 2014)

The TELPA is a placement test designed and based upon the full English Language Development Assessments (ELDA) battery of tests. It is designed to allow schools to place students, based on their acquisition of English language proficiency skills, into classrooms and services best suited for their current level of acquisition. The TELPA has four operational forms designed for differing levels of academic and developmental language. Thus, there is one test form for each of the follow grade clusters: K-2, 3-5, 6-8, and 9-12.



## PARENT PERMISSION FOR SERVICE

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

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

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

1. This service is part of Mount Pleasant schools' educational program assisting children who have been identified as "limited English proficient" by TELPA/ELDA Test.
2. My child will participate in the English Language Learner (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 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.
10. If form is not returned within 7 calendar days permission is granted to the district.

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: \_\_\_\_\_



## PARENT REFUSAL FOR ELL SERVICE

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

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

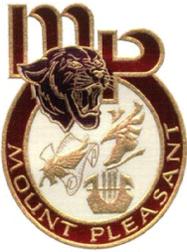
I understand that after careful evaluation, it is recommended that my child will receive extra services in the English Language Learner Program. School personnel have discussed this assignment with me and I understand the following:

1. This service is a part of the Mount Pleasant schools' educational program assisting children who have been identified as "limited English proficient" by TELPA 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 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 services for my child if needed in the future.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**PARENT NOTIFICATION FOR EXITING ELL SERVICES**

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

Address: \_\_\_\_\_ 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:

- \_\_\_\_\_ Students must score a composite score of 6 on the I-ELDA.
- \_\_\_\_\_ Reading/Writing on or near grade level and success in general education classes.
- \_\_\_\_\_ Student successfully completed the transitional period for two years.
- \_\_\_\_\_ Scoring at or near grade level in district-wide achievement tests.
- \_\_\_\_\_ Teacher's recommendation/parent's consent

Next 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 \_\_\_\_\_

**Mount Pleasant Community School District-English Language Learner Program Descriptors  
ELL Identification and Participation in ELL Services and Mount Pleasant Assessments**

<b>CURRENT Identification/Placement or Growth measure</b>			<b>Transition Period: Preliminary Exit (Student performance monitored for 2 years)</b>	<b>TRANSITIONED 2 Years</b>	
<b>Student's Language Descriptors</b>	Pre-production/Early Production/Speech Emergence	Intermediate Fluency		Scores proficient on the Iowa English Language Development Assessment	
<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: TELPA 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*		Proficient (all 5's) in the 4 domains (reading, writing, listening, speaking)-Iowa ELL code #3	
<b>Yearly English Language Proficiency Testing for Growth</b>	Scores non-English proficient (NEP) on ANY part of the assessment; participates each spring in 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		Annual I-ELDA Testing. Mount Pleasant CSD monitors the student's work for 2 years	
<b>Instructional Services</b>	Receives/Participates in (based on proficiency): <b>Elementary:</b> -ELL Language Development Time -Push in ELL services -Content-based ELL <b>services</b> <b>Middle School</b> (any of the following), One -Newcomer/Orientation services -Content area support -One or more ELL English class periods <b>High School:</b> Any of the following: -One or more ELL English class periods -Sheltered English Content Instruction All: Additional native language support as applicable and mainstream classroom instruction with differentiation	Receives/Participates in: -ESL support with ELL time or ESL class -Specialized ELL support for areas of need (reading, writing, vocabulary development, etc.) -Flexible scheduling and instruction Additional in-class support as needed -Additional tutoring as needed All: Additional native language support as applicable and mainstream classroom instruction with differentiation		Receives/Participates in: -Full participation in district classes with education students -Flexibility for re-entry into ELL services after PSP type meeting -Differentiated instruction as needed	
<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		Performance in content area is at grade level	Performance is content area is at grade level
<b>Accommodations in assessment and differentiation in delivery of instruction-</b> Per NCLB flexibility, students in their first year in the U.S. with very low proficiency do not participate in reading/language arts portions of the ITBS/ITED for one time only.				Include in all district-wide assessments as general education students, with decisions about accommodations made on an individual basis	Participates in the District wide assessments <b>WITHOUT</b> accommodations

There is NO EXITED FULLY (2 years of Mount Pleasant CSD Monitoring Completed; additional monitoring by Iowa DE. There is NO need for additional second language supports. Satisfies the District's exit criteria and has been exited from the transitional stage.)

H.

## 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

## Mount Pleasant Community School District

## 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>	Yes	No
2. District staff is knowledgeable of the procedure for identifying students who have a primary language other than English.	Yes	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).	Yes	No
4. Documentation regarding each student's primary or home language is maintained in student's file.	Yes	No

**ASSESSMENT AND EVALUATION**

5. The district assesses on a yearly basis the English language proficiency 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).	Yes	No
6. The district conducts language proficiency assessments for students who have a primary or home language other than English, using: 6a. Formal assessments (e.g. tests). Name of test(s) used: TELPA (for placement), I-ELDA (for growth). 6b. Informal assessments (e.g. teacher interviews, observation).	Yes Yes Yes	No 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. Informally by native language interpreters if there are concerns or availability.	Yes	No
8. The district has developed procedures to determine the effectiveness of its informal assessment procedures.	Yes	No
9. The district has determined the level of English-language proficiency at which students are considered English proficient.	Yes	No
10. The district assesses ELL academic skills in relation to their grade or age level. Name(s) of instrument(s) used to assess ELL academic skills: Iowa Assessments	Yes	No



## STAFF

23. The district has established qualifications for teachers who teach ELL. Yes No	Yes	No
24. The district has established qualifications that the teachers' aides and/or instructional assistants must meet.	Yes	No
25. The district has teachers with ESL endorsement to teach ELL. Yes No	Yes	No
25a. Number of ELL for official count		
25b. Number of teachers with ESL endorsement who teach ELL	Yes	No
26. The district provides high-quality professional development to classroom teachers and other district personnel.	Yes	No
26a. Number of mainstream teachers that participated.		
26b. Number of ESL teachers that participated.	Yes	No
26c. Number of instructional assistants/aides that participated	Yes	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. See Appendix G	Yes	No
32. The exit criteria ensures that ELL can:	Yes	No
32a. Speak English sufficiently well to participate in the district's general educational program.		
32b. Read English sufficiently well to participate in the district's general educational program.	Yes	No
32c. Write English sufficiently well to participate in the district's general educational program.	Yes	No
32d. Comprehend English sufficiently well to participate in the district's general educational program.	Yes	No
33. The district monitors the academic progress of ELL who have exited the educational program.	Yes	No
33a. Average years of monitoring		

34. The school district determines whether ELL are performing at a level comparable to their English-speaking peers?	Yes	No
36. ELL re-enter the alternative language program if they experience academic difficulties in the regular program.	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	No
35. The district has established procedures for responding to deficient academic performance of ELL.	Yes	No

### PROGRAM EVALUATION

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

### EQUITABLE ACCESS

40. The quality of facilities and services available to ELL are comparable to those available to all other students.	Yes	No
41. The quality of instructional materials in the program are comparable to the instructional materials provided to all other students.	Yes	No
42. ELL participate in classes, activities, and assemblies with all the other students	Yes	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.	Yes	No

44. Counseling services provided to ELL are comparable to those available to all other students.	Yes	No
45. ELL have opportunities for full participation in special opportunity programs, (e.g. Gifted & Talented, Advanced Classes, Title I, Special Education programs, etc.)	Yes	No
46. ELL are not segregated while taking their classes	Yes	No
47. In general, ELL are integrated in classes such as P.E., music, arts, etc.	Yes	No

### SPECIAL EDUCATION

48.. The district utilizes procedures for identifying ELL who may be in need of special education services. We use the General Education Intervention available through Great Prairie AEA for ELLs	Yes	No
49. The district's procedures for identifying and assessing ELL for special education takes into account language and cultural differences	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. Interpreters might be asked to interview parents.	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

### NOTICE 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 parents can understand) For example, school forms are translated. We are developing a database of frequently used documents that are translated.	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 no 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 2013-2014 academic year.

Mount Pleasant Community School District

400 East Madison Street

Mount Pleasant, Iowa 52641

Administrator: Mike Wells, Superintendent

Date: (TBD-Spring, 2014)

Dina Saunders, ELL Director

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.

**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 an 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:
  - (i) how the LEP children's needs will be identified;
  - (ii) what services will be offered;
  - (iii) how, where, and by whom the services will be provided;
  - (iv) how the services will be assessed and how the results of the assessment will be used to improve those services;
  - (v) the size and scope of the services to be provided to the private school children and educational personnel;
  - (vi) the amount of funds available for those services;
  - (vii) 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.

## **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.