

Ankeny Community School District

**K-12 Lau (EL) Plan for Serving English Learners (ELs)**

School Year 2018-19

**Required Lau Leadership Team Members:** Sharon Ingebrand-Director of Professional Learning, Ben Muller-Prairie Trail Elementary Principal, Lisa Hill-Ankeny High School Associate Principal, Nancy Lehman- Ankeny Centennial High School Assistant Principal, Jeremy Braden-Summit Principal, Bev Kuehn-Northview Middle School Principal, Adam Busch-Southview Middle School Assistant Principal, Ben Huebsch-Northview Middle School Principal, Carol Eddy-Parkview Middle School Principal, Heidi Reichart-Rock Creek Elementary (content teacher) 5<sup>th</sup> grade teacher, Al Neppel-Rock Creek Elementary Principal, Jenifer Owenson-Equity Coordinator, Jane Kennedy-EL Teacher, Licia Pettit-EL Teacher, Laurel Quinn-EL Teacher

**Lau Plan**

The district plan designed to meet the instructional needs of English Learners (ELs) is referred to as the Lau Plan (*Lau v. Nichols*, 1974). The Lau Plan must be collaboratively written by the K-12 team identified above and must include the following required critical elements:

**I. Lau Plan Goals** (*See Appendix A*)

- A. Teach English language comprehension through listening, speaking, reading and writing skills to attain English proficiency and academic competence.
- B. Develop high levels of academic competence in English while meeting the same challenging academic content and achievement standards all students are expected to meet.
- C. Promote pride in student's cultural and linguistic backgrounds, maintain cultural heritage, and prepare students and families to actively participate within American society

**II. Identification and Placement of ELs in a Language Instruction Education Program (LIEP)**

- A. Home Language Survey ([www.TransAct.com](http://www.TransAct.com))  
The Home Language Survey (HLS-IA) for all district students is from the TransAct website. To identify students who are English Learners, the Home Language Survey information is screened by the school registrar. If another language in the student's background is indicated, the registrar sends the Home Language Survey to Language Instruction Education Program (LIEP) teachers. The building's EL teacher facilitates the identification process. The Home Language Survey is stored in the student's physical cumulative folder (typically stored in the school office).
- B. State-approved English language proficiency placement assessment

The Ankeny Community School District uses the Tennessee English Language Proficiency Assessment (TELPA) to screen potential ELs and will transition to ELPA21 in the fall of 2018.

C. Process to place student in appropriate LIEPs

Initial placement assessment is administered (within the first 30 days of the school year or within two weeks, if the student arrives after the beginning of the school year). If the English Learner was in a LIEP in a previous school district in Iowa, they will be in the LIEP in Ankeny Schools. Students entering the Ankeny Schools from out of state will be administered the initial placement assessment (TELPA). The placement team may include the EL teacher, classroom teacher, school counselor, and/or building principal.

Parental notification of eligibility and placement is sent within the first 30 days of the school year. If the student arrives after the beginning of the school year, notification is sent within two weeks. Parents are notified of assessment results and program placement in the language they most easily understand.

D. Parental forms distributed in a language most easily understood (TransAct) within 30 days at the beginning of the year and two weeks later in the school year

1. "Determination of Student Eligibility for Program Placement" (TransAct form) sent once upon placement
2. "Notice of Program Placement" (TransAct) initially and annually from TransAct
3. within required timelines
4. required copies placed in students' cumulative files

E. Process for waiving students from LIEP

1. A meeting (based on the parent's preference – in person or via phone) is held to discuss recommendations, concerns, ELPA21, assessment requirements, and potential outcomes with parent(s) and providing a copy of "Explanation of Consequences for Not Participating in English Learner Program notice" (see Appendix H).
2. "Request for Change in Program Participation" (Waiver)-signed copy to document the parent/guardian decision is placed in student's cumulative file.
3. Students that waive EL services will continue to be monitored by classroom teachers and EL teachers. The EL teacher will consult with the student's classroom teachers to provide instructional strategies and verify the student is meeting standards. Classroom formative assessment and district-wide assessments such as the FAST, Benchmark Assessment System (BAS), NWEA MAP tests, and IA Assessment data will be used to evaluate student progress. Students will take the ELPA21 assessment annually until English language proficiency criteria are met. Building problem solving and intervention services are available to all students per Ankeny school board policy 604.00.

### III. Description of the LIEP

A. LIEP goals

1. Teach English language comprehension through listening, speaking, reading and writing skills to attain English proficiency and academic competence.

2. Develop high levels of academic competence in English while meeting the same challenging academic content and achievement standards all students are expected to meet.
3. Promote pride in student’s cultural and linguistic backgrounds, maintain cultural heritage, and prepare students and families to actively participate within American society.

B. Description of specific state-approved LIEP model(s) used in district and the process to place students (*See Appendix B*)

English Learners are placed at grade levels appropriate for their ages. Students are placed within two years of their age-appropriate grade-level. The classroom and EL teacher assess academic skills in relation to the student’s grade or age level. Differentiation is practiced by teachers during the school day to ensure grade level content is learned. All students will have access to the Iowa Core Curriculum.

The appropriate program is determined based on assessment results. Student progress is monitored and evaluated frequently and appropriate program changes are made as necessary.

The Ankeny Community School District offers the following LIEP. For a description of LIEP programs, see Appendix B.

Program Design	Elementary (K-5)	Middle (6-7)	Middle (8-9)	High (10-12)
English as a Second Language Program (i.e. Co-teaching, push-in, pull-out)	X	X	X	X
Intensive English for Newcomers (as needed)	X	X	X	X

C. Annual parent notification and procedure for waiving services

Following initial placement in the program, parents will be notified annually of their student’s continuing eligibility and level of services. The EL teacher will complete the TransAct Notification of English Language Development Program Placement form. Parent notification forms will be sent out within 30 days of the beginning of the academic year or within two weeks, if the student enrolled after the start of the school year. The Ankeny Community School District will provide parent notification in an understandable and uniform format, to the extent practical, using both verbal and written translations.

If a parent refuses services or withdraws a student from the program, he or she will sign the TransAct “Waiver-Refusal of ESL-Bilingual Program” form. A parent meeting will be held to discuss recommendations, concerns, and potential outcomes as referenced in

Section II, Letter E. The waiver form will be kept in the student's cumulative folder. Students will take the ELPA21 assessment annually until English language proficiency criteria are met.

D. Highly qualified staff (ESL endorsement)

The Ankeny Community School District employs highly qualified classroom and EL teachers as licensed by the Iowa Department of Education. EL teachers hold an ESL endorsement and classroom teachers are licensed in the content area for which they are teaching. The district hires interpreters when parents/families indicate a need for an interpreter.

E. Designated administrator oversight for LIEPs

Kim Antisdel, Director of Student Services along with the building principals are responsible for administrative oversight of the Language Instruction Educational Program.

F. Access to both Iowa Core Standards and English Language Proficiency (ELP) Standards

EL students are required to meet the same rigorous standards and benchmarks as all Ankeny Community School District students. The English Language Development program meets students where they are at and moves them forward. There is not a separate EL curriculum; however, there are specialized materials and strategies that will assist ELs in meeting Iowa Core Standards. Teachers will be trained to integrate the ELP Standards with the Core standards to promote both language and content development. Training modules are currently being adopted for the ELP standards by the Iowa Department of Education. EL teachers will collaborate with content area teachers regularly. This could happen via a combination of meeting during scheduled professional learning community times in the building, meeting during different times, and/or email communication.

G. Curriculum and Supplemental Resources

EL teachers have access to Fountas and Pinnell's Leveled Literacy Intervention (LLI) kits to teach and reinforce student literacy skills. Student language and literacy needs determine which kit level a student uses.

Leveled book sets are used in all buildings with students to match text with student reading levels. The books sets are purchased with district curriculum materials every five years and texts are added yearly as student need emerges.

The Oxford Picture Dictionary can be used for instruction and/or reference.

Title III Mini-grant Materials

- Content-based chapter books – Social Studies
- Language, Literacy and Vocabulary Reading Expeditions – Life Science and Human Body, Physical Science, US History, Earth Science
- Inside the USA
- Inzone Books

As teachers participate in the ELP standards training modules additional resources may be identified and purchased to assist with standards implementation.

#### **IV. Process to Provide Meaningful Access to all Co-curricular and Extracurricular Programs**

##### **A. Process in place for identifying and serving gifted/talented (GT) ELs**

All third grade students in the Ankeny School District take the CoGat assessment, which is used as a screener for ELP programming. Additional data gathered includes Iowa Assessment and NWEA MAP scores. An additional identification process used to identify ELs for GT programming is the General Education Intervention (GEI) process. The team is looking at indicators such as the rate of student learning and the acquisition of skill compared to other ELs. This is a team process that consists of classroom teachers, Extended Learning Program (ELP) teacher, EL teacher (when necessary) and the building instructional coach and administrator. Completed assessments are kept in the student's cumulative folder.

Additional data considered when evaluating an EL student includes ELPA 21 scores, prior academic performance in another language, ability to speak in multiple languages, rapid acquisition of a second language, high ability shown in mathematics, mature sense of diverse cultures and languages, code switches easily, demonstrates an advanced awareness of American expressions, translates at an advanced level, and navigates appropriate behaviors successfully within both cultures.

##### **B. Process in place for identifying and serving ELs in special education**

A lack of English proficiency does not in itself indicate a disability or qualify a student for Special Education services. Differences in background and exposure are different than the presence of a disability. A student from another culture may have learning styles and concepts of appropriate school and classroom behavior that differ from the American mainstream perception. However, these concepts of appropriate school and classroom behavior may be appropriate to that student's cultural background and experiences.

In the course of normal second language acquisition, a student may not be able to perceive or pronounce certain sounds that do not exist in his or her first language, or that are not used in the same position. Normal sound patterns from the first language may lead students to fail to discriminate sounds in the second language. This is not a learning, speech, or hearing disorder. In addition, a student may acquire oral and written skills in English at different rates. Oral fluency in English may not be an indication of the overall English language skills necessary for academic achievement.

Therefore, before a student can be served in Special Education, he or she should be assessed in the first language to determine whether the suspected condition exists in the language and cultural context with which the student is most familiar and comfortable. A suspected speech disorder, for example, that does not appear in the first language can be assumed to be a natural characteristic of second language acquisition. Similarly, vocabulary deficits which appear in English that do not appear in the first language

should not be seen as a comprehension disability and can be assumed to be a natural characteristic of second language acquisition.

- C. Process in place for identifying and serving ELs in any other district programs (i.e., Title I, Reading Recovery, At-Risk, career and technical programs, counseling services, Advanced Placement, performing and visual arts, athletics, clubs, honor societies, etc.)

English Learners have full access to all district programs. Grade-level Professional Learning Communities (PLCs) as well as building problem-solving teams assist in ensuring students have access to district programs.

At the secondary level, EL teachers and the student's school counselor collaborate to create the student's daily schedule as well as assist with career and future planning, Advanced Placement sign up, co-curricular, and extracurricular activities. Interpreters are available for families during school activities (for example college nights, FAFSA completion, parent-teacher conferences, etc). The ELL teacher ensures EL parents are invited to events in the preferred language.

English Learners are included in all district screening processes for programs such as Title I and At-Risk services. The district analyzes data (student activity participation, program participation, etc.) to ensure that ELs are participating equitably in district programs. If students are not participating equitably, actions will be taken to increase participation in identified areas.

- V. Ongoing, Embedded EL Professional Development for Staff who Support ELs**  
English Learner teachers, as well as classroom teachers, paraprofessionals, instructional coaches, counselors, curriculum coordinators, and administrators participate in EL-specific professional development opportunities offered through Title III funds.

EL teachers, classroom teachers, and administrators attend the Iowa Culture Language Conference and Our Kids Summer Institute annually. Teachers and building teams that participate share their learning within grade-level and content Professional Learning Communities (PLCs) as well as building-level Instructional Leadership Teams.

EL teachers participate in the ESL Advisory Network quarterly.

EL teachers participate in grade-level or content area PLCs on a weekly basis. The district professional development calendar has designated vertical PLC dates (seven per year) for EL teachers to meet together during contract time.

Professional development on the English Language Proficiency (ELP) standards will be provided through the ELP Standards Training Modules throughout the school year to EL and classroom teachers as modules become available.

The Director of Student Services maintains a record of professional development activities. The record includes who participated in the training and if the training targeted the EL-specific needs of students.

## **VI. Annual English Language Proficiency Assessment (ELPA21) Administration**

A. EL teachers complete the online training provided by the Iowa Department of Education for both the TELPA/ELPA21 Screener and ELPA21 Summative Assessment administration annually. The certificate of completion is submitted to the Director of Student Services annually.

B. EL teachers and the Director of Student Services will participate in the Department of Education's online training modules for interpreting the results of ELPA21.

The results of ELPA21 are shared with all stakeholders.

- Students – EL teachers share individual results with students.
- Parents – Individual student results are sent home to families. When necessary, EL teachers follow-up with families regarding the results via phone or a meeting (depending on the parent's preference). An interpreter will be provided for families.
- Classroom/content area teachers – The EL teachers share individual results with teachers. Based on these results, the EL teachers make recommendations regarding student placement, accommodations, and instructional strategies for the student, such as high quality books tied to the Core at appropriate and accessible reading levels.

## **VII. LIEP Exit Criteria and Procedures**

### **A. Exit Criteria**

The student:

1. Achieves the required score for proficiency on ELPA21
2. Scores proficient on district-wide and/or state-wide assessments in reading and math. *Iowa Assessments will be used for grades 3-11.; K-2 students will meet end of year expectations on the FAST and Benchmark Assessment System (BAS) for reading and meet grade level math benchmarks.*
3. Meets both of the above criteria in the same school year

### **B. Exit Notification Procedures**

1. Occurs during the allowable window (occurs before Oct. 1 student count date)
2. Notify parents with state-approved TransAct exiting form "Program Exit Letter" in language most understandable to parents/families. The exit form is placed in the student's cumulative folder.
3. Change student coding to "exited" so the student does not continue to generate unwarranted funding. District data personnel responsible for entering data should refer to *Iowa Department of Education's Data Dictionary*.
4. Begin required two-year monitoring process.

## **VIII. Monitoring Procedures after Students Exit the LIEP Program**

A. Students who meet the criteria outlined in Section VII A will be exited from the EL program. The EL teacher assigned to the building and grade level (Licia Pettit-Rock Creek and Prairie Ridge Middle School, Laurel Quinn-Southeast Elementary, Jane

Kennedy-Parkview Middle School, Southview Middle School, Northview Middle School, Ankeny High School, and Ankeny Centennial High School) will be responsible for evaluating the monitoring process. When students are exited from the EL program, a TransAct EL Exit Notification is sent home to parents and the exit form is placed into the student's cumulative folder.

If, following exit from the LIEP, the student shows signs of not sustaining academic progress, the student can be re-entered into the LIEP. Parents will be notified via the Notification of English Language Development Program Placement form (TransAct) and sign the form granting permission for the student to re-enter the program. The student will resume testing via the ELPA21 summative assessment annually.

## **IX. LIEP Evaluation**

- A. The district (Director of Student Services) will perform an annual LIEP evaluation process, which includes evidence regarding progress toward meeting Lau Plan LIEP goals in both English language development and academic achievement. Future programming and services for ELs will be based on data collected as part of the evaluation. Evaluation criteria includes:
1. The percentage of ELs making growth in language acquisition as measured by the ELPA21 (AMAO 1).
  2. The percentage of ELs attaining or reaching full proficiency as measured by ELPA21 (AMAO 2).
  3. Adequate Yearly Progress (AYP) in reading and math on the Iowa Assessments (AMAO 3).
  4. EL graduation rates, EL dropout rates, EL postsecondary enrollment, EL retention rates.

## **X. Appendices**

- A. Letter to Districts from the U.S. Department of Justice:  
<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>
- B. Description of LIEP Models
- C. Home Language Survey (TransAct)
- D. Determination of Student Eligibility for English Language Development Program Placement (TransAct)
- E. Notification of English Language Development Program Placement (TransAct)
- F. Waiver/Refusal of ESL/Bilingual Program (TransAct)
- G. English Language Development Program Exit Letter (TransAct)
- H. Explanation of Consequences for not Participating in the English Learner Program



## **Appendix A**

Please download the full Department of Justice and Office of Civil Rights Joint Guidance document from:

<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

## Appendix B

### Description of LIEP Models

[www.2.ed.gov/about/offices/list/ocr/EL/glossary.html](http://www.2.ed.gov/about/offices/list/ocr/EL/glossary.html)

**Newcomer Program:** *Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants; typically, students attend these programs before they enter more traditional programs (e.g., English Language Development programs or mainstream classrooms with supplemental ESL instruction).*

**Sheltered Instruction:** *An instructional approach used to make academic instruction in English understandable to ELs. 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.*

**English as a Second Language (ESL):** *A program of techniques, methodology, and special curriculum designed to teach ELs English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. Further, ESL instruction is usually in English with little use of native language.*

**Dual Language Program:** *Also known as two-way, or developmental, the goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language.*

**Other Bilingual Program:** *Bilingual education...refers to approaches in the classroom that use the native language of English language learners (ELs) for instruction.*  
[www.nabe.org/BilingualEducation](http://www.nabe.org/BilingualEducation)

# Appendix C

## Ankeny Community Schools HOME LANGUAGE SURVEY

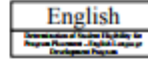
Student Name: \_\_\_\_\_ Birth Date: \_\_\_\_\_ Sex:  Male  Female  
Parent/Guardian Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Home Telephone: \_\_\_\_\_ Work Telephone: \_\_\_\_\_  
School: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

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  
If yes, please provide school name(s), state, and dates attended:  
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 school? \_\_\_\_\_
  
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)
  - A.  Understands only the home language and no English.
  - B.  Understands mostly the home language and some English.
  - C.  Understands the home language and English equally.
  - D.  Understands mostly English and some of the home language.
  - E.  Understands only English.

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

\_\_\_\_\_  
Date

# Appendix D



## Ankeny Community Schools Determination of Student Eligibility for Program Placement

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_  
School: \_\_\_\_\_ Grade: \_\_\_\_\_

Dear Parent/Guardian(s):

When your child registered for school, a Home Language Survey was completed and indicated that a language other than English is spoken by your child or in the home. Based on this information, the school gave your child a test to determine his/her eligibility for placement in an English Language Development Program.

To determine our recommendation, we tested your child's English language abilities in:

- speaking     reading     writing     listening and understanding  
 and used other information, such as prior education and social experiences; written recommendations and observations by current and previous instructional school staff; Eligibility Placement Committee meeting; mastery of basic skills in English and their home language; and/or grades from current or previous years.

Based on your child's results, we:

- recommend an English Language Development Program for your child.  
 do not recommend an English Language Development Program for your child because your child is not eligible and does not qualify for services.

To help improve your child's language abilities in English, your child will be placed in the following program:

- a regular grade level classroom with instruction in English.  
 Bilingual: \_\_\_\_\_ (program name)  
 English as a Second Language (ESL): \_\_\_\_\_ (program name)  
 Other: \_\_\_\_\_

We feel this program will help your child meet high academic grade level standards and graduation requirements. Please sign below where indicated and return this notice to your child's school.

Thank you for your interest in the quality of your child's education. Please contact us if you have any questions or if you do not wish to have your child placed in the program.

_____ Name	_____ Title
_____ Phone	_____ Email

Eligibility Placement Committee (if applicable):

Name: _____	Signature: _____	Title: _____	Date: _____
Name: _____	Signature: _____	Title: _____	Date: _____
Name: _____	Signature: _____	Title: _____	Date: _____
Name: _____	Signature: _____	Title: _____	Date: _____

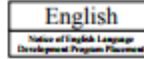
Parent/Guardian: Please complete the section below and return the entire form to your child's school.

Name of Parent/Guardian: \_\_\_\_\_ Signature: \_\_\_\_\_  
Phone: \_\_\_\_\_ Email: \_\_\_\_\_

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# Appendix E



## Ankeny Community Schools Notice of Program Placement

Initial Placement     Continuing Placement

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_  
School Location: \_\_\_\_\_

Dear Parent/Guardian(s):

Based on your child's English proficiency test scores and level of academic achievement, we are pleased to inform you that your child will receive instruction in our district's English Language Development Program. Our district's English Language Development Program is designed to help your child learn English so that s/he will be able to meet age appropriate academic standards for grade promotion and graduation. The high school graduation rate for students participating in an English language development program is \_\_\_\_%. If your child has a disability and an Individualized Education Program (IEP), improvement in his/her ability to speak and write in English will help meet the objectives of their IEP. Please note that your student was identified as having a primary language other than English on the home language survey and, therefore, was required to participate in the assessment of English language proficiency using the following state and district adopted test(s):

- \_\_\_\_\_  
*(Test used to measure level of English proficiency)*
- \_\_\_\_\_  
*(Test used to measure level of English proficiency)*

Your student's Level of English Proficiency is: \_\_\_\_\_ Highest score possible is: \_\_\_\_\_  
Level needed to exit the English Language Development Program: \_\_\_\_\_

If applicable, your child's level of academic achievement was measured using the following test(s):

- \_\_\_\_\_  
*(Test used to measure level of academic achievement)*
- \_\_\_\_\_  
*(Test used to measure level of academic achievement)*
- \_\_\_\_\_  
*(Test used to measure level of academic achievement)*

Your student's Level of Academic Achievement is: \_\_\_\_\_

The method of instruction used in your child's English Language Development Program is:

- Bilingual: Instruction provided in both English and your child's home language
- Transitional Bilingual: Instruction provided mostly or all in English adapted to student's level
- Content-based English Language Learner (ELL)/English as a Second Language (ESL): Instruction is provided in English only and adapted to student's level
- Pull-out ELL/ESL: Student leaves his/her English-only classrooms during the day for ELL/ESL instruction
- Other: \_\_\_\_\_

Your child's program  is  is not the district's only English Language Development Program. Additional information about your child's program and other district language programs, if available, is attached.

Please contact the person below or \_\_\_\_\_ if you would like to request: (a) immediate removal of your child from the English Language Development Program; (b) options available for your child if you decline enrollment or would like another method of instruction; or (c) assistance in selecting other district programs or instructional methods, if available.

Name: \_\_\_\_\_ Title: \_\_\_\_\_  
Phone: \_\_\_\_\_ Email: \_\_\_\_\_

OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

**Ankeny Community Schools**  
Description of Program(s)

The goal of each of the district's English Language Development Program(s) is to help your child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation. Each program identifies the educational strengths and needs of your child using instructional methods described below. It is anticipated your child will continue in an English language development program for \_\_\_\_\_ years or until he/she is able to successfully transition to a full day schedule that is not tailored for English Learner students.

Your Child's Program: \_\_\_\_\_

Instructional Method(s): \_\_\_\_\_

Program Content for Meeting State Proficiency: \_\_\_\_\_

Native Language Used in Instruction:  Yes  No  
 English Language Used in Instruction:  Yes  No

Program Exit Criteria: \_\_\_\_\_

Description of Other Available Program(s): \_\_\_\_\_

Instructional Method(s): \_\_\_\_\_

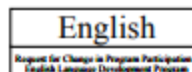
Program Content for Meeting State Proficiency: \_\_\_\_\_

Native Language Used in Instruction:  Yes  No  
 English Language Used in Instruction:  Yes  No

Program Exit Criteria: \_\_\_\_\_

OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

## Appendix F



### Ankeny Community Schools Request for Change in Program Participation

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

Dear Parent/Guardian(s):

You have indicated that you do not want your child to participate in an English Language Development Program and/or Bilingual Program, or that you would like a change in your student's English Language Development Program or placement. Although we are offering a program we feel is the most appropriate for your child's level of English proficiency, you have the right to (a) request that your child not participate in a program, or (b) choose another program or method of instruction, if available.

If you have chosen (a) or (b) listed in the previous paragraph, please complete and sign the bottom of this form and return it to your child's school. This form must be completed every year until your child becomes English proficient.

Thank you.

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### Ankeny Community Schools Request for Change in Program Participation

I, \_\_\_\_\_ (parent/guardian) of \_\_\_\_\_ (student) have been informed of my right to not have my child participate in the English Language Development Program and/or Bilingual Program offered by the school or district. I have been informed of other district language programs or methods of instruction, if available, and request the following action be taken on behalf of my child:

- I do not want my child to participate in the English Language Development Program offered by the school.
- I do not want my child to participate in the Bilingual Program offered by the school.
- Enroll my child in another program or method of instruction, if available.

Please enroll my child in the following program: \_\_\_\_\_

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

# Appendix G

## Ankeny Community Schools English Language Development Program Exit Letter

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_

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

Dear Parent,

A recent assessment has shown that your child has made significant improvement in his/her ability to read, write, speak and listen in English. As a result of your child's improved English language skills, he/she no longer qualifies for services provided by the school district's English Language Development Program.

Thank you for your assistance in helping make your child's exit from the English Language Development Program a success. If you have any questions or concerns, please call your child's school or teacher.

Sincerely,

\_\_\_\_\_  
Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Phone

\_\_\_\_\_  
Email Address



## Appendix H



### Ankeny Community Schools Explanation of Consequences for not Participating in English Learner Program

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

Dear Parent/Guardian(s):

You have indicated that you do not want your child to participate in the district's English Language Development Program(s).

*Title VI of the Civil Rights Act of 1964* and U.S. Supreme Court *Lau v. Nichols* ruling of 1974 requires schools and districts to provide services to eligible students to help them attain English proficiency and access academic content. In compliance with *Civil Rights* law, our school district has implemented a program that we feel is the most appropriate for your child's level of English proficiency. Even if you do not want your child to participate in our district's program, the district is still required by *Civil Rights* law to provide services to your child that will help your child attain English proficiency and access academic content.

Refusing to allow your child to participate in the district's English Language Development Program places the responsibility of meeting the Civil Rights requirements to provide services that will help your child attain English proficiency and access academic content on your child's classroom teacher(s). What you need to know is that your child's classroom teacher(s) may or may not be trained or have the qualifications to adequately provide these services.

If your child does not participate in the English Language Development Program offered by our district, she/he will receive the services available in the classroom to help your child attain English proficiency and access academic content. And, she/he will still be required to take the annual test of English language proficiency until she/he meets all requirements to no longer be considered an English Learner. In addition, not participating in the district's English Language Development Program could result in your child taking longer to meet the requirements to no longer be considered an English Learner than other students that do participate in these services. Not participating in these programs could also delay your child's ability to fully participate in the education program offered by our district.

Sincerely,

\_\_\_\_\_

Name

\_\_\_\_\_

Phone

\_\_\_\_\_

Title

\_\_\_\_\_

Email