

House Study Bill 553 - Introduced

SENATE/HOUSE FILE _____
BY (PROPOSED DEPARTMENT OF
EDUCATION BILL)

A BILL FOR

1 An Act relating to standards for educational and instructional
2 models, programs, and supplementary weighting for students
3 identified as limited English proficient.
4 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:

1 Section 1. Section 256.7, subsection 31, Code 2014, is
2 amended by adding the following new paragraph:

3 NEW PARAGRAPH. *c.* Adopt rules, in collaboration with
4 the Iowa reading research center established pursuant to
5 section 256.9, subsection 53, to establish standards for
6 the identification, selection, and use of research-based
7 educational and instructional models for students identified as
8 limited English proficient, and standards for the professional
9 development of the instructional staff responsible for
10 implementation of those models.

11 Sec. 2. Section 256.9, Code 2014, is amended by adding the
12 following new subsection:

13 NEW SUBSECTION. 65. Establish, subject to an appropriation
14 of funds by the general assembly, an English language literacy
15 for all grant program which shall be made available to all
16 school districts. Priority in issuing grants shall be given
17 to school districts with the highest percentage of students
18 identified as limited English proficient. A grant may be
19 awarded for a period of up to three years. The department
20 and each school district receiving a grant shall enter into
21 a performance agreement, which shall be renewed annually,
22 that identifies clear literacy achievement goals for limited
23 English proficient students enrolled in the school district
24 and includes an accountability system to measure student
25 performance and evaluate program effectiveness to ensure that
26 program goals are met. School districts may expend grant
27 moneys for professional development for professional staff
28 providing instructional services to limited English proficient
29 students.

30 Sec. 3. Section 280.4, subsection 3, paragraph b, Code 2014,
31 is amended to read as follows:

32 *b.* For students first determined to be limited English
33 proficient for a budget year beginning on or after July 1,
34 2010, the additional weighting provided under paragraph "a"
35 shall be included in the weighted enrollment of the school

1 district of residence for a cumulative period of time not
2 exceeding five years beginning with the budget year for
3 which the student was first determined to be limited English
4 proficient. The five years of eligibility for the additional
5 weighting need not be consecutive and a student's eligibility
6 for the additional weighting is transferable to another
7 district of residence.

8

EXPLANATION

9 The inclusion of this explanation does not constitute agreement with
10 the explanation's substance by the members of the general assembly.

11 This bill relates to standards for educational and
12 instructional models, programs, and supplementary weighting for
13 students identified as limited English proficient.

14 The state board of education is directed to adopt rules,
15 in collaboration with the Iowa reading research center, to
16 establish standards for the identification, selection, and
17 use of research-based educational and instructional models
18 for students identified as limited English proficient, and
19 standards for the professional development of the instructional
20 staff responsible for implementation of those models.

21 The director of the department of education is directed
22 to establish, subject to an appropriation of funds by the
23 general assembly, an English language literacy for all grant
24 program for school districts. Priority must be given to school
25 districts with the highest percentage of limited English
26 proficient students. A grant may be awarded for up to three
27 years. The department and each school district receiving a
28 grant must enter into a performance agreement, which must be
29 renewed annually, that identifies clear literacy achievement
30 goals and includes an accountability system. School districts
31 may expend grant moneys for professional development for
32 professional staff providing instructional services to limited
33 English proficient students.

34 The bill permits some flexibility for the amount of time a
35 student may be eligible for additional weighting as a limited

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1 English proficient student by providing that the five-year
2 eligibility period is cumulative, and need not be consecutive,
3 and is transferable to another district of residence.