



Perry Community School District

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

September 2015

Lau Plan Team Members:

Laura Skeel, Director of Learning Supports/District EL Coordinator

Kevin Vidergar, Director of Teaching and Learning

Trevor Miller, Elementary School Principal

Janna Bjork, Elementary EL Teacher

Cindy Jafvert, Middle School EL Teacher

Angelica Cardenas, District Equity Coordinator

Table of Contents

I.	Lau Plan Goals.....	3
II.	Identification and Placement of ELs	3
III.	Description of the LIEP.....	4
IV.	Process to Provide Meaningful Access	7
V.	Professional Development for Staff who Support ELs.....	8
VI.	Annual English Language Proficiency Assessment	8
VII.	LIEP Exit Criteria and Procedures.....	9
VIII.	Monitoring Procedures	9
IX.	LIEP Evaluation	10
X.	Appendices	
	A. Letter to Districts from the U.S. Department of Justice.....	11
	B. Description of LIEP Models.....	12
	C. Home Language Survey.....	13
	D. English Learner Identification Process.....	15
	E. TELPA Cut Scores	16
	F. Determination of Student Eligibility.....	17
	G. Notification of English Language Development Program Placement.....	18
	H. Notice of Annual Assessment of English Proficiency.....	19
	I. Parent Waiver Form.....	20

Lau Plan Introduction

The purpose of the Lau Plan is to provide information to parents, students, staff, administration and the school board about the Perry Community School District's English Learner program. This document will serve as the reference guide to assist all those who are involved in meeting the needs of students with limited English proficiency. For further information, questions, or comments, please contact the Director of EL Services/Director of Learning Supports, Laura Skeel at (515)465-8208.

District Mission Statement

The mission of the Perry Community School District, in partnership with families and the community, is to develop knowledgeable, skilled, and productive citizens of character.

District Goals

The Perry Community School District's goals are:

- to demonstrate growth in student learning,
- to secure and manage financial resources responsibly,
- to provide each staff member with targeted staff development,
- to communicate and collaborate effectively with all stakeholders.

I. Lau Plan Goals

A. English language development

- Teach English language comprehension through listening, speaking, reading, and writing skills, to attain English proficiency on the ELPA21.

B. Academic achievement

- Students entitled to EL services will reach proficiency within 5-7 years, in the areas of reading and mathematics on the Iowa Assessments.
- Educating ELs to meet the same rigorous academic content and academic achievement standards that all children are expected to meet, as evidenced by performance on the and Iowa Assessments, FAST, Perry Math Assessments, AIMSWeb, and other district assessments for academic progress.

C. Cross-cultural goals

- Support EL students so that they can successfully participate in the learning environment and other school activities, including curricular and extra-curricular activities.

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

A. Home Language Survey

- At the time of registration, the parent/guardian completes a Student Race and Ethnicity Reporting (see Appendix C) for each student in the district.
- If the Home Language Survey indicates a language other than English is spoken in the home, the building secretary responsible for registration materials will forward it to the EL teacher who services students at the corresponding grade level.

B. State-approved English language proficiency placement assessment

- The EL teacher will administer the Tennessee English Language Proficiency Assessment (TELPA) to any student identified on the Home Language Survey as speaking a language other than English in the home.
- Students are screened on the TELPA within the first 30 days of school, if registered prior to the start of the school year. For students who enroll mid-year, students will be screened within 2 weeks from their date of enrollment.

C. Process to place student in appropriate LIEPs (See Appendix D)

- A student who scores an overall score of 1 or 2 on the TELPA will qualify to receive EL services. Students who score a 3 overall on the TELPA administration may be considered 'proficient' and additional data, such as classroom assessments, grades, and teacher observations may be collected to further determine the need for EL services (See Appendix E).

- Parent/guardian will receive a notification letter from the EL teacher who screened their child, explaining their eligibility to receive EL services (See Appendix F) and a description of the of English Language development program placement (see Appendix G).

D. Parental forms are distributed in a language most easily understood (found on TransAct)

1. Parent/guardian will receive a notification letter from the EL teacher who screened their child, explaining their eligibility to receive EL services. (See Appendix F).
2. Notification of English language development program placement initially and annually (see Appendix G)
 - a. For students registered at the beginning of each school year the EL teachers assigned to each grade level will send a Notification of English Language Development Program Placement within the first 30 days of school notifying parents/guardians that their child will continue to receive English Learner services. Students who enroll after the first of the year will receive annual notification of the English language development program placement within 2 weeks of enrollment.
3. Notice of Annual Assessment of English Proficiency (Appendix H) will be provided annually to all parents in the spring of each year, prior to the ELPA21 assessment.

E. Process for waiving students from LIEP

1. Parents have the right to waive EL services. If a parent wishes to waive services, a meeting will be arranged to include the Director of EL services, the EL teacher, a content-area teacher, and the parent/guardian. During this meeting, the teacher(s) and Director of EL services will share areas of concern regarding the child based on data, and what services could be provided.
2. The parent/guardian will complete the Request for English Language Development Program Withdrawal/Denial of Enrollment (see Appendix I).
3. If a student is not enrolled in the EL program to receive services, as required by law, they will be assessed each spring for language development on the ELPA21 and for academics using the Iowa Assessments.

III. Description of the Language Instruction Educational Program (LIEP)

A. LIEP goals

- English language development
 - Teach English language comprehension through listening, speaking, reading, and writing skills, to attain English proficiency on the ELPA21 and district measures as they are put in place.
- Academic achievement

- Students entitled to EL services will reach proficiency within 5-7 years, in the areas of reading and mathematics on the Iowa Assessments.
- Educating ELs to meet the same rigorous academic content and academic achievement standards that all children are expected to meet, as evidenced by performance on the and Iowa Assessments, FAST, Perry Math Assessments, AIMSWeb, and other district assessments for academic progress.
- Cross-cultural goals
 - Support EL students so that they can successfully participate in the learning environment and other school activities

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

1. Newcomer Program

- a. Students who score a 1 on the TELPA receive services in the Newcomer program.
- b. Students who score a composite 1 on the I-ELDA/ELPA21 will remain in the Newcomer program.
- c. In their general education classrooms, ELs receive instruction through scaffolded teaching strategies, to support them as they access and interact with the content of all academic areas. This scaffolding includes strategies such as explicit vocabulary instruction, building background knowledge, providing opportunities for meaningful student-student interaction and a gradual release of responsibility. Identified EL students also receive direct instruction in the EL classroom with similar strategies as noted, with an emphasis on language development and increased practice. The smaller group size provides opportunities for students to make growth in the areas of reading, writing, listening and speaking in English. Instruction occurs through a content-based model in which key concepts in all subject areas are taught through a language acquisition lens. This model has a strong emphasis on academic vocabulary, metacognitive strategies, and the building of language skills necessary for the mainstream classroom.

2. English as a Second Language (ESL)

- a. Students who score a 2 or low 3 on the TELPA may receive services in the ESL program.
- b. Students who score composite 2, 3, or 4 on the I-ELDA/ELPA 21 will remain in the ESL program.
- c. All identified EL students receive services based on their individual language needs, as well as their academic performance. Students with greater language needs are provided more services, which include more time, frequency, and intensity of instruction. EL services are delivered during the school day by EL teachers in a pull-out classroom, by EL teachers in a collaborative or co-teaching setting with content area teachers, or by content teachers trained in instructional methods for teaching EL students.

3. Sheltered Instruction

- a. Students who score a high 2 or low 3 on the TELPA may receive services in the sheltered instruction program
- b. Students who score a composite 5 or 6 on the I-ELDA/ELPA21 will continue to receive services through sheltered instruction.
- c. All ELs receive push-in EL services through sheltered instruction with content area teachers or in a collaborative or co-teaching setting with an EL teacher and a content area teacher. EL students may be pulled out for additional support for academic and language development. Classes taught by EL teachers are offered to accommodate those students who need language support to access core academic coursework. Pull-out classes led by an EL teacher, which emphasize language acquisition for reading, writing, listening, and speaking are offered to students based on their academic need as indicated by formative and district-wide assessments.

C. Annual parent notification and procedure for waiving services

- a. Process for waiving students from LIEP
 - i. Parents have the right to waive EL services. If a parent wishes to waive services, a meeting will be arranged to include the Director of EL services, the EL teacher, and the parent/guardian. During this meeting, the teacher(s) and Director of EL services will share areas of concern regarding the child based on data, and what services could be provided.
 - ii. The parent/guardian will complete the Request for English Language development program withdrawal/denial form (see Appendix I)
 - iii. If a student is not enrolled in the EL program to receive services, as required by law, he/she will be assessed each spring for language development on the ELPA21 and for academics using the Iowa Assessments, FAST, Perry Math Assessments, AIMSWeb, and other district assessments for academic progress.

D. Highly qualified staff (ESL endorsement)

- In the Perry Community School District, all English Learner teachers hold an ESL endorsement from the Iowa Department of Education. Some content area education classroom teachers also hold an ESL endorsement. EL para-educators possess a para-educator license from the Iowa Department of Education and are native Spanish speakers.

E. Designated administrator oversight for LIEPs

- The district's EL coordinator, Laura Skeel, is responsible for ensuring that students are assessed on time and that proper notification is distributed to parents. It is also the responsibility of the district EL coordinator, along with building principals to ensure that the Language Instruction Education Program is implemented as outlined above.

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

- The standards that drive instruction for the EL students are derived from the Iowa Core (<https://iowacore.gov>) and the English Language Proficiency Standards(http://www.elpa21.org/sites/default/files/Final%204%2030%20ELPA21%20Standards_1.pdf). Essential learnings and pacing are determined through collaborative meetings with content area teachers. This ensures we are supporting what students are learning in the classroom as they benefit from the additional instruction and practice opportunities in the EL classroom.

G. Curriculum and Supplemental Resources

- Perry Schools is continuing to develop an articulated K-12 English Learner program is designed to enhance students' language development as they learn academic content.
- A variety of curricular and supplemental resources and instructional strategies are used to support EL students, including:
 - Spotlight on English
 - Total Physical Response (TPR)
 - Zip-Zoom
 - Reading A-Z
 - Vocabulary A-Z
 - Benchmark Literacy leveled readers
 - Read Naturally Live
 - Read 180
 - Realia
 - Spotlight
 - Project-Based Learning
 - Explicit Vocabulary Instruction
 - Demonstrations
 - Building Background Knowledge
 - Rosetta Stone
- In addition, teachers create their own resources and curriculum to support students' content and language learning in response to student learning needs.

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

A. Process for identifying and serving gifted/talented ELs

- Grades K-2 students are assessed through classroom observations, the HOPE scale, the Renzulli scales, and the Perry Math Assessments. For students in grades 3-11 the above assessments, in addition to the Iowa Assessments, are used to determine the 'talent pool.' Students identified as meeting this 'talent pool' requirement are given the CogAt to assess the need for enrichment services, to be qualified as Talented and Gifted (TAG).
- Perry Schools is in the process of developing norms for EL students in the district, to ensure equitable numbers of EL students eligible for TAG services.

B. Process identifying and serving ELs in special education

- EL teachers responsible for each grade level are active participants in IEP meetings. They assist the IEP team to determine the need for support services, as

well as how to help incorporate language development and acquisition into the student's IEP. The EL teacher will collaborate with special education and content area teachers to ensure that the student's EL needs are being addressed in all settings.

- 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, International Baccalaureate courses, performing and visual arts, athletics, clubs, honor societies, etc.)
 - Perry Schools continues to develop opportunities to enhance the participation of EL students in curricular and extracurricular activities, considering the involvement of the EL team and community members to support activities, considering the involvement of the EL team and community members to support opportunities (e.g., music programs).

V. Ongoing, Embedded EL Professional Development for Staff who Support ELs

- A. District and building administrators
 - Attend the Iowa Culture and Language Conference annually
 - Participate in the Our Kids Conference
- B. LIEP staff (certified & support)
 - EL teachers are expected to participate in the Iowa Culture and Language Conference annually
 - EL teachers attend the Our Kids Conference annually
 - Webinars and training modules related to English Proficiency standards and Title III updates are available and provided to all staff throughout the year.
- C. Content and classroom teachers
 - Content and classroom teachers are expected to participate in the Iowa Culture and Language Conference on a rotating basis
 - Webinars and training modules related to English Proficiency standards and Title III updates are available and provided to all staff throughout the year.
- D. Paraprofessionals
 - EL paraprofessionals are invited to participate in the Iowa Culture and Language Conference Annually
- E. Building/district support staff (e.g., instructional coaches, curriculum coordinators, counselors, etc.)
 - EL teachers and district staff work with personnel from Heartland AEA, specializing in English Learners and diversity

VI. Annual English Language Proficiency Assessment (ELPA21) Administration

- A. Annual training to appropriate staff
 - All teachers administering the ELPA21 receive training annually through AEA PD Online. 2015-2016 training is yet to be determined.
- B. Dissemination of scores to stakeholders
 - The Director of English Language services will share ELPA21 scores with district EL teachers, to determine responses to needs identified through assessment scores.

- EL teachers will collaborate with general education teachers to share ELPA21 data, to determine future programming for EL students.
- C. Appropriate training to interpret results for staff
- EL teachers attend general education intervention meetings to discuss classroom data to determine needs for continued support. EL teachers share ELPA21 (IELDA) data with classroom teachers to plan for and provide targeted instruction.
- D. Utilization of assessment results to guide instruction and programming
- When the test results are received, the scores are used to help determine each individual student's needs regarding programming and also help in determining the needs of the EL program, to best serve students.

VII. LIEP Exit Criteria and Procedures

A. Criteria for 2015-2016 Academic Year and Future Academic Years

The student:

1. Achieves the state-approved required score for proficiency on the ELPA21
2. Scores proficient or above (41st percentile or higher) on the Iowa Assessments for reading and mathematics for students in grades 3-8 and 11, or scores proficient on district math and reading assessments, for students in a grade not tested by Iowa Assessments.
4. Meets the above criteria in the same school year.

B. Procedures

1. Once a student meets the established criteria to be exited from the EL program, parents will be notified with the state-appropriated TransAct Exiting Form, in the family's native language.
2. Students who are no longer eligible to receive support under the EL Program, will be changed in their student coding to "exited."
3. Students who are exited from the EL program, will begin a required two-year monitoring process to ensure they maintain their acquired language skills.

VIII. Monitoring Procedures after Students Exit the LIEP Program

A. During the two year monitoring process, the EL teacher assigned to each student's grade level will monitor student's grades in their classroom, through collaboration with their regular education classroom teachers. Students will be formally monitored as follows:

- K-5: Students are screened at a minimum of three times per year on FAST and Perry Math Assessments. EL teacher monitors students once per quarter through communication and observation of the student in the general education classroom.
- Middle School: Students are evaluated at a minimum of three times per year using the AIMSWeb reading and math assessments. EL teachers monitor student progress and collaborate with classroom teachers to ensure students continue to make the anticipated level of progress in the classroom.

- High School: Student progress is monitored weekly through collaboration with classroom teachers, counselors, and school personnel. EL teachers monitor student academic and language progress through collaboration with classroom teachers.
- B. If a student is not sustaining progress in the areas of language acquisition or academic content, the student will be re-admitted, pending parent consent, to the district EL program. Data from classroom performance, FAST, AIMSWeb, Iowa Assessments, Perry Math Tests, and other district assessments will be used to determine the level of services needed. Following the timelines mentioned in Section I, parents will be notified in writing that their child has been re-admitted to the EL program.

IX. LIEP Evaluation

- A. The Perry English Learner program is evaluated annually in relation to the Lau Plan Goals identified in Section I to determine its effectiveness. The District EL Coordinator, building principals, Director of Teaching and Learning, EL teachers, and other staff all provide input in this decision making process.
- Ensure that the services provided through the EL program are consistent within each grade level, and articulated across the district.
 - Content area teachers will collaborate with each other and the EL teachers to learn and implement best practices in teaching and assessing EL students.
 - Administrators will use classroom walkthroughs to document teachers' use of inclusive instructional strategies for EL students.
 - EL teachers, content teachers, and district administrators will evaluate available data, including ELPA 21 data, Iowa Assessment data, and longitudinal data to determine student growth and steps to be taken to improve as needed.

Appendix A

Letter to Districts from the US Department of Justice

<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

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



School Administration Center
 1102 Willis Ave., Suite 200
 Perry, Iowa 50220
 Office: 515-465-4656
 Fax: 515-465-4025
 www.perry.k12.ia.us

Appendix C
Perry Community School District
Home Language Survey

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

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 names(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 for 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

OFFICE USE ONLY			
Student ID #	Date Distributed	Date Received	



School Administration Center
 1102 Willis Ave., Suite 200
 Perry, Iowa 50220
 Office: 515-465-4656
 Fax: 515-465-4025
 www.perry.k12.ia.us

Perry Community School District
Student Race and Ethnicity Reporting

Student Name: _____ Date Form Completed: _____
 Date of Birth: _____ Male Female
 Person Completing this Form: Parent/Guardian Student Other: _____

The U.S. Department of Education has implemented new standards for school districts to report student race and ethnicity. Your answers to the following will be held strictly confidential and data will be used only in the aggregate.

1. Is your child of Hispanic, Latino, or Spanish ethnicity? Yes No
 Includes persons of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin.

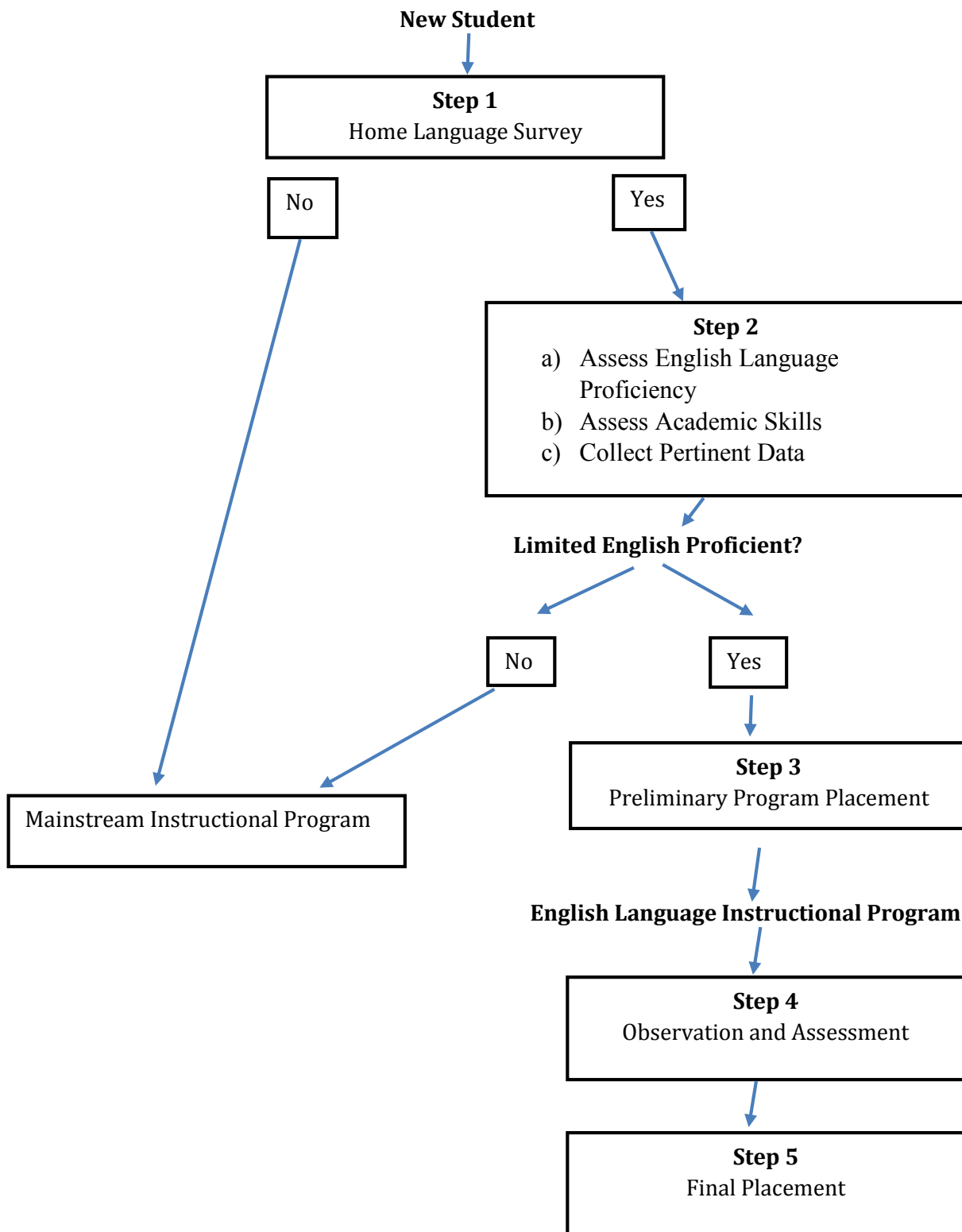
If you answered "YES" to question #1, you may also check one or more of the racial categories in question #2. If you answered "NO", please check one or more of the following racial categories.

2. Racial Categories:
- American Indian or Alaska Native
Origins in any of the original peoples of North, Central, and South American who maintain tribal affiliation or community attachment.
 - Asian
Origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent for example Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, Philippine Islands, Thailand, and Vietnam
 - Black or African American
Origins in any of the black racial groups of Africa
 - Native Hawaiian or Other Pacific Islander
Origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
 - White
Origins in any of the original peoples of Europe, the Middle East, or North America

Please complete the entire form and return it to:

Name: _____ Phone Number: _____
 Address: _____ City: _____ State: _____ Zip: _____

Appendix D English Learner Identification Process



Appendix E
TELPA Cut Scores

GRADE	TELPA SCORE 1	TELPA SCORE 2	TELPA SCORE 3
K	1-25	26-47	48-80
1	1-37	38-57	58-80
2	1-49	50-71	72-80
3	1-19	20-31	32-46
4	1-21	22-35	36-46
5	1-24	25-37	38-46
6	1-20	21-31	32-46
7	1-23	24-32	33-46
8	1-26	27-37	38-46
9	1-14	15-33	34-46
10	1-15	16-35	36-46
11	1-16	17-36	37-46
12	1-17	18-38	38-46



APPENDIX F

School Administration Center
1102 Willis Ave., Suite 200
Perry, Iowa 50220
Office: 515-465-4656
Fax: 515-465-4025
www.perry.k12.ia.us

**Perry Community School District
Determination of Student Eligibility
For English Language Development Program Placement**

Name of Student: _____ Date: _____
School: _____ Grade: _____

Dear Parent/Guardian:

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 in the home. Based on this information, the school assessed your child to determine his/her eligibility for placement in an English language development program. As a result, we:

- Recommend an English language development program for your child.
- Do not recommend an English language development program for your child.

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

- Speaking Reading Writing Listening/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 language abilities in English, your child will be placed in the following program:

- A regular grade level classroom with instruction in English.
- An English language development program described on “Notification of English Language Development program Placement” that is either attached or will be shared with you in the near future.
- 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.

_____ Name	_____ Title
_____ Telephone Number	_____ E-Mail Address

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

Name of Parent/Guardian: _____ Signature: _____
Telephone Number: _____ E-Mail Address: _____



APPENDIX G

**Perry Community School District
 Notification of English Language Development Program Placement**
 Initial Placement **Continuing Placement**

Dear Parent/Guardian,

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. The goal of our English language development program is to help your child learn English so that he/she will be able to meet the age appropriate academic standards for grade promotion and graduation.

Your child's level of English proficiency was measured using the following test(s):

- _____
(Test used to measure level of English proficiency)
- _____
(Test used to measure level of English proficiency)
- _____
(Test used to measure level of English proficiency)

Level of English Proficiency: _____

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)

The method of instruction used in your child's English language development program is:

- ___ Newcomer: Instruction is provided through scaffolded teaching to support students as they access and interact with the content of all academic areas.
- ___ English as a Second Language (ESL): Instruction is provided in English only and adapted to student's level of language needs and academic achievement.
- ___ Pull-Out ELL/ESL: Student leaves his/her English-only classroom during the day for ELL/ESL instruction

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.

The primary contact for the English Learner program is:

Name: _____ Title: _____
 Telephone Number: _____ E-Mail Address: _____

Please contact this person if you have questions.

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



School Administration Center
 1102 Willis Ave., Suite 200
 Perry, Iowa 50220
 Office: 515-465-4656
 Fax: 515-465-4025
www.perry.k12.ia.us

APPENDIX H

**Perry Community School District
 Notice of Annual Assessment of English Language Proficiency**

Date: _____

Dear Parent/Guardian:

Your child is currently enrolled in the school district's English Language Development program. The annual assessment of students enrolled in this program will be given on the following date to determine the progress students are making in English Language proficiency.

Name of Test: _____ Date(s) of Test: _____

The test will measure your child's level of English proficiency in speaking, reading, and writing. Results of the test will be shared with you as soon as all tests are taken and scored.

If you have questions about the annual assessment or if your child is unable to attend school on the date of the test, please contact the following person:

Name: _____ Title: _____

Email Address: _____ Telephone: _____

Sincerely,

_____	_____
Name	Title
_____	_____
Phone	Email Address



APPENDIX I

School Administration Center
1102 Willis Ave., Suite 200
Perry, Iowa 50220
Office: 515-465-4656
Fax: 515-465-4025
www.perry.k12.ia.us

**Perry Community School District
Request for English Language Development
Program Withdrawal/Denial of Enrollment**

Date: _____

Dear Parent/Guardian:

You have indicated that you do not want your child enrolled in an English language development program or that you would like a change in your child'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 removal of your child from the program
- b) Decline to enroll your child in such a program
- c) Choose another program or method of instruction if applicable

If you have chosen (a), (b), or (c) listed above, please complete and sign the bottom of this form and return it to your child's school.

Thank you.

**Perry Community School District
Request for English Language Development
Program Withdrawal/Denial of Enrollment**

I, _____ (parent/guardian) of _____ (student) have been informed of my right to decline to have my child enrolled in the English language development 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:

- ___ Do not enroll my child in an English language development program
- ___ Withdraw my child from the program offered by the school
- ___ Enroll my child in another program or method of instruction, if available

Signature of Parent/Guardian

Date

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