

A limited English proficient student is defined as a student whose native language is not English and whose inability or limited ability to speak, understand, read or write English significantly impedes educational progress.

Identification of English Learners Students

For the purpose of identifying potential EL students, a language survey is to be filled out for each student at the time of initial registration for school. The survey ascertains the first language acquired by the student, the language most often spoken by the student, and the language spoken in the home.

Assessment of EL Students

A student whose language survey indicates that s/he may have limited English proficiency is assessed specifically for English language proficiency. If the results of the assessment demonstrate inability or limited ability to speak, understand, read, or write English, the school will design a program designed to promote functional ability in English in the preceding skill areas.

Since it is also important for placement decisions to assess content area knowledge, the school will seek this information through previous school records, nonverbal measures, and so on.

The district will also attempt to assess native language proficiency, as indicative of conceptual development for younger children, and degree of literacy for older children.

Student Placement

Following the determination of initial placement into the program, parent permission for placement will be obtained. Students deemed to be Limited English Proficient are to be placed at the grade level of their age group as much as possible in order to facilitate language acquisition and social adaptation. Placement in a language instruction program depends on the age and English proficiency of the student.

Language Instruction Educational Programs (LIEP)

Due to small numbers of students of widely varying language backgrounds and levels of English proficiency, Language Instructional Educational Programs (LIEP) are those commonly chosen to meet the instructional needs of EL students within the district. Such a program is designed to provide EL students with a functional ability in the English language and an awareness of American cultural patterns.

Program Goals

The major aim of LIEP instruction is to develop the skills of EL students so they can function in school and in society at a level comparable to their native English speaking peers. The goals of the program are to:

1. provide students with English language skills appropriate to their grade level as efficiently and carefully as possible.
2. orient students to the cultural patterns of American life so they can fully participate in classroom activities and community activities.
3. develop students' awareness of cultural diversity and encourage pride in their own

- bilingualism and biculturalism.
4. enable students to make as much progress as possible in their academic subjects by providing them with supplementary materials, instruction and tutoring.
 5. provide a person in the school environment who understands the growth and development patterns of the learner.

Design a Program

Assessment measures used to determine English proficiency are also used diagnostically, along with any other measures deemed necessary. Based on this diagnosis, a specific program design is selected (push-in, content area English, selective pull-out, and so on).

EL Teacher/Coordinator

The teacher in the LIEP program must be certified in the state of Iowa.

Assessment of EL Students

EL students are assessed annually in order to determine whether they are ready to exit the program or need continued instructional support. In order to exit the program, the student:

1. Achieves the required score for proficiency on ELPA21
2. Scores proficient on district-wide and state-wide assessments in Reading and Math
3. Meets both of the above criteria in the same school year

If continued support is needed, diagnosis takes place again, and the program may be modified to meet changing student needs.

Evaluation of Program

The program itself is evaluated at the end of the year by the EL teacher/coordinator, building principals and LIEP administrative program liaison, school counselors, and a teacher from the elementary school, middle school, and high school.

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