



Dallas Center – Grimes Community School District

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

2019 - 2020

Lau Leadership Team Members:

District Administrator / Equity Coordinator: Angela Dvorak, Director of Student Services

Building Administrator: Patty Morris, Elementary Principal

EL Teachers: Harka Biswa, LaRee Hawks, Diane Messerli

Classroom Teachers: Laurie Thompson (2nd grade), Chris Schmidt (Interventionist), Ashley Sloan (Instructional Coach), Sarah Hinrichs (Curriculum Facilitator), Melinda Bryan (Curriculum Facilitator), Emily Judd (Meadows Guidance Counselor), Elizabeth Reels (Middle School Teacher), Kelly James (Kindergarten Teacher), Amanda Davison (1st Grade Teacher) LaRee Hawks (High School French Teacher)

District Mission:
Dallas Center-Grimes Community School District

District Mission:
Empowering ALL students to take charge of their future.

Vision:
The special education department at Dallas Center-Grimes will function as a Professional Learning Community to ensure that ALL students learn.

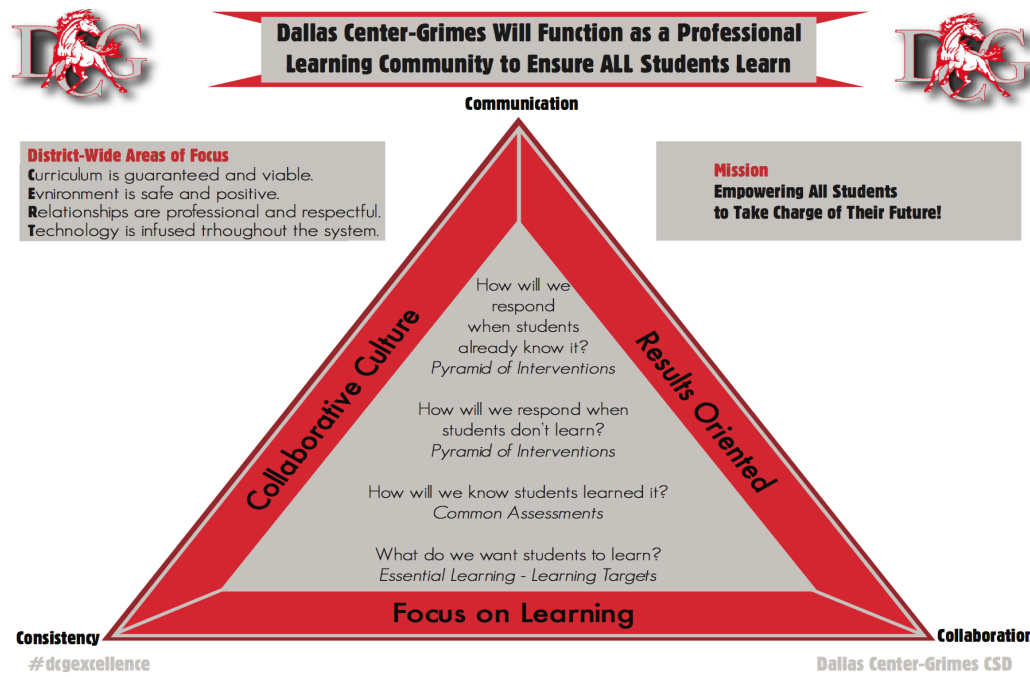


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Lau Plan

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 Principles (See Appendix A)

A. English Language Development

- The Dallas Center – Grimes School District is committed to teaching our EL students English language comprehension through listening, speaking, reading and writing skills to attain English proficiency and academic competence.
- All EL students will be provided access to the English Language Development Standards.
- Our district will utilize research-based materials aligned with the English Development Standards.

B. Academic Achievement

- The Dallas Center- Grimes School District is committed to educating ELs to meet the same challenging academic content and student academic achievement that all children are expected to meet.
- All EL students will be provided access to the Iowa Core standards of their grade level and will become proficient in the Iowa Core standards.
- It is our obligation to provide the necessary supports, instruction, and accommodations for the ELs to learn in the regular education curriculum.
- Our district will provide Extended Learning Programming (Gifted and Talented) for English Learners.
- We will make appropriate referrals to Special Education services for those English Language Learners in need of specialized instruction.
- We will apply research-based practices to correctly support English Language learners with the Multi-Tiered System of Support (MTSS).

C. Cross-cultural goals

- The Dallas Center – Grimes School district is committed to fostering positive self-concepts and attitudes toward school.
- It is our goal to assist EL students in understanding and functioning within American society.
- We are also committed to promoting pride in the students' cultural and linguistic backgrounds and to increase knowledge and empathy of all students and staff within our district of various cultures and languages.
- We will partner with community agencies and language minority associations in order to strengthen our outreach efforts and provide a comprehensive network of support for all families.

The English Speakers of Other Languages (ESOL) Program provides students with the opportunity to reach proficiency in listening, speaking, reading and writing English.

Students are able to develop an understanding of American society and culture. A positive learning environment is promoted, where the students' first languages and cultures are valued and students maintain pride in the ethnic heritages.

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

The identification process outlined below including Home Language Survey, ELPA21 Assessment, and Parental Notification has to occur within 30 days, if the student was enrolled at the beginning of the year, or within 14 days, if the student was enrolled later in the year.

A. Home Language Survey (www.TransAct.com) See Appendix C.

Our district uses the Iowa form of the Home Language Survey provided at www.TransAct.com. The survey is provided to parents in a language they can understand. This form will be given to all new students in the district including incoming Kindergarten students and new students registering in the district. **The Home Language survey including student race and ethnicity reporting is collected by building secretaries, screened by secretaries and stored in all students' cumulative folders.** The secretaries communicate with the Director of Student Services and ESOL teachers if there are any surveys where a language other than English is represented.

B. State-Approved English language proficiency placement assessment

If a language other than English is indicated, the building ESOL teacher, who is trained in administration of the ELPA21 Dynamic Screener, will administer the state approved screening assessment to the student within 30 days if identified at the beginning of the school year, or within 2 weeks of enrolling if identified later in the school year. Our district currently administers the state approved English Language proficiency assessment, ELPA21 with the ELPA21 Dynamic Screener for Future Kindergarteners (available April 2 - November 30th). Our ESOL teachers are required to take the ELPA21 training annually and certificates are stored online in Google Team Drive under the English Learners (EL) folder. Our ESOL teachers administer these assessments. The Director of Student Services ensures that these assessments are administered within the timelines. **These assessments are kept within the students' cumulative folders.**

C. Process to place student in appropriate LIEPs

Parents/guardians are contacted concerning the ELPA21 assessment results and placement is made using a team approach including, but not limited to the following persons: the student, general education teacher, ESOL teacher, ESOL Coordinator/Director of Student Services, parents/guardians, and building principal.

The team reviews additional assessments, such as: prior student records, teacher interview, parent information, teacher observation, student grades, or informal assessment. If the student is non-English proficient or limited English proficient in any of

the English language development subtests (speaking, listening, reading, and writing) or there is evidence that he/she will not be successful in the regular classroom because of language background, the student is identified for the LIEP. **Once we determine the student is eligible, the eligibility form is completed (given to parents in a language they can understand) and stored in the student's cumulative folder. See Appendix D for eligibility form.** At this time, we also explain to parents their programming options based on students level of need; this is described below.

As a district, we are committed to keeping students in the general education classroom to the greatest extent possible. EL students should be placed in, or as close as possible to within 2 years of, the grade in which other students of the same age are placed. Interactions with same-age peers encourage English Language Learners (ELs) to use oral English and to make social and cultural adjustments. We are also committed to providing pullout ESOL services by an ESOL endorsed teacher.

Our district offers the LIEP model of 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. However, we still value the native language and allow the student to use their first language when applicable.

The team also outlines goals in the areas of reading, speaking, listening and writing that will be specifically addressed by the ESOL endorsed teacher during pullout ESL services. The frequency and intensity of our pullout ESL services depends on the needs of each individual child. The team looks at the child individually and determines the number of times per week the child is being served and the duration of that time, which are documented on the Language Instruction Educational Plan. **See Appendix G for this plan.**

Parents can choose to waive services. This process is noted below.

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

1. Determination of student eligibility (sent once upon placement)

See Appendix D.

The team must determine eligibility within the first thirty days of the student's arrival or, if the child enters after the beginning of the school year, within 14 days. Once the team determines eligibility, the determination of eligibility form must be provided to the parents in a language most easily understood by the parents. This form is sent once to parents upon placement. **A copy of this form will be kept in the student's cumulative folder.**

2. Notification of English Language Development program placement (Version A), initially and annually See Appendix E.

When a student is identified for the LIEP, parents must be notified every year. Parents are notified no later than 30 calendar days after the beginning of the school year or within 14 days of a child being placed in a language instruction program if a student enrolls after the beginning of the year. The annual

notification of English Language Development placement is provided to parents in a language they can understand. The Director of Student Services works in collaboration with the ESOL teacher to ensure notification happens. **Records of this notification are stored in our student information system, Infinite Campus.**

E. Process for waiving students from LIEP

1. Is a meeting held to discuss recommendations, concerns, and potential outcomes with parent/s?

We hold an initial eligibility meeting with parents to discuss assessment results. At this time programming is explained. Parents are notified that they can accept services or waive services. Each year during the annual notification of English Language Development program placement, which must happen no later than 30 calendar days after the beginning of the school year or within 14 days of a child being placed in a language instruction program (if a student enrolls after the beginning of the year), parents are made aware that they have the right to waive services. If parents were thinking of waiving services, we would discuss any concerns and recommendations with parents at this time and invite them in for a meeting. If upon our meeting, the parents still choose to waive ESOL services, they must complete the Request for English Language Development Withdrawal/Denial of Enrollment form (**Appendix F**). At this time, with parent permission, the general teachers and ESOL teachers will work collaboratively develop a plan outlined on the Student Assistance Team Plan. **See Appendix G.**

2. What form is used to document parents' decision?

The Request for English Language Development Withdrawal/Denial of Enrollment form is used to document the parent's decision. **See Appendix F.** This would be provided in a language that parents could understand. **This form will be kept in the student's cumulative folder.**

3. How does the district provide support to ensure mastery of English and academic achievement as required by law without enrollment in the LIEP?

If parents sign the Request for English Language Development Withdrawal /Denial of Enrollment form (**Appendix F**), we would still discuss areas of support, and with parent permission, outline goals and document this on the Student Assistance Team Plan. **See Appendix G.** This plan would also be shared with the at-risk coordinator in each building to make them aware of the needed supports. The at-risk coordinator would then monitor students and be communicating progress to parents.

III. Description of the LIEP

A. LIEP goals

The goal of our Language Instruction Educational Program is the integration of academic content and English language skills, with the goal of enabling ELs to achieve proficiency in the four domains of listening, speaking, reading and writing, along with grade-level academic competency. Our goal is to ensure that students are in the general education classroom to the greatest extent possible. The data below shows how our EL students perform on the State Assessments.

Long Range Measurable Goal: 100% of our EL students be proficient in reading, math, science, social studies and written expression as measured by the state assessments.

2019-20 SMART (Specific, Measurable, Attainable, Realistic, Time-Bound) Goal:

S: Each student will increase their overall Scale Score on the ELPA21 Summative Assessment. If the data is not available, students' ELPA21 Dynamic Screener levels will be compared with the current ELPA21 Summative Assessment levels.

M: The growth of students will be measured based on their performance on the ELPA21 Summative Assessment that will be held in March 2020.

A: The team will make sure that the goals are achieved. We have plans and programs in place to ensure that students record increases in overall scale scores or levels.

R: This goal is realistic. With our focus on alignment of curriculum and ELP Standards, much of our lessons will focus on growth in reading and writing skills.

T: Our goal is time bound. We will see this growth as measured on the state level standardized test (ELPA21) in March 2020.

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

Our EL population in our district is around 2%. Currently, based on our population and student needs, our district offers the LIEP model of 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. However, we still value the native language and allow the student to use their first language when applicable. We provide ESL services in a small group pull out setting.

We are continually reflecting and examining student need and growth to determine if and when other models need to be implemented.

1. Newcomer Program

This program will be designed specifically for students who are new to both the American school system and to the English language. Eligible students are identified after registering and being assessed.

The students receive instruction in English integrated into reading, math, science and social studies. Students receive explicit instruction regarding expectations and behaviors appropriate to the US school system, in addition to social language skills needed to communicate with their English-speaking peers and teachers.

This program will not be intended to be a permanent placement for the academic year, but rather a transitional program meant to facilitate the rapid acquisition of basic English language skills, both social and academic, that a learner needs to be a participating member of a mainstream classroom. The program curriculum will be based on a

semester; however, many factors will be considered upon transitioning students back to general classroom setting with regular ESOL schedule.

Other Services performed by Newcomers Program:

1. Identification and placement of new EL students
2. Communication with the parents and other stakeholders: parent notifications, Progress reports, scheduling conferences, etc.
3. Housing EL data and information and making them accessible when needed.
4. Coordination of EL tests such as ELPA21 and Iowa Statewide Assessment of Student Progress
5. Function as EL resource center making EL resources and information accessible when requested by the stakeholders.
6. Planning and implementation of Newcomers Program
7. Setting curriculum for EL instructions under the guidance/recommendation of Director of Student Services.
8. LAU plans, and ESOL Cohort collaboration and coordination.
9. Maintaining and housing EL Students portfolio for all EL students in the district
10. Arranging new parents orientation upon the arrival of new EL families in the district.
11. Supporting new families in the district to navigate resources in the community.
12. Serve as liaison for all EL parents and the schools.
13. Reporting ELPA21 test scores to the state, parents, teachers, and school administrators.

Program Entrance and Exit

The decision to enroll a student in the program is made on a case by case basis considering:

- English proficiency level and skills determined by the ELPA21 placement tests and records from previous school(s).
- Sociocultural and educational background in native country
- Sociocultural and educational background while enrolled in U.S. schools
- Length of time in U.S. schools

The decision to exit a student from the Newcomer Program is made on a case by case basis considering:

- Teacher and ESOL Specialist observations
- Formal and informal student assessments
- Progress reports
- And the student's portfolio of class and homework.

New Parent Orientation:

ESOL specialist will set up a time with newly registered family (EL Parents) to come to School for orientation.

Goals of Newcomer Parent Orientation:

- Student will have decreased anxiety for their first day of school.
- Parents will know where the school is and how to contact the school.
- Parents will feel welcome in the new school.

- Parents will understand school procedures.
- Parents will meet as many school personnel as possible including, but not limited to, the principal, classroom teacher, counselor, dean, and secretaries.
- Parents will see the student's classroom and understand that all materials/supplies are provided to the student. If possible, students should bring a backpack.
- Parents will have time to ask questions about the class/school.
- Parents will receive information about upcoming school events or family nights.

Points to cover:

- Program purpose (goals, exit when ready, self-contained, etc.)
- Bus schedule (#, times, and locations,)
- Daily schedule
- School supplies needed - what are we giving vs not?
- Breakfast and lunch procedure
- Newcomer Program Progress Report
- School calendar (dates school is closed, early release days, holidays, parent conferences, report card distribution)
- Student absence procedure and importance of attendance
- Student study skills and homework

The tour:

- Office- while in the office the family will meet the principal, counselor/Dean, and secretaries (if possible). The ESOL specialist will talk to parents about how to report absences and what to do if they need to pick up their child early. Parents will also be told of start and end times and the importance of good attendance.
- Nurse's office- this would be a good time to discuss illness and when students should not come to school.
- Library- ESOL specialist will explain how the library system works in the school. Students will be allowed to take two books home, but they must bring them back the following week.
- Music and Art Rooms- students and parents will be familiar with the music and art room location and the schedule.
- Cafeteria- the family will tour the cafeteria. This is a good time to check on special dietary needs and free/reduced lunch status.
- Gymnasium- parents can tour the gymnasium and also the playground area. It is important that students wear proper shoes on PE days.
- Classroom- the family will visit the Newcomer classroom briefly to meet the teacher.
- All elementary newcomer students will be given a badge to wear with their name, address, phone number and bus numbers. Students should wear these badges to school so they are easily identified. Home phone number...
- Parents will be given a welcome folder.

Welcome Folder includes:

- Laminated school calendar
- Laminated reference Phone Numbers
- Newcomer program daily schedule
- Bus information card

Staffing:

This program will be run by an ESOL specialist each in Dallas Center and Grimes. All the resources and EL data will be housed in Grimes location.

The following programs and resources will be included as a part of Newcomers curriculum:

- Rosetta Stone (10 licenses)
- Essential Skills (Renewal of subscription each year)
- Elementary National Geographic: In the USA (Newcomer) and REACH (beyond Newcomer level)
- Middle School and High School National Geographic: Inside the USA (Newcomer MS and HS) and EDGE (HS beyond Newcomer level)
- 5 laptop computers with headsets
- A room dedicated to Newcomers Program and ESL services at South Prairie (to house materials, and instructional purposes).

2. English as a Second Language (ESL) – Dallas Center – Grimes offers this LIEP model

At this time, we also explain to parents their programming options based on students' level of need; this is described below.

As a district, we are committed to keeping students in the general education classroom to the greatest extent possible. EL students should be placed in, or as close as possible to within 2 years of, the grade in which other students of the same age are placed. Interactions with same-age peers encourage English Language Learners (ELs) to use oral English and to make social and cultural adjustments. We also are also committed to providing pullout ESOL services by an ESOL endorsed teacher.

The frequency and intensity of our ESOL services depends on the needs of each individual child. Intensity and frequency of services for each EL student is reasonably calculated to ensure benefit based on each student's individual needs in both language domains and academic learning. This is true until each EL student is deemed proficient (EEOA and Title VI of the Civil Rights Act using Castañeda standards, 648 F.2d at 1010). In addition, ELs with disabilities at all proficiency levels will receive direct LIEP instruction unless services have been waived. The team reviews each child's data and progress individually and then determines the intensity and duration of instructional time needed, which is documented on the Language Instruction Educational Plan. **See Appendix G for this plan.**

ELs may change levels and/or schedules within the school year in order to meet their instructional needs. The ESOL teacher is the person responsible for documenting the progress of ELs in both ESOL and regular classes through frequent contact with the classroom teacher and parents/guardians.

3. Sheltered Instruction - not currently provided at this time.
4. Dual Language Program - not currently provided at this time.
5. Other Bilingual Program - not currently provided at this time.

C. Annual parent notification and procedures for waiving services

Each year annual notification of English Language Development program placement is provided to parents in a language they can understand. **See Appendix E.** Annual notification must happen no later than 30 calendar days after the beginning of the school year or within 14 days of a child being placed in a language instruction program (if a student enrolls after the beginning of the year). The Director of Student Services works in collaboration with the ESOL teacher to ensure notification happens. *Records of this notification are stored in our student information system, Infinite Campus.*

D. Procedure for Waiving Services

Each year during the annual notification of English Language Development program placement, which must happen no later than 30 calendar days after the beginning of the school year or within 14 days of a child being placed in a language instruction program (if a student enrolls after the beginning of the year), parents are made aware that they have the right to waive services. If parents are thinking of waiving services, we would discuss any concerns and recommendations with parents at this time.

If parents sign the Request for English Language Development Withdrawal/Denial of Enrollment form (**Appendix F**), we would still discuss areas of support. With parent permission, we would outline goals and document this on the Student Assistance Plan. **See Appendix G.** This plan would also be shared with the at-risk coordinator in each building to make them aware of the needed supports. The at-risk coordinator would then monitor students and be communicating progress to parents.

See Appendix F for the Request for English Language Development Withdrawal/Denial of Enrollment form. This would be provided in a language that parents can understand. **A copy of this waiver form would be placed in the student's cumulative folder.**

E. Highly qualified staff (ESOL endorsement)

Our district expects that all ESOL staff have a K-12 English as a Second Language Endorsement from the Iowa Department of Education. If at any time, the ESOL teacher, would serve as the teacher of record for a specific content area, then certification for that content area is expected. Our Director of Student Services ensures that our staff is highly qualified with proper licensure and endorsements.

Our three ESOL teachers for the 19-20 school year are shown below with their endorsements.

Harka Biswa - Endorsements: K-12 English as a Second Language & 5-12 English/Language Arts

LaRee Hawks - Endorsements: K-12 English as a Second Language

Diane Messerli - Endorsements: K-12 English as a Second Language & Professional School Counselor 5-12

F. Designated administrator oversight for LIEPs

Angela Dvorak, Director of Student Services, is the designated administrator in the Dallas Center – Grimes School district to oversee LIEPs.

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

Our district ensures that our EL students have access to both Iowa Core Standards and the English Language Proficiency Standards. Students receive universal instruction with grade level peers; in addition they receive direct ESOL services from an ESOL endorsed teacher in a pullout setting. To ensure coordination between the general education setting and the ESOL pullout, frequent communication and collaboration between the ESOL teachers and classroom teachers is required. Quarterly, we pull a team together for collaboration and professional development focusing on access to Iowa Core Standards and English Language Proficiency standards. This team includes: ESOL teachers, Director of Student Services, district level specialized coaches, building instructional coaches, classroom teachers of EL, and counselors/deans.

H. Curriculum and Supplemental Resources

Iowa Core is the curriculum at Dallas Center – Grimes. Our EL students have access to the Iowa Core Curriculum. The Student Services, along with curriculum teams, are working collaboratively to ensure that primary resources, aligned to the Iowa Core, used in all classrooms throughout the district provide rich instructional strategies that are effective for EL learners. As a district, we are progressive in bringing in resources that are hands-on, that foster communication and collaboration amongst students, provides vertical common vocabulary usage throughout the grades, and has strong visual models and differentiation modalities.

Below is the list of our primary, universal resources currently used in the district.

Supplemental resources, used by our ESOL teachers, during pullout ESOL services include: Leveled Literacy Intervention, Picture Word Inductive Model, Visual Models of Mathematics, Step up to Writing, and Essential Skills.

	Math	Reading	Writing	Science	Social Studies
Elementary	Bridges, 2 nd Edition	Comprehension Toolkit Interactive Read-Aloud Words Their Way LLI	Write Steps	FOSS	Holt
Secondary	Big Ideas-Holt McDougal	Elements of Literature	Steps	Science Explorer - Prentice Hall	Geography - Holt History - Holt McDougal

	Larson Series-Holt McDougal	Selected Novels and Short Stories	Elements of Language	Modern Biology- Holt McDougal Biology – Pearson Principles of Anatomy – Wiley Chemistry – Pearson AP Chemistry – Pearson Physics - Pearson	and Pearson AP History- Cengage Sociology /Psychology - Holt McDougal AP Government – Pearson Government – Magruder Economics - Pearson
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Below is our curriculum cycle as a district. Year 3 in the cycle is the year we purchase new resources. At the same time that we purchase a major primary resource for classroom teachers, we also look to purchase supplemental materials for our ESOL program, that coordinate with the primary resources and that promote the English Language Proficiency Standards.

The Director of Student Services oversees the Language Instruction Education Program, providing necessary supports and resources, to ensure the success of our ELs.

Cycle Phase	Year 1 (32 - 48 hours)	Year 2 (24 - 40 hours)	Year 3 (24 - 32 hours)	Year 4 (16 - 24 hours)	Year 5 (8 hours)	Year 6 (8 hours)	Year 7 (12 hours)
Estimated Committee Hours	1. Assess current reality using needs assessment. 2. Review new or updated research in content area. 3. Identify "shifts" to instruction in content area. 4. Review National Core or Other Content Area Standards. 5. Review technology literacy standards and curriculum area.	1. Identify and create core beliefs, vision, and instructional framework. 2. Review District Framework and Technology Integration. 3. Review content area courses (K-12) and future structure. 4. Review assessment needs, in relation to content area. 5. Identify and request potential instructional materials for review/plot.	1. Material presentation, selection process and ultimate piloting of material. 2. Review of materials related to special programs (i.e., SE, EL, ELP etc.) 3. Conduct review of MCOF standards for instructional materials. 4. Final selection of instructional materials for Year 4 implementation. 5. Training for all district teachers who teach the content.	1. Full implementation of selected curriculum material. 2. Implementation of professional development supporting content area. 3. Survey of staff to determine attitudes, needs regarding implementation. 4. Analysis of data to determine best next steps.	1. Implementation of curriculum materials and assessments in classrooms. 2. Continue to revise units of study and/or lessons as needed. 3. Provide staff development and support as needed (based on data). 4. Review/Analyze student performance data for patterns or trends and work to address any issues/concerns.		1. Conduct a program evaluation.
Current School Year (2018-2019)							
Current Year 2017-2018	Math EL Program	Social Studies Guidance	Science Health / Physical Education	Career and Technical	Library / Media Music (Vocal and Instrumental)	Literacy (ELA and Writing) ELP Program	World Languages Art
Calendar Year & Content Area(s) Under Review							
2018 - 2019	Math EL Program						
2019 - 2020	World Languages Art	Math					
2020 - 2021	Literacy (ELA and Writing) ELP Program	World Languages Art	Math EL Program				
2021 - 2022	Library / Media Music (Vocal and Instrumental)	Literacy (ELA and Writing) ELP Program	World Languages Art	Math EL Program			
2022 - 2023	Career and Technical	Library / Media Music (Vocal and Instrumental)	Literacy (ELA and Writing) ELP Program	World Languages Art	Math		
2023 - 2024	Science Health / Physical Education	Career and Technical	Library / Media Music (Vocal and Instrumental)	Literacy (ELA and Writing) ELP Program	World Languages Art	Math EL Program	
2024 - 2025	Social Studies Guidance	Science Health / Physical Education	Career and Technical	Library / Media Music (Vocal and Instrumental)	Literacy (ELA and Writing) ELP Program	World Languages Art	Math EL Program
2025 - 2026		Social Studies Guidance	Science Health / Physical Education	Career and Technical	Library / Media Music (Vocal and Instrumental)	Literacy (ELA and Writing) ELP Program	World Languages Art
2026 - 2027			Science Health / Physical Education	Career and Technical	Library / Media Music (Vocal and Instrumental)	Literacy (ELA and Writing) ELP Program	World Languages Art
2027 - 2028			Social Studies Guidance	Science Health / Physical Education	Career and Technical	Library / Media Music (Vocal and Instrumental)	World Languages Art
2028 - 2029				Social Studies Guidance	Science Health / Physical Education	Career and Technical	World Languages Art
2029 - 2030					Social Studies Guidance	Science Health / Physical Education	World Languages Art

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

Every student in the Dallas Center – Grimes District will be given equal educational opportunities. It is the responsibility of all staff to treat students without discrimination on the basis of linguistic background when determining students' eligibility for district services. Teachers will provide notification of special programs to the parents of EL students taking into account the possibility of language barriers. The ESOL teachers and Director will provide support to classroom teachers if they need assistance with home communication either written or verbal. Our district data visualization system, Tableau, is able to allow us to efficiently see the percentage of ELs in each of co-curricular and extracurricular program, allowing us to use this data as an indicator in determining our effectiveness in meaningful access for ELs.

A. Process in place for identifying and serving gifted/talented (GT) ELs in the Extended Learning Program

Dallas Center – Grimes School District has created an identification plan for the Extended Learning Program that considers multiple sources of information including student test data, data from CoGat form 7, student work samples, student inventories, teacher inventories, parent inventories, and Kingore Observation Inventory. We choose these measures, specifically the CoGat form 7 because it is more EL sensitive, more nonverbal, not as reliant on language and culturally fair. The information collected for each child is examined by a Student Needs Evaluation committee comprised of all Talented and Gifted teachers, Associate Superintendent/Equity Coordinator, Director / ESOL coordinator.

The Student Needs Evaluation committee is able to use any information gathered on each student to determine if a student needs to have a Personal Education Plan for ELP services developed. The committee also provides the building ELP teacher with recommendations for services when a student exhibits a need for ELP services.

Students are eligible for identification at any point during their K-12 educational career in DCG. A full screening of each child in the district takes place in the spring of third, fifth, and ninth grades. The identification process for other grades can be initiated by any teacher or administrator in the district, a parent/guardian, or the student themselves by contacting the building ELP teacher.

Additional data will need to be considered to assist the Student Needs Evaluation Committee to identify EL students for ELP services. Examples of additional data include: Iowa English Language Development Assessment (will be ELPA 21 spring of 2016) Tennessee English Language Placement Assessment (will be ELPA fall of 2017). ELPA rate of language acquisition, prior academic performance in another language, ability to speak multiple languages, acquires a second language rapidly, shows high ability in mathematics, displays a mature sense of diverse cultures and languages, code switches easily (can think in both languages), demonstrates an advanced awareness of American

expressions, translates at an advanced level, navigates appropriate behaviors successfully within both cultures.

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

EL students who experience academic difficulty in the general education setting may or may not be in need of special education services. A comprehensive process is in place to ensure that a child's needs are met with taking into account language barriers and acculturation issues that may exist. The following is a step-by-step process used to identify EL students who may qualify for special education services. Please note that although it is important to place a child in need of special education services in a timely manner, it is also important that time is allowed for the child to adjust socially as well as academically. As a general guideline, the following question should be asked. "Is the problem a linguistically or cultural difference or a learning difficulty?" The chart below identifies our thoughtful process to guide our decisions. If the student is responding, even though they may be discrepant from peers, typically means that they do not have a disability but that it is due to out factors (lack of instruction, linguistic or cultural differences).

Statement of Intent: To guide us in making meaningful, responsive, and student-centered decisions

Is the student responding as we had hoped in?					
YES			NO		
Are they at the level of performance we desire for them?			Has the intervention been provided with fidelity (manner in which the program was intended)?		
YES		NO	YES		NO
Are the skills being demonstrated in multiple contexts?		Continue with intervention and monitor closely.	Is the intervention targeting the students' needs? More diagnostic testing needed. Seek out resources (coaches, building interventionists, etc) to help provide information.		Make instructional changes to ensure fidelity and check progress within two weeks.
YES	NO		YES	NO	
Stop intervention.	Think of ways to transfer		Do we need to increase the time or	Change the intervention. Monitor	

	r the skill to other context s.		frequency of interventi on? Do we need to decrease the group size? Make changes to make this intensive instructio n. Follow steps 1-6 below.	progress closely. Start the reflective thinking process again.	
--	--	--	---	---	--

1. Progress not seen. Teacher desires to move to general education intensive intervention – meet with principal/designee to go over data.
2. If agreed upon by teacher and principal/designee – AEA contacted to support and collaborate to design intensive intervention plan (this is not a Disability Suspect meeting).
3. Teacher meets with AEA building contact to brainstorm intensive plan; teacher contacts parents via phone or in person.
4. Progress seen – return to core instruction or revise/continue intervention.
Progress not seen – Teacher contacts AEA to review the data. If data supports, teacher contacts parents to set date for Disability Suspect meeting.
5. Teacher emails AEA contact and principal/designee with date.
6. Teacher talks to nurse about a health screening.

During the Suspect of Disability meeting, if it is determined that there is a disability suspected, the parent would sign for a comprehensive special education evaluation. During the evaluation for special education, the team would review the rate of progress, discrepancy and instructional needs of the child.

The full and individual initial evaluation uses a child's response-to-intervention or instruction data to support the conclusion that a disability is present. Specifically, the individual's rate of progress is compared to the expected rate of progress for typically developing peers or other performance standards. Progress data provides objective evidence that an individual's performance over time and during targeted instruction/intervention is substantially different than the rate of progress for typical peers or expectation.

Analysis of the rate of progress data includes the:

- individual's rate or slope of improvement during intervention;
- amount of resources necessary to ensure a positive slope (growth, progress) that differ from those provided within the general education context; and
- targeted or intensive intervention rate of progress data, along with other convergent data regarding the individual's rate of progress.

In addition to evaluating progress, the disability determination focuses on the magnitude of discrepancy. The discrepancy decision is based on the selection of appropriate standards of comparison and the individual's performance compared to that standard as measured by reliable, valid, current and relevant measures.

In addressing discrepancy for the full and individual initial evaluation, teams consider and document objective evidence to answer the following questions.

1. What are the multiple sources of data that demonstrate the individual's performance is significantly discrepant from that of peers and expected standards?
2. How does the individual's current level of performance compare to that of typical peers or expected standards?
3. What is the magnitude of the discrepancy? (Discrepancy must be determined and expressed in correct mathematical calculations)
4. What are the functional implications of the discrepancy? (Meaningful in a practical sense and reliable in a statistical sense.)

Eligibility determination is made using the convergence of data from multiple sources.

Educational need is the third required component of eligibility determination, and is reflected in the team's judgment that an individual requires special education and related services in order to receive a free and appropriate education. Specifically, teams assess through multiple methods (Review, Interview, Observe, Test), the needs of the individual in the following areas.

- Instruction
- Curriculum
- Environment
- Learning Supports

Once that information is collected, the team examines relevant information through RIOT methods to rule out whether a child's performance difficulties are primarily the result of a lack of appropriate instruction, socio-economic variables, cultural differences or poor attendance.

A child must not be determined to be a child with a disability if the team determines that the educational difficulty is primarily related to:

- a lack of appropriate instruction in reading, including the essential components of reading instruction (Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension)
- a lack of appropriate instruction in math
- limited English proficiency

Evaluation teams should also consider if the determinant factors for the child's educational performance is primarily related to other ecological variables, including

- socio-economic status,
- cultural or ethnic differences, or
- school attendance or mobility (multiple moves, different districts). The context in which evaluation and eligibility decisions are made includes the consideration of linguistic variables unique to the individual. For example, if an individual's performance does not fall below the expectations of peers with similar linguistic backgrounds, the individual's needs are not likely due to a disability requiring special education.

When the family's primary language is not English, a member of the school team who is proficient in the family's language or a trained interpreter should conduct interviews with the family. For children whose primary language is not English, communication deficits only constitute a disability if the communication problem is present in both English and the individual's primary language. During the eligibility decision-making process, the evaluation team must rule out language and acculturation as the primary reason for performance deficits. Use language data such as the ELPA 21, an acculturation survey, and additional formative language assessments in order to develop appropriate interventions or evaluate the individual's response to interventions and to make eligibility decisions. It is important to have someone on the team who is knowledgeable about the child's linguistic diversity and who has the skills to help differentiate between language acquisition and disability characteristics. The team may find it helpful to review and discuss the following questions:

- How is the child's performance when compared to others of like linguistic backgrounds?
- Are the materials and methods used in the evaluation to measure progress, discrepancy and need non-discriminatory?
- Have assessments been administered in the language and form most likely to yield accurate information on the student's performance?
- Did the interventions from which progress data is gathered adequately address linguistic variables impacting the child's performance?
- What is the child's performance on measures of linguistic aptitude (e.g. Basic Interpersonal Communication Skills, Cognitive Academic Language Proficiency)? Does the student speak and understand the language of instruction?
- Based on the information gathered and analyzed with respect to this child, does the team feel that the individual's educational performance is primarily the result of linguistic variables?

At the Eligibility Determination meeting the exclusionary factors will be discussed. If the determinant factor for the child's performance is limited English proficiency the child will be determined "not eligible" for special education services.

C. Process in place for identifying and serving ELs in any other district programs (i.e., Title 1, Reading Recovery, At-Risk, career and technical programs, counseling services, Advanced Placement, International Baccalaureate courses, performing and visual arts, athletics, clubs, honor societies, etc). Dallas Center-Grimes will monitor EL students who take or participate in other district programs and provide the support needed and encouragement for them to participate in all activities offered by the school district.

When possible the district will ensure that the opportunities are provided in their native language.

ASSEMBLIES - EL students will participate in school-sponsored assemblies with other students in their class. Accommodations will be made as necessary.

EXTRA CURRICULAR ACTIVITIES (Athletics, clubs, societies) - EL students can choose to participate in all school sponsored extra-curricular activities. The same eligibility requirements will apply as they do for all students. Accommodations will be made as necessary.

ELECTIVE COURSES - EL students will have the opportunity to participate in secondary elective courses. Accommodations will be made as necessary.

CAREER AND TECHNICAL EDUCATION - EL students can make the choice to participate in secondary Career and Technical educational classes. Accommodations will be made as necessary.

COUNSELING SERVICES - Counseling services provided to EL students will be comparable to those offered to all students.

AT RISK –FAMILY SERVICES - EL students will have the opportunity to receive services from the At Risk coordinators. These services might also include family assistance. These services are similar to those available to all students.

TITLE I READING - EL students will have the opportunity to participate in the Title I Reading Program if it is deemed that the student would benefit from this type of small group instruction.

SPECIALS – P.E., MUSIC, ART, LIBRARY, GUIDANCE - EL students will be fully integrated into specials. The “specials” teachers will receive support from the EL teachers.

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

A. District and building administrators

District ESOL Teachers and the Director of Student Services attend the Iowa Culture and Language Conference and Our Kids Institute annually and are appointed to stay current in most current research related to ELs, attending a variety of PD opportunities offered around the state of Iowa. The Director is involved in a professional learning community provided through the AEA that meets quarterly and focuses on access to Iowa Core Standards and English Language Proficiency standards. Dallas Center-Grimes also has an ESOL Cohort PLC team that focuses on district implementation of the Lau plan, organizes professional development for building and district PD days, and provides guidance on resources and supports the needs of all EL students to be successful. This team includes: ESOL teachers, Director of Student Services, district level specialized instructional coaches, curriculum facilitators, guidance counselors, and classroom teachers of EL students.

The Director of Student Services provides learning to the administrative team regarding English Language Learners at a minimum of 3 times per year.

B. ESOL staff (certified & support)

ESOL staff attends the Our Kids Institute annually and is appointed to stay current in most current research related to ELs, attending a variety of PD opportunities offered around the state of Iowa. Quarterly the ESOL staff is involved in a professional learning community (ESOL Cohort) focusing on access to Iowa Core Standards and English Language Proficiency standards. This team includes: ESOL teacher, Director of Student Services, district level specialized coaches, and classroom teachers of EL students and guidance counselors. The coaches and ESOL staff then brainstorm next steps for the students and needed professional development for the professional learning community. The ESOL teachers and Director of Student Services are participating in Option A of the ESOL training which requires all ESOL teachers and the director to view the ELL Standards Modules online and taking the brief quizzes to document the completion and content attainment during the 2016-17 school year in addition to others as identified by the Iowa Department of Education. Certificates from this training will be stored electronically in First Class under the ESOL folder along with certificates for the ELPA21 trainings.

C. Content and classroom teachers

A minimum of once a semester, we pull a larger district team together for collaboration and professional development focusing on access to Iowa Core Standards and English Language Proficiency standards. This team includes: ESOL teacher, Director of Student Services, district level specialized coaches, and classroom teachers of EL students, and guidance counselors.

D. Paraprofessionals

Quarterly, the ESOL staff and specialized instructional coaches push into classrooms to learn specifically about the needs of their students. They offer job-embedded professional development to the paraprofessionals at this time.

E. Building/district support staff (e.g., instructional coaches, curriculum coordinators, counselors, etc.)

Quarterly, support staff in a professional learning community focus on access to Iowa Core Standards and English Language Proficiency standards. This team includes: ESOL teacher, Director of Student Services, district level specialized coaches, and classroom teachers of EL students and guidance counselors. Quarterly, the ESOL staff and specialized coaches push into classrooms to learn specifically about the needs of their students. The coaches and LIEP staff then brainstorm next steps for the students and needed professional development for the quarterly professional learning community.

VI. Annual English Language Proficiency Assessment (ELPA21) Administration

A. Annual training to appropriate staff

Director of Student Services gathers appropriate staff together for the annual training required by the state of Iowa. This is done by prior to the testing windows. EL teachers

turn in certification to the Director. This documentation is stored online in a Google Team Drive under the English Learners folder.

B. Dissemination of scores to stakeholders

Scores are provided to ESOL teachers, Director, parents/guardians, principals and teachers in the spring once testing is complete. We provide scores immediately after receiving them. We also upload these scores into our student information system at this time. Student scores are also provided to all these stakeholders in the Fall, with the annual notification of the English language development program placement.

C. Appropriate training to interpret results for staff

In the spring, during our quarterly professional learning community, the ESOL teacher and Director provide appropriate training to staff on how to interpret the results. In the Fall, the ESOL teacher meets with each classroom teacher and other needed support staff to share scores and the meaning of the scores.

D. Utilization of assessment results to guide instruction and programming

In the spring, during our quarterly professional learning community, in addition to training on how to support staff, we discuss what this data means for instruction and programming. Teachers share what was effective this year so that is able to be documented and shared with next year's teacher. Feedback is provided at this time on any programming changes that may need to be made next year.

VII. LIEP Exit Criteria and Procedures

A. Criteria

Criteria for 2018-2019 Academic Year and Previous Years

The Student:

1. Achieves the required score for proficiency on ELPA21
2. Scores proficient on district-wide and/or statewide assessments in Reading and Math (Use Iowa Assessments if available; use district-wide assessments if student is in a grade not tested by Iowa Assessments)
3. Meets both of the above criteria in the same school year

*On years when the Iowa Assessments (State Level Test) is not given, students may exit by demonstrating proficiency on other district wide grade level measures for reading and math including the FAST and SMI assessments.

Criteria for 2019-2020 Academic Year and Future Academic Years

1. Achieves the required score for proficiency on ELPA21 (no other assessment criteria are required)

B. Procedures

1. Notify parents with state-approved TransAct English Language Development Program exit letter in language most understandable to parents/families (**Appendix H**)
2. 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.

3. Begin required two-year minimum monitoring process

VIII. Monitoring Procedures after Students Exit the LIEP Program

A. Two-year monitoring procedures in place after students exit the program

Monitoring procedures need to include criteria to determine ELs' sustained academic progress. A certified, licensed professional(s) must be responsible for the monitoring procedure, identified by name(s) and position(s).

Students who have exited the LIEP program will be monitored for a period of two years minimum from the date of exit. ESOL teachers, will be responsible for the process to monitor exited students.

To ensure the student has meaningful access to the district's general education program and is being successful in that program, a formal review of the following indicators will be conducted at least once each semester:

- Courses in which the student is enrolled
- Current grades
- Performance on district assessments
- Participation in extra-curricular activities
- Attendance

If it is determined that the student is having difficulty based on the above indicators, ESOL teachers will request feedback from teachers, counselors and/or administrators. In addition, staff will:

- Contact parents/guardians and student to gather additional information.
- Work with school personnel to formulate a plan to address the lack of success.
- Inform parents by phone and/or letter in a language they understand, as practicable.

The plan to help the student succeed may:

- Provide academic support services (e.g., re-teaching, intervention, tutoring)
- Provide additional services to develop English-language skills, with permission from the parent (e.g., additional scaffolding and vocabulary development as part of the content area classroom)

B. Re-entry to LIEP process, including parental notification, when appropriate

Students who have shown proficiency in the past, but are struggling with one or more domains of the English language in a manner which impedes their learning/success, can

be screened using the Dynamic Screener 2.0. If the student shows a lack of proficiency in any language domain area, he or she may qualify for services again and can be re-entered as an EL.

If the team decides to re-enter the student into the program, the Determination of Eligibility and Notification of English Language Development program placement (Appendix E) would be provided to parents at this time. These forms would be placed in the student's cumulative folder.

We would also code the re-entering in our student information system.

Parents still have the choice to deny and waive services.

IX. LIEP Evaluation

A. Annual LIEP evaluation process

The annual LIEP evaluation process includes evidence regarding progress toward meeting Lau Plan LIEP goals in both English language development and academic achievement:

1. May be based on increasing the percentage of ELs making growth in language acquisition as measured by the ELPA21 (Annual Measurable Achievement Objective) [AMAO-1]
2. May be based on increasing the percentage of ELs attaining or reaching full proficiency as measured by ELPA21 (AMAO-2)
3. May be based on making Adequate Yearly Progress (AYP) in reading and math as measured by the state-required content assessments according to targets established by Title I (AMAO-3)
4. May be based on other district data

Ongoing evaluation of the English Language Learner program is essential, providing valuable information for decision making, which will lead to improved instructional services to our English Language Learners including professional development needs, adjustment of LIEP services, staffing, teacher scheduling, curricular needs, and meeting the needs of ELs and/or subgroups. Through the use of quality tools and the "Lau Plan Checklist", [Lau Plan Checklist](#), the district's EL staff will follow the continual improvement model to evaluate and improve the ESOL services. The ESOL team will meet at a minimum once a year to review the Lau goals and the progress of students and discuss and recommend additions and/or modifications to the English Language Learner program and Lau Plan.

In addition, the following data will be collected and analyzed to determine the LIEPs success:

- AMAO
 - o Increasing the percentage of students meeting AMAO 1 (English Language Acquisition)
 - o Increasing the percentage of students meeting AMAO 2 (English full proficiency)

2018-2019	AMAO 1	AMAO 2	AMAO 3
District Achievement	61%	24%	NA

- o Making adequate yearly progress on Iowa Statewide Assessment of Student Progress and our LIEP goal: By the fall of 2019, 50% of our EL students will be proficient in reading, math, and science. (Data currently not available until October 2019).

ELL Performance on State Assessment	Reading	Math	Science	Written Language
District Students Proficient	NA	NA	NA	NA
K-5 Students Proficient	NA	NA	NA	NA
6-12 Students Proficient	NA	NA	NA	NA

- Student enrollment
- ELs dropout rates
- ELs participation rates in extracurricular and co-curricular programs

B. Title III Compliance Assurances

Checklist for Districts:

The superintendent will review the Title III assurances (**Appendix I**) annually with the Director of Students Services/Equity and complete the checklist to ensure Title III compliance.

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. Iowa Version of the Home Language Survey

D. Determination of Student Eligibility

E. Notification of English language development program placement

F. English Language Development Withdrawal/Denial of Enrollment form

G. Language Instruction Educational Plan

H. English Language Development Program Exit Letter

Appendix A - Letter to Districts from the U.S. Department of Justice

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

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. An approved LIEP model using sheltered instruction must include direct instruction by an ESL endorsed teacher.*

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 Learners (ELs) for instruction.*
www.nabe.org/BilingualEducation

Appendix C – Iowa Version of the Home Language Survey
More languages available at TransACT (www.transact.com)

TransACT.com Documents

Home Language Survey – IA: Includes second page for race and ethnicity

English Learner Program Placement (Optional): Notification that student was screened based on Home Language Survey-IA and reports initial placement or students who don't qualify

Program Exit Letter – B: Students who are eligible to exit services

English Learner Program Placement (Required - Meets ESSA Requirements): Initial, annual and re-entry placement notification

Request for Change in Program Participation: Waive or withdraw ELL/bilingual services

Explanation of Consequences for not Participating in English Learner Program:

- a. describes compliance with *Civil Rights law* that requires districts to provide services that will help the child attain English proficiency and access academic content by placing the responsibility onto the child's classroom and/or content area teacher(s), and
- b. informs parents that the child still participates in the ELPA21 until they meet exit criteria.

Iowa Department of Education
HOME LANGUAGE SURVEY

Student Name: _____ Birth Date: _____ Sex: M ☐ F ☐

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 _____ to _____
Name of School _____ State _____ Dates Attended _____ to _____
Name of School _____ State _____ Dates Attended _____ to _____
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? English ☐ Spanish ☐ Other _____
5. Please check if your child is:
☐ Native American
☐ Native Pacific Islander
☐ Alaska Native
☐ Native U.S. Virgin Islander
6. Is your child's first-learned or home language anything other than English? Yes ☐ No ☐
If you responded "Yes" to question number 6 above, please answer the following questions:
7. What language did your child learn when he/she first began to talk? _____
8. What language does your child most frequently speak at home? _____
9. What language do you most frequently speak to your child? (Father) _____
(Mother) _____
10. Please describe the language understood by your child. (check 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/Guardian's Signature: _____ Please print and sign this line (this text will not appear on the printout) _____ Date: _____

School Office Use Only: Student ID# _____ Date Distributed _____ Date School Received _____

Dallas Center-Grimes
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 America who maintain a 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 Africa.

Please complete the entire form and return it to:

Name: _____ Phone Number: _____

Address: _____ City: _____ State: _____ Zip: _____

Appendix D - Determination of Student Eligibility
More languages available at TransACT (www.transact.com)

**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 or in the home. Based on this information, the school assessed your child to determine their 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 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 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 as 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	_____ Email Address

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: _____

Telephone Number: _____ Email Address: _____

Rev. 09/04 - US

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Lynnwood, WA 98036

Appendix E - Notification of English language development program placement

More languages available at TransACT (www.transact.com)

Iowa Department of Education

Notification of English Language Development Program Placement

☐ Initial Placement ☐ Continuing Placement

Name of Student: _____ Date: _____

School Location: _____

Dear Parents:

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 she/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, is 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)
- ☐ _____
(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)

Level of Academic Achievement: _____

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 classroom 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: _____

Telephone Number: _____ Email Address: _____

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.

Iowa Department of Education
Description of District English Language
Development Program(s)

The goal of each of the district's English language development programs 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 limited English proficient 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 - English Language Development Withdrawal/Denial of Enrollment form

More languages available at TransACT (www.transact.com)

Iowa Department of Education Request for English Language Development Program Withdrawal/Denial of Enrollment

Date: _____

Dear Parents:

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 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 removal of your child from the program, (b) decline to enroll your child in such a program, or (c) choose another program or method of instruction, if available.

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

Thank you.

Iowa Department of Education 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 #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

00NCLB-B4 (Rev. 06/03 US)

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Appendix - G

Language Instruction Educational Plan

DALLAS CENTER - GRIMES COMMUNITY SCHOOL DISTRICT English Language Learner Plan for English Language Learners

STUDENT INFORMATION

Student's name:	
School:	
Grade:	

TELPA information:

	Score:	Proficiency Level (PL):
Speaking domain		
Listening domain		
Reading domain		
Writing domain		
Overall composite		

Skills to focus on based on TELPA Scores:

CURRENT ELPA21 INFORMATION

	Score:	Proficiency Level (PL):
Speaking domain		
Listening domain		
Reading domain		
Writing domain		
Overall composite		

Date entered program:	
Program Type:	
Minutes of ESL instruction per day:	
Focus of Instruction:	
Content area missed due to ESL services:	

STUDENT'S ENGLISH LANGUAGE DEVELOPMENT PROGRESS IN ESL INSTRUCTION

DOMAINS:	Goal	QUARTER 1 PROGRESS	QUARTER 2 PROGRESS	QUARTER 3 PROGRESS	QUARTER 4 PROGRESS
Listening					
Speaking					
Reading					
Writing					

STUDENT'S ENGLISH LANGUAGE DEVELOPMENT PROGRESS IN THE GENERAL CLASSROOM

DOMAINS:	QUARTER 1 PROGRESS	QUARTER 2 PROGRESS	QUARTER 3 PROGRESS	QUARTER 4 PROGRESS
Listening				
Speaking				
Reading				
Writing				

ACCOMMODATIONS FOR IOWA ASSESSMENTS (CHECK ALL THAT APPLY)

<input type="checkbox"/>	Provide extended time.	<input type="checkbox"/>	Read aloud and repeat test items in English (if the test is not a reading test).
<input type="checkbox"/>	Allow for small-group (no more than 5 students) or individual test administration	<input type="checkbox"/>	Provision of English/Native Language Word-to-Word Dictionary
<input type="checkbox"/>	Only takes Math and Science (Newcomers only)	<input type="checkbox"/>	Other:
<input type="checkbox"/>	Read aloud, simplify, repeat, and clarify test instructions in English.	<input type="checkbox"/>	

RECOMMENDED INSTRUCTIONAL METHODS IN THE REGULAR CLASSROOM.

To meet the individual needs of this student the checked accommodations/methods will be used in regular classroom instruction:

<input type="checkbox"/>	Reword, rephrase, or summarize test directions and/or test items in English.	<input type="checkbox"/>	Provide student with take-home materials to practice concepts.
<input type="checkbox"/>	Allow for written responses.	<input type="checkbox"/>	Use leveled readers.
<input type="checkbox"/>	Provide interpretation/translation (oral/written assistance) by qualified staff.	<input type="checkbox"/>	Use the overhead or other type of projector, and provide students with copies of teacher transparencies/notes/lectures.
<input type="checkbox"/>	Use technology.	<input type="checkbox"/>	Make instruction visual to aid in understanding. Use graphic organizers, pictures, maps, and graphs.
<input type="checkbox"/>	Provide extended time to complete tests and assignments.	<input type="checkbox"/>	Highlight/color code tasks, directions, or letters home.
<input type="checkbox"/>	Provide a resource lending library for students.	<input type="checkbox"/>	Substitute project for test.
<input type="checkbox"/>	Allow for individual or small-group test administration.	<input type="checkbox"/>	Reduce language complexity of test questions.
<input type="checkbox"/>	Label items in the room and/or school.	<input type="checkbox"/>	Student participates in group assignments.
<input type="checkbox"/>	Provide alternative homework assignments that meet that standard or objective.	<input type="checkbox"/>	Increase wait time, and ask questions at student's level.
<input type="checkbox"/>	Give both oral and written instructions.	<input type="checkbox"/>	Allow student opportunities to read and speak aloud successfully.
<input type="checkbox"/>	Notify resource teacher (language specialist) when work is not being completed.	<input type="checkbox"/>	Use manipulatives (both student and teacher).
<input type="checkbox"/>	Provide assignments that emphasize both oral language and literacy development.	<input type="checkbox"/>	Record material, including classroom instruction and notes, for student listening and review.
<input type="checkbox"/>	Break assignments into a series of smaller assignments.	<input type="checkbox"/>	Use audio books or electronic readers.

	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Listening and Speaking	<p>Seldom able to participate in discussion on a topic</p> <p>Uses few words to tell a story; doesn't include details</p> <p>Uses a few common vocab words in their speaking and listening comprehension</p>	<p>With help, participates in discussions on a simple topic</p> <p>With help, reports on a topic or tells a story, with some details</p> <p>Uses common vocab in their speaking and listening comprehension</p>	<p>Sometimes participates in discussions on a grade level topic</p> <p>Reports on a topic or tells a story somewhat clearly and fluently, with some details</p> <p>Uses some complex vocab in their speaking and listening comprehension</p>	<p>Often participates independently in discussions on a grade level topic</p> <p>Reports on a topic or tells a story almost clearly and fluently, with most details</p> <p>Uses complex vocab in their speaking and listening comprehension</p>	<p>Participates actively and independently in discussions on a grade level topic</p> <p>Reports on a topic or tells a story clearly and fluently, with details</p> <p>Uses academic vocab in their speaking and listening comprehension</p>
Reading	<p>With a lot of help, recalls details and answers questions after reading a short, simple story</p> <p>Beginning to know letters/sounds and recognizing a few sight words</p>	<p>With help, recalls details and answers questions after reading a short, simple story</p> <p>Knows beginning sight words and applies a few phonics skills to grade level reading</p>	<p>With help, answers questions that require making connections, questioning, visualizing, making inferences, summarizing and self-monitoring while reading simple texts</p> <p>Knows some grade level words and applies some phonics skills to grade level reading</p>	<p>At times, Answers questions that require making connections, questioning, visualizing, making inferences, summarizing and self-monitoring while reading grade level texts</p> <p>Reads a grade level text with some fluency</p> <p>Knows many grade level words and applies phonics skills to grade level reading</p>	<p>Answers questions that require making connections, questioning, visualizing, making inferences, summarizing and self-monitoring while reading grade level texts</p> <p>Reads a grade level text fluently</p> <p>Knows grade level words and applies phonics skills to grade level reading</p>
Writing	<p>Able to draw a picture for a simple narrative story.</p> <p>Is not consistently able to revise writing with help.</p> <p>Does not use standard writing conventions in writing. Is seldom able to edit writing with help.</p>	<p>Writes a sentence for each type of text (opinion, informative and narratives)</p> <p>With a high degree of help, can sometimes revise writing to make it more logical and interesting.</p> <p>Occasionally uses standard writing conventions in writing. Can sometimes edit writing with help.</p>	<p>Writes opinion, informative and narratives step by step with teacher help</p> <p>With help, revises writing to make it more logical and interesting.</p> <p>Sometimes uses standard writing conventions in writing. Edits writing with help.</p>	<p>Writes opinion, informative and narratives with some teacher guidance</p> <p>With occasional help, revises writing to make it more logical and interesting.</p> <p>Frequently uses standard writing conventions in writing. Edits writing with help.</p>	<p>Writes opinion, informative and narratives independently.</p> <p>Independently revises writing to make it more logical and interesting</p> <p>Almost always uses standard writing conventions in writing. Edits writing independently.</p>

Dallas Center-Grimes English as a Second Language Program Monitor Form	
Student's Name: _____ Grade: _____ Year: _____	
Classroom Teacher: _____ ESL Teacher: _____	
Use the four domains:	
<p style="text-align: center;">First Quarter</p> <p>1. The student reads <u>below/on/above</u> grade level</p> <p>2. The student <u>seldom/sometimes/often</u> participates</p> <p>3. The student is making progress in writing: <u>yes</u> or <u>no</u></p> <p>Comments:</p>	<p style="text-align: center;">Second Quarter</p> <p>4. The student reads <u>below/on/above</u> grade level</p> <p>5. The student <u>seldom/sometimes/often</u> participates</p> <p>6. The student is making progress in writing: <u>yes</u> or <u>no</u></p> <p>Comments:</p>
<p style="text-align: center;">Third Quarter</p> <p>7. The student reads <u>below/on/above</u> grade level</p> <p>8. The student <u>seldom/sometimes/often</u> participates</p> <p>9. The student is making progress in writing: <u>yes</u> or <u>no</u></p> <p>Comments:</p>	<p style="text-align: center;">Fourth Quarter</p> <p>10. The student reads <u>below/on/above</u> grade level</p> <p>11. The student <u>seldom/sometimes/often</u> participates</p> <p>12. The student is making progress in writing: <u>yes</u> or <u>no</u></p> <p>Comments:</p>

Appendix - H Exit Letter

Dallas Center-Grimes 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 I Assurances

Title III Compliance Assurances: Checklist for Districts

___ The district maintains and annually revises the district Lau (EL) Plan. [NCLB Sec. 3116] (Lau v. Nichols, 1974)

___ The district has a policy of admitting students regardless of their immigrant status or English-speaking status. [Plyer vs. Doe (1982); Title VI of the Civil Rights Act (1964)]

___ The district provides information and communication to the parent(s) in the language the parent(s) understand to the extent practicable. [NCLB Sec. 3302(c)]

___ The district will promote parental and community participation in programs for ELs [NCLB Pub. L. No. 107-110].

___ The district includes a Home Language Survey (TransAct form IA) in registration materials for all students and maintains these forms in student cumulative folders. [Iowa Code 281-60.3]

___ The district uses the state-approved language proficiency test (ELPA21) to screen and identify ELs (including parental notification) within the first 30 days of a student being enrolled in the district at the beginning of the school year, and within 14 days thereafter. [NCLB Sec. 3302(a); Iowa Code 281-60.3(1)b]

___ The district ensures educators administering the state-approved language proficiency test for identification & placement recertify annually.

___ The district notifies parents of program eligibility and placement within the mandated time frames. [NCLB Sec. 3302]

___ The district has consulted with teachers, researchers, school administrators, and parents, and if appropriate, with education-related community groups and nonprofit organizations and institutions of higher education, developing Title III programs and activities [NCLB, Pub. L. No. 107-110].

___ The district provides a Language Instruction Educational Program (LIEP) with direct instruction provided by a highly qualified (ESL-endorsed) teacher. Consultative services do not meet the requirement for direct instruction. [Iowa Code 281-60.3(2)]

___ The district assures that LIEPs carried out under Title III will ensure that ELs being served by the programs develop English proficiency. [NCLB, Pub. L. No. 107-110].

___ The district ensures that teachers of ELs are fluent in oral and written English [NCLB Sec. 3116(c)]

___ The district has a designated administrator overseeing the district's LIEP.

___ The district ensures that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging district academic content and student academic achievement standards [NCLB, Pub. L. No. 107-110].

___ The district has developed programs and activities for ELs and immigrant children and youth [NCLB, Pub. L. No. 107-110].

___ The district offers high quality professional development to classroom teachers (including teachers in classrooms that are not the settings of LIEP), principals, administrators, and other school or community-based organizational personnel [NCLB, Pub. L. No. 107-110].

___ The district ensures the implementation of the English Language Proficiency (ELP) standards. [NCLB, Title IX, Part A, Section 9101].

___ The district ensures that all paraprofessionals serving EL students are supervised by a highly qualified teacher. [Iowa Code 281-60.3(2)]

___ The district assesses the English proficiency of all EL students with the state-approved English language proficiency assessment (ELPA21) annually. [NCLB Sec. 3113(b)(3)(D)]

___ The district ensures educators administering the state approved language proficiency monitoring assessment recertify annually.

___ The district disseminates ELPA21 scores to parents and district staff. [NCLB Sec. 3121]

___ The district ensures that all EL students participate in district-wide assessments. [NCLB Sec. 3121]

___ The district uses state-approved exit criteria to determine when students should be exited from the LIEP program [Iowa Code 281-60.3(3)b4]

___ The district monitors exited EL students for two years after exiting the program (Changing to 3 years required monitoring in 2016-7 based on ESSA). [NCLB Sec. 3121(4)]

___ The district reports required EL data elements on Iowa's Student Reporting System.

___ The district conducts an annual program evaluation and makes adjustments to programming as indicated by EL student achievement data. [NCLB Sec. 3121]

___ The district ensures that Title III funding is not used for opportunities that are afforded all students, such as parent-teacher conference translation. This means that interpretation and translation for ELs must be paid, not using Title III funds, rather, using district funds.

___ The district ensures that personnel funded by Title III are being used exclusively for EL students for the full amount of the apportionment of the funding.

___ The district is not in violation of any State law, including State constitutional law, regarding the education of limited English proficient children, consistent with sections 3126 and 3127 (NCLB, Pub. L. No. 107-110).

Checklist Completed by (print name): _____

Signature: _____

Date: _____

Superintendent (print name): _____

Signature: _____

Date: _____