



Dallas Center-Grimes Community School District

Dallas Center – Grimes Community School District

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

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Plan reviewed/updated September 2025:

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Dallas Center-Grimes Community School District

Annual Review Board Approved (9/22/25)

District Mission Statement:
Empowering every student to **create** their future.

District Vision Statement:
Our district strives for **excellence** through **innovation** and embraces **growth** in every dimension of education.

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Lau Plan

The purpose of the Lau Plan is to provide information to parents, students, staff, administration and the school board about the Dallas Center-Grimes School District's English Learner Program. This document will serve as a reference guide to assist all those who are involved in meeting the needs of students with limited English proficiency. For further information, question, or comments, please contact the Director of Student Services, Alyson Finley (alyson.finley@dcschools.com).

I. Lau Plan Principles

A. English Language Development

The Dallas Center – Grimes School District is committed to teaching our ELL students English language comprehension through listening, speaking, reading and writing skills to attain English proficiency and academic competence. All ELL 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 ELL students will be provided access to the Iowa Core standards of their grade level.

It is our obligation to provide the necessary support, instruction, and accommodations for the ELL students to learn in the regular education curriculum. Our district will provide Talented and Gifted services, as appropriate, 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 ELL students in understanding and functioning within American society. We are 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 their 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 Screener Assessment, and Parental Notification must 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

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 is provided, as part of the enrollment process, to all new students in the district including incoming Kindergarten students and new students enrolling 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 on the Home Language Survey, 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 Students in Appropriate Language Instruction Education Program (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. 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.

D. Parental Forms Distributed in a Language Most Easily Understood

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

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.

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?

Parents are contacted regarding 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 are considering waiving EL services, we discuss any concerns and recommendations with them at this time and invite them in for a meeting. If the parents still choose to waive ESOL services, they must complete the Request for English Language Development Withdrawal/Denial of Enrollment form.

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. 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, we would still discuss areas of support and concern with parents and staff. Staff will get support from the ESOL teacher whether that is scaffolds in class or intervention with an academic interventionist.

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

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 and feel accomplished within core content areas.

B. Description of Specific State-Approved LIEP Model(s) used in District and the Process to Place Students

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

As of Fall 2024, our ELL population in our district is around 2.6%. 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.

As a district, we are committed to keeping students in the general education classroom to the greatest extent possible. ELL 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.

Students 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.

ELL students who are newcomers receive direct instruction in the EL classroom with an emphasis on language development and increased practice of skills. The smaller group size provides opportunities for students to make growth in the areas of reading, writing, listening, and speaking in English. Instruction is based on the Iowa Core and English Language Proficiency Standards, and simultaneously focuses on language acquisition and the learning targets that support academic standards. In their general education classrooms, newcomer ELL students receive instruction through scaffolded teaching strategies to support them as they access and interact with the content of all academic areas. This scaffolding includes strategies such as explicit vocabulary instruction, building

background knowledge, providing opportunities for meaningful student-student interaction and a gradual release of responsibility.

2. Newcomer Program- not currently provided at this time.
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. 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 teachers to ensure notification occurs. The record of notification is stored in our student information system, Infinite Campus.

D. Procedure for Waiving Services

Parents have the right to waive EL services each school year. If a parent wishes to waive services, they must contact the grade level EL teacher or the Director of Student Services. The grade level EL teacher will communicate, with the parent, areas of concern regarding the student's English language proficiency and academic performance based on evidence. In addition, the teacher will share information about the services that could be provided.

The parent will receive the "Explanation of Consequences for Not Participating in English Learner Program" form, and must complete the "Request for Change in Program Participation" form, which will be provided in the appropriate language. This form must be completed for each year the parent wishes to waive service and will be kept in the student's cumulative file. If a student has waived EL services, as required by law, he/she will still be assessed each spring for language development on the ELPA21 Summative Assessment, and for academic performance using the Iowa Statewide Assessment for Student Progress (ISASP), FAST, STAR, and other district assessments.

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 serves 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.

F. Designated Administrator Oversight for LIEPs

The 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 core classrooms. In addition, they receive direct ESOL services from an ESOL endorsed teacher in a pullout setting.

In order to align standards in the core setting and the ESOL setting, core teachers and ESOL teachers meet as needed to share information about the EL students that they serve, plan and design instruction, and identify upcoming standards and learning targets to ensure that EL instruction compliments instruction in the general education classroom.

H. Curriculum and Supplemental Resources

The EL team consistently reviews and refines an articulated K-12 English Learner curriculum designed to support ELL students' English language development as well as academic content. The LIEP Program curriculum includes:

- National Geographic K-5: Our World, In the USA, Look, REACH; 6-8: Time Zones, 9-12: EDGE, Inside the USA, Pathways, Great Writing, Lift, 21st Century Reading TedTalk
- UFLI
- Imagine Learning
- In addition, teachers create their own resources and curriculum to support students' content and language learning in response to student learning needs.

Below is the DC-G curriculum cycle. The ELL program is currently in **Year 6** of the curriculum cycle. This means we are implementing our curriculum and evaluating it to ensure the success of students. The Director of Student Services oversees the Language Instruction Education Program and provides necessary support and resources to ensure the success of our ELs.

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

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 ELL 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.

A. Process in Place for Identifying and Serving Gifted/Talented (TAG) Students

Dallas Center – Grimes School District has created an identification plan for the Talented and Gifted 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 chose these measures, specifically the CogAT form 7, because it is more EL sensitive, mostly nonverbal, not as reliant on language and culturally fair. The information collected for each child is examined by a Student Needs Evaluation committee composed of all Talented and Gifted teachers, Associate Superintendent/Equity Coordinator, Director of Student Services / ESOL coordinator.

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

Additional data will need to be considered to assist the Student Needs Evaluation Committee to identify EL students for TAG services. Examples of additional data include: Iowa English Language Proficiency Assessment (ELPA 21), rate of language acquisition based on ELPA 21, 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 by taking into account language barriers and acculturation issues that may exist. The following is a step-by-step process used to identify ELL 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 decision

Is the student responding as we had hoped?	
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 the skill to other contexts.		Do we need to increase the time or frequency of intervention? Do we need to decrease the group size? Make changes to make this intensive instruction. Follow steps 1-6 below.	Change the intervention. Monitor progress closely. Start the reflective thinking process again.	

1. Progress not seen. The teacher desires to move to general education intensive intervention – meet with the Principal/designee to go over data.
2. If agreed upon by teacher and Principal/designee – AEA contacted to support and collaborate to design an intensive intervention plan (this is not a Disability Suspect meeting).
3. Teacher meets with AEA building contact to brainstorm intensive plans; 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, the teacher contacts parents to set a date for a Disability Suspect meeting.
5. Teacher emails AEA contact and principal/designee with date.
6. Teacher contacts school nurse regarding health screening.

During the Suspect of Disability meeting, if it is determined that there is a disability suspected, the parent would have the option to 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 Students in Co-Curricular and Extracurricular Areas

Dallas Center-Grimes will monitor EL students who participate in other district courses, services, and programs and provide the needed support and encouragement for them to participate in all activities offered by the school district. Whenever feasible, 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 extracurricular 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 District Level EL Professional Development for Staff who Deliver Instruction or Support the LIEP for EL's

District and building administrators: All building and district administrators have the ability to view the English Language Proficiency modules on AEA PD Online developed through the Department of Education to ensure administrators have a foundational understanding of language development and English language acquisition. District and building administrators and the Director of Student Services stay apprised of professional development related to language acquisition through the monthly ESL/Diversity Newsletter from Heartland AEA. The DCG EL Department is made aware of EL teacher resources, resources for classroom teachers, and professional development opportunities. The monthly newsletter also reminds ESOL teachers and the Director of regularly scheduled ESOL Network Meetings. Finally, it is through the ESL/Diversity Newsletter that we are able to access several documents that support our work with English language learners. Heartland has created a folder for educators in Heartland AEA schools: Title III Teacher/District Support Documents. Within the folder we are able to access: Home Language Surveys Translated, Language Supports by Content Area, Allowable Assessment Accommodations for English Learners, Interpreter and Translation Resources for Schools, Know Your English Learner's Academic and Language History Document, The First 30 Days; Resources and Notes to Support Your EL Work at the Beginning of the School Year, and TransACT Documents Used in Enrollment and Exit Procedures with English Learners.

LIEP Staff (certified and support): EL teachers meet throughout the year as a district EL team to review instructional strategies and updates in regards to how to best support English learners. All certified EL staff view the English Language Proficiency modules on AEA PD Online developed through the Iowa Department of Education. If available, EL teachers would have the option to attend conferences and other professional learning opportunities to continue learning strategies and approaches for engaging English Learners in learning at high levels.

General education teachers: All certified teachers participate in training related to strategies designed to reach all students in their classroom, including ELs. Professional learning opportunities are offered intermittently to support learning strategies and approaches for engaging English Learners.

Paraprofessionals and building/district support staff: Paraeducators working with EL students are highly encouraged and supported in obtaining the English Language Learner area of concentration through Heartland Area Education Agency.

VI. Annual English Language Proficiency Assessment (ELPA21) Administration

A. Annual Training to Appropriate Staff with Certificate on File

Director of Student Services ensures that EL staff complete the annual training required by the state of Iowa. This training is completed 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 provides 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

Achieves the required score for proficiency on the ELPA21 Summative Assessment.

B. Procedures

1. Notify parents with state-approved TransAct English Language Development Program exit letter in language most understandable to parents/families
2. Students who are no longer eligible to receive EL services will have their student coding changed to "exited" on the state report.
3. Begin required two-year minimum monitoring process using monitoring documents

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:

1. Courses in which the student is enrolled
2. Current grades
3. Performance on district assessments
4. Participation in extracurricular activities
5. 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:

1. Contact parents/guardians and students to gather additional information.
2. Work with school personnel to formulate a plan to address the lack of success.
3. 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) or 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 ELPA Dynamic Screener. If the student shows a lack of proficiency in any language domain area, they 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 in the most convenient language to communicate at this time. These forms would be placed in the student's cumulative folder. At this time, parents have the option to waive or to consent to EL services. This information will be added to the students' cumulative folder.

IX. LIEP Evaluation

A. Team-based Process for how the LIEP is Evaluated Annually

1. *Professional responsibility:* The Director of Student Services facilitates an ongoing review of the district English Learner program in collaboration with the K-12 English Learner team. The English Learner program is evaluated in relation to the Lau Plan Goals, identified in Section III, to determine its effectiveness.
2. *Data to plan instruction:* During the review process, the team considers evidence for both English language acquisition and academic performance. Data sources include assessments such as ELPA21 Summative Assessment scores, number of students who exited EL services, academic performance in core classes, etc.
3. *Evaluation of impacts on future programming and services for ELs.*

- a. Professional development. The Director of Student Services will work with the administrative team and the K-12 English Learner team to determine professional development areas needed for both general education and EL teachers in the areas of English language development and language acquisition.
 - b. Adjustment of the LIEP. The team will ensure that the services provided through the EL program are consistent within each grade level, and articulated across the district.
 - c. Staffing. Based on the data gathered and reviewed, the Director of Student Services, superintendent, and building principals review staffing needs to determine how to best meet the needs of the students.
 - d. Teacher scheduling. Based on the data gathered and reviewed, the Director of Student Services and building principals review scheduling to determine how to best meet the needs of the students.
 - e. Curricular needs. Curricular needs will be reviewed at least annually to determine what resources are needed to supplement the core instruction, to specifically address English language acquisition and language development.
 - f. Meeting the needs of individual ELs and/or subgroups. The district is focused on meeting the needs of individual ELs and/or subgroups. Professional learning addresses various demographic groups with the category of English Learners as well as newcomers, refugee students, long-term ELs, and students with interrupted education.
4. *LEA English Learner Assurances (signed in CASA).* The superintendent will review the Title III assurances (**Appendix G**) annually with the Director of Student Services/Equity and complete the checklist to ensure Title III compliance.

X. Appendices

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 composed 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 – Parent/Guardian Communication
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.

Appendix - D
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 E
English Language Development Monitoring Form (Elementary)

Dallas Center-Grimes CSD
ESOL Program

Post-Exit EL Monitoring Form (Elementary)

Student Name			
Grade in 1 st Year of Monitoring		Academic Year	
Name of ESOL Teacher (1 st Year Monitoring)		The ESOL Teacher is responsible for reviewing this form each time that it is completed by the Classroom Teacher.	
Name of ESOL Teacher (2 nd year Monitoring)			

ELPA21 Results:			Year ELPA21 was taken	
Reading	Writing	Speaking	Listening	Proficiency

ISASP/FAST Results	Reading	Mathematics	Science
1 st Year of Monitoring	NP P A	NP P A	NP P A
2 nd Year Monitoring	NP P A	NP P A	NP P A

Special Services	1 st Year of Monitoring		2 nd Year of Monitoring	
Is the student receiving any special services? (Any academic services/programs in addition to the standard academic program)	No	Yes	No	

Appendix F
English Language Development Monitoring Form (Secondary)

Dallas Center – Grimes Community School District English
for the Speakers of other languages (ESOL) Program

Post-Exit ESOL Monitoring Form (Secondary)

Pages 1 and 3 to be completed by the appropriate ESOL Teacher

Student Name:			
Grade in 1st Year of Monitoring		Academic year:	
Name of ESOL Teacher (1st year of Monitoring)		<i>The ESOL Teacher is responsible for reviewing this form each time it is completed by the classroom teacher.</i>	
Name of ESOL Teacher (2nd year of Monitoring)			

ELPA21 Results Year Taken: _____				
Reading	Writing	Listening	Speaking	Proficiency Level

Other Results		NP = Not Proficient		P = Proficient		A = Advanced	
		Reading	Math			Reading	Math
1 st Year of Monitoring	Fall			Spring			
2 nd Year of Monitoring	Fall			Spring			

ISASP Results		NP = Not Proficient		P = Proficient		A = Advanced	
		Reading	Mathematics		Science		
1 st Year of Monitoring							
2 nd Year of Monitoring							

Appendix G
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: _____