

St. Martin Parish  
2022-2023  
Title III  
English Learner Program

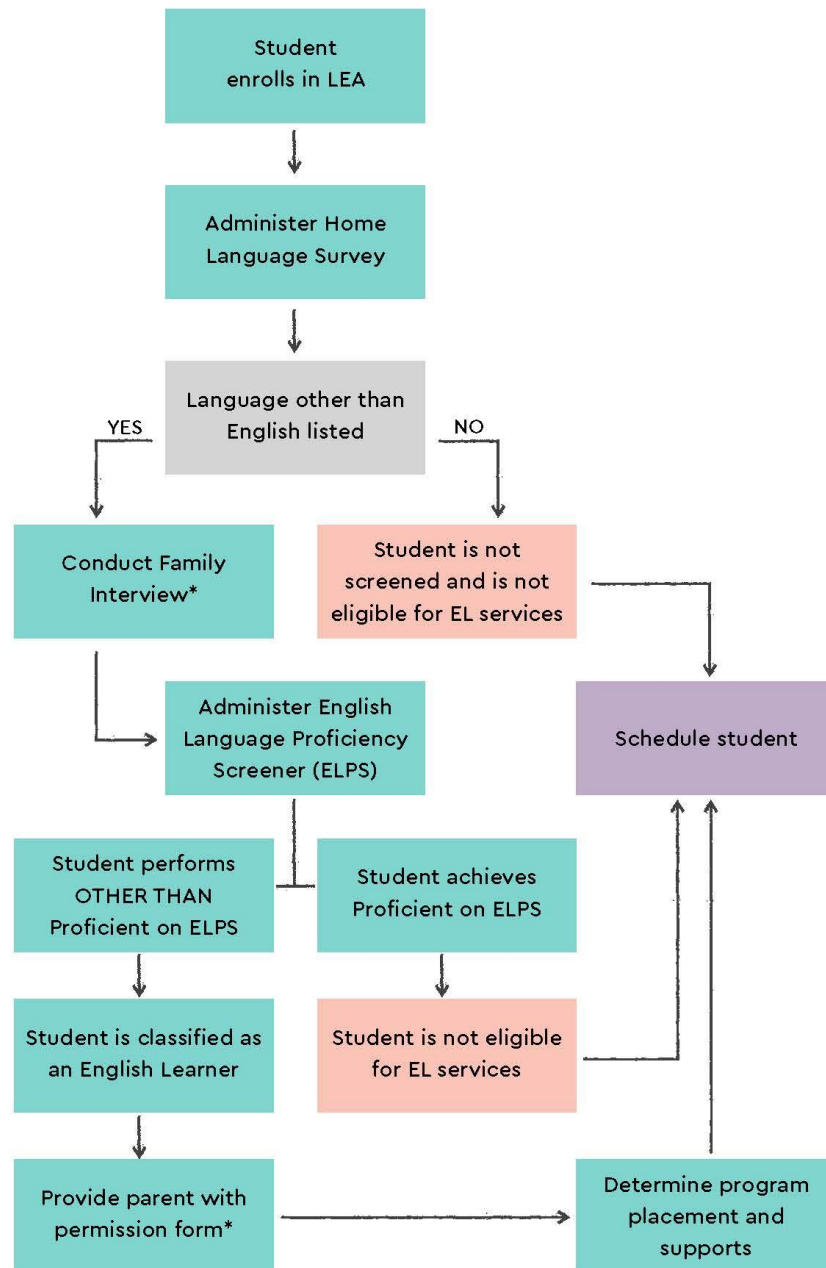


**TITLE III**  
**ENGLISH LEARNER (EL)**  
**2022-2023**

- EL students must be provided with meaningful access to all curricular and extra-curricular programs.
- EL students must be provided with classroom facilities comparable to those provided to non-EL students
- EL students must have access to highly qualified teachers and sufficient resources to ensure meaningful participation in the Tier I curriculum.
- Schools must provide information regarding policies, school activities, programs and services to parents in a language that they can understand. Translation requests can be made by contacting assigned EL Coach or district EL Supervisor, Melanie Taylor.
- Students are not to be used as translators or messengers for such information.
- The Home Survey on the student registration sheet must be filled out by every student in the district. It must be completed in the areas of:
  1. Birth Place
  2. Country of Origin
  3. Date of Entry to the US
  4. The language first learned by the student
  5. Language other than English spoken at home
  6. Language used most often by the student
  
- Any student/parent who marks that another language is spoken at home should be pre screened for English Language Proficiency. The LDOE approved screening tool, **English Language Proficiency Screener (ELPS)** will be used and will be administered by district EL Coaches and/or supervisor. Once the student is registered, the school should complete the process within two weeks.
- All EL students must be in an approved intervention program that supports both language acquisition and academic proficiency. Interventions may include READ 180, Imagine Language & Literacy, iReady, or other computer assisted program with adult supports.
- District EL Coaches will work closely with school staff and content teachers to integrate the Connectors for English Learners for close alignment with the LA Student Standards for English. The focus will be on providing support for ELs to meaningfully engage in content area curriculum and instruction within the content area classroom. District Coaches will work with school staff to build capacity of content area teachers to engage ELs in the core content area curriculum.

# ENGLISH LEARNER (EL) IDENTIFICATION FLOWCHART

This process must be completed within 30 school days of student enrolling.



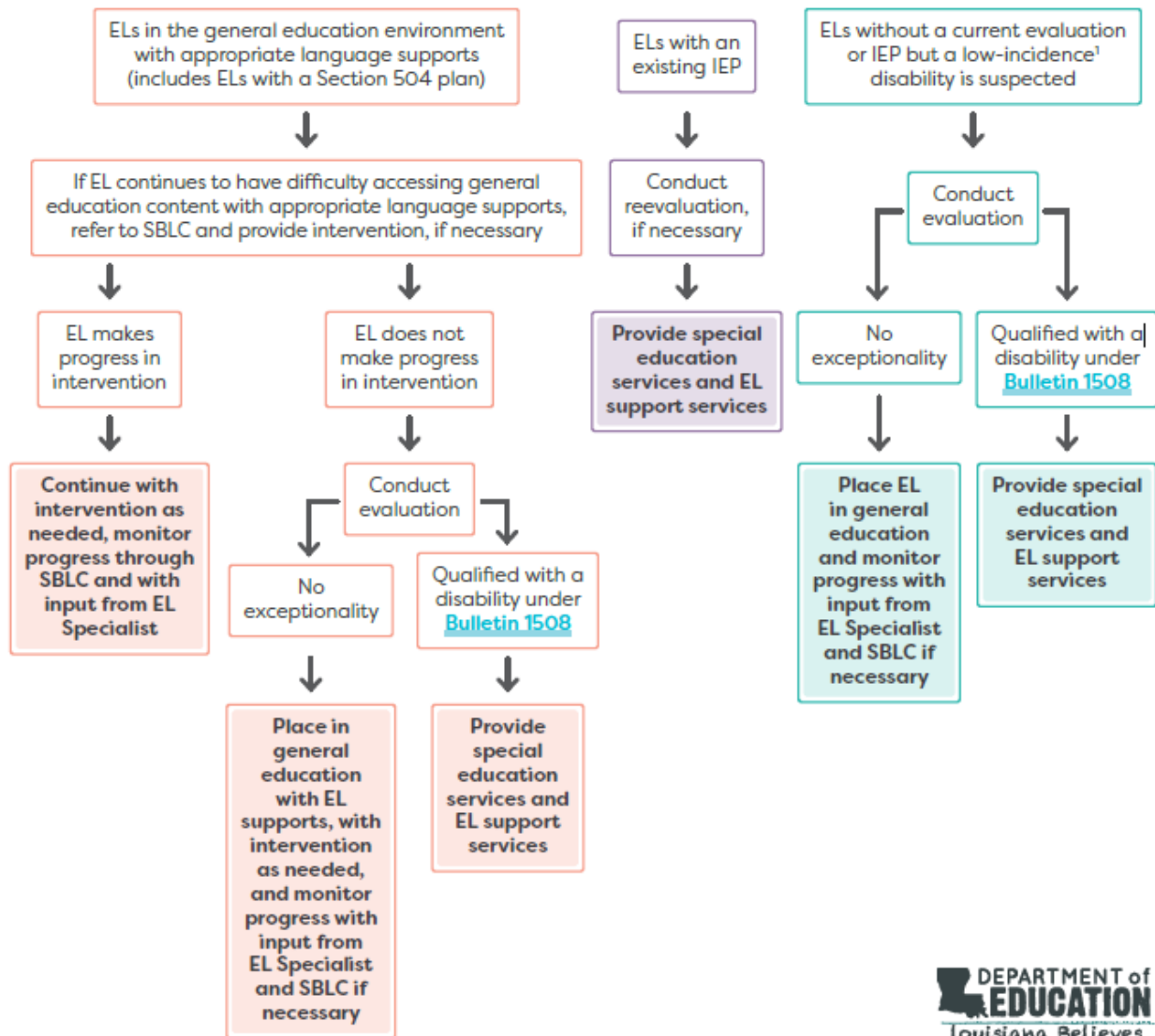
\* Examples of these documents can be found in the English Learner Library or through your district's EL program director



## IDENTIFYING AND SUPPORTING ELs WITH DISABILITIES FLOWCHART

The Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 (Section 504) address the rights of students with disabilities. If an EL is suspected of having one or more disabilities, the school system must evaluate the EL promptly to determine the presence of a disability and what services the student may require. Special education evaluations may not be delayed because of a student's EL status or because of the services they receive, and the student's EL status cannot be the basis of determining the presence of a disability. Special education and IEP teams, SBLC, and EL supervisors/specialists should work collaboratively to ensure all students are receiving the supports and services they need to meet rigorous academic goals.

Student has been identified as an EL through the [EL Identification Process](#).



<sup>1</sup> Louisiana's [Bulletin 1508](#) states, "An immediate referral may be made to pupil appraisal services for an individual evaluation of those students suspected of having low incidence impairments such as hearing impairment, visual impairment, deaf-blindness, traumatic brain injury, intellectual disability (moderate or severe), multiple disabilities, and some students with severe autism, orthopedic impairments and/or significant health issues; or based on substantial documentation by school building level personnel of any student suspected of being likely to injure him/herself or others. Screening activities should be completed during the evaluation for these students," (p. 7).

## Registration

1. Complete EL information on school registration form. School personnel must provide assistance and contact district EL Coach if translation is needed.
  - a. Principal designee will assist parent/guardian in completing the registration form.
  - b. Principal designee will review the registration to examine if the parent/guardian indicates if the student is an EL student.
2. Principal designee will upload into JCampus(Webpams) Doc Archives the completed **registration form and Birth Certificate** (no later than 48 hours from enrollment date).
3. District EL Supervisor will contact assigned district EL Coach with student information to schedule student screening. EL Coach will communicate screening results to school coordinator/counselor.

## Initial Screener

- District EL Coach will screen the student using the ELPS (within 2 weeks after the enrollment date)
  - a. If student qualifies the student will begin services. An SBLC meeting will be held to determine appropriate services for individual student according to EL Plan. Parents must be invited to attend the meeting. A translator will be provided if necessary. Parents do have the right to refuse having their child placed in the English Learner Program. However, the child must, by law, take the ELPT assessment in the Spring.
  - b. SBLC must review student progress annually and ensure proper documentation on each individual student's progress (RTI process). Documentation will be maintained in JCampus and in student EL folder.
- A **Future Kindergarten** student will be considered proficient if they score **Level 3** or better in all four domains. The student would then not be identified as an EL and would not require EL support services.

## EL Student Program Requirements:

1. School Building Level Committee (SBLC) will develop an educational program to meet each child's individual need through both academic and language services.
  - SBLC will provide instructional programs which foster the child's success in core content subjects addressing current standards. In addition to core curriculum, SBLC will place EL student in an intervention program to support academic and language progress. Programs may include Read 180, Reading elective course, iReady Intervention, Imagine Language & Literacy, etc.

- SBLC will provide teaching staff with appropriate curriculum guides (**English Learner Connectors**) along with supplementary materials and instructional methods designed to support ELs.
- District EL Coaches will provide additional coaching supports and resources.
- Students who are Opted-Out of EL services by parents must continue to be monitored. Students will still receive accommodations as per the EL Accommodations Form. They are still required to take the ELPT as well as other state assessments. An opt-out form must be signed by the parent. A copy must be kept in the student's folder and a copy sent to Melanie Taylor. A new opt-out form must be signed on a yearly basis.
- High school instructional programs: newly arrived non-proficient English Learners will not be placed in highly language dependent courses (such as American History or advanced courses). **EL students are not to be placed in any CCRC program until after 2 consecutive semesters in high school.** The EL student must develop a degree of competency in the English language in order to succeed in advanced courses. Schedules must reflect the unique needs of the EL student.

2. English Proficiency Assessment:

- a. EL (SPED) students will take the ELPT Connect assessment as long as they qualify for EL services. **Students Opted Out by parent MUST take state mandated English Language Proficiency Test/ELPT Connect.**
- b. SBLC along with district staff will monitor ELPT assessments yearly to determine exit criteria for English proficiency.

## High Stakes Testing

1. All EL students will take all state mandated tests such as LEAP, EOC, ACT, Work Keys, etc., in addition to the state mandated English Language Proficiency Test (ELPT).
2. During high stakes testing, the accommodations cannot be different from accommodations used in the classrooms during instruction and assessments, as documented on EL Plan, or IAP/IEP. All accommodations must be in-place 30 days prior to testing.
3. In reference to grading policies, EL students who are unable to comprehend the language of instruction, should not be assigned failing grades in the content area subjects. The student should be assigned grades based on cooperation, effort, and participation in class work to the degree that his/her English Language Proficiency allows. A description may be added behind such grades (for example, "D, EL"). Please see St. Martin Parish Pupil Progression Plan.

4. **Students should be expected to:**

- Pay attention in class
- Follow directions
- Have required materials
- Participate in class activities
- Complete homework assignments
- Show progress

5. Grading at the secondary level should be modified according to an EL's English Proficiency level, and teachers should provide concreteness by extensively using graphic and hands-on materials.

6. Evaluations of student progress should be made in terms of successful mastery of the skills outlined in the state's LA Student Standards.

7. Evaluations should be developed according to the child's level of English Proficiency determined by the English Language Proficiency Test (ELPT). EL Connectors are aligned to LA Student Standards and should be used in the design of instruction and assessment.

8. Accommodations must be provided to students who require supports. In assigning grades for content courses, teachers should scaffold and differentiate instruction, weighing end-of-semester or end-of year evaluations more heavily than those at the beginning of the school year.

9. Performance assessments and assessment portfolios can be used as documentation for assigning a grade.

**Exiting of English Learner Services Criteria** (as it relates to Bulletin 111/Sec 4001)

**To exit, a student must score proficient in all tested domains • This means a 4 or a 5 in each domain**

- All 4's = exit
- All 5's = exit
- Combination of 4's and 5's in any of the 4 domains = exit

**\*\*\*Students who are exited must be monitored for two years and provided supports as needed\*\*\***

**\*\*\* At the end of the school year, student EL folders/records must move on to the next feeder school, when applicable.\*\*\***

### **Professional Development:**

- Professional development (PD) will promote and generate professional dialogue around emergent language processes, methods, and strategies, as well as evidence-based practices associated with improved academic achievement of ELs. PD will focus on enhancing the ability of content teachers to understand and use content curricula, assessment, instructional strategies, and appropriate scaffolds and accommodations aligned to EL Connectors and LA Student Standards, to improve outcomes and support language and academic proficiency for ELs through grade level academic content. Information and collaboration will be provided through a Train the Trainer model by principal designee through school PLCs or cluster meetings. EL coaching will be provided within the classroom by school personnel trained through Education Northwest. Principals or designee will be provided information on EL program implementation and coaching model, as well as EL Connectors at beginning of year district orientation meetings and back to school meetings. Pre-K teachers will be provided with information on assisting possible ELs with language rich instructional programs which closely align to their current program standards. **Please note students in PreK do not qualify for the English Learner Program.**

### **Family Engagement:**

- Home/school connections will be provided by district EL Coaches who will distribute information, translation, and interpretation of school information to parents as needed. The Remind App will also be utilized to disseminate information to parent in their native language. EL Coaches are available to assist with home visits and phone contacts to provide translation and information, and to ensure strong home/school connections. Translation is provided for non-English speaking families both orally and written for school documents and meetings. Parents of EL students are invited to participate in all SBLC, Parent/Teacher conferences, and 504/1508 meetings with translation provided as needed. Parents of EL students are also encouraged to attend other parent nights hosted by the school. District EL Coaches are available for Parent/Teacher conference days and SBLC meetings to provide translation. Title-I Parent Center, which is centrally located in the St. Martin Parish Federal Programs Building, houses literacy materials available for free for family use. Family connections will focus on using technology, translation apps, homework supports, home visits, summer learning, Spanish reading materials, etc. Summer programs and home supports are available for students who qualify. EL Coaches will be available for summer home visit connections for academic resources in reading, writing, and vocabulary development. Translation must be made available for all families who require it, regardless of whether a student qualifies for EL program.



