A colorful border surrounds the central text. The top border contains a row of letters and icons: a red apple, 'A', a quilt square, 'B', a red polka-dot mug, 'C', a yellow star, 'D', and a red heart. The left border has a vertical column: 'A', a white flower, 'B', a yellow star, 'C', and a yellow bell. The right border has a vertical column: 'A', a yellow pencil, 'B', a white flower, 'C', a quilt square, and a red heart. The bottom border contains a row of letters and icons: a red heart, 'A', a yellow crayon, 'B', a white marker, 'C', a blue globe, 'D', and a red apple.

English Learners (ELs) Morehouse Parish Schools 2022-2023

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318-283-3472

A colorful border surrounds the page. The top and bottom borders feature a sequence of letters: 'A' (purple), a red apple, 'B' (blue), a pink polka-dot mug, 'C' (green), a yellow star, 'D' (purple), and a red heart. The left and right borders feature a sequence of letters: 'A' (purple), a white flower, 'B' (blue), a yellow star, 'C' (green), a yellow bell, 'A' (purple), a yellow pencil, 'B' (blue), a white flower, 'C' (green), a yellow bell, 'A' (purple), a red heart, 'B' (blue), a white flower, 'C' (green), a yellow bell, 'A' (purple), a red apple, 'D' (purple), and a red heart. The central text is arranged in a list format.

AGENDA

Definition of English Learner (EL)

Federal Law and English Learners

Identification Process: Flowchart, Home Language Survey & Referral Form

Placement, Accommodations & Promotion/Retention

EL Accommodations Checklist

Exiting

Cultural Differences in the Classroom

ELP Connectors

Instructional Strategies

Office 365 Form Assessment & Evaluation

A colorful border surrounds the page. The top and bottom borders feature a sequence of letters: 'A', a cup, 'B', a mug, 'C', a star, 'D', and a heart. The left and right borders feature a sequence of letters: 'A', a flower, 'B', a star, 'C', a bell, 'A', a flower, 'B', 'C', a heart, 'A', a pencil, 'B', a flower, 'C', a heart, 'A', a pencil, 'B', a flower, 'C', a heart, 'A', a pencil, 'B', 'C', and 'D'.

Definition of English Learner (EL)

For the purposes of ESSA, the definition of “English Learners” is found in Title IX. It may be summarized as follows.

When used with respect to an individual, “English Learner” means an individual who meets **ALL** of the following four requirements:

- Who is aged 3 through 21; and
- Who is enrolled or preparing to enroll in an elementary school or secondary school; and
- Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the state’s “proficient” level of performance or to successfully achieve in the classroom where the language of instruction is English, or the opportunity to participate fully in society; and
- Who meets any *ONE* of the following three elements:
 - * Who was not born in the U.S. or whose native language is not English;
 - * Who is a Native American, Alaska Native, or a native resident of the outlying areas and who comes from an environment where a language other than English has had a significant impact on the individual’s level of English proficiency; or
 - * Who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant.

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Federal Law and English Learners

Title VI of the Civil Rights Act of 1964 prohibits discrimination against English Learners (ELs) based on language and national origin. The Equal Education Opportunity Act (EEOA) requires States and districts to take “appropriate action to overcome language barriers that impede equal participation by students in instructional programs.”

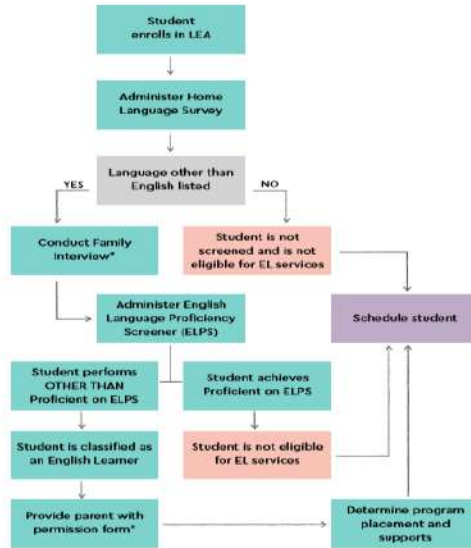
Under Title VI of the Civil Rights Act of 1964 and the EEOA, all States and LEAs must ensure that ELs can participate meaningfully and equally in educational programs and services. To meet their obligations under Title VI and the EEOA, LEAs must, for example:

- Identify and assess all potential EL students in a timely, valid, and reliable manner
- Provide EL students with a language assistance program that is educationally sound and proven successful
- Provide sufficiently well prepared and trained staff and support the language assistance programs for EL students
- Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities
- Avoid unnecessary segregation of EL students

Identification Process: FLOWCHART

ENGLISH LEARNER (EL) IDENTIFICATION FLOWCHART

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



Identification Process: HLS & Referral Form

The instruments we use for identifying EL students are below.

Home Language Survey

ENGLISH HOME LANGUAGE SURVEY	FRENCH NOUVEAU SUR LA LANGUE PARLÉE LA MAISON
DATE REGISTERED School _____ Student's name _____ Grade _____ Date of Birth _____ First language learned by student _____ Language learned most often at home _____ Language learned most often at school _____	Nom de l'école _____ Nom de l'élève _____ Grade _____ Date de Naissance _____ Première langue apprise par l'élève _____ La langue parlée le plus fréquemment à la maison _____ La langue la plus souvent parlée par l'élève avec les autres élèves _____
Parent's name: Father _____ Mother _____ Legal guardian _____ (if other than above)	Nom des parents: Père _____ Mère _____ Gardien légal _____ (if other than above)
Parent's signature _____ Address _____ Telephone _____ Language spoken most often at home _____	Signature du parent _____ (if other than above) L'adresse _____ Numéro de téléphone _____ Quelle langue parle le plus à la maison _____
SPANISH ENCUESTA DEL IDIOMA EN EL HOGAR	Vietnamese 越語 越語 越語 越語 越語 越語
Española _____ Nombre del alumno _____ Fecha de nacimiento _____ Grade _____ Fecha de nacimiento _____ Primer idioma aprendido por el alumno _____ Idioma usado más a menudo en el hogar _____ Idioma usado más frecuentemente por el alumno en la escuela _____	Tên họ _____ Số nhà họ _____ Số _____ NGÀY SINH _____ Ngày sinh _____ Ngày sinh _____ Ngày sinh _____ Ngày sinh _____ Ngày sinh _____
Number of: Father _____ Mother _____ Accompany _____ (if other than above)	Tên phụ huynh khác: _____ Số _____ Số _____ Số _____ Số _____ Số _____ Số _____
Name of the parent _____ Direction _____ Telephone _____ Address of the house _____	Chữ họ khác họ khác: _____ Số nhà _____ Số _____ Số _____ Số _____ Số _____ Số _____

Referral Form



Morehouse Parish School Board
Limited English Proficient Referral Form

Date _____

Referring School _____ Referring Person _____

Student's Name _____ Grade _____ Social Security # _____

School last attended: _____ City/State _____

Date of Birth _____ Male _____ Female _____ Race _____

Native Language (other than English) _____

Parent/Guardian _____ Telephone # _____

913 Address _____

Mailing Address (if different) _____

Student speaks: _____

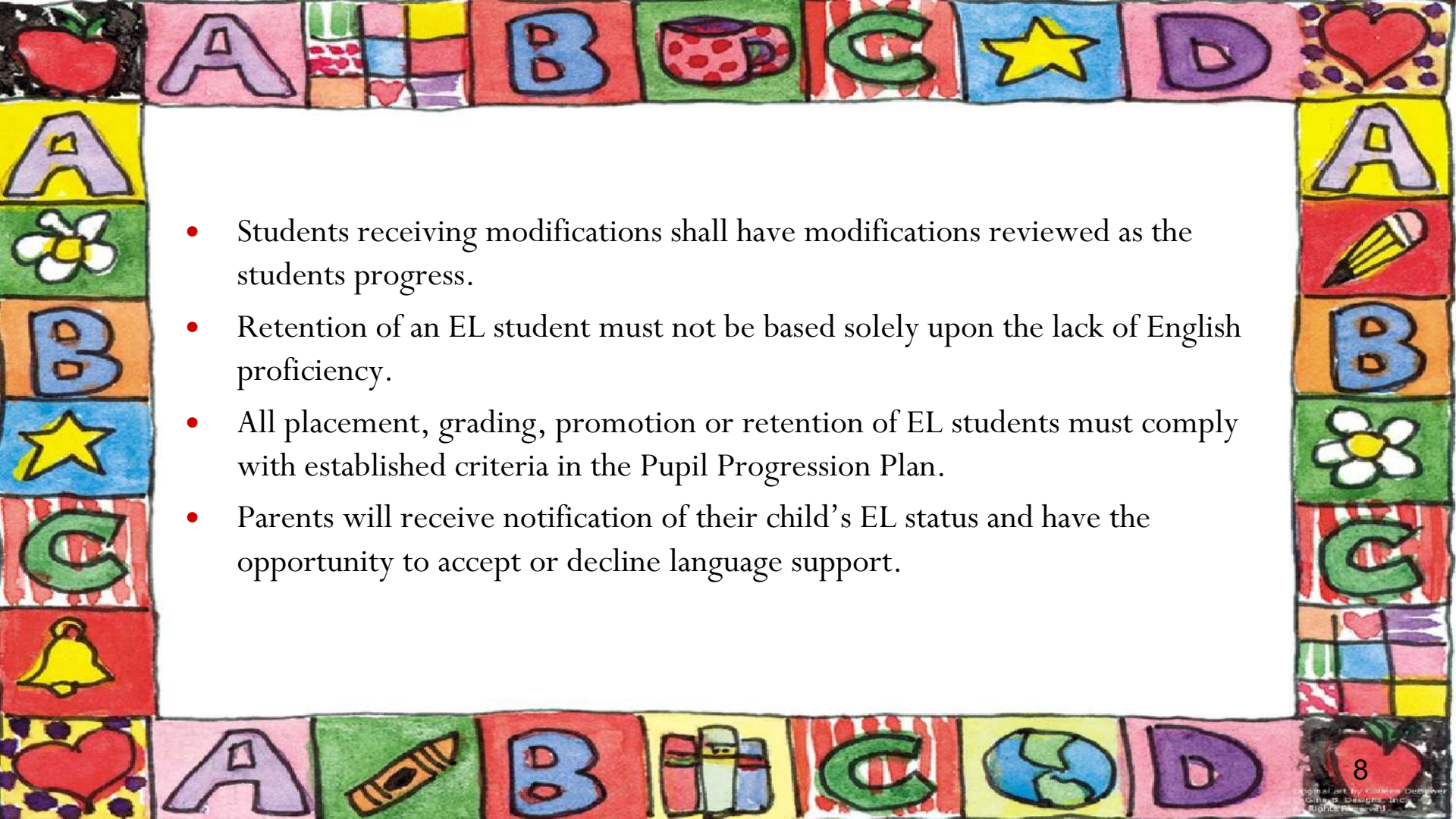
No English
 Limited English
 Communicated adequately in English

No English
 Limited English
 Communicates adequately in English

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Placement, Accommodations & Promotion/Retention

- Any student whose home language is other than English will be administered the English Language Proficiency Screener (ELPS) for the appropriate age and educational level of the student.
- After determining English language proficiency, students will be offered English language assistance in the regular classroom.
- Length and time of instruction will be determined by the student's performance on the proficiency test.
- EL students must be provided with accommodations that will foster success.
- All support services and activities will be accessible to the EL students.

- 
- Students receiving modifications shall have modifications reviewed as the students progress.
 - Retention of an EL student must not be based solely upon the lack of English proficiency.
 - All placement, grading, promotion or retention of EL students must comply with established criteria in the Pupil Progression Plan.
 - Parents will receive notification of their child's EL status and have the opportunity to accept or decline language support.

EL Accommodation Checklist



English Learners (EL) Accommodation Checklist

School System: _____		School: _____	
Student Information			
Last Name: _____	First Name: _____	10-Digit LAMIS ID#: _____	DOB: _____
Date: _____	EL Specialist: _____	First/Native Language: _____	
Statewide Content Assessment and Subject to be Administered			
LEAP 2025: <input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Social Studies <input type="checkbox"/> Science		LEAP Connect: <input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Science	
LEAP 2025C: <input type="checkbox"/> English I <input type="checkbox"/> English II <input type="checkbox"/> Algebra I <input type="checkbox"/> Geometry <input type="checkbox"/> Biology <input type="checkbox"/> US History			
Additional Accommodations			
<input type="checkbox"/> Non-Applicable		<input type="checkbox"/> IEP: Review Date _____	<input type="checkbox"/> SAP: Review Date _____
<input type="checkbox"/> PWP			
Directions:			
When selecting accommodations for the EL, it is important to consider their English proficiency level, literacy level, and general language strengths and weaknesses. Accommodations should be selected purposefully and according to the student's individual needs.			
<ol style="list-style-type: none"> Committee completes this checklist. (Please refer to the LEAP 2025 Accommodation and Accessibility Manual for guidance.) Testing accommodations are only allowed on statewide assessments if used routinely in the classroom. Accommodations should be coded in the EL Test Accommodation field for statewide assessments. Accommodations will be communicated to all teachers for classroom implementation. Submit completed form to the School and District Test Coordinators. 			
NOTE: EL Accommodations are not applicable for ELSP/ELTP.			

Classroom Accommodations and Modifications		Statewide Testing Accommodations & Modifications	
<input type="checkbox"/> Bilingual dictionary/electronic translator present at all times	<input type="checkbox"/> Aids in textbooks/worksheets	<input type="checkbox"/> Math assessment in Spanish	
<input type="checkbox"/> Compositions and written assignments accepted in native language	<input type="checkbox"/> Provision of English Native Language Word-to-Word Dictionary (no definitions)	<input type="checkbox"/> Extended time	
<input type="checkbox"/> Cooperative learning/group assistance	<input type="checkbox"/> Structural/formatting assignment modifications	<input type="checkbox"/> Directions in native language	
<input type="checkbox"/> Extended time for tests and assignments	<input type="checkbox"/> Repeated directions	<input type="checkbox"/> Provision of English Native Language Word-to-Word Dictionary (no definitions)	
<input type="checkbox"/> Increased hands-on activities	<input type="checkbox"/> Shortened, modified, fewer, or repeat assignments	<input type="checkbox"/> Tests read aloud in Math, Science, and Social Studies	
<input type="checkbox"/> Modified/shortened tests	<input type="checkbox"/> Directions in native language	<input type="checkbox"/> None	
<input type="checkbox"/> Peer assistance for note taking	<input type="checkbox"/> Native language reading material (questionnaire)		
<input type="checkbox"/> Photocopied notes/study guide	<input type="checkbox"/> Math assessment in Spanish		
<input type="checkbox"/> Speaking dictators classroom	<input type="checkbox"/> Tests read aloud on Math, Science, and Social Studies		
Accessibility Features Available to All Students			
<input type="checkbox"/> Individual Testing	<input type="checkbox"/> Small-Group Testing	<input type="checkbox"/> Math Read Aloud	<input type="checkbox"/> Read Aloud to Self

NOTE: This checklist should be available to LEAD staff as part of accommodations auditing. Revised July 29, 2021



English Learners (EL) Accommodation Checklist

School System: _____		School: _____	
Student Information			
Last Name: _____	First Name: _____	10-Digit LAMIS ID#: _____	DOB: _____
Date: _____	EL Specialist: _____	First/Native Language: _____	
Unique Accommodations			
If the student requires an accommodation that is not listed as an option above, which does not change the construct being measured by a test, and the student has a current IEP or SAP, the school may request approval for the use of the accommodation, on a case-by-case basis by submitting the LEAP Accommodation Request Form .			
<input type="checkbox"/> The student has a documented unique accommodation used only in the classroom.			
<input type="checkbox"/> The unique accommodation is approved by LEAD for state testing and is routinely used in the classroom.			
<input type="checkbox"/> The Unique Accommodation Request is attached.			
Participants' Signatures			
EL Specialist Signature: _____	Date: _____		
Principal/Designee Signature: _____	Date: _____		
Special Education Teacher/Coordinator Signature (if applicable): _____	Date: _____		
SAP Coordinator Signature (if applicable): _____	Date: _____		
Teacher Signature: _____	Date: _____		
Teacher Signature: _____	Date: _____		
Teacher Signature: _____	Date: _____		
Teacher Signature: _____	Date: _____		
Parent/Guardian Signature (optional): _____	Date: _____		
Student (if applicable): _____	Date: _____		

NOTE: This checklist should be available to LEAD staff as part of accommodations auditing. Revised July 29, 2021

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Exiting

K-12:

To exit the program, a student must score proficient in all tested domains (Reading, Writing, Speaking, Listening) on the English Language Proficiency Test (ELPT). This means, the student must score:

- All 4's in each domain
- All 5's in each domain
- Combination of 4's and 5's in any of the four domains

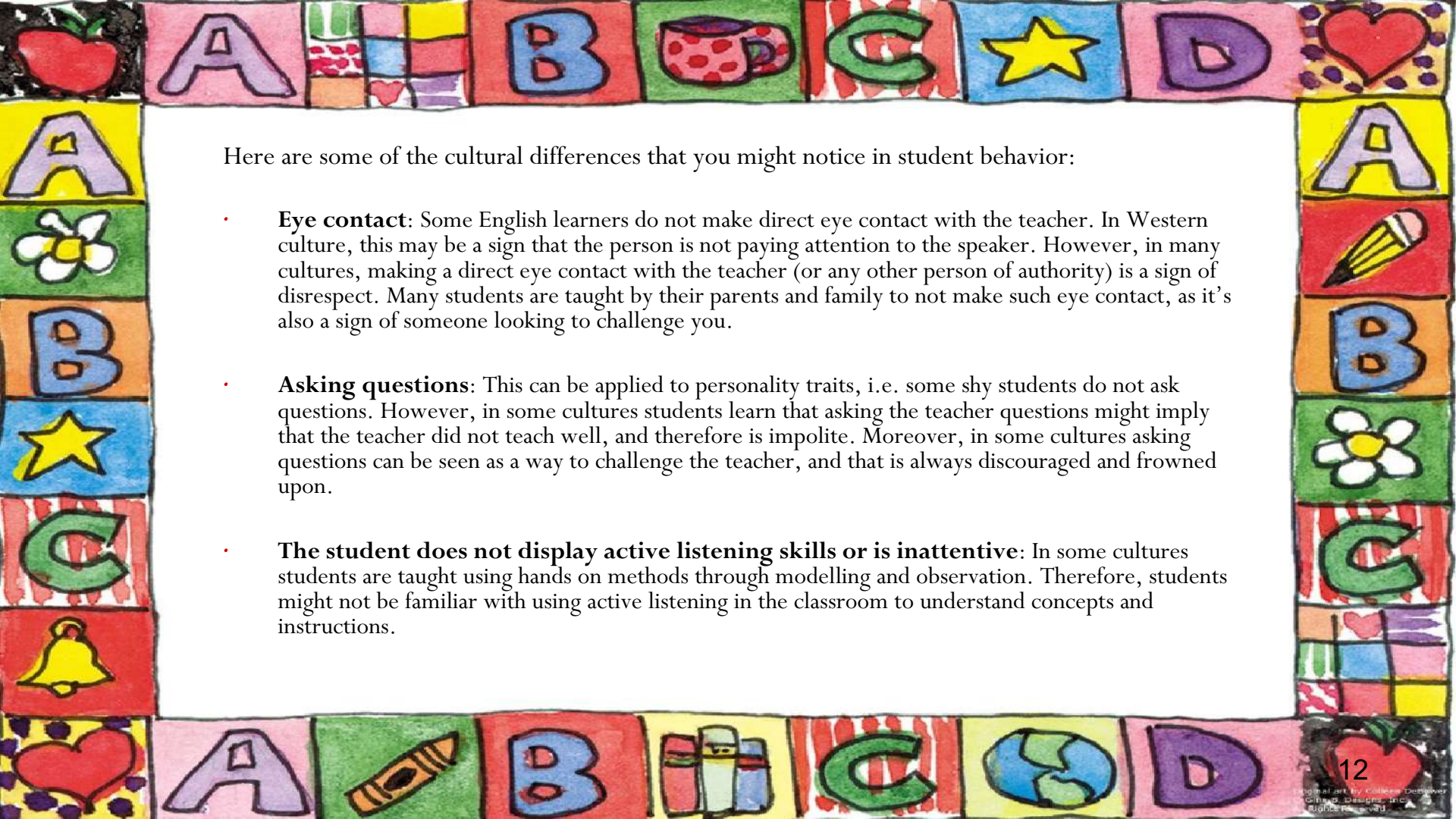


Cultural Differences in the Classroom

When teaching a diverse group of students, whether they are English learners or English speakers but have a different cultural background, it's important to be mindful of the cultural differences in students' behavior. Recognizing and being able to distinguish these cultural differences allows the teacher to form a safe environment for all students. It's important to recognize and understand these differences to be able to implement culturally responsive teaching in the classroom to ensure the success of every student.

Building a relationship with the student is often the first step into being able to know them—to understand their behavior in the classroom and how it connects to their learning. Being mindful of students' backgrounds and cultural differences tells students that it's okay for them to be who they are, while still having the support of their teachers and classmates.



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Here are some of the cultural differences that you might notice in student behavior:

- **Eye contact:** Some English learners do not make direct eye contact with the teacher. In Western culture, this may be a sign that the person is not paying attention to the speaker. However, in many cultures, making a direct eye contact with the teacher (or any other person of authority) is a sign of disrespect. Many students are taught by their parents and family to not make such eye contact, as it's also a sign of someone looking to challenge you.
- **Asking questions:** This can be applied to personality traits, i.e. some shy students do not ask questions. However, in some cultures students learn that asking the teacher questions might imply that the teacher did not teach well, and therefore is impolite. Moreover, in some cultures asking questions can be seen as a way to challenge the teacher, and that is always discouraged and frowned upon.
- **The student does not display active listening skills or is inattentive:** In some cultures students are taught using hands on methods through modelling and observation. Therefore, students might not be familiar with using active listening in the classroom to understand concepts and instructions.

ELP Connectors

As English Learners learn and practice English in the classroom, they simultaneously interact with grade-level academic content. The ELP Connectors describe higher expectations for ELs by integrating language development with appropriate academic content by grade. The Connectors describe how language is used to meet the rigorous content demands in each grade and how ELs progress toward English language proficiency.



ELP Connectors, Modalities and Domains

As ELs learn and practice English in the classroom, they simultaneously interact with grade-level academic content. The ELP Connectors describe higher expectations for ELs by integrating language development with appropriate academic content by grade. The Connectors describe how language is used to meet the rigorous content demands in each grade and how ELs progress toward English language proficiency.

Feature	#	ELP Connector	Modality "Channel" of Communication	Oral Listening Comp.	Oral Production Comp.	Reading Comp.	Written Production
Language Necessary for Engagement in Content Area Practice	3	Speak and write about grade-appropriate complex literary and informational texts and topics.	Production-planned or forethought speech and/or written documents and the learner has an opportunity to draft, get feedback, and revise before publication or broadcast.		X		X
	4	Construct grade-appropriate oral and written claims and support them with reasoning and evidence.					
	7	Adapt language choices to purpose, task, and audience when speaking and writing.					
Language Necessary for Engagement in Content Area PRACTICE	2	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	Interactive	X	X	X	X
	5	Conduct research and evaluate and communicate findings to answer questions or solve problems.					
	6	Analyze and critique the arguments of others orally and in writing.					
Micro-Englishics Features-DOMAINS	1	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	Receptive-reader and listener/viewer	X	X		
	8	Determine the meaning of words and phrases in oral presentations and literary and informational text.					
	9	Create clear and coherent grade-appropriate speech and text.					
	10	Make accurate use of standard English to communicate in grade-appropriate speech and writing.					
				Standards 9 and 10 address the linguistic structures of English and are framed in relation to the Louisiana Student Standards for ELA Language domain.			



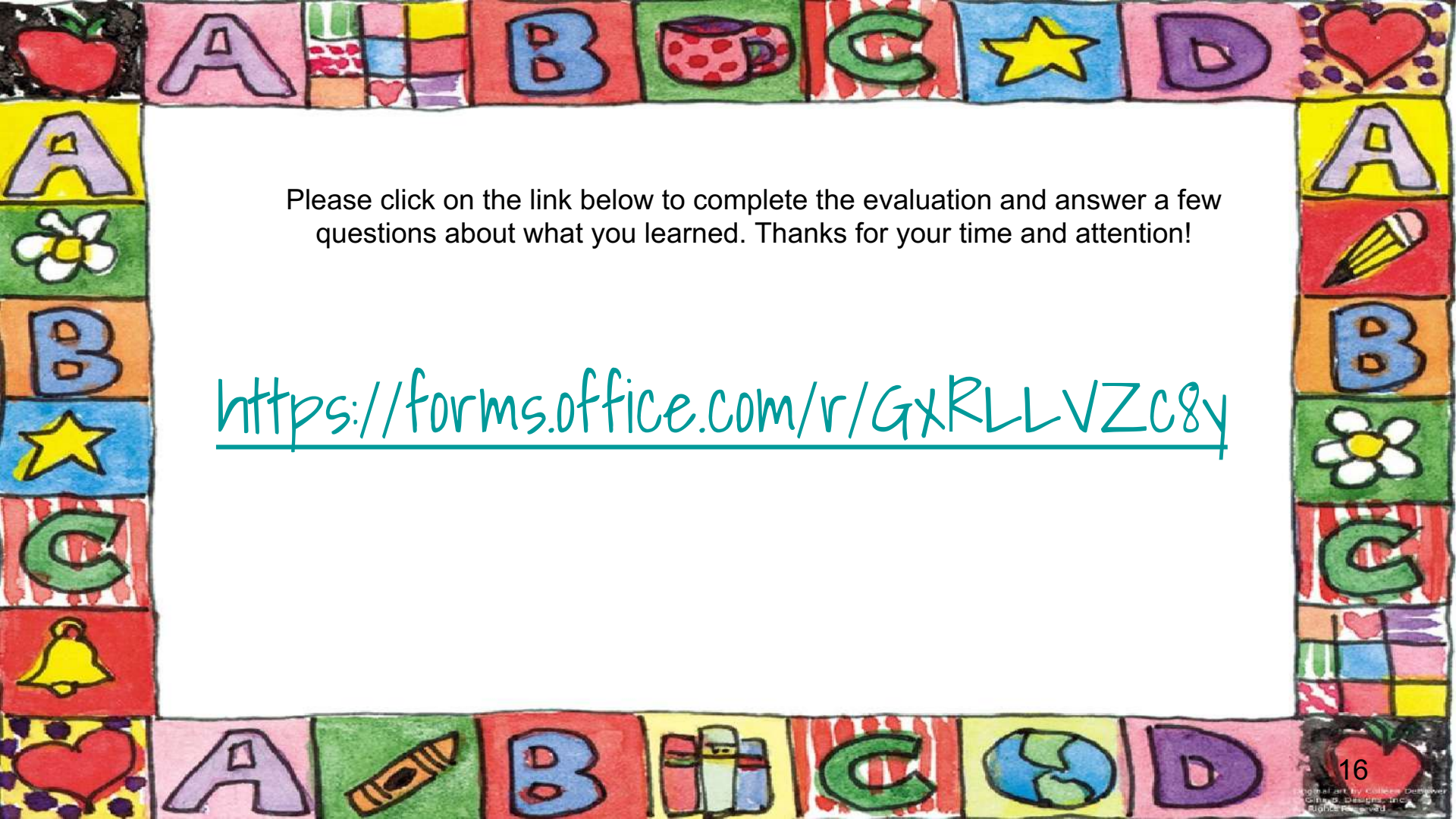
Instructional Strategies

- Speak clearly.
- Repeat important words and information several times.
- Extend time periods for responding to prompts as necessary.
- Avoid using idioms, colloquialisms, and shorthand references unless you're going to explain them.
- Point to what you're referring to.
- Label things in the classroom and hallways.
- Provide specific models and hands-on experiences.
- Use visual aids during instruction.
- Demonstrate in addition to describing.
- Make students feel that they belong and have a role to play in the classroom.
- Use think- alouds to model sequences of tasks.
- Use cooperative learning groups.



Instructional Strategies

- Find ways to enable new students who may be tentative about their abilities to demonstrate their intellectual skills and maintain dignity.
- Give students quick and accurate feedback.
- Spend time building background knowledge.
- Stay focused on how students are moving toward their learning goals- not on how they're doing in relation to other students.
- Recognize the difference between controversial and academic language and understand that students need help with both.
- Take the time to learn about students' interests and cultures.
- Teach new content through a medium or topics that students already know.
- Remember that students are individuals worth our time and energy.

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Please click on the link below to complete the evaluation and answer a few questions about what you learned. Thanks for your time and attention!

<https://forms.office.com/r/GxRLLVZC8y>