

Louisiana Believes

EL Program Handbook Overview

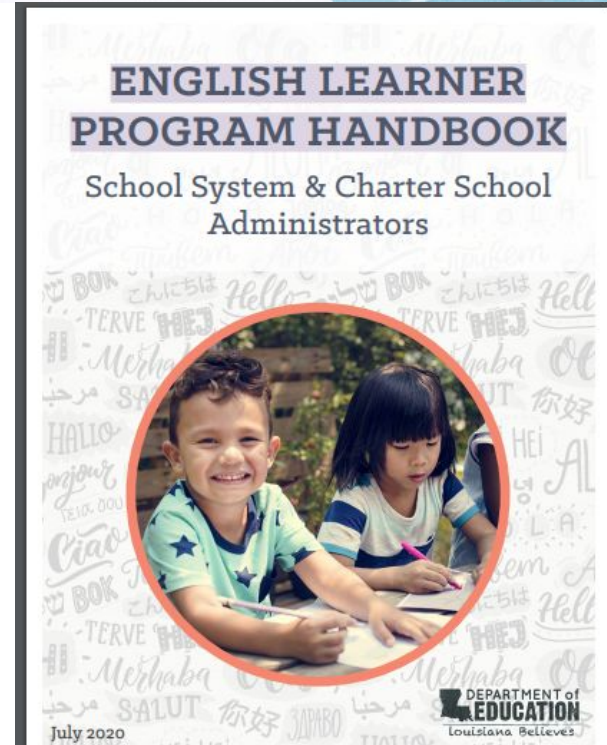
Alice Garcia
EL Program Coordinator

Agenda

- Objective
- Purpose
- Sections
- EL Program Updates
- Lau Plans
- Native American Students
- Other New Resources
- Next Steps
- Wrap Up

Objective

To gain an understanding of the purpose of the [EL Program Handbook](#) and how to use it.



Purpose of EL Program Handbook

The LDOE's EL Program Handbook was created to provide general guidance for some of the main questions that arise while supporting English Learners and to help school systems create a Lau Plan.

Sections

Chapter I: Identifying all English Learners

Chapter II: English Language Proficiency: Assessment and Accountability

Chapter III: Providing ELs with a Specialized Language Program

Chapter IV: Providing Meaningful Access

Chapter V: Addressing English Learners with Disabilities

Chapter VI: Monitoring and Exiting

Chapter VII: Ensuring Meaningful Communication with EL Parents

Chapter VIII: Title III Required Sub-Grantee Activities

Resources

EL Program Updates

- Previously identified ELs
- Enrolling Potential ELs
- Foreign Transcripts
- SIFEs
- Reclassification of ELs Who Have Exited
- Native American Students
- New EL Resources

[EL Program Handbook](#) is available in the [English Learner Library](#).

Previously Identified ELs

Out-of-State Transfers

If an EL moves to Louisiana and has been identified as an EL in another state, and has no evidence of having exited, the school system will still need to:

- administer ELPS, and
- follow the identification guidelines as described in the handbook and in the [EL Identification Flowchart](#).

In-State Transfers

- Contact the previous school to obtain any scores and records.
- If the student has taken ELPS/ELPT, these scores can be obtained through TIDE.

Enrolling Potential ELs

All newly enrolling students should be given a [Home Language Survey](#) (HLS)

- See the U.S. Dept. of Education Office of Civil Rights [“Dear Colleague Letter”](#)
- Try not to ask questions that might cause a chilling effect for parents

Do not turn students away if they lack documentation such as a birth certificate or social security card.

- See [Fact Sheet: Information on the Rights of ALL Children to Enroll in School](#) for other alternative documentation.

Foreign Transcripts

If a student enrolls and has school transcripts from a foreign institution, every attempt should be made to evaluate them for alignment to Louisiana courses.

- Alignment decisions need to remain consistent and may require an explanation if the student transfers in-state to another school.
- You can use a translation service, though it is not required
- Can provide in-house transcript translations. Make sure translator is familiar with:
 - Course names and descriptions from previous country
 - Schooling in previous country (dates, grade equivalents, etc.,)

SIFEs

ELs who are newcomers and have little to no documentation of prior education may also be classified as [Students with Interrupted Formal Education](#) (SIFEs). SIFEs may require additional support to acclimate to formal schooling. These students may also need supplemental instruction to fill-in their educational gaps.

To be identified as SIFEs, students must meet the following criteria:

- identified as English Learners,
- age 13 or older,
- have two or more years of education interrupted in their native country, and
- are two or more grade levels behind in reading and mathematics (when able to assess).

Reclassification of ELs

A former EL may be **reclassified** as EL if they meet **all of the following criteria**:

- It is 3 years or less from initial classification to Fully English Proficient.
- There is documentation of assessment scores, classwork, or observations that the student is **struggling with the language demands** in numerous content areas.
- All other classroom interventions have been unsuccessful.
- The SBLC determines that there is still a need for specific types of **language supports**.

The school system will administer ELPS again and make placement decisions. If there are any questions about this process, contact assessment@la.gov.

Lau Plans

Federal legislation requires every school system to have a plan in place to serve ELs, regardless of whether they have students who meet this classification enrolled. This plan is known as a Lau Plan, and will:

- identify English Learners;
- design an effective program reflective of the needs of English Learners;
- employ appropriate English-as-a-second-language or bilingual personnel (or both);
- align the instruction of English Learners to state and local content standards; and
- provide ongoing authentic assessments to monitor student progress toward English language proficiency and comprehension of academic content.

Native American Students

Native American students can be considered for EL program services if the student's

- Home Language Survey responses indicate that a language other than English is spoken in the home, but they should not be identified solely on the basis of being Native American.
- Most Native American students from Louisiana will have English as their first language.

EL Classroom Differentiation Plan

The [EL Classroom Differentiation Plan](#)

- Created to provide content teachers with a list of supports for their ELs;
- Supports are selected based on the EL's language abilities; and
- should be completed in collaboration with the EL Specialist and the content teacher(s).

The EL Support Checklist should be used in conjunction with the [EL Instructional Support Plan](#) and the [EL Accommodations Checklist](#).

Supports are included for **Reading, Writing, Speaking/Listening, and Distance Learning.**

EL Language Check-up

EL Language Check-up

Designed to assist Louisiana educators with formatively evaluating English language proficiency levels of students who took ELPT/ELPS.

- Verify if Performance Level Descriptors from ELPT/ELPS are still accurate
- Can be used during times of interrupted education
- Available by ELPT/ELPS grade bands

Since students acquire language at a different pace and in different ways, it is important to consider each student individually.

Supporting ELs During Distance Learning

All ELs should be receiving language support services based on their ELPT/ELPS proficiency levels and individual needs.

While this may be challenging to do in the distance learning environment, LDOE has created some guidance and suggestions on ways to do this.

See the [Supporting ELs During Distance Learning](#) document for more information.

Wrap-Up

Thank you for your time! Please let me know if you have any questions, comments, or suggestions. I truly enjoy hearing from you: alice.garcia@la.gov

LDOE's new EL Support Documents:

- [English Learner Program Handbook](#)
- [EL Classroom Differentiation Plan](#)
- [EL Language Check-up](#)
- [Supporting ELs During Distance Learning](#)

Next Steps

- Review the handbook and pay particularly close attention to the new guidance highlighted in this presentation.
- Review new EL support documents in the [English Learner Library](#)
- Share it with anyone in your school system who works with ELs.
- Be ready to reference it when questions arise about enrollment, grading, accountability or more.

Send suggestions for updates to alice.garcia@la.gov