



**English Learner Plan**  
**2023-2024**

# **Union Public School District**

## **English Learner Plan**

### **Purpose**

To provide guidance with the identification and instruction of students identified as English Learners (EL).

### **Vision**

Union Public School District will prepare all students for academic, career, and personal success.

### **Mission**

Union Public School District's mission is to cultivate lifelong learners who succeed as citizens to improve our community, state, and nation.

### **Beliefs**

- We believe in every child's right to a superior, equitable public education.
- We believe in doing what's best for every student physically, socially, intellectually, and emotionally.
- We believe each student is an important individual who has the capacity to learn.
- We believe a safe and supportive environment enhances student achievement.
- We believe in a strong partnership with our families and community.

### **Goals**

1. Maintain and improve schools that promote safe, civil, and healthy learning environments.
2. Improve academic performance and achievement for all students.
3. Evaluate and enrich the curriculum, instruction, and infrastructure to maximize student success.
4. Attract, develop, and grow staff excellence.
5. Foster a district-wide climate that builds relationships and encourages engagement among students, staff, parents, and community at all levels.

### **Definition of English Learner**

According to ESSA, an EL is defined as an individual:

- who is aged 3 through 21;
- who is enrolled or preparing to enroll in an elementary school or secondary school;
- who was not born in the United States or whose native language is a language other than English;
- who is Native American or 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 language 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; 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 achievement on State assessments;
  - the ability to successfully achieve in classrooms where the language of instruction is English; or
  - the opportunity to participate fully in society.

## Enrolling English Learners

Every public school in the United States is required to provide a free and equitable education to all school age children who live within the boundaries of the local educational agency (LEA), regardless of immigration status. Several laws protect the rights of ELs and their families, particularly during the enrollment process. These protections are provided because many EL students’ levels of transiency and lack of English proficiency make them a particularly vulnerable population.

***Union Public School District will enroll all students regardless of their or their parents’ or guardians’ actual or perceived citizenship or immigration status.***

When enrolling students, Union Public School District will not request information from students or their parents or guardian in order to deny access to public schools on the basis of race, color, or national origin.

All ELs will be allowed to attend school, even if they are unable to present a birth certificate, social security number of immigration documentation. If immunization records are not available from the previous school or doctor, students can begin the immunization series at the local health department.

## Identification of English Learners (EL)

### **Home Language Survey**

A Home Language Survey (HLS) will be completed for each student registering for enrollment in the Union PublicSchool District. A HLS is a tool to be given to all new entering students and used to identify students who may not be proficient in English.

The HLS must include the following questions:

- What language was **first** learned by the student?
- What language is predominantly spoken by others in the student’s home?
- What is the **preferred** language of the student?
- Does the parent/guardian need interpretation services and/or translated materials? If yes, what language?

If any response on the HLS indicates the use of a language other than English by the student or an individual in the home, then further assessment must be conducted to determine the student’s English-language proficiency level. The completed survey becomes part of the student’s cumulative record and must be available for future reference.

A copy of the Home Language survey is found at the end of this document (Appendix A)

## Assessing Eligibility for EL Services

Federal guidelines require that all potential EL students be assessed in all four domains of English – speaking, listening, reading, and writing. The student will be assessed using the state approved placement test. Students who enroll during the first month of school must be assessed for English-language proficiency within 30 calendar days of enrollment, while students who register after the first month must be assessed within 10 school days of enrollment. A copy of the results will be placed in the student’s cumulative folder and in the general education classroom. Parental permission is not required for EL testing.

Those administering and scoring the placement test must be certified personnel and receive some level of training. The LEA test security plan must describe who will administer and score assessments, and what training is required to ensure valid and reliable results.

## Parent and Family Notification

Any parent or guardian whose child is receiving or is eligible to receive EL services has the right to decline or opt his or her child out of any or all EL services. The Union Public School District will not recommend that a parent or guardian opt a child out of EL programs and services for any reason. The Union Public School District will provide guidance in a language parents or guardians can understand to ensure they understand their child’s rights, the range of EL services their child could receive, and the benefits of such services. This is to ensure that the parent or guardian’s decision to opt out is informed and voluntary. The LEA must retain appropriate documentation to demonstrate that a parent or guardian knowingly and voluntarily opted his or her EL student out of EL programs or particular EL services. It is important to note that opting out of EL programs or Particular EL services does not affect a student’s ability to participate in any other programs or services, such as special education services. If a parent or guardian decides to opt his or her child out of EL programs or particular EL services, that student retains his or her status as an EL. The Union Public School District is obligated to take affirmative steps and appropriate action required by civil rights laws to provide the EL student meaningful access to its educational program. Thus, the Union Public School District will periodically monitor the opted-out student’s academic progress.

The ELs who opt out of services must, like those receiving programs or services, have their ELP reassessed yearly during the annual LAS Links assessment period. After it is determined that the EL no longer qualifies as an EL, the Union PublicSchool District will continue to monitor the student for at least 4 years, just as it would an EL who has received EL programs and services.

## Placement in a Language Instruction Educational Program

After ELs have been identified using the LAS Links Placement Test, Union Public School District will provide ELs with appropriate language assistance services and programs, commonly known as “EL services and programs.”

The goal for students who are ELs is that they attain fluency in English, master the state’s academic content standards as demonstrated by proficiency on the state’s required student assessments, and pass any other state required tests. Research related to student placement and retention shows that ELs must be placed

age-appropriately in the mainstream classroom. This provides them with access to challenging, grade-level content instruction and the opportunity to interact with their English-speaking peers and is considered generally to be the least restrictive educational environment. At the high school level, credits must be awarded based on transcripts provided by the students/parents/guardians, even if the coursework was taken in another country. If transcripts are in a language other than English, translations must be sought so that credits can be awarded.

## Language Service Plan

The Mississippi Department of Education requires each student designated as an EL to have a Language Service Plan (LSP), which must be updated annually until the student exits the EL program. The Student Evaluation Team (SET) must meet to develop the LSP at the beginning of each academic school year. This team must be composed of teachers (including EL teachers), administrators, counselors, and parents or guardians. The team will meet quarterly to evaluate the student's progress and make necessary adjustments. A copy of the LSP must be provided to all teachers who work with the EL student and a copy should be kept in the student's cumulative record.

The LSP must contain the following:

- Student's demographic information
- Date of first enrollment in a U.S. school
- Yearly ELPT scores
- Classroom accommodations
- State testing accommodations
- Signatures of SET members

A copy of Union Public School District's Language Service Plan can be found at the end of this document (Appendix B).

## English Language Proficiency Assessment

The LAS Links Assessment is a secure, large-scale, English language proficiency assessment administered to kindergarten through 12<sup>th</sup> grade students who have been identified as ELs. This assessment is administered annually in the spring to monitor each EL's progress in acquiring academic English.

The LAS Links Assessment incorporates both English language arts (ELA) standards of the Mississippi College and Career Readiness Standards and English Language Development Standards to measure each student's English language proficiency level and growth.

The School Test Coordinator (STC) along with the District EL Coordinator will ensure the LAS Links Proficiency Assessment is given to all students identified as EL, as well as follow all testing guidelines related to this assessment.

The STC will receive copies of the English Language Proficiency Test (ELPT) reports and distribute the reports to the local school EL coordinators who will give them to the EL teachers.

Parents and general education teachers will be notified of the results of the ELPT within 30 days of school resuming in the Fall.

## State Academic Assessments

Reasonable accommodations must be provided on assessments administered to ELs. In the current edition of the Mississippi Testing Accommodations Manual, accommodations are available for students who have been officially identified as ELs.

If an EL cannot be assessed on LAS Links Assessment in one or more domains of the ELPT due to a disability, and there is no appropriate accommodation, the student's English language proficiency will be based on the domains that can be assessed.

## Exit Criteria for EL Students

On January 19, 2017, the MS State Board of Education revised the LAS Links Assessment score requirements for ELs to officially exit EL status. Under the new policy, the student is required to obtain the following proficiency levels on the ELPT:

- a. Overall Proficiency Level 4 or 5, and
- b. Reading Proficiency Level 4 or 5, and
- c. Writing Proficiency Level 4 or 5.

## Monitoring Students

After students have exited EL status, Union Public School District will monitor their academic progress for at least 4 years. Monitoring must be conducted and documented every 9 weeks, with a SET team reviewing monitored students' grades, assessments and other related data. If an exited EL is not progressing academically as expected and monitoring suggests a persistent language need, Union PublicSchool District will retest using the LAS Links Placement Test to see if the student needs to be offered additional language assistance services. In no case will a re-testing of an exited students ELP be prohibited. If the student re-enters EL services, however, Union PublicSchool District will document the reasons why, as well as obtain the parent's consent prior to re-entry.

Any time an EL's status changes parents will be notified in writing.

## Grading

As students are working to learn English during the initial stages of language acquisition, **it is a violation of their Civil Rights to retain them due to limited language proficiency.** Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA), schools must ensure that EL students are placed appropriately and can participate meaningfully and equally in educational programs. Union Public School District will take steps to ensure that students are **not retained solely because they are still in the early stages of learning English.** Students who receive extensive language supports and classroom accommodations **must have this information noted on their report cards**, and accommodations must be shared with the families of EL students to ensure that they have an understanding of true academic performance in English language proficiency.

## Services and Instructional Supports

Union Public School District utilizes a Multi-Tiered System of Supports framework for effective team-based problem solving that is data-informed, evidence-based and flexible enough to meet the academic and behavioral needs of all students.

Services available for ELs by Union Public School District represent a continuum of programs. Union Public School District will not deny access to programs due to language proficiency. The EL students who meet criteria may be eligible for a variety of other specialized program services with the MTSS framework, including gifted education, advanced placement, dual credit and other advanced courses, special education, migrant and immigrant programs and services for homeless students.

If the EL student struggles with the core curriculum at the Tier I level, the school's Teacher Support Team will be notified to determine if the student requires Tier II/supplemental intervention or Tier III/intensive interventions to be successful.

Before implementing interventions for ELs, the Teacher Support Team (TST) will:

- Consult with parents/families, general education teachers, and all other teachers who work with the student
- Determine if changes to the LSP are needed to better meet the needs of the student at the Tier I level
- Examine all available data (MAAP, ELPT, universal screeners, benchmark assessments, attendance, office referrals, etc.)
- Determine the deficit and select an intervention that will best address the deficit area

When making decisions about when and if the need for interventions for ELs is necessary, Union Public School District will consider the following:

- The amount of time the student has been in this country
- The level of language proficiency
- Previous educational experience
- Quantity and quality of interactions within this new cultural experience
- Cultural and linguistic similarities/differences of national origin country to the U.S.

## Staffing and Resources

Training is provided for classroom teachers during the school year as professional development opportunities are available. Classroom teachers are highly qualified in the subject matter they teach. The district will provide EL training to teachers and staff as opportunities come available. The amount, type and schedule of training will be determined each year based on needs of staff and students as well as program evaluation data.

The EL Coordinator, administrators, and general education teachers of EL students, will regularly attend state and regional meetings and workshops to increase their knowledge and improve district services to EL students and their families as these opportunities become available.

Materials and resources, both hard copy and on-line, are provided to meet EL needs. Union Public School District utilizes data from the state adopted English Language Proficiency Standards as a guide in developing lessons.

The EL Coordinator will ensure that purchases support evidence-based initiatives and will aid the EL students in developing English proficiency and meeting all annual measurable achievement objectives outlined by the MS Dept. of Education.

## Program Evaluation

To determine the effectiveness of Union PublicSchool District's ELL program, the district will conduct periodic evaluations as well as ongoing analysis of effectiveness. Student achievement data will be used to determine the EL program's effectiveness and ensure compliance with state and federal reporting requirements. The data required for this evaluation will include multiple data points that might include the following

- Scores on state and local assessments
- Scores on the ELPT
- Rates of retention
- Exit rates
- Graduation rates
- Participation rates in gifted and advanced courses
- Enrollment rates in special education and related services attendance rates
- Participation in extracurricular programs
- Suspension rates
- Results of parent and family, student and teacher surveys
- Results of surveys from other key stakeholders

## Family and Community Engagement

Union Public School District will communicate meaningfully with Limited English Proficient parents and families to adequately notify them of information about any program, service or activity called to the attention of non-LEP parents. Successful communication provides LEP parents, guardians and families with the school-related information they need to make informed decisions about, and be helpful participants in, their children's education This may include but not be limited to information about language assistance programs, special education and related services, Individualized Education Program meetings, grievance procedures, notices of nondiscrimination, student discipline policies and procedures, registration and enrollment, report cards, requests for parent or guardian permission for student participation in district or school activities, parent-teacher conferences, parent handbooks, and gifted programs.



# Appendix A

## UPSD HOME LANGUAGE SURVEY 2023-2024

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Title III of the Every Student Succeeds Act and the Office of Civil Rights require the identification of all English learning students by school districts upon student registration in order to provide appropriate language instructional programs for these students.

STUDENT'S NAME: \_\_\_\_\_ Grade: \_\_\_\_\_

Does your child speak any language other than English? YES \_\_\_\_\_ NO \_\_\_\_\_

If you answered **"NO"**, please sign the survey below and return to school.

If you answered **"YES"**, please answer the following questions and sign below:

1. What was the first language your child learned to speak? \_\_\_\_\_

2. What language does your child speak most often? \_\_\_\_\_

3. What language(s) is/are most often spoken in your home? \_\_\_\_\_

\_\_\_\_\_ (If one or more questions indicate a language other than English, the student must be administered the W-APT.)

4. When and where did your child first enroll in U. S. schools? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Where has your child previously attended school (every grade)? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Did your child receive English Language Learners (ELL) services at any of the previous schools he/she attended? YES \_\_\_\_\_ NO \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

Person completing this form (if other than parent/guardian) \_\_\_\_\_

\*The UPSD has the responsibility under the federal law to serve students who are limited English proficient and need English instructional services. Given this responsibility, the UPSD has the right to ask for the information it needs to identify English Learners (EL). As part of the responsibility to locate and identify ELL students, the UPSD may conduct screening or ask for related information about students currently enrolled in the school as well as from students who enroll in the UPSD in the future.

# APPENDIX B

## Language Service Plan

## Language Service Plan *(for Students with Limited English Proficiency)*

This form should be completed by the individual responsible for providing the instructional program for the EL students and the classroom teacher. This form should be updated annually. **Person completing this form**

STUDENT NAME					
PRIMARY LANGUAGE SPOKEN				LANGUAGE(S) SPOKEN IN HOME	
ADDITIONAL LANGUAGE(S)			DATE FIRST ENROLLED IN A U.S. SCHOOL	IMMIGRANT STATUS (< 3 yrs)	
PARENT/GUARDIAN NAME					
PHONE	(home)		(work)	(cell)	
HOME/SCHOOL COMMUNICATION to parent/guardian is requested in:			<input type="checkbox"/> English <b>OR</b> <input type="checkbox"/> Native Language: _____ <input type="checkbox"/> Oral <b>OR</b> <input type="checkbox"/> Written		

**ACADEMIC HISTORY PRIOR TO ENTERING CURRENT DISTRICT**

Age Started School	Years in Preschool/K	Years in grades 1-5	Years in grades 6-12
Last grade completed	<input type="checkbox"/> Interrupted Formal Education <input type="checkbox"/> Limited Schooling <input type="checkbox"/> No Formal schooling		
Has the student been referred for Special Education?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Does the child have an IEP? <input type="checkbox"/> Yes <input type="checkbox"/> No	Does the child have an 504 Plan? <input type="checkbox"/> Yes <input type="checkbox"/> No

## ACADEMIC ACHIEVEMENT LEVEL HISTORY

SUBJECT	BELOW GRADE LEVEL	ON OR ABOVE GRADE LEVEL	METHOD USED TO DETERMINE LEVEL	INFORMATION NOT AVAILABLE
<i>Example: Math</i>	<i>X</i>		<i>Course grade from previous year (D)</i>	
Math				
Reading				
Writing				
Social Studies				
Science				

## ENGLISH LANGUAGE PROFICIENCY TEST INFORMATION

[illegible]

EL SERVICE			
Date Identified EL Program:		Date Entered EL Program:	
<input type="checkbox"/> Student will receive Direct EL Services for ____ <b>Minutes</b> ____ <b>Days a week</b>			
<input type="checkbox"/> Student will receive direct instruction in regular education classes with additional supports as noted in this plan.			
<input type="checkbox"/> Student will be placed in an EL Class for one Credit ( <i>Grades 7-12 only</i> ) <b>Year:</b> ____ <b>Semester:</b> ____			
<input type="checkbox"/> Parents Declined Services (school is still obligated to serve)		Comments:	
Number of years until the student is identified as a Long Term English Learner (LTEL):			
List specific measurable goals for each domain (Listening, Speaking, Reading, and Writing):			
LISTENING	SPEAKING	READING	WRITING

## Language Service Plan *(for Students with Limited English Proficiency)*

STANDARDIZED TESTING ACCOMMODATIONS		
<p>Refer to the current edition of the <b>Mississippi Test Accommodations Manual</b> for the allowable accommodations for each assessment. Specify each testing accommodation, the code for the accommodation, and each standardized test to which the accommodation applies. <b>NOTE: The accommodations listed below must be used during regular classroom assessments and on district wide assessments prior to being used on state wide assessments.</b></p>		
ACCOMMODATION(S)	CODE #	TEST(S)

Refer to the current edition of the **Mississippi Test Accommodations Manual** for the allowable accommodations for each assessment. Specify each testing accommodation, the code for the accommodation, and each standardized test to which the accommodation applies. **NOTE: The accommodations listed below must be used during regular classroom assessments and on district wide assessments prior to being used on state wide assessments.**

ACCOMMODATION(S)	CODE #	TEST(S)

All testing accommodations are classroom accommodations, however not all classroom accommodations are state testing accommodations.

### CLASSROOM INSTRUCTIONAL SUPPORTS AND ACCOMMODATIONS/MODIFICATIONS

To meet the needs of this child, the following are recommendations for use in regular classroom instruction:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Paraphrasing or repeating directions in English</li> <li><input type="checkbox"/> Personal cueing</li> <li><input type="checkbox"/> Read the test directions (but not the test items) to individual students or in a small group – repeating and/or paraphrasing the directions, if needed</li> <li><input type="checkbox"/> Dictation of answers to test administrator/proctor (scribe) in English only</li> <li><input type="checkbox"/> Reader (oral administration)</li> <li><input type="checkbox"/> Native language word-to-word dictionaries/electronic word-to-word dictionaries (no definitions)</li> <li><input type="checkbox"/> Present questions in same phrasing as learning/review</li> <li><input type="checkbox"/> Reduced and/or modified class &amp; homework assignments</li> <li><input type="checkbox"/> Modified assessments (i.e. oral)</li> <li><input type="checkbox"/> Break tasks/directions into subtasks</li> <li><input type="checkbox"/> Increase wait time</li> <li><input type="checkbox"/> Additional time to complete assignments and tests</li> <li><input type="checkbox"/> ESS (Extended School Services)</li> <li><input type="checkbox"/> Provide questions for classroom discussion in advance</li> <li><input type="checkbox"/> Label items in the room</li> <li><input type="checkbox"/> Previewing of academic content</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide shortened assignments</li> <li><input type="checkbox"/> Face student when speaking – speak slowly</li> <li><input type="checkbox"/> Print instead of using cursive; type all notes, tests, handouts</li> <li><input type="checkbox"/> Use high interest/low vocabulary text material</li> <li><input type="checkbox"/> Use overhead and provide students with copies of teacher transparencies/notes/lectures</li> <li><input type="checkbox"/> Make instruction visual – use graphic organizers, pictures, maps, graphs, etc. to aid understanding</li> <li><input type="checkbox"/> Highlight/color code tasks, directions, letters home</li> <li><input type="checkbox"/> Pair ELs with an English speaking “peer partner” for assistance</li> <li><input type="checkbox"/> Provide preferential seating or seating with a peer partner</li> <li><input type="checkbox"/> Check for comprehension often</li> <li><input type="checkbox"/> Ask questions that allow the student to answer successfully</li> <li><input type="checkbox"/> Allow the student opportunities to read aloud successfully</li> <li><input type="checkbox"/> Use manipulatives</li> <li><input type="checkbox"/> Use audiobooks</li> <li><input type="checkbox"/> Record material for student listening</li> <li><input type="checkbox"/> Vocabulary matching/fill-in-the-blank exercises w/ words</li> <li><input type="checkbox"/> OTHER:</li> </ul> |
|--|---|

### PERSONS INVOLVED IN THE DEVELOPMENT OF THE LANGUAGE SERVICE PLAN

*By signing this form, I am indicating that I have read and understood the Language Service Plan information.*

\_\_\_\_\_  
PRINCIPAL *Signature* PRINTED NAME

\_\_\_\_\_  
PARENT *Signature* PRINTED NAME

\_\_\_\_\_  
EL COORDINATOR *Signature* PRINTED NAME

\_\_\_\_\_  
PARENT *Signature* PRINTED NAME

\_\_\_\_\_  
EL TEACHER *Signature* PRINTED NAME

\_\_\_\_\_  
STUDENT *Signature* PRINTED NAME

\_\_\_\_\_  
TEACHER *Signature* PRINTED NAME

\_\_\_\_\_  
INTERPRETER *Signature* PRINTED NAME

\_\_\_\_\_  
TEACHER *Signature* PRINTED NAME

\_\_\_\_\_  
DATE

**Exit/Monitor Status Documentation***(for Students meeting qualifications to exit EL Services)*

This form should be completed by the individual responsible for exiting and monitoring the individual student.

<b>STUDENT NAME</b>		<b>DATE OF BIRTH</b>	
<b>PARENT/GUARDIAN NAME</b>			
<b>PHONE</b>	(home)	(work)	(cell)
<b>HOME/SCHOOL COMMUNICATION</b> to parent/guardian requested in:		<input type="checkbox"/> English <b>OR</b> <input type="checkbox"/> Native Language: _____ <input type="checkbox"/> Oral <b>OR</b> <input type="checkbox"/> Written	
<b>PERSON RESPONSIBLE FOR COMPLETING THIS FORM</b>			
<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>

EL EXIT INFORMATION				
<b>EXIT Eligibility Date</b>				
To be eligible for exit from EL status, students must earn a 4 or 5 on the Reading, Writing, and Overall on the LAS Links assessment. Criteria determining exit from EL status (scores from the ELPT):				
		Date of test:		
<b>LISTENING</b>	<b>SPEAKING</b>	<b>READING*</b>	<b>WRITING*</b>	<b>OVERALL*</b>

MONITORING									
<b>Start Date</b>		<b>Date of Parent Notification</b>		<b>Expected date for CONCLUSION OF MONITOR STATUS</b> <i>(Minimum of 4 years)</i>					
REPORT CARD AND STATE ASSESSMENT RESULTS									
YEAR 1					YEAR 2				
Grade level:		School Name:			Grade level:		School Name:		
	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>		<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
ELA					ELA				
Math					Math				
Science					Science				
Social Studies					Social Studies				
Other					Other				
Other					Other				
State Assessment Results:					State Assessment Results:				
Is student on track to graduate on time? <input type="checkbox"/> Yes <input type="checkbox"/> No					Is student on track to graduate on time? <input type="checkbox"/> Yes <input type="checkbox"/> No				

MONITORING, continued									
Start Date		Date of Parent Notification		Expected date for CONCLUSION OF MONITOR STATUS <i>(Minimum of 4 years)</i>					
REPORT CARD AND STATE ASSESSMENT RESULTS									
YEAR 3					YEAR 4				
Grade level:		School Name:			Grade level:		School Name:		
	Q1	Q2	Q3	Q4		Q1	Q2	Q3	Q4
ELA					ELA				
Math					Math				
Science					Science				
Social Studies					Social Studies				
Other					Other				
Other					Other				
State Assessment Results:					State Assessment Results:				
Is student on track to graduate on time? <input type="checkbox"/> Yes <input type="checkbox"/> No					Is student on track to graduate on time? <input type="checkbox"/> Yes <input type="checkbox"/> No				

If the information on this form indicates that the former EL student is struggling, indicate steps that will be taken to support the student and the results:

- ☐ Student was referred for intervention services (appropriate documentation must be completed)
- ☐ Student was referred for Counseling
- ☐ Student was referred for rescreening for EL services. In order for students to be re-entered in the EL program, they must retake the LAS Links placement test and meet qualifications. **(This should only be done if language is considered the primary cause for academic struggles.)**

COMMENT(S)(Indicate steps taken to support the student):