

GREENVILLE

Public School District



English Learner Guidelines



Greenville Public School District English Learner Plan 2019-2020

Greenville Public School District English Learner Team

NAME	SITE	TITLE
Latanya Calhoun	GPSD District Office	Academic Director – EL Coordinator
Sherry Jackson	GPSD District Office	Federal Programs Director
Carletta Taylor	GPSD District Office	Strategic Programs Coordinator
Melvin Brown Lashonda Ross	Greenville High School	Principal Site Coordinator
Dr. Yolonda Thomas Jessica Calderon	Coleman Middle School	Principal Site Coordinator
Walter McDavid Lelar Norton	Weston Middle School	Principal Site Coordinator
Kandice Jernigan Kimberlee Alexander	Akin Elementary	Principal Site Coordinator
Yolanda Johnson Jennifer Barnett	Armstrong Elementary	Principal Site Coordinator
Brigetta Sims Eunice Kimes	Boyd Elementary	Principal Site Coordinator
Dr. Eddie Springfield Vivian Davis	Stern Elementary	Principal Site Coordinator
Betty Johnson Alice Gaston	Trigg Elementary	Principal Site Coordinator
Vanessa Wigfall Tonya Sessions	Weddington	Principal Site Coordinator
Debra Reeves Tracy Yarbrough	Webb Kindergarten	Principal Site Coordinator
Dr. Tamalyn Williams Shonda Brown	McBride Pre- Kindergarten	Principal Site Coordinator

PURPOSE OF THE DOCUMENT:

Every school district in Mississippi must develop and implement a comprehensive EL District Plan. Title III of ESEA, as amended by ESSA, requires and state education agencies (SEAs) to report on a variety of key EL-related measures (see Sections 3121 and 3122) that can be used to improve local or state programs for ELs. Each school district, regardless of EL population size or Title III funding eligibility, must update its plan annually and have it board approved. As part of the update, district staff must consider any changes in EL needs that are the result of changing demographics or academic performance. The plan also must be distributed to each school site and must be kept on file at the district office. The plan must be detailed and provide a clear vision of how EL students and families must be served.

WHO ARE OUR EL STUDENTS?

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 a Native American or Alaska Native, or a native resident of the outlying areas
- 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;
- 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 or the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society.

IDENTIFYING ENGLISH LEARNERS: HOME LANGUAGE SURVEY

A Home Language Survey (HLS) must be completed for each student registering for enrollment in GPSD. 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 will be conducted to determine the student's English-language proficiency level. The completed survey will be part of the student's cumulative record.

ENROLLING ENGLISH LEARNERS

GPSD will enroll all students regardless of their or their parents' or guardians' actual or perceived citizenship or immigration status.

When enrolling students, GPSD may not request information from students or their parents or guardians in order to deny access to public schools on the basis of race, color, or national origin.

ENGLISH LEARNER PLACEMENT

The LAS Links Placement Test will be conducted to determine the level of English proficiency and to facilitate appropriate instructional and program placement decisions. Potential EL students identified by the HLS during registration during the beginning of the school year must be

DEVELOPING A 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. 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

Potential EL must be assessed for English-language proficiency **within 30 calendar days of enrollment**. Potential EL students who register **after the beginning of the school year must be assessed within 10 school days of enrollment**. Those administering and scoring the placement test must be certified teachers and receive some level of training.

The GPSD test security plan must describe who will administer and score assessments, and what training is required to ensure valid and reliable results. The student's placement test report must be placed in their cumulative record.

PLACEMENT IN A LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM

After ELs have been identified using the LAS Links Placement Test, GPSD will provide ELs with appropriate language assistance services and programs. GPSD will offer appropriate EL services until ELs are proficient in English and can participate meaningfully in educational programs without EL support.

PLACEMENT FOR NEWLY ARRIVED SECONDARY ENGLISH LEARNERS

When a student enrolls in U.S. schools for the first time at the secondary level, careful consideration will be given to the student's course schedule to ensure the student has access to a high school diploma. To ensure ELs have access to the foundational skills needed to be successful in high school and ensure that they graduate from high school ready for college and career, GPSD will place students in academic courses sequentially. Students will be given an opportunity to take all courses needed for graduation. Students must take the required assessments at the time they are enrolled in the corresponding courses, and they may not skip courses to avoid state assessments.

At the high school level, transfer credits will 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.

EVALUATING EL PROGRAM EFFECTIVENESS

Successful EL programs must, at a minimum, be designed to enable EL students to attain both English proficiency and full access to the grade-level content. To determine the effectiveness of the GPSD EL program, periodic evaluations as well as ongoing analysis of effectiveness will be conducted.

Student achievement data will be used to determine if GPSD EL program effectiveness and ensure compliance with state and federal reporting requirements. Data points will be collected and used for evaluation include the following:

- Scores on state and local assessments
- Scores on the English Language Proficiency Test
- Rates of retention
- Exit rates
- Graduation rates
- Participation rates in gifted and advanced courses
- Enrollment rates in prekindergarten and other programs
- Enrollment rates in special education and related services
- Attendance rates
- Participation rates in extracurricular programs
- Suspension rates
- Results of parent and family, student, and teacher surveys

ASSESSING ENGLISH LEARNERS FEDERAL REGULATIONS

GPSD will assess all ELs using the annual English language proficiency assessment, including those students whose parents have declined to enroll them in, or had them removed from, Language Instruction Education Programs.

ACCOMMODATIONS ON STATE ACADEMIC ASSESSMENTS

Reasonable accommodations will be provided on assessments administered to ELs. If an EL cannot be assessed on LAS Links Assessment in one or more domains of the English Language Proficiency Test 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.

MONITORING STUDENTS

After students have exited EL status, GPSD will monitor their academic progress for at least 4 years. Monitoring must be conducted and documented each quarter, 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, districts must retest using the LAS Links Placement Test to see if the student needs to be offered additional language assistance services. In no case should re-testing of an exited student's ELP be prohibited. If the student re-enters EL services, however, the GPSD is required to document the reasons why, as well as obtain the parent's consent prior to reentry.

ACCESS TO ACADEMIC CONTENT

After ELs have been identified using the LAS Links Placement Test, GPSDs must provide ELs with appropriate EL language assistance services. GPSD must provide EL students with access to the content of the Mississippi College and Career Readiness Standards. Other services, including special education, gifted education, and extracurricular programs, also must be provided as needed.

ENGLISH LANGUAGE ACQUISITION PROGRAM MODELS

GPSD have the flexibility to choose the EL services and programs that meet civil rights requirements and also best meet the needs of the local EL population. GPSD will offer EL services until students have demonstrated English proficiency on the ELP assessment. Even when students are exited from EL programs, individual academic performance will be monitored for 4 years.

ACCESS ACADEMIC CONTENT

ELs should have meaningful access to the core curriculum, such as math, science, social studies and language arts, while learning English. While the district's EL program should focus in part

on language acquisition, both EL teachers and academic teachers should work together to ensure that students are mastering the academic language needed to be successful. Every classroom teacher who serves ELs should work to help ELs make sense of the Mississippi College and Career Readiness Standards, regardless of language proficiency.

GIFTED EDUCATION

EL students may possess extraordinary learning or performance abilities that have nothing to do with their language proficiency. Procedures used for identifying students who are gifted must be as bias-free and culturally equitable as possible, while also being consistent with the requirements set for other gifted students.

ADVANCED PLACEMENT, DUAL CREDIT, AND OTHER ADVANCED COURSES

In addition to gifted education, EL students also must be provided with access to Advanced Placement, dual credit, and other advanced courses. The ELs must receive language supports to assist them in accessing academic content, just as they would if they were in other less accelerated academic courses.

GUIDELINES FOR EL STUDENTS WITH DISABILITIES

GPSD will evaluate the EL promptly to determine if the EL has a disability or disabilities and whether the EL needs disability-related services. Disability evaluations may not be delayed because of a student's limited English language proficiency or

GPSD must ensure that a student's special education evaluation is provided and administered in the student's dominant language or other mode of communication and in the form most likely to yield accurate information about what the student knows and can do, unless it is clearly not feasible to do so. When an EL student is determined to have a disability, the student's EL and disability-related educational needs must both be met.

If the student continues to have difficulty after consistent language accommodations and Tier 1 and Tier 2 interventions, the student must be referred to the Student Evaluation Team (SET) along with the TST. The EL professional must be a member of the TST. A number of factors must be considered when deciding whether a student must be referred for special education testing. These include the following:

- Entry date in the United States
- Years of consistent schooling
- Educational history, including years in U.S. schools and consistency of education
- Prior evaluation results

- Physical conditions that might account for difficulties, including need for glasses or hearing aids School attendance 18 U.S. Department of Education, Office of English Language Acquisition. (2017)
- Input from parents, guardians, and families

After this information is reviewed, the TST may recommend additional interventions and accommodations for the classroom. Or the SET team can then make a referral for special education testing to determine if the student has a specific disability.

Once a referral is made, testing is completed to determine if the student qualifies as a student with a disability under IDEA. It is important to note that the parent, guardian, or the TST team may request a comprehensive assessment be completed at any time, which would then require a Multidisciplinary Evaluation Team (MET) meeting within 10 days to determine whether a comprehensive evaluation must be completed at this time. Specific procedures for special education assessment are provided in the Mississippi Policies and Procedures Regarding Children with Disabilities under the Individuals with Disabilities Education Act Amendments of 2004 (2009).

MULTI-TIERED SYSTEM OF SUPPORTS FOR ENGLISH LEARNERS

When an EL, who is actively receiving support from an EL program, is observed by the mainstream teacher to have continuing difficulties with learning, the first course of action would be to consult informally with the EL teacher/specialist to request additional instructional strategies for teaching. The student’s data will then be reviewed by the school MTSS team to assess further interventions needed. If warranted, students will be placed in the Tier process for academics.

GRADING SCALE

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.

In GPSD, students who receive extensive language supports and classroom accommodations will have this information noted on their report cards, and accommodations will be shared with the families of EL students to ensure that they have an understanding of true academic performance in English language proficiency.

EXITING STUDENTS

GPSD students are required to obtain the following proficiency levels on the ELPT:

- Overall Proficiency Level 4 or 5, and

- Reading Proficiency Level 4 or 5,
- Writing Proficiency Level 4 or 5.

No other criteria will be added as exit requirements. An EL with a disability can be “exited” from EL status when he or she no longer meets the definition of an EL.

STAFFING AND SUPPORTING

GPSD will core-content teachers who meet requirements in their field and will be trained to specifically support EL students.

Paraprofessionals may not take the place of qualified teachers and may be used only as an interim measure while the school district hires, trains, or otherwise secures enough qualified teachers to serve its EL students and must always be under the supervision of a teacher.

COMMUNICATION WITH PARENTS

GPSD has a legal obligation to communicate meaningfully with Limited English Proficient parents and families and 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 (IEP) 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, gifted programs, and magnet and charter schools.

GPSD will use the HLS, to inquire about whether a parent or guardian requires oral and/or written communication in a language other than English. The GPSDs will translate the HLS into languages that are common in the school and surrounding community.

The GPSD will provide language assistance to LEP parents effectively with appropriate, competent staff or appropriate and competent outside resources. To provide these services, GPSD will survey or canvas staff to see if they are trained and qualified to provide effective language assistance, or obtain qualified interpreters and translators if staff is unqualified or if additional staffing support is needed. The GPSDs should ensure translators are familiar with the language used in school communication and it is strongly recommended that all interpreters and translators sign a confidentiality agreement. Note: Students, siblings, friends and untrained staff members are not considered qualified translators or interpreters, even if they are bilingual. All interpreters and translators, including staff acting in this capacity, must be proficient in both English and the target language; have knowledge of specialized educational terms or concepts in both languages; and be trained in the role of an interpreter or translator, and the ethics of interpreting and translating, with particular emphasis placed on the importance of maintaining student, family and staff confidentiality.

Services for ELs must represent a continuum of available programs and students must not be denied access to programs due to language proficiency. The EL students who meet criteria may be eligible for a variety of other specialized program services, including gifted education, advanced placement, dual credit and other advanced courses; MTSS, special education services, migrant and immigrant programs, and services for homeless students.

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 GPSDs may not recommend that a parent or guardian opt a child out of EL programs or services for any reason. The GPSD must provide guidance in a language parents or guardians can understand to ensure that they understand their child's rights, the range of EL services that their child could receive, and the benefits of such services. GPSD must retain appropriate documentation to demonstrate that a parent or guardian knowingly and voluntarily opted his or her EL child out of EL programs or particular EL services. If a parent or guardian decides to opt his or her child out of EL programs or particular EL services, that child retains his or her status as an EL. The GPSD remains 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 GPSD must continue to monitor periodically the opted-out student's academic progress.

If GPSD finds that a student is struggling, the district must take appropriate steps to assist the student. These steps must include reassessing the student's ELP using the screener; notifying the student's parent or guardian about his or her child's lack of progress, and encouraging him or her to opt the child into EL programs and services; and providing supports for the student's language acquisition, such as offering professional development (PD) in second language acquisition to the student's core curriculum teachers. The ELs who opt out of services must 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 GPSD must continue to monitor the student for at least 4 years, just as it would an EL who has received EL programs and services.

APPENDIX B | 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 OR <input type="checkbox"/> Native Language: _____ <input type="checkbox"/> Oral OR <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?		Does the child have an IEP?		Does the child have a 504 Plan?	
<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No		<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															
TEST	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level
ELPT Speaking															
ELPT Listening															
ELPT Reading															
ELPT Writing															
Composite SCORE															

Copy this page and attach it if space is needed to post additional ELPT scores for Long Term English Learners.

EL SERVICE			
Date Identified EL Program:		Date Entered EL Program:	
<input type="checkbox"/> Student will receive Direct EL Services for _____ Minutes _____ Days a week			
<input type="checkbox"/> Student will be placed in an EL Class for one Credit (<i>Grades 7-12 only</i>) Year: _____ Semester: _____			
<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

STANDARDIZED TESTING ACCOMMODATIONS		
Refer to the current edition of the Mississippi Testing 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"> <input type="checkbox"/> Paraphrasing or repeating directions in English <input type="checkbox"/> Personal cueing <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 <input type="checkbox"/> Dictation of answers to test administrator/proctor (scribe) in English only <input type="checkbox"/> Reader (oral administration) <input type="checkbox"/> Native language word-to-word dictionaries/electronic word-to-word dictionaries (no definitions) <input type="checkbox"/> Present questions in same phrasing as learning/review <input type="checkbox"/> Reduced and/or modified class & homework assignments <input type="checkbox"/> Modified assessments (i.e. oral) <input type="checkbox"/> Break tasks/directions into subtasks <input type="checkbox"/> Increase wait time <input type="checkbox"/> Additional time to complete assignments and tests <input type="checkbox"/> ESS (Extended School Services) <input type="checkbox"/> Provide questions for classroom discussion in advance <input type="checkbox"/> Label items in the room <input type="checkbox"/> Previewing of academic content | <ul style="list-style-type: none"> <input type="checkbox"/> Provide shortened assignments <input type="checkbox"/> Face student when speaking – speak slowly <input type="checkbox"/> Print instead of using cursive; type all notes, tests, handouts <input type="checkbox"/> Use high interest/low vocabulary text material <input type="checkbox"/> Use overhead and provide students with copies of teacher transparencies/notes/lectures <input type="checkbox"/> Make instruction visual – use graphic organizers, pictures, maps, graphs, etc. to aid understanding <input type="checkbox"/> Highlight/color code tasks, directions, letters home <input type="checkbox"/> Pair ELs with an English speaking “peer partner” for assistance <input type="checkbox"/> Provide preferential seating or seating with a peer partner <input type="checkbox"/> Check for comprehension often <input type="checkbox"/> Ask questions that allow the student to answer successfully <input type="checkbox"/> Allow the student opportunities to read aloud successfully <input type="checkbox"/> Use manipulatives <input type="checkbox"/> Use audiobooks <input type="checkbox"/> Record material for student listening <input type="checkbox"/> Vocabulary matching/fill-in-the-blank exercises w/ words <input type="checkbox"/> OTHER: |
|--|---|

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.

<i>PRINCIPAL Signature</i>	PRINTED NAME
<i>EL COORDINATOR Signature</i>	PRINTED NAME
<i>EL TEACHER Signature</i>	PRINTED NAME
<i>TEACHER Signature</i>	PRINTED NAME
<i>TEACHER Signature</i>	PRINTED NAME

<i>PARENT Signature</i>	PRINTED NAME
<i>PARENT Signature</i>	PRINTED NAME
<i>STUDENT Signature</i>	PRINTED NAME
<i>INTERPRETER Signature</i>	PRINTED NAME
DATE	

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

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

EL EXIT INFORMATION				
EXIT Eligibility Date				
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:
LISTENING	SPEAKING	READING*	WRITING*	OVERALL*

MONITORING										
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 1					YEAR 2					
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					

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):