

**Serving the Needs of
English Learners in the
Lowndes County School District**



LOWNDES COUNTY

School District

CALEDONIA • NEW HOPE • WEST LOWNDES • CAREER TECH

Approved by the Board of Trustees
October 9, 2020

Lowndes County School District Plan for Serving English Learners

According to the Every Student Succeeds Act (ESSA) of 2015, an English Learner (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; 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 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.

In compliance with federal law, the Lowndes County School District (LCSD) will provide services for identified EL students. The goal of the LCSD is to provide ELs with the knowledge, values, attitudes, strategies, and skills they will need to be productive and successful.

Enrollment of ELs

The LCSD will enroll ELs regardless of their ability to present a birth certificate or social security number.

The LCSD requires proof of residency within the school district for the enrollment of ELs. The LCSD will not inquire into an EL’s citizenship or immigration status as it is not relevant to establishing residency.

The LCSD requires immunization verification for the enrollment of ELs. In the event an EL is unable to present immunization verification at enrollment, the LCSD will assist the family, as needed, in obtaining immunization verification within 30 days of enrollment.

Identification and Placement of ELs

Identification of an EL begins with the Home Language Survey (HLS), a tool given to all new entering students. 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 the student will be administered the Language Assessment Scales (LAS) Links Placement Test. Students identified as potential ELs by the HLS

at the beginning of the school year will be administered the LAS Links Placement Test within 30 calendar days while potential ELs who register after the beginning of the school year will be assessed within 10 school days of enrollment. A score of Not Proficient (NP) or Approaching Proficient (AP) indicates an EL. A copy of the LAS Links Placement Test results and the HLS will be kept in the EL's cumulative record.

Having been identified using the LAS Links Placement Test, the parents of an EL will receive the Determination of Eligibility form, informing them of their right to waive services. In the event services are waived, the EL will continue to take the annual English Language Proficiency Test (ELPT) until a proficient score is obtained.

All communication associated with LCSD's EL services will be provided to the parents of ELs in uniform format and, as needed, in a language they can understand.

Language Service Plan

ELs should ultimately attain fluency in English, master the state's academic content standards as demonstrated by proficiency on the state's required assessments, and pass any other state required tests. ELs will be placed age-appropriately in the mainstream classroom with a qualified instructor and receive additional support services from a paraprofessional or tutor. A Language Service Plan (LSP) detailing the accommodations, modifications, and instructional supports the EL is to receive will be developed at the beginning of the academic school year, evaluated quarterly, and updated annually by the Student Evaluation Team (SET). The Student Evaluation Team will be composed of teachers (including EL teachers), administrators, counselors, and parents/guardians. Each teacher of an EL will receive a copy of the LSP. A copy of the LSP will be kept in the EL's cumulative record. ELs will have an LSP each year until a proficient score is obtained on the annual ELPT. An EL's LSP will contain the following:

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

Serving English Learners

After being identified using the LAS Links screener, the LCSD will provide ELs with appropriate English language assistance services, access to the content of the Mississippi College and Career Readiness Standards (MCCRS), and other services including, but not limited to, special education, gifted education, and extracurricular programs/activities.

ELs will be placed age-appropriately in mainstream classrooms with highly qualified teachers. At the secondary level, ELs will be placed in academic courses sequentially to ensure they have access to a diploma. Newly enrolled ELs at the high school level will be awarded credits based on transcripts provided, even if the coursework was taken in another country. Tutors and

paraprofessionals will not take the place of qualified teachers and will only be used as supplemental support.

The LCSD utilizes Structured English Immersion, imparting English language skills to enable ELs to succeed in an English-only mainstream classroom once proficient. Ongoing professional development including, but not limited to, in-services, workshops, and conferences are provided to EL teachers, paraprofessionals, and tutors, allowing them to achieve maximum effectiveness. EL teachers collaborate with the EL tutor who then works with ELs individually, or in small group settings. Services will take into consideration the EL's language proficiency, grade level, educational background, and language program. An EL's tutoring schedule will reflect minimal separation from his/her non-EL peers and not prohibit him/her from receiving at least 30 minutes a day of direct language instruction in the classroom.

Multi-Tiered System of Supports (MTSS)

When an EL, who is actively receiving services, is observed by the mainstream teacher to have continuing difficulties with learning, the first course of action will be to consult informally with the EL teacher/specialist to request additional instructional strategies for teaching. The EL teacher/specialist might

1. Offer new suggestions;
2. Request to observe the student in the classroom; or
3. Check with the entire team of teachers to see if the student is struggling in more than one class.

If the student continues to struggle, the next option will be to refer the student to the Teacher Support Team (TST) for possible intervention.

Tier I

Implementation of high-quality, Tier I core instruction which utilizes best practices is essential to the success of our English learners. (ELs).

It is essential that all teachers who work with ELs receive training on best practices for instructing ELs, Tier I instructional strategies to support English language acquisition, as well as grade level college and career readiness standards. See the MDE English Learner Guidelines as well as the MDE English Learner page for resources, tips and videos for instructing English learners. See the MDE Guidance on Extended Distance Learning for English Learners for ways to address the four language domains, adapt best practices, and other tools for supporting ELs in a distance learning setting.

When considering a referral to intervention for English learners the TST should consider the following information:

- Amount of time the student has been in this country: In addition to learning a new language, newly arrived EL students need time to adjust to

the new culture and expectations in our school systems,

- Similarity or dissimilarity of ethnicity or national origin to that of the U.S., and the type of schooling they attended in their native country, and
- Degree of English language acquisition-students with lower levels of English proficiency will require more supports and scaffolds to support content area learning.

Before implementing interventions for ELs remember to:

- Consult with parents, general education teacher, EL teacher and all other teachers who work with the student,
- Examine all the data (state tests, English Learner Proficiency Test (ELPT), universal screeners, diagnostic assessments, classroom performance, etc.)

AND

- Determine the specific deficit and select an intervention that will best address the deficit area.

When meeting to determine the need for intervention for ELs, team members to include in the initial and subsequent TST meetings should include at a minimum, the general education teacher, content area teacher for area of struggle, the EL teacher/coordinator, intervention teacher, student's parent/guardian and an administrator.

Using the Data

While EL students may be in the lower 25th percentile of MAAP, universal screeners, and benchmark scores, it is essential that ELPT scores are also examined to determine student's progress towards English language proficiency. For information on understanding these reports see the EL Literacy Focus of the Month video for August. When determining if an EL student needs intervention, the TST should be sure that they consider all relevant available data including:

1. MAAP scores
2. Universal screener scores
3. Benchmark scores
4. Classroom grades
5. ELPT scores

Consideration of all data including ELPT assessment data should be examined to determine if the struggles are due primarily to academic, behavioral or English language deficiencies. If language acquisition is lower than that of EL peers from the same language background who have been in the US for the same amount of time as well as academic and/or behavioral struggles, the student may need intervention as defined in

the MTSS process. Specific LAS Links reports to refer to are the Student Profile Report and the Roster Report which can be sorted according to score in ascending, or descending, order. Consider the scenarios, developed by the United States Department of Education, to help make decisions about interventions for English learners which are found in the MDE's English Learner Guidelines on page 116.

Cultural Considerations

Keep in mind that students from backgrounds that are significantly different than that of the United States may have a more difficult time adjusting to life and schools in the U.S. It is therefore essential that, prior to conferencing with the parents, the TST and EL teacher conduct basic research in order to better understand the cultural norms of the student's birth country, and avoid cultural biases, when making decisions about the need for intervention.

Interrupted Schooling

Many EL students come from an interrupted schooling background which may include the following reasons:

- They are newcomers with two or more years of interrupted education in their native country.
- They have attended school in the U.S., returned to their native country for a period of time, then returned to the U.S. again.
- They have attended kindergarten in English (L2), 1st and 2nd grade in their first language (L1), then jumped into 3rd grade with instruction in English.
- They have attended U.S. schools since kindergarten but have language and literacy gaps due to ineffective instruction.
- They have attended school in one location for a few months, then moved to another location for a few months, and perhaps had some weeks in between these changes when they did not attend school (Calderón, 2008)."

These issues present a plethora of potential academic and behavioral issues, which may need to be addressed through the MTSS process. Determination for an EL student's placement must take into consideration the degree of deficiency, as well as the specific academic and behavioral deficiency area(s) that will be addressed. Proper documentation for Tier II or Tier III should take place using the MTSS Documentation Packet.

Grading and Retention

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. Schools must

ensure that EL students are placed appropriately and can participate meaningfully and equally in educational programs as noted in Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Opportunities Act of 1974.

LCSD 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 parents or guardians of the students to ensure they have an understanding of the true academic performance in English language proficiency.

EL students may be retained if all of the following criteria has been met.

- Documentation of interventions that show that English is not a barrier.
- Meeting with Parents or Guardians to discuss retention.
- Signed agreement by Parents or Guardians.

Assessing English Learners

FEDERAL REGULATIONS

The Elementary and Secondary Education Act (ESEA) requires that the LEA must 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 (LIEPs).² Additionally, all ELs enrolled in schools served by the State must be assessed annually using the State's English language proficiency assessment. [ESEA Section 1111(b)(2)(G)]. "State or district assessment policies, if they include a right to opt a child out of assessments, do not override or diminish the LEA's obligation to assess 100 percent of ELs using the annual English language proficiency assessment."

ENGLISH LANGUAGE PROFICIENCY TEST

The English learner's proficiency test (ELPT) is a secure, large-scale, English language proficiency assessment administered to kindergarten through 12th 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 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.

ENGLISH LANGUAGE PROFICIENCY TESTING BASICS

As mandated by ESEA, the students are tested in four domains: Listening, Speaking, Reading, and Writing. The Listening domain assesses the student's response to a variety of audio passages. The Speaking domain assesses the student's production of grammar and vocabulary as used in social and academic language. The Reading domain assesses the student's reading comprehension based on answers to multiple-choice questions about passages, tables, charts,

and illustrations. Lastly, the Writing domain assesses the student's ability to produce grade-level appropriate words, sentences, and paragraphs.

ACCOMMODATIONS ON 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. Mississippi strives to ensure that the use of accommodations deemed appropriate for ELs on any state assessment does not deny ELs the opportunity to fully participate in the assessment and allows the students to receive benefits equal to those received by never-ELs.

If an EL cannot be assessed 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.

Exiting English Learners

ESSA requires that states have uniform criteria for ELs to exit services. The Mississippi Department of Education requires ELs 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.

The LCSD will adhere the Mississippi Department of Education's exit criteria for ELs. Parents of ELs who meet the exit criteria will receive the Exit Letter notifying them of their child's status. The Exit/Monitor Status Documentation form will be used and kept in the ELs cumulative record.

Monitoring English Learners

When an EL achieves exit status, he/she will enter a four-year monitoring period. The SET will monitor and document an EL's progress each 9 weeks, reviewing student grades, assessments, and other related data. If an exited EL is not progressing academically as expected and monitoring suggests a persistent language need, the LCSD will re-test using the LAS Links Placement Test to see if the student needs to be offered additional language assistance services. In no case will re-testing of an exited EL be prohibited. Should a student need to re-enter EL services, the LCSD will thoroughly document the reasons why and obtain parental consent prior to re-entry.

English Learner Programs, Staffing and Resources

The LCSD utilizes a pull-out program to provide services to the students identified as ELs. Students are pulled during times that do not interfere with regular classroom instruction. ELs are pulled for a minimum of thirty minutes of additional instruction in learning English per week.

The LCSD utilizes an English Learner Tutor, who works closely with the regular classroom teacher to provide support for students who have been identified as ELs.

English Learner Teachers and Tutors will be provided the necessary resources to conduct the program.

Training

English Learner Teachers and Tutors will have opportunities to receive appropriate training in order to build effectiveness of the program. English Learner Tutors will work in collaboration with the regular classroom teacher and/or English Learner Teacher. Regular classroom teachers will be encouraged to obtain the endorsement for English as Second Language (ESL) by taking the appropriate coursework or Praxis assessment.

Regular education teachers, EL teachers, and tutors are encouraged to attend training provided by the Mississippi Department of Education and other reputable sources.

Teachers who have attended training for strategies to teach ELs will be expected to share these strategies with other teachers in the district.

Teacher Recruitment

The LCSD makes every effort to recruit, hire, and retain teachers in every area that are licensed and have the necessary skills to instruct students on the challenging MCCRS. Job openings are posted on our district website. When needed jobs are posted to MDE teacher vacancy website. Administrators also contact university resources to identify potential EL staff.

The LCSD will provide training for teachers that do not meet the licensing requirements. LCSD has a Mentor/Mentee program for supports for all new teachers and teachers new to the district.

Evaluating Program Effectiveness

Success is determined by ELs' ability to attain English proficiency and full access to the grade-level content. To determine the level of success, the LCSD will conduct periodic evaluations as well as ongoing analysis of effectiveness. Data will be gathered, analyzed, and used to strengthen services as appropriate. Data points to be collected include:

- 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 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
- Results of surveys from other stakeholders

Longitudinal data will also be included to compare the performance of current ELs, former ELs, and never-ELs. If evaluations show that services are not effective, the LCSD will make appropriate changes to strengthen programs and more effectively serve students.

Parent and Family Engagement

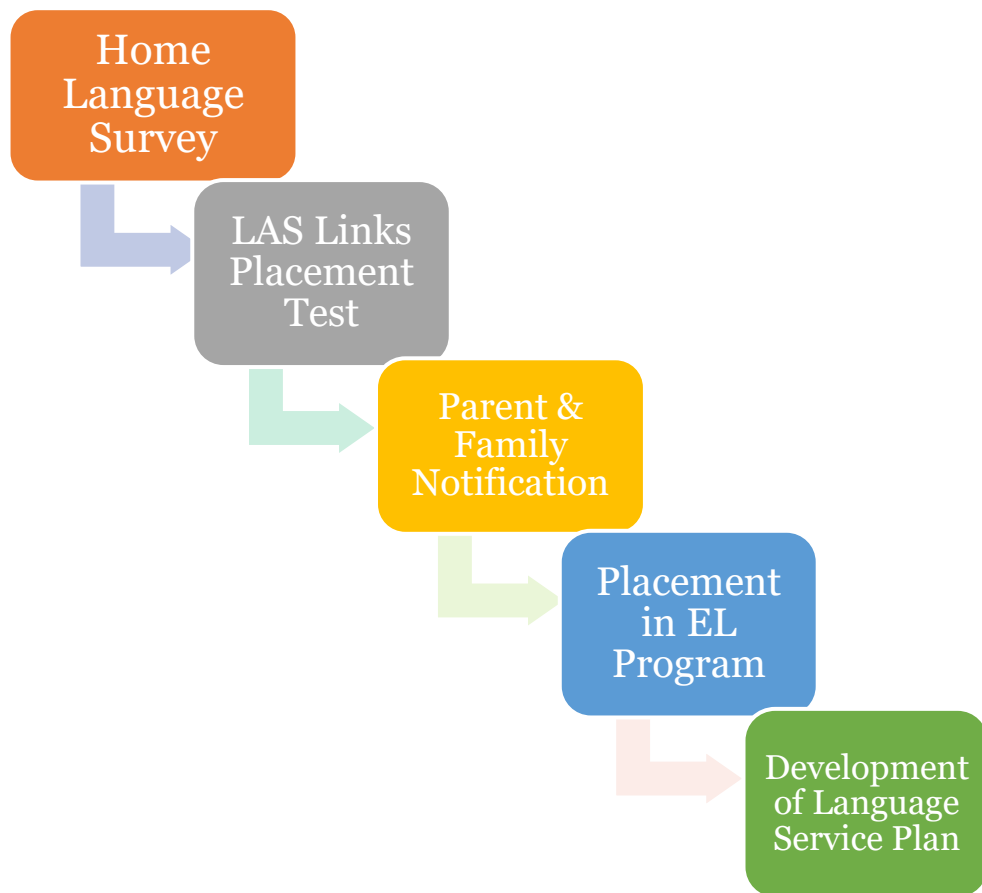
The LCSD has a legal obligation to communicate meaningfully with Limited English Proficient (LEP) parents and families and to adequately notify them of information about any program, service or activity called to the attention of non-LEP parents. Successful communication provides LEP parents, guardians, 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.

LCSD will also provide effective outreach to parents, guardians, and families of ELs for regular meetings attended by non-EL families.

LCSD will provide information to LEP parents and guardians with documents in a language they can understand. Interpreters that are proficient in the language required will be obtained upon request by the parents or guardians.

LCSD will collaborate with outside agencies to assist parents or guardians in the acquisition of English language skills in order to assist them with the communication between the school and parents or guardians.

FLOWCHART



FORMS

Student Name _____
Nombre del Estudiante

Grade _____
Grado

Date of Birth _____ **Gender** _____ **School** _____
Fecha de Nacimiento Género Colegio

1. What is the dominant language **most often** spoken by the student? _____
¿Cuál es el idioma dominante más hablado por el estudiante?

2. What is the language **routinely** spoken in the home, regardless of the language spoken by the student?
¿Cuál es el idioma que se habla habitualmente en el hogar, independientemente del idioma que habla el alumno?

3. What language was **first** learned by the student? _____
¿Qué idioma utilizó por primera vez el alumno?

4. Does the parent/guardian need **interpretation** services? Yes No
¿El padre / tutor necesita servicios de interpretación? Sí No

If so, what language? _____
Si es así, ¿qué idioma?

5. Does the parent/guardian needs **translated** materials? Yes No
¿El padre / tutor necesita materiales traducidos? Sí No

If so, what language? _____
Si es así, ¿qué idioma?

6. What was the date the student first enrolled in a school in the United States? _____
¿Cuál fue la fecha en que el estudiante se inscribió por primera vez en una escuela en los Estados Unidos?

7. In what country was the student born? _____
¿En qué país nació el alumno?

Parent/Guardian Signature
Firma del Padre / Tutor

Date
Fecha

DISTRICT USE ONLY

Designated English Learner on the LAS Links Screener

DOCUMENTATION OF LAS LINKS SCREENER FOR STUDENT					
Date	Speaking Score	Listening Score	Reading Score	Writing Score	Composite Score

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 an 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															

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 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)

Lowndes County School District
Determination of Student Eligibility
For English Language Development Program

Name of Student: _____ Date: _____

School: _____ Grade: _____

Dear Parent or Guardian:

Based on your Home Language Survey responses and in accordance with federal guidelines, we gave your child an English proficiency test. This test provided a level of English language abilities in Speaking, Reading, Writing, and Listening. Based on the results of this test and other available information, we recommend placement in the Lowndes County School District's English Language Development Program. Our program will provide a regularly scheduled time for your child to work with an English language tutor, who will assist your child in mastering the English language. We feel this will help your child meet high grade level standards and graduation requirements.

You will be contacted soon for scheduling a meeting to assist in developing a Language Service Plan (LSP) for your child. At that time, we will provide you with additional information regarding your child's English proficiency and the variety of services we utilize in assisting your child with English acquisition. We are pleased to serve your child and highly recommend that you take advantage of our English Language Development Program. You have the right to decline the services we offer. However, if you decline services, your child will still be required to take the annual English Language Proficiency Test provided by the state. You may indicate your preference at the bottom of this letter.

We are required by law to provide you with this letter containing information about your child. If you need help understanding the letter, please contact:

Name: _____ Title: _____

Email: _____ Phone: _____

Please let us know if you need an interpreter. We look forward to working with you and your child.

Parent or Guardian: Please complete the section below and return the entire form to your child's school.

Name of Parent or Guardian: _____

Signature: _____

Telephone Number: _____

Email Address: _____

In order to better meet your needs, please indicate the days and times that are best for scheduling a meeting with you.

If you do not wish for your child to be placed into our program, please indicate by checking the box below.

- I do not wish for my child to be placed into Lowndes County Schools' English Language Development Program. I understand that while my child will not receive services, he/she will still be required to take the annual English Language Proficiency Test.

Lowndes County School District
English Learner Program Exit Letter

Student Name: _____ Date: _____

School: _____

Dear Parent or Guardian:

Your child's results on the most recent English Language Proficiency Test show that your child has made significant improvement in his or her ability to read, write, speak, and listen in English. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication.

Your child took the LAS Links English Proficiency Test. As a result of your child's improvement in English language proficiency, he or she will no longer participate in the school district's program of English Learner services. Thank you for your help as your child exits English Learner services. If you have any questions or concerns, please call your child's school or teacher. Your child's academic progress will be tracked for at least four years to ensure that he or she is succeeding academically.

Sincerely,

Name

Title

Phone

Email

Parent or Guardian: Please complete the section below and return the entire form to your child's school.

I agree with the plan to exit my child from English Learner services. I understand that he or she will now receive an education without English Learner supports and will no longer take the annual English Language Proficiency Test provided by the state.

Parent or Guardian Signature: _____ Date: _____

Parent or Guardian Name: _____

Phone: _____ Email: _____

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.

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 (Minimum of 4 years)		
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):

EL Tutorial Service Plan

Student _____

EL Tutor _____

Dates _____ through _____

The following tutorial services will be utilized in accordance with the goals outlined in the student’s LSP.

Comments

EL Tutor Signature

**LOWNDES COUNTY SCHOOL DISTRICT
LANGUAGE SERVICE PLAN REVIEW AND REVISION FORM
2020-2021**

EL Student _____ Grade _____ School _____

The school-level committee met to review the Language Service Plan and recommends the following:

No changes will be made to the student's Language Service Plan at this time.

The following changes will be made to the student's Language Service Plan at this time.

SIGNATURES

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

This completed, signed form should be attached to the student's approved Language Service Plan and filed in his/her permanent record.