

AFSA High School Language Instruction Educational Program Plan

EL Identification Procedures

1. All families must complete the Minnesota Language Survey (MNLS) prior to starting school during registration. See Appendix A, the student's MNLS indicates:
 - a. The language(s) the student learned first;
 - b. The language(s) the student speaks;
 - c. The language(s) the student understands; and
 - d. The language(s) the student has consistent interactions in.

NOTE: All parents complete an MNLS during enrollment. This form is kept in each student's cumulative folder. Interpreters, or AI translation, are available upon request. Enrollment staff are regularly trained on these procedures.

2. If any of the MNLS questions are answered with a 'yes' - the student is referred to the EL teacher for screening - WIDA required test. Students who enroll after the initial 30 days of school follow the same guidelines for taking the appropriate screener but within 10 days of enrollment. The screening process is outlined in Appendix B.
 - a. The EL teacher will administer the WIDA screener for Kindergarten (Kindergarten, and first-semester 1st grade only)
 - i. A score of 28 or less qualifies for EL services
 - ii. Minutes of EL services are determined
 - b. EL teacher will administer the WIDA Screener (2nd semester 1st-12th)
 - i. If the overall score is between 1.0 and 4.4 qualifies for EL services
 - ii. Minutes of EL services are determined
3. When available by file or in MARSS, the EL teacher reviews information provided by the previous school/district about EL status or English language proficiency (ELP) assessment. Any information existing regarding past EL identification or services is used to update information gathered during the steps above.

NOTE: EL identification should never cause a delay in a student's enrollment into classes. A temporary schedule will be provided while the school is determining eligibility.

NOTE: Other needs? Steps to determine eligibility for additional services should not be delayed because of English learner status.

Parent Notification

1. At the beginning of the school year, parents are notified within 30 days if their child qualifies for EL services.
2. If mid-school year, parents are notified within 10 days of taking the EL assessment if the child qualifies

3. The parent notification letter will be sent home in the preferred home language, as well as English, when possible
 - a. Oral interpretation of the letter may be available
 - b. The letter is a recommended notification from MDE available through TransACT.com ([MDE Guidance Document](#))

The parent letter must meet all state requirements under Statute 124D.60 as well as the federal requirements under Statute 1112(e)(3) and (4).

Refusal of Services

Parents have the right to refuse services for their child. It is important for families to understand the purpose and intent of EL services, and that their child's academic future may be at risk without language support. Parents may contact the student's EL teacher and complete the refusal of EL service form. Parents can request at any time to enroll their child in EL services if the student continues to qualify for services. A student whose parents have refused EL services will still take the annual ACCESS until they are proficient in English, based on the EL Program Exit criteria

EL Identification Procedures Resources - [English Learner Education webpage](#)

SLIFE Identification Criteria

Students with limited interrupted formal education (SLIFE) are an important group of English learners who need special consideration in identification, programming, and graduation pathways. The definition of Students with Limited or Interrupted Formal Education (SLIFE) is an English learner with an interrupted formal education who meets three of the following five requirements:

1. comes from a home where the language usually spoken is other than English, or usually speaks a language other than English;
2. enters school in the United States after grade 6;
3. has at least 2 years less schooling than the English learner's peers;
4. functions at least two years below expected grade level in reading and math; and
5. may be preliterate in the English learner's native language.

Upon enrollment and qualification for EL service, the EL teacher, student, and parent/guardian (with an interpreter, if requested) will complete the EL Educational History Interview Form. See Appendix C. Transcripts from previous schools will also be reviewed for indicators, if available. The STAR Reading and Math tests are used to show reading and math grade level correlation. Assessments are provided in the student's home languages whenever possible. The Native Language Literacy Assessment-NLAA (See Appendix D, additional languages available) is also administered to determine home language proficiency. An annotation of SLIFE status will be entered into the student information system and reported to MDE by June 1 each year.

SLIFE Resources

[MDE SLIFE webpage](#) – See example interview forms and other guidance

[MDE LEAPS Act webpage](#)

[Student Support Data Collection](#) – Program coordinators should work with [SSDC Coordinators](#) to identify and verify the total number of SLIFE-eligible students annually and finalize counts by June 1.

Immigrant Identification Criteria

Upon enrollment, the EL teacher, student, and parent/guardian (with an interpreter, if requested) complete the intake form. See Appendix E. The intake form asks questions to determine if the student meets the following criteria to qualify for the Immigrant Children and Youth Grant:

1. a child who is aged 3 through 21;
2. was not born in any State or any U.S. territory;
3. has not been attending one or more schools in any one or more states for more than three full academic years (on a cumulative basis)

An annotation of immigrant status is entered into PowerSchool and reported to MDE by June 1 each year.

Note: eligible students are not required to be eligible for English learner status, though the vast majority of eligible students also qualify for English learner status.

Immigrant Children and Youth resources - [Immigrant Children and Youth webpage](#)

Migratory Children and Families

Because migratory children have particular needs due to the migratory lifestyle and high mobility rates, the district's Migrant Liaison is available to help support qualification for migratory services. District staff do not discriminate based on race, language, or culture. Staff submit requests only when conversations with the family confirm that the purpose of their move was to seek agricultural work for economic necessity.

Once a student is identified and given an official Certificate of Eligibility (COE), the migrant liaison contacts food service staff to ensure the student receives free meals. The liaison speaks with the family to confirm eligibility for [McKinney Vento](#) and communicates with the counselor, the student's home base district, and the Midwest Migrant Education Resource Center (MMERC) to ensure instruction meets the requirements of the home base district. The liaison has access to the Migrant Student Information Exchange (MSIX) national database to gather and update academic and health information.

Migrant Education Program

Minnesota offers a [summer migrant education program](#). During the school year, AFSA will

1. Assign a migrant liaison and enter their information at [MDE-ORG](#).
2. Work with food service to give migratory children access to free meals.
3. Confirm homeless eligibility ([McKinney Vento](#)).
4. Access and enter information in MSIX to support inter-/intrastate coordination

The [MMERC lending](#) library sends free learning materials for use in classrooms with migratory students.

NOTE: Even urban districts may enroll migratory children temporarily in the spring and/or fall before or after doing agricultural work. Thus, staff working with students all need to advocate for migratory children and families.

Dual Identification

The EL Teacher and the Special Education Coordinator together review special needs and referrals for EL-identified students. The EL program does not substitute for other educational services for which a student may qualify. Likewise, neither special education services nor tiered reading interventions may substitute for EL services.

If a student demonstrates a possible need for special education services, staff do not delay in beginning the process for special education evaluation as there is no wait-time requirement for multilingual or EL identified students to be evaluated for special education service. Further, students who are being evaluated for special education support must demonstrate a disability in both languages; identification must not solely be the result of being a culturally or linguistically diverse student. If a team documents evidence that the student's ability/achievement/behavior is significantly below that of a comparable peer, disability screening may be appropriate.

If a student is found to qualify for both EL and Special Education services, the teams will collaborate with grade-level/content-area teachers in all stages of the process of scheduling and programming.

Dual-identification Resources

[English Learner Disability Resources from MDE](#)

[English Learner Companion to Promoting Fair Evaluations](#)

Gifted and Talented Identification

Students may be invited to be a part of the Gifted and Talented program, as determined by the Gifted and Talented Policy. The policy number will be provided here upon its adoption.

EL Placement Procedures

1. Students identified for EL status during the identification process will be placed into EL program instructional levels based on the following:
 - a. WIDA Screener scores are used to inform initial placement.
 - b. The professional judgment of K-12 ESL-licensed teachers based on in-class student performance also informs placement until performance data and ACCESS results are available.
 - c. Additional information, such as time in U.S. schools, prior education history, proficiency, and literacy levels in students' home language(s), also inform placement.

2. When a student's EL program instructional services have been determined, the EL staff member responsible mails a notification letter to the family within the required timeframe (See Parent Notification above).
3. The school begins providing EL services and enters into MARSS:
 - a. the student's status as "EL-YES",
 - b. the home (primary) language
 - c. the date the student first received EL services in the district.

Placement in an LIEP

Place students into instructional levels based on language proficiency (and other factors such as time in country and SLIFE status) and not content-area proficiency. Assessments such as the Minnesota Comprehensive Assessment (MCA) or the STAR tests are not appropriate for EL programming decisions.

Keep documentation, in the student's cumulative folder, of any changes in program placement based on the student's past school records, additional assessment data, or parent requests.

Description of the EL Program

The EL program provides EL instruction using various instruction models and appropriate instructional materials. The EL program integrates language and content to support students' achievement of English language proficiency and meet state academic standards. All EL instruction will be aligned to grade-level standards, and all grade-level instruction will include supports that allow for access and promote language acquisition.

Classroom teachers have primary responsibility for students including those with English learning needs. Staff will be trained in the alignment of ELD and content standards through professional development. In addition

- EL-licensed teachers provide direct English language instruction to students in four domains of instruction: Speaking, Listening, Reading, and Writing;
- EL licensed teachers collaborate with classroom/content area teachers and student support staff, to support students' success based on each student's English learning needs;
- All staff provide culturally responsive resources and services to EL students and their families;
- EL teachers align their program with the district's curricula in English literacy, [Minnesota's ELD Standards](#), and [Minnesota state content standards](#).

The EL teacher participates in mainstream curriculum writing and lesson planning with a focus on language scaffolding and targeted supports. Instruction focuses on developing English communication and academic language skills through listening, speaking, reading, and writing for success in school. The mainstream curriculum is supported through the [WIDA language proficiency standards](#).

Program Models

1. **Co-teaching:** EL instruction for intermediate and advanced students is provided via co-teaching opportunities in the classroom. Co-teaching is scheduled into content classes based on student need. Home language supports are encouraged and utilized in instruction.

Co-teaching teams use a common planning template and identify one or two preferred co-teaching models: parallel teaching, team teaching, station teaching, or alternative teaching. Assessments are reviewed by co-teaching teams before and after application in order to identify target content and language and identify next steps. Co-Teaching teams also clarify staff beliefs, norms, roles and responsibilities for topics including: parent communication, behavior management, feedback, instruction, and student grouping.

2. **Sheltered instruction:** Middle and High School EL programs include options for enrolling in ELA or Social Studies classes with English language development support. Students are clustered by proficiency level and grouped for instruction with teachers licensed in ESL and the targeted content area. Home language supports are encouraged and utilized in instruction.
3. **Push-in instruction:** used to provide service to intermediate and advanced students in situations where co-teaching is not possible. Ideally, push-in occurs when students are working in small-group instruction (in any content area).
4. **Pull-out instruction:** used for beginner/newcomer students and is aligned to grade-level instruction. Students are never removed from core, large-group instruction. Pull-out only occurs during independent reading time or intervention time.

Amount and Scope of Instruction

Levels 1/2: Entering/Beginning. Students receive a minimum of 60 minutes each day of English Language instruction that meets English language development standards. Students are also supported through scaffolding in mainstream classes. Students receive EL instruction from licensed EL teachers and Paraprofessionals.

Levels 3/4+: Developing/Expanding. Students receive a minimum of 30 minutes each day of English Language development class. Students are also supported through scaffolding in mainstream classes. Students receive EL instruction from licensed EL teachers and Paraprofessionals.

Long Term English Learners (LTEL)

Although there is no official definition for LTEL identification, students who have been officially classified as EL for at least five years may be considered LTEL. Since students in this category often have oral proficiency in English, AFSA's focus is on literacy skills, especially writing across the curriculum, to ensure they are succeeding academically.

At AFSA these LTEL supports may include an identified cohort with optional meetings, time to work with a peer mentor, optional before and after school resources opportunities, quarterly meetings with a counselor to discuss academic trajectory options, and an assigned teacher advisor with specific training in identifying rigorous coursework and post-secondary options for LTELs.

Assessment and Ongoing Identification Procedures

Annually, all students with EL status take the ACCESS. The ACCESS test is a language proficiency assessment that measures listening, speaking, reading, and writing skills of ELs. The ACCESS test provides scores based on a 1-6 scoring scale. Teachers administering the ACCESS (and the W)APT and Screener) will complete all online training and quizzes annually to correctly administer the assessment. The results of the ACCESS are used to:

1. Determine the English language proficiency needs for each student;
2. Determine which language domains need additional instruction;
3. Measure sufficient language growth over time; and
4. Determine continuation in or exit from EL programs supports.

Transitioning students from one year to the next

The EL teachers will evaluate ACCESS data as it becomes available in the summer to determine each student's EL eligibility for ongoing language instruction.

- If ACCESS results show between 1.0 and 4.4 overall (composite), the student continues to qualify for EL services.
- If ACCESS results show at least a 4.5 composite with two or more domains lower than 3.5, the student continues to qualify for EL services.
- If ACCESS results show a 4.5 composite with one domain lower than $\frac{3}{4}$, the student may exit the EL program. However, students may remain in the EL program only if staff can provide evidence that the student needs continued supports in the domain in which the student scored below 3.5 (listening, speaking, reading, or writing). Staff will establish additional criteria and measures to justify the student's continued placement in the EL program. The following additional measures could be used:
 - Speaking: Minnesota Modified Student Oral Language Observation Matrix (MN SOLOM)
 - Writing: Test of Emerging Academic English (TEAE) Writing Rubric
 - WIDA MODEL for listening, speaking, reading and writing

Program Evaluation and Adjustment

A committee will be formed and meet annually to discuss the multilingual education program and current needs of the students, their families, and communities. This committee will include a representation of all stakeholders, including students, parents, community members, grade-level/content teachers, administrators, multilingual learner teachers, and support staff. This committee will focus on analyzing the program components, student progress based on various levels of assessments, and collection of parent input.

Students are assessed annually to ensure appropriate EL services are being provided. These assessments primarily include ACCESS testing, which is given each spring to all students receiving EL instruction. Additionally, the teacher monitors progress in all four language domains. In using this data, classroom and EL teachers make an informed decision on how to best serve the students. Data which is collected from each student is confidential.

AFSA meets annually to review data related to current and exited English learners in order to:

- Use data available from the state (ACCESS, Progress Indicator, MCA, Graduation, Demographic, etc.) to improve programming and instruction.
- Identify data that is only available at the local level (student work, formative assessments, perception data, etc.)
- Differentiate analysis for particular groups (LTEL, SLIFE, Former EL)

Program Evaluation Resources

[MPS EL Program Guide](#) (with guiding questions for amount and type of instruction)

[ROCORI Program Evaluation form](#) (p. 36-37)

[CLAMS](#) (Committee on Language Acquisition Model Selection) from Scanlan and Lopez 2015

Carnock, Janie Tankard. (2017) [Rethinking data for English learners in the ESSA era](#). Rethinking America.

Exiting EL Programming

Students who qualify for the EL program until they meet MDE exit criteria (when ELs reach a level of English proficiency that allows them to fully access the grade level curriculum) on the ACCESS test: If ACCESS results are 4.5 overall with no more than one domain lower than 3.5, they must be exited and reclassified in MARSS to EL-N by the beginning of the school year and no longer receive EL services. Upon exit, the EL staff will call or send a notification letter to the family (in a language and format accessible to the family) within 30 calendar days. The letter will explain:

- Which assessment was used
- Description of how scores informed placement
- Where to access written policies and procedures and information

Monitoring Exited Students

Students who are exited from EL services are monitored for 2 years following their exit. If, at any point during this 2 years, it is decided by a team (including, at a minimum, a core teacher, EL teacher, the student and student's parents, and administrative representation) that the student should again receive EL services, based on data/evidence of an EL need, the district can rescreen a student utilizing the WIDA Screener. The results of the screener will be analyzed similarly to a new student and, if the student is found to be eligible for services based upon those scores, they may receive EL services again.

EL Exit Procedures Resources

[English Language Development Program Entrance and Continuing English Learner Eligibility](#)

[Writing Rubric for Minnesota Test of Emerging Academic English](#)

[Minnesota Modified Student Oral Language Observation Matrix \(MN SOLOM\)](#)

Family and Community Communication Procedures

AFSA values transparency with families and the community and accommodates their preferred modes of communication. They are notified via multiple modes to ensure they are aware of their right to request it at any time:

- The plan is available on the AFSA's English learner program page.
- Information about the EL Program will be included in the RtI brochure.
- We send a newsletter to families with a link to the website, which includes resources, contact information, and our LIEP plan.
- EL staff do phone calls with interpreters, or AI translation, to promote student success, share educational materials, refer families to local resources, and provide EL program information.

Families and their broader communities are an integral part of our framework, mission, and vision. By creating a positive relationship with families, we build trust that we will best serve their children. When we meaningfully partner with families and communities, we can:

- Involve them in their child's education
- Empower them to become active participants in using strategies to assist their children
- Build greater understanding of EL programming and its supports
- Bolster community understanding of the process and involvement in assisting schools to create an EL program that is responsive to the ever-changing academic needs of multilingual children and their families.

To match the increased focus on meaningful family and community engagement called for by ESSA, each school incorporates professional development for staff to promote culturally sophisticated and welcoming environments for families and community partners at sites.

In partnership with the EL Department, educators have opportunities to meaningfully strengthen family and community partnerships and be a welcoming environment for all families.

Communication Procedures are available upon request and on the AFSA webpage.

Parent/teacher conferences: Upon request, translation services will be provided.

Beyond parent-teacher conferences, staff work with schools to host two-way communication events and activity nights. The following activities build community and allow us to share information and gain feedback about multilingual programming, assessments, and resources for families:

- Families and staff call upon the school to facilitate ongoing communication.
- Annual EL parent meetings are held to welcome families into the building, solicit parent feedback on the program and answer questions.
- EL staff share information about the assessment, classification, placement, program, services, and any changes proposed for their children in the EL program.
- Parents also receive information about their rights.

- Other topics that can be shared with families include: community activities, extracurricular options, academic support/homework help, state testing, school calendar and events, bilingual seal testing, the parent portal, vaccinations, free and reduced-price lunch (FRPL) forms, and legal support services. etc.

Liaison and home language outreach for school activities and events: AFSA will provide translation services for access to schoolwide events and materials.

Parent surveys will be conducted annually to determine if current modes of communication continue to be the most effective practices for parents.

Registration (secondary): Parents will be contacted in writing and via phone calls to explain when and how students should register for classes for the upcoming year. Interpreters will be available during the registration process. Documents need to be translated and provided in both English and the family's home language.

Parent Advisory Committee: AFSA's Parent Advisory Committee includes parents representing our diverse student population to ensure district-wide decisions are informed by the diversity of our families' voices. Additionally, parents are invited to participate in other district focus groups and committees.

Appendix A: Minnesota Language Survey

Minnesota Language Survey

Minnesota is home to speakers of more than 100 different languages. The ability to speak and understand multiple languages is valued. The information you provide will be used by the school district to see if your student is multilingual. In Minnesota, students who are multilingual may qualify for a Multilingual Seal upon further assessment. Additionally, the information you provide will determine if your student should take an English proficiency test. Based upon the results of the test, your student may be entitled to English language development instruction. **Access to instruction is required by federal and state law. As a parent or guardian, you have the right to decline English learner instruction at any time. Every enrolling student must be provided with the Minnesota Language Survey during enrollment.** Information requested on this form is important to us to be able to serve your student. Your assistance in completing the Minnesota Language Survey is greatly appreciated.

Student Information		
Student's Name: (Last, First, Middle)		Birthdate or Student ID:
	Check the phrase that best describes your student:	Indicate the language(s) other than English in space provided:
1. My student first learned:	<input type="checkbox"/> language(s) other than English. <input type="checkbox"/> English and language(s) other than English. <input type="checkbox"/> only English.	
2. My student speaks:	<input type="checkbox"/> language(s) other than English. <input type="checkbox"/> English and language(s) other than English. <input type="checkbox"/> only English.	
3. My student understands:	<input type="checkbox"/> language(s) other than English. <input type="checkbox"/> English and language(s) other than English. <input type="checkbox"/> only English.	
4. My student has consistent interaction in:	<input type="checkbox"/> language(s) other than English. <input type="checkbox"/> English and language(s) other than English. <input type="checkbox"/> only English.	

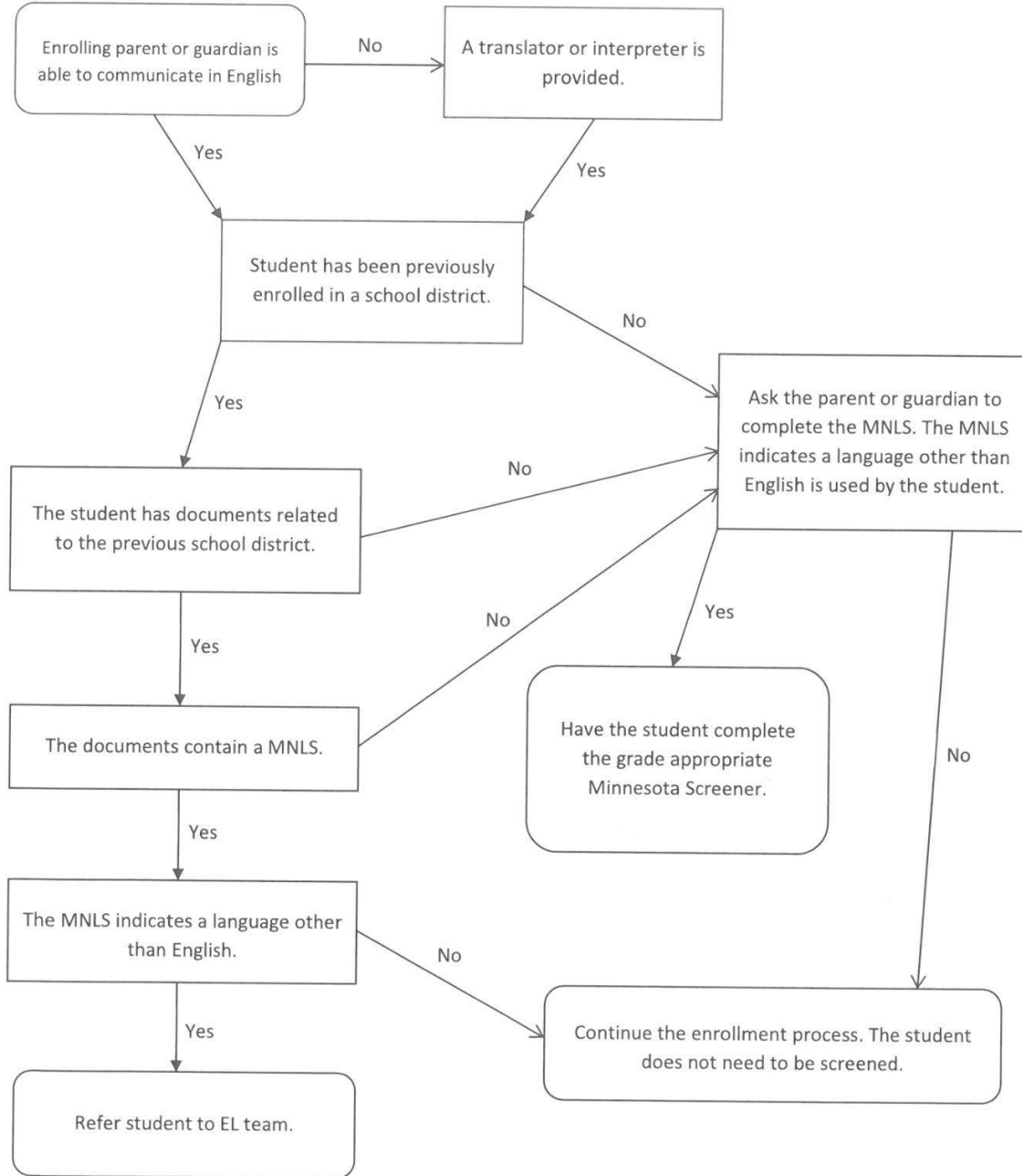
Language use alone does not identify your student as an English learner. If a language other than English is indicated, your student will be screened for English language proficiency.

Parent/Guardian Information	
Parent/Guardian Name (Printed):	
Parent/Guardian Signature:	Date:

* All data on this form is private. It will only be shared with district staff who need the information to best serve your student and for legally required reporting about home language and service eligibility to the Minnesota Department of Education. At the district and at the Minnesota Department of Education, this information will not be shared with other individuals or entities, except if they are authorized by state or federal law to access the information. Compliance with this request for information is voluntary.

Appendix B: Minnesota Language Survey Decision Tree

Purpose: Identify a student who should be screened for English language proficiency.



Appendix C

Tool 6.3: EL Educational History

Student's name	
School	
Grade	
Age	
First Language	
Reason for referral	
Person completing the record review	
Date of record review	

Please answer the following questions.

1. Are records from other schools available (both in and outside the United States)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. If the answer is yes, where are the records from?	
3. How old was the student when he/she first attended school?	
4. Did the student attend a formal preschool or head start program? <i>(list the name of the school or program if available)</i>	
5. Circle each age the student was in school outside the United States	Age: 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

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6. Did the student learn to read in the native language?	<input type="checkbox"/> Yes <input type="checkbox"/> No
7. Is the student literate in more than one language? <i>(please list all languages)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
8. Did the student pass classes in math, science, and other subjects?	<input type="checkbox"/> Yes <input type="checkbox"/> No
9. Was the student ever held back a grade or level?	<input type="checkbox"/> Yes <input type="checkbox"/> No
10. How long has the student been in the current school?	
11. Circle each age the student has been in schools in the United States	Age: 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
12. Have records been obtained from schools attended prior to this one?	<input type="checkbox"/> Yes <input type="checkbox"/> No
13. How long has the student received EL or bilingual program services?	
14. Has the student received any other special services? <i>(please list the services and how long the student was served)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
15. Was the student's attendance in other United States schools regular?	<input type="checkbox"/> Yes <input type="checkbox"/> No
16. Was the student's attendance in schools outside the United States regular?	<input type="checkbox"/> Yes <input type="checkbox"/> No

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17. Are there any notes about behavior or discipline problems in the record? (describe any information)	<input type="checkbox"/> Yes <input type="checkbox"/> No
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Please list any tests the student has taken and the test dates and scores.

Test	Test Date	Scores

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Please describe any other information included in the student's records that may be helpful (examples of classroom or homework, alternative assessments, teacher notes, parent notes, extracurricular activities, special awards)

It is helpful to construct an educational history / time line for the student and identify breaks in education when the student moved or was unable to attend school. Fill in as much of the following time line as possible.

Student's Age	School Attended (name, grades, country)	Hours per Day	Language of Instruction	Moves or Significant Events

**Some information may not be available and may be acquired later*

Appendix D

SCORING RUBRIC: Native Language Literacy Assessment (NLLA)

Score	Indicator(s): for each question, assign a 0, 1, or 2
0	<p>Blank: No answers provided by the student</p> <p><i>For questions 1-5:</i> Obviously incorrect information provided, suggesting inability to read the question (e.g., date provided instead of name)</p>
1	<p><i>For all languages:</i> Answers are not complete (e.g., first name only), include English, or, for questions 6-9, are only one word</p> <p><i>For languages with Roman scripts only:</i></p> <ul style="list-style-type: none"> Letters are in all capitals or all lower case Letters are above, under, or covering the line (or vertically uneven) Letters are far apart from each other (within words) Words are all together in long lines with no separation Letters that are the same are shaped differently in the same word <p><i>For question 10:</i> Less than 2 complete lines written.</p>
2	<p><i>For all languages:</i> Answers consist of more than one or two words where appropriate (e.g., questions 6-9)</p> <p><i>For languages with Roman scripts only:</i></p> <ul style="list-style-type: none"> Most or all capitals and lower case letters appear in the correct place Most or all letters are placed on the lines Most or all letters are next to each other (within words) Most or all words are separated from each other Most or all letters are written uniformly <p><i>For question 10:</i> Two or more complete lines written.</p>

Award each response 0, 1 or 2 points. Add up the total score. The maximum score is 20.

Score	Descriptor	Placement suggestion
0-10	Limited NLL experience	Emergent ESL
11-15	Some NLL experience	(variable; see student's ed history)
16-20	Extensive NLL experience	Beginning ESL

Test administrator's notes (if time): (e.g., Did student take a long time? Write fluently or reluctantly? Grasp pencil/pen with ease or trepidation?)

Appendix E

Immigrant Children and Youth Grant Intake Form

This form is completed once a student is identified as EL.

Student's Name _____

Date _____

Is the student aged 3 through 21?

YES

NO

Was the student born in any State or any U.S. territory?

YES

NO

Has the student attended one or more schools in any one or more states for more than three full academic years (on a cumulative basis)?

YES

NO