



**English Learner (EL)  
District Plan**

**Marion County Schools  
755 East Main Street  
Lebanon, KY 40033**

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# **I. Identification and Initial Placement of English Learners (ELs)**

## **A. General Procedures for Registration and Screening**

An English Learner (EL) is a student whose primary or home language is other than English and who lacks the necessary academic English language skills to perform at grade level in one or more of the skill areas of listening, speaking, reading, or writing.

1. Upon registering in the Marion County Schools parents will complete a **Home Language Survey** (See Appendix A) through online registration. Home Language Surveys will be kept in the student's cumulative folder with a copy in the student's EL folder.
2. This survey identifies students whose first language or home language is not English. If the answer to any of the questions on the survey indicates a language other than English, the school will contact the district English Learner (EL) Resource teacher and/or EL Coordinator to make arrangements for a screening. (WIDA Kindergarten Screener or WOS)
3. School staff, with the assistance of the EL Teacher and / or an interpreter, as needed or requested, complete the forms necessary for registration.
4. Trained personnel use multi-criteria assessments to identify a student's eligibility for EL services. The WIDA Online Screener (an objective, standardized measure of English proficiency) will be used for grades 1-12. Kindergarten students will be administered the WIDA Kindergarten Screener (or other state mandated screener).
5. Following registration and Screener assessment, decisions regarding EL services and implementation will be made by the EL Committee consisting of the EL Resource Teacher, school counselor, and additional school staff to determine a Program Service Plan (PSP). Student parents are also invited to be a part of the committee. The committee will review information from less formal assessments, as follows:
  - a. Home Language Survey
  - b. WIDA Kindergarten Screener / WOS
  - c. Parent and/or student interviews
  - d. Review of academic performance, student work, and education records
6. Parents will be notified of EL services and eligibility within the first 30 days of a new school year (or within 2 weeks of enrollment during the school year as required by state law).
7. Students that do not have formal education or previous data in educational records will be placed using screener data and consideration of their age.

8. A language minority student who has not been previously identified as eligible for EL services but who experiences difficulties in a classroom in any Marion County School, may be tested at any time to determine eligibility. Requests may be made by parents or school staff.
9. If at any point the parents decline program recommendations, the parent must sign a **Decline EL Services** form (See Appendix B).

### **B. Defining and Measuring English Language Proficiency**

The English language proficiency and academic achievement of ELs is monitored using multiple assessments. The state assessment is the ACCESS for ELs, an English Language Proficiency Test administered annually in Kentucky to all EL students in grades Kindergarten through twelfth.

1. State law requires that the ACCESS for ELs only be administered by an individual trained in its administration.
2. In Kentucky, a student whose composite score is below level 4.5, is considered an English Learner (Limited English Proficiency is the Federal Term) and is eligible for EL services.
3. Any student in first grade or above earning a composite level of 4.5 on a Tier B/C test will be exited from EL services and classified as Former Limited English Proficient (FLEP). All exited students will no longer take the ACCESS for ELs. However, the students will continue to be monitored for four years.

## **II. English Learner Services K-12**

- A. EL services must provide ELs with access to the general education curriculum. Information gathered from parents, academic records, and assessments determine service placement in age appropriate classrooms and helps guide decisions regarding the amount and type of language instruction and/or services. Program oversight is provided by an EL Service Coordinator and certified teacher(s) designated as the district EL Resource Teacher(s). Program delivery is provided by a team of educators which may include an EL teacher, a general education teacher, volunteer, or other needed personnel.

### **General Program Service Recommendations**

1. Sheltered English Instruction within the mainstream classroom with support from the EL resource teacher.

- a. Sheltered English is an instructional approach used to make academic instruction in English understandable to EL students. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.
2. Pull-out Program with time determined by the EL resource teacher based on student's level of English Proficiency and need.
  - a. Pull-out Programs remove ELs from general education classes to pre-teach, teach or reteach English language skills and /or academic content covered by the general education classroom teacher.

## **B. Monitoring Student Progress and Responding to Student Need**

1. Certified EL teachers will work in conjunction with the counselor at each school, along with the classroom teacher(s) and any of the following invested persons: parent, instructional coach and/or interventionist, social worker, migrant resource teacher, administrators or designee to determine appropriate decisions for the EL student. This includes:
  - A. Service decisions for EL students
  - B. Monitoring individual student language acquisitions and achievement
  - C. Recommending interventions
  - D. Tracking student progress
2. Recommendations are made within the first 30 days of the school year for students who are initially eligible for EL services, in compliance with parent notification and involvement requirements through the development of a Program Service Plan.
3. For students currently enrolled in Marion County Public Schools and who qualified for continued EL services, parents shall be notified of their child's EL services annually (Program Service Plan) within the first 30 days of the school year.
4. For students who enroll after the start of the school year, parents shall be notified of their child's EL services (Program Service Plan) within 2 weeks.
5. Parents have the right to decline any service changes. If a parent declines EL services, the school must provide meaningful education.
6. Individual student instruction is modified or accommodated as necessary and the supports to be provided are changed as language proficiency changes. When making decisions about services, current and historical data should be used, which may include:
  - a. ACCESS for ELs
  - b. District-approved Curriculum-Based Measurements

- c. Assessments of general and emotional readiness as measured by daily classroom performance, attendance, behavior, and mastery of basic learning strategies
  - d. Educational Background
  - e. Classroom grades and academic performance
  - f. Kentucky Summative Assessment
  - g. Common Performance Indicators (WIDA English Language Proficiency Standards)
- 7. All decisions about individual student services must be documented in the Program Service Plan.
- 8. A language minority student who is experiencing classroom difficulties may be tested for English Language Proficiency at any time during the school year. Test results will be reviewed by the EL teacher and recommendations will be made.
- 9. Students who exit EL services based on the ACCESS scores (4.5 or higher in the Overall (Composite) Level on a Tier B/ C ACCESS for ELs) will be monitored for four years using the state templates to ensure that he/she is continuing to be successful without EL services.
- 10. If the monitoring of an exited EL student indicates a persistent language barrier may be the cause of academic difficulty, the EL committee will meet to determine if additional language supports are needed and if the student should be re-entered into the program.

## **IV. Record Keeping and Parent Notification**

- 1. The following documents will be kept in the student's EL records folder located in the EL office.
  - a. Home Language Survey
  - b. Annual ACCESS testing results
  - c. Decline EL Program documents (if applicable)
  - d. Program Service Plans
- 2. The following documents will be copied and placed in the student's cumulative records.
  - a. Home Language Survey
  - b. Annual ACCESS testing results
  - c. Program Service Plan
  - d. Decline EL Program documents (if applicable)
- 3. Parents, by law, shall receive written notification of limited English Proficient student needs addressing the following:
  - 1. Student need for placement in the program;
  - 2. Student's level of English proficiency;

3. Method of instruction used in the program;
4. Student's lack of progress in the program;
5. How the program will meet the individual needs of the student;
6. How the program will help the student meet achievement standards necessary for grade promotion and high school graduation;
7. Specific exit requirements for students in the program; and
8. How the program will help the student learn English.

## **V. Program Evaluation and Professional Development**

1. A review of district EL services are completed every year by the Marion County School District. Results are used to improve services so that the needs of ELs are met. The EL Coordinator will oversee the district's EL Services Evaluation with input from the EL Resource Teacher(s) as well as other staff members through the use of a district wide survey. A report will be made to the Superintendent by the EL Coordinator. (See Appendix E)
  - a. Teacher, Parent, & Student Survey results will be used in evaluating the effectiveness of the program.
2. All Counselors will be trained each year on the process and procedures of identifying EL students.
3. Professional Development will be available for staff on WIDA Standards, Program Service Plans, and/or EL strategies each year.

## **VI. Exceptional Child Education (ECE) Identification**

The screening and identification of at-risk EL students is a part of the NTSS process. ELs may be gifted or have a learning disability. However, Limited English Proficiency is not a disability and is not covered by IDEA or Kentucky Exceptional Child Education regulations. ELs should not receive any Exceptional Child Education services unless exceptionality is documented through the NTSS process.

## **VI. State Required Assessments**

### **All ELs must participate in:**

In accordance with 703 KAR 5:070 and the document entitled Inclusion of Special Population and in the State Required Assessment and Accountability Program, each school shall assess all EL students enrolled on the first day of the testing window in all

parts of the state required assessment unless the students are in the first year of enrollment in a United States School.

All ELs must participate in :

- The state approved English language proficiency assessment annually. Regardless of time enrolled in a U.S. school, all ELs enrolled in grades K-12 shall participate.
- All state-required assessments after one full year of enrollment. The first full year of enrollment is defined as 240 days or 12 months. These are cumulative.

ELs in their first year of enrollment must participate in:

- A mathematics test for participation only (if a student is enrolled in a grade in which a mathematics test is administered) and with appropriate accommodations noted in the ELs' Program Service Plan (PSP). Students will either complete 4 multiple choice questions or one open response.
- A science test for participation only (if a student is enrolled in a grade in which a science test is administered) and with appropriate accommodations noted in the ELs PSP. Students will either complete 4 multiple choice questions or one open response.

### **Exemptions:**

ELs in their first year of enrollment in a U.S. school are not required to participate in the state-required reading, social studies or writing (language mechanics and on-demand) assessments. For these students, these assessments are optional and at the discretion of the school and district. This is a one-time exemption.

If a student is unable to test due to health reasons, then the district will follow the medical exemption procedures as per Kentucky Department of Education guidelines.

### **Administration of accommodations for state testing:**

For EL students who have been identified, it may be necessary to permit instructionally consistent accommodations for the assessment administration. Any accommodation shall be based on an assessment of English language proficiency, consistent with the ongoing delivery of instructional services, and stated in the student's PSP. Accommodations shall not be solely for the state-required assessment. Implementation of any accommodations shall not impact the content being measured.

## **DEFINITIONS AND ACRONYMS**

Common terminology and acronyms

**ACCESS for ELLs 2.0** - secure large-scale English language proficiency assessment administered to 1st through 12th grade students who have been identified as English learners



(ELs) annually. (The ACCESS paper test is still administered to Kindergarten students.) The online assessment replaced the paper-based assessment, ACCESS for ELLs.

**Content Area Tutoring** - Programs that provide one-on-one or small group tutoring/assistance to ELs during school hours in the content areas, including English language arts, mathematics, science, and social studies. Tutoring is generally provided by teachers other than bilingual or ESL teachers and may be provided by an aide under the direction of a teacher.

**Content-based English as a Second Language** - This approach makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction.

**Dual Language Program** - Also known as **Two-way Immersion or Developmental Bilingual Education**, the goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language.

**DRC** - Data Recognition Corporation works in conjunction with WIDA-AMS

**EBE**- Early Exit Bilingual Education

**EL** - English Learner

**English as a Second Language (ESL)** - ESL is an educational approach in which English language learners are instructed in the use of the English language. Their instruction is based on a special curriculum that typically involves little or no use of the native languages, focuses on language, (as opposed to content) and is usually taught during specific school periods. For the rest of the school day, students may be placed in mainstream classrooms, an immersion program, or a bilingual education program.

**English Language Development (ELD)** - English language development (ELD) means instruction designed specifically for English language learners to develop their listening, speaking, reading, and writing skills in English. This type of instruction is also known as **English as a Second Language (ESL)**, **Teaching English to Speakers of Other Languages (TESOL)**, or **English for Speakers of Other Languages (ESOL)**.

**ELL** - English Language Learner

**ELP** - English Language Proficiency

**ELSWD** - English Learner Students with Disabilities

**FEP-** Fully English Proficient

**GRREC** - Green River Region Educational Co-op

**HLS** - Home Language Survey

**IFEP** - Initially Fully English Proficient

**KYTESOL** - Kentucky Teachers of English Speakers of Other Languages

**LEP** - Limited English Proficient; term used under NCLB; replaced with English Learner (EL) in Every Student Succeeds Act (ESSA); English Language Learners (ELL), is also acceptable replacement term for LEP

**LIEP** - Language Instruction Educational Program

**NEW** - Newcomer Program

**PSP** - Program Service Plan

**Pull-out ESL/Resource** - Programs remove ELLs from general education classes to pre-teach, teach, or re-teach English language skills and/or academic content covered by the general education classroom teacher.

**RFEP** - Redesignated Fully English Proficient

**Sheltered English Instruction** - An instructional approach used to make academic instruction in English understandable to ELL students. In the sheltered classroom, teachers use physical activities, visual aides, and the environment to teach vocabulary.

**Structured English Immersion Program** - The goal of this program is acquisition of English language skills so that the ELL student can succeed in an English-only mainstream classroom. All instruction in an immersion strategy program is English. Teachers have specialized training in meeting the needs of ELL students, possessing either a bilingual education or ESL teaching credential and/or training, and strong receptive skills in the students' primary language.

**Submersion Program** - A submersion program places ELL students in a regular English-only program with little or no support services on the theory that they will pick up English naturally. This program should not be confused with a structured English Immersion program.

**Transitional Bilingual Education Program** - This program, also known as Early-exit Bilingual Education, utilizes a students' primary language in instruction. The program maintains and develops skills in the primary language and culture while introducing, maintaining, and developing skills in English. The primary purpose of a TBE program is to facilitate the ELL

student's transition to an all English instructional program while receiving academic subject instruction in the native language to the extent necessary.

**W-APT** - WIDA-ACCESS Placement Test

**WIDA** - stopped using the acronym definition of World-Class Instructional Design and Assessment Consortium and is now just WIDA. It is a non-profit cooperative group whose mission is to advance academic language development and academic achievement for children and youth who are culturally and linguistically diverse through high quality standards, assessments, and professional learning for educators.

**WIDA-AMS** - WIDA Assessment Management System

**WIDA Screener Online (WIDA Screener)** - is an English language proficiency screener test given to incoming students in Grades 1-12 to determine whether they qualify for English language support services. WIDA is working with Data Recognition Corporation (DRC), the technology and test platform development partner, to deliver the assessment to all testing sites.

## Appendix A: Marion County Public Schools

### Home Language Survey

#### Student Information

Student Name: \_\_\_\_\_  
Last Middle First

School Name: \_\_\_\_\_ Date of Enrollment: \_\_\_\_\_

Age of Student at Enrollment: \_\_\_\_\_

Grade Level of Student at Enrollment: \_\_\_\_\_

The U.S. Department of Education and the Kentucky Department of Education requires schools to determine the language(s) spoken in the home of each student. This information is essential in order for the school to provide adequate instructional programs and services. Please answer each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered.

1.	Which language did your child learn when he/she first began to talk?	
2.	Which language does your child most frequently speak at home?	
3.	Which language do you (the parents or guardians) most frequently use when speaking with your child?	
4.	Which language is most often spoken in the home?	

Please sign and date this form in the spaces below.

\_\_\_\_\_  
Signature of Parent or Guardian

\_\_\_\_\_  
Date

## **Appendix B: Marion County Public Schools Decline English as a Second Language Services**

I, \_\_\_\_\_, decline TITLE III English as a Second Language (ESL) services for my son/daughter \_\_\_\_\_, although I understand that his/her English language proficiency test scores indicate that he/she would benefit from this program. I also understand that I can at any time request a review of this decision.

---

Signature

Date

School Personnel Witness:

Name	Position/School	Comments:

Original: Cumulative Folder

Copy 1: Parent

Copy 2: District ELL Folder

**Appendix (C) Marion County Public Schools  
English as a Second Language Services for  
English Language Learners (ELLs)  
Continued Eligibility Parental Notification**

Student:\_\_\_\_\_

School:\_\_\_\_\_Grade:\_\_\_\_\_Date:\_\_\_\_\_

Marion County Schools provide English Language Development services for English Language Learners (ELL) to support their access to general education curriculum, which is designed to meet age-appropriate State and local academic standards for grade promotion and graduation. Your child's English academic language proficiency is

assessed annually on the ACCESS for ELLs to determine his/her continued eligibility for ELL Programs. Parents have the right to decline ELL services at any time during the school year. Parents/guardians must sign a "Decline ELL Program Form," available at the student's school. The following decision was made based on your child's ACCESS for ELLs score.

\_\_\_ Continued participation in English Language Development (ELL) services.  
(Has NOT achieved a level 4.5 on composite score and a Program Service Plan for the new school year will be developed soon.)

\_\_\_ Exit from English Language Development (ELL) services.  
(Attained level 4.5 on composite score)

Original: Parent

Copy 1: ELL Record

Copy 2 (If Exited): Cumulative Record

### Appendix (D) Marion County Public Schools

English as a Second Language (ESL) District Program Evaluation			
Reviewer Team Members:			
Date:			
	ELL Identification	Yes	No
1	The district has a procedure to identify all students who have a primary or home language other than English.		
2	District staff is knowledgeable of the procedures for identifying students who have a primary language other than English.		

3	School/district staff that works directly with parents and students in the identification of students, who have a primary home language other than English, understand and/or speak the appropriate language.		
4	Documentation regarding each student's primary or home language is maintained in the student's file.		
5	The district assesses on a yearly basis the English Language proficiency of all students identified as having a primary or home language other than English in the four language areas (ora/speaking, reading, writing, and listening).		
6	The district conducts language proficiency assessments for students who have a primary or home language other than English, using: Initially: W-APT Annually: ACCESS		
	<b>Assessment and Evaluation</b>	<b>Yes</b>	<b>No</b>
7	The district assesses ELL academic skills in relation to their grade or age level. Name(s) of instrument(s) used to assess ELL academic skills: <b>MAP Testing</b>		
8	The district uses the "Guidelines for the Inclusion of English Language Learners" in the District-wide Assessment program or similar documents to guide decision-making.		
9	The district has determined the level of English-language proficiency at which students are considered English proficient.		
	<b>ESL Services</b>	<b>Yes</b>	<b>No</b>
10	Total number of ELLs serviced for the current school year.		
11	The district has established qualifications for individuals who administer language or academic assessments to ELL students.		
12	Programs are available for ELLs at each grade level.		
13	There are no substantial delays (more than 30 days) in placing ELLs into an appropriate educational program.		
14	There is coordination of curriculum between teachers of ELLs and teachers in the regular program.		
15	Instructional materials are adequate to meet the English language and academic needs of ELLs.		
16	Parents are involved in the process of placing ELLs in an appropriate educational program.		
17	The district has a system to evaluate the success of their ESL program.		
	<b>Exit Criteria</b>	<b>Yes</b>	<b>No</b>
18	The district has established an exit criterion.		
19	How many ELLs exit the program after less than 1 year.		

20	How many ELLs exit the program after 1 to 3 years.		
21	How many ELLs exit the program after 3 to 5 years.		
22	How many ELLs exit the program after 5 years or more.		
23	The district continues to monitor students for 4 years after students have exited ESL services.		
24	Re-entry to ESL services is completed if students experience academic difficulties in the regular program during monitoring.		
	<b>Program Evaluation</b>	<b>Yes</b>	<b>No</b>
25	The district conducts a formal evaluation of its services for ELLs to determine its effectiveness.		
26	The district examines data of ELLs:		
	Graduation:		
	Dropout Rates:		
	Gender:		
	English Proficiency for the school year:		
	Economically disadvantaged:		
	State Testing Achievement Levels:		
	Number of ELLs students with IEP's:		
	Number of ELLs students in the Gifted and Talented program.		
27	Achievements, honors, awards, or other special participation of ELLs are similar to those of their peers.		
	<b>Equitable ACCESS</b>	<b>Yes</b>	<b>No</b>
28	The quality of facilities and services available to ELLs are comparable to those available to all other students.		
29	The quality and quantity of instructional materials in ESL services are comparable to the instructional materials provided to all other students.		
30	ELLs participate in classes, activities, and assemblies with all the other students.		
31	ELLs have access to the full school curriculum (both required and elective courses, including vocational education) while they are participating in the language program.		
32	Counseling services provided to ELLs are comparable to those available to all other students.		
33	ELLs have opportunities for full participation in special opportunity programs (Gifted and Talented, Advanced Classes, Title I, Special Education programs)		
34	ELLs are not segregated while taking their classes.		
35	In general, ELLs are integrated in classes, such as P.E. music, arts, etc.		





	Phone:		
	E-mail:		

## Appendix (E) Student, Parent, and Teacher EL Program Evaluation Surveys



### English Learner (EL) Student Survey 2021-2022

Please answer all questions.



candace.hernandez@marion.kyschools.us (not shared)

[Switch account](#)



\* Required

What is your name? \*

Your answer

What grade are you in?

☐ K

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6

☐ 7

☐ 8

☐ 9

☐ 10

☐ 11

☐ 12

How do you feel about the help you receive from your EL teacher? \*

1      2      3      4      5

I do NOT receive enough help.

☐☐☐☐☐

I DO receive enough help.

Which domain is most difficult for you to learn in English? Pick only one.

☐ Listening

☐ Speaking

☐ Reading

☐ Writing

Which domain is the easiest for you to learn in English? Pick only one.

- ☐ Listening
- ☐ Speaking
- ☐ Reading
- ☐ Writing

What can classroom teachers do to better help you understand English in class?

\*

- ☐ Write things down.
- ☐ Read things out loud.
- ☐ Say things again.
- ☐ Speak Slowly.
- ☐ I receive enough help.
- ☐ Other: \_\_\_\_\_

Do you feel informed about the events and activities that your school offers?

☐ Yes

☐ No

☐ Other: \_\_\_\_\_

Do you feel involved in your school?

☐ Yes

☐ No

Do you feel recognized at your school?

☐ Yes

☐ No

**Submit**

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Clear form



## English Learner (EL) Parent Survey 2021-2022

Please answer all of the following questions.



candace.hernandez@marion.kyschools.us (not shared)

[Switch account](#)



\* Required

What is your name? \*

Your answer



What school(s) does your child(ren) attend? \*

- ☐ Calvary Elementary School
- ☐ Glasscock Elementary School
- ☐ Lebanon Elementary School
- ☐ West Marion Elementary School
- ☐ Marion County Middle School
- ☐ Marion County Knight Academy
- ☐ Marion County High School
- ☐ MARVEL Academy
- ☐ Alternative School

What grade is your child(ren) in? \*

☐ K

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6

☐ 7

☐ 8

☐ 9

☐ 10

☐ 11

☐ 12

Do you feel your child's EL teacher gives him/her enough English language support during the school day? \*

☐ Yes

☐ No

Do you feel like the EL program support you as a family? \*

☐ Yes

☐ No

How can the EL program help you as a family? \*

- ☐ Family Nights
- ☐ Parent/Teacher Conference
- ☐ Enrollment Assistance
- ☐ Learning Resources
- ☐ School Event Communication
- ☐ Other: \_\_\_\_\_

How can the EL program help your child academically during summer?

Your answer  
\_\_\_\_\_

**Submit**



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[Clear form](#)

# English Language Learners (ELL) Staff Survey

This survey is to assist in evaluating our current ELL program and planning supports for the next school year.

candace.hernandez@marion.kyschools.us [Switch account](#)



Your email will be recorded when you submit this form

\* Required

How many total EL students do you have? \*

- ☐ 0
- ☐ 1-2
- ☐ 3-4
- ☐ 5-6
- ☐ 7-8
- ☐ 9-10
- ☐ 10+

What is the largest number of EL students that you have in one class? \*

- ☐ 0
- ☐ 1-2
- ☐ 3-4
- ☐ 5-6
- ☐ 7-8
- ☐ 9-10
- ☐ 10+

On a scale of 1 to 10, how supported have you felt by the EL program implemented by the Marion County Public Schools? \*

1 2 3 4 5 6 7 8 9 10

Poorly Supported ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ Very Supported

What supports have you received from EL staff? \*

- ☐ Academic Student Concerns
- ☐ Social/Emotional Student Concerns
- ☐ Support with Communicating with Students
- ☐ Support with Communicating with Parents
- ☐ EL Collaborative Class
- ☐ Instructional Support
- ☐ Other: \_\_\_\_\_

What can Marion County Public Schools do to enhance EL services in our district? \*

Your answer \_\_\_\_\_

What training and/or resources do you need to serve EL students? \*

Your answer

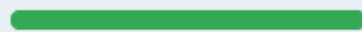
Would you be interested in a brief language immersion experience? \*

- ☐ Yes
- ☐ No
- ☐ Maybe

Would you be interested in learning basic vocabulary in your students' native languages? \*

- ☐ Yes
- ☐ No
- ☐ Maybe

Submit



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[Clear form](#)