

Section I Coversheet, Assurances, Signature Page	
<b>EL District Plan Cover Sheet</b>	<b>Local Education Agency (LEA) Name:</b>
	Muscle Shoals City Schools
<b>LEA Contact for ELs:</b>	
<b>Name:</b> Dr. Dennis Conner	<b>Signature:</b> <i>Dennis Conner</i>
<b>Position and Office:</b> Federal Programs Coordinator	<b>Email Address:</b> dconner@mscs.k12.al.us
<b>Telephone:</b> 256-389-2695	<b>Fax:</b> 256-389-2605
<input type="checkbox"/>	<b>Check box if LEA receives Title III Funds</b>

Assurances		
The LEA will:		
<input checked="" type="checkbox"/>	Assure that the LEA consulted with teachers, school administrators, parents, and, if appropriate, education-related community groups and institutions of higher education in developing the plan	
<input checked="" type="checkbox"/>	Assure that all teachers in any language instruction educational program for limited-English proficient students that is funded with any source of federal funds are <b>fluent in English</b> , including having written and oral communication skills	
<input checked="" type="checkbox"/>	Assure that all schools in the LEA are in compliance for serving English language learners (ELs)	
<input checked="" type="checkbox"/>	Assure that all individuals used as <b>translators or interpreters are fluent</b> in the language they are translating.	
<input checked="" type="checkbox"/>	Assure ELs <b>have equal access to appropriate categorical and other programs</b> and are selected on the same basis as other children	
(The following assurances apply only to LEAs that receive Title III funds)		
<input type="checkbox"/>	Assure that the LEA has a process for parents to <b>waive Title III Supplemental Services</b> .	
<input type="checkbox"/>	Assure that the LEA has a <b>non-public school participation plan</b> .	
<input type="checkbox"/>	Assure <b>timely and meaningful consultation with private school officials</b> regarding services available to ELs in non-public schools that are located within the geographic boundaries of the LEA	
<b>Dr. Dennis Conner</b>		
<b>EL Program Administrator</b>	<b>Signature</b>	<b>Date</b>
<b>Dr. Chad Holden</b>		
<b>LEA Superintendent</b>	<b>Signature</b>	<b>Date</b>

**EL Advisory Committee Signatures**

**2022-2023 Muscle Shoals City Schools English Learners Advisory Committee**

**EL Coordinator, Dr. Dennis Conner**

**Superintendent, Dr. Chad Holden**

**Assistant Superintendent, Kelli Nichols**

**District Lead EL Teacher, Maria Kennedy**

**District EL Teacher, Marie Golden**

**Assistant Superintendent's Administrative Assistant, Tonya Green**

**Parent, Susan Garcia**

**Howell Graves Principal, Sheneta Smith**

**Highland Park Elementary Interventionist, Jill Conner**

**McBride Elementary Teacher, Mary Fowler**

**Muscle Shoals Middle School Assistant Principal, Bryon Green**

### **Comprehensive English Learner District Plan**

Each LEA in Alabama must develop and implement a Comprehensive English Learner (EL) District Plan, in accordance with Section 3115 of Title III of the *Every Student Succeeds Act* (ESSA) for serving students who are English learners and immigrant students, where one or more students are determined to need support. **The LEA is required to have a Comprehensive EL District Plan whether or not the LEA currently has ELs enrolled and regardless of Title III eligibility.**

The Comprehensive EL District Plan should address each aspect of the LEA's program for all ELs, at all grade levels, and in all schools in the school system. The Comprehensive EL District Plan should contain sufficient detail and specificity so that each staff person can understand how the plan is to be implemented and should contain the procedural guidance and forms used to carry out responsibilities under the plan.

To facilitate LEA compliance and the Alabama State Department of Education (SDE) review of the plan, LEAs will develop the Comprehensive EL District Plan using the template included at the end of the checklist. LEAs are encouraged to use the EL Policy and Procedures Manual when developing and revising the plan for a clear understanding of the requirements for serving ELs. The EL Policy and Procedures Manual was developed by the Alabama State Department of Education and is available for downloading at [www.alex.state.al.us/ell/](http://www.alex.state.al.us/ell/)

# MUSCLE SHOALS CITY SCHOOLS COMPREHENSIVE ENGLISH LEARNER DISTRICT PLAN

## Section A: Introduction and Educational Theory and Goals

**The Muscle Shoals City School System recognizes the difficulty of students who find themselves speaking a native language while they are living and being educated in another. It is our desire to meet those specific language needs to the highest degree achievable for each student. As students are identified in need of English Learner (EL) assistance, immediate action will be taken to ensure the successful bridging of languages and the subsequent education of the student.**

We are committed to providing all students equal opportunity to benefit from educational programs and services as well as to supporting scientifically research-based and effective appropriate programs, practices, training, and accountability so that all students can become proficient in English and can achieve the state's academic content and student academic achievement standards.

The goals of the Muscle Shoals City Schools English Learner (EL) Program are as follows:

- To identify students with limited-English proficiency
- To help these students develop English proficiency
- To help these students effectively participate in the total academic program of the school
- To help these students meet their highest academic potential

## Section B: Identification and Placement Procedures

1) Procedures for implementing the EL Advisory Committee

**The Muscle Shoals City Schools EL Advisory Committee is comprised Central Office leaders, school administrators, EL teachers, EL aides, classroom teachers, parents, and community partners. The EL Advisory Committee meets yearly to review, revise, and update the EL Plan for the District. The Federal Programs Director will monitor the program throughout the school year working collaboratively with the local school administrators and EL teachers. The Federal Programs Director is responsible for scheduling the annual committee meeting. The committee members are responsible for attending the meetings, sharing ideas and giving input.**

2) Methods for identification and placement

**Students whose parents indicate on the Home Language Survey that the language spoken in the home is anything other than English, that the child was born into a non-English speaking environment, that the child is not fluent in speaking the English language, or that the child is limited in his/her use of the English language should be immediately assumed a possible candidate for EL services. Plans should be made to administer the WIDA Screener for Kindergarteners to kindergarten students and the WIDA Online Screener to students in grade**

1-12 for those students as soon as possible or within thirty school days. Students enrolled after the start of the school year should be screened within ten school days. These screeners will be administered to each identified student based on the parent's response to any of the four questions on the Home Language Survey. If the student has been served in an EL program in the US immediately before entering the Muscle Shoals City Schools System, and records are available indicating current language skills, screening may not be necessary. After administering the screeners, results and all pertinent student information are reviewed by the EL Committee. The EL Committee utilizes all available student information including records from previous school enrollment to determine student placement. EL students are placed at the age appropriate grade and level unless specific documentation is available to indicate lack of academic readiness for that level. Lack of English proficiency is not the sole determinate for retention or placement below grade level.

EL students will receive extra assistance until he/she obtains a score of at least 4.8 (composite score) on ACCESS for EL's state English Language proficiency test.

3) Procedures for exiting students from the ESL Program and monitoring progress

EL students will receive extra assistance until he/she obtains a score of at least 4.8 (composite score) on ACCESS for EL's state English language proficiency test. When the student achieves the exit criteria level the EL committee will notify the parent and student.

Students who are exited from EL services are placed on monitoring status for at least four academic years. During the monitoring time, the EL teacher and the classroom teacher(s) communicate regularly, (it is recommended that they communicate no less than once each nine weeks during the first year and at least once each semester during the second year) to ensure that the exited student is functioning in the mainstream without EL support. Students are classified as FEL 1 during their first year of monitoring, FEL 2 during their second year of monitoring, FEL 3 during their third year of monitoring and FEL 4 during their fourth year of monitoring. Upon successful completion of four years of monitoring, EL students are classified as Former English Learner (FEL).

**Section C: Programs and Instruction**

1) Programs and activities that will be developed, implemented, and administered to ensure ELs acquire academic language as part of the core ESL program

It is important that all limited and non-English speaking students learn to function in society equally with their English speaking peers. The Muscle Shoals City Schools will implement a variety of materials and strategies to accomplish the goal of providing each student with the English skills necessary to function successfully in an English-speaking academic setting.

The instructional services to EL students should address listening, speaking, reading, writing, content vocabulary, cultural awareness, and study skills through clearly articulated objectives regarding what is to be accomplished. Although English is the language of instruction, a student's native language may be used for support leading to comprehensible input.

In the Muscle Shoals City Schools, the core EL instruction program will be **English as a Second Language**. EL students will be served via the **Specially Designed Academic Instruction in English (SDAIE)** along with **Pullout** by the system EL teacher/EL paraprofessional) when necessary. Content teachers provide instruction that simultaneously introduces both language and content, using specialized techniques to accommodate EL's linguistic needs. Instruction focuses on

the teaching of academic content rather than the English language itself, even though the acquisition of English may be one of the instructional goals.

2) How the ESL program will ensure that ELs develop English proficiency

**Muscle Shoals city schools will use comprehensive needs assessments along with data from student assessments (Scantron, STAR, DIBELS, ACCESS for EL's, etc.) to help develop priorities, strategies, establish goals to guide English proficiency. These goals, strategies, and action steps are reflected in individual school CIP's.**

**The World-Class Instructional Design and Assessment (WIDA) English Language Proficiency Standards have been adopted by the State of Alabama as a means to align curriculum, instruction, and assessment for English Learners. The standards are as follows:**

***Standard 1:* English language learners communicate for Social and Instructional purposes within the school setting.**

***Standard 2:* English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.**

***Standard 3:* English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.**

***Standard 4:* English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.**

***Standard 5:* English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.**

**As part of our core instructional program, SDAIE will use the target language as the medium of instruction to teach language and content simultaneously. SDAIE can be used for all grade levels and also facilitates the integration of other methods and / or strategies. Additionally, SDAIE supports the EL's achievement of the WIDA standards and content area requirements (1) by integrating language and content learning; (2) by addressing the language domains of listening, speaking, reading and writing; and (3) by providing appropriate instructional support for each of the English language proficiency levels. Essential to all SDAIE programs is the modification of teacher language and instruction in ways that permit students to understand, participate and learn in a new language. The content language becomes accessible as "comprehensible input" when it is supported with visuals, concrete objects and other cues to convey meaning. Additionally, language support is provided when students use the target language during small group activities that involve content oriented tasks. SDAIE also allows for explicit instruction on particular skills and strategies that will help students attain greater proficiency in the new language across a wide spectrum of activities. Furthermore, SDAIE allows EL and mainstream teachers to work together to provide the most appropriate instruction using best practices to meet the individual language and academic needs of students.**

### 3) Specific components of the LEA's ESL program

In the Muscle Shoals City Schools, EL students will be served through the **English as a Second Language** program and specifically by:

- **Specially Designed Academic Instruction in English (SDAIE)**—SDAIE uses the target language as the medium of instruction to teach language and content simultaneously. SDAIE can be used for all grade levels and also facilitates the integration of other methods and / or strategies. Additionally, SDAIE supports the EL's achievement of the WIDA standards and content area requirements (1) by integrating language and content learning; (2) by addressing the language domains of listening, speaking, reading and writing; and (3) by providing appropriate instructional support for each of the English language proficiency levels. Essential to all SDAIE programs is the modification of teacher language and instruction in ways that permit students to understand, participate and learn in a new language. The content language becomes accessible as “comprehensible input” when it is supported with visuals, concrete objects and other cues to convey meaning. Additionally, language support is provided when students use the target language during small group activities that involve content oriented tasks. SDAIE also allows for explicit instruction on particular skills and strategies that will help students attain greater proficiency in the new language across a wide spectrum of activities. Furthermore, SDAIE allows EL and mainstream teachers to work together to provide the most appropriate instruction using best practices to meet the individual language and academic needs of students.
- **Pullout**—students receive all core content in regular education classes but are pulled out at intervals during the week to receive instruction in English as a second language from the system EL teacher/system EL paraprofessional when necessary.

### 4) Grading and retention policy and procedures

#### **Grading:**

- Grading of ELs should be based on students' level of English proficiency. The teacher ensures this through the continual use of accommodations and assessments according to the students' I-ELP. This complies with the federal law, Every Student Succeeds Act (ESSA). Appropriate instruction and differentiation must be adjusted according to language proficiency level in order to appropriately accommodate the student.
- Retention of ELs shall not be based solely upon level of English language proficiency. ELs cannot fail or be retained if language is the only barrier. Prior to considering retention of an EL, the following points should be addressed by the EL Committee.
  - \* What is the student's level of English language proficiency?
  - \* Has an Individual English Language Plan (I-ELP) been implemented to document classroom modifications and student progress?
  - \* To ensure meaningful participation, are classroom accommodations being made in the areas of:
    - **Teacher lesson delivery at student's level of English proficiency?**
    - **Activities and assignments?**
    - **Homework?**
    - **Formal and informal assessments (e.g., quizzes and tests)?**
  - \* **How much individual English language development instruction is the student receiving during the school day?**
  - \* **Has an alternate grading strategy been implemented (e.g., a portfolio, checklist, teacher observation, or rubric assessment on content and language objectives)?**
  - \* **Has the student's classroom teacher been adequately trained with EL instructional and assessment strategies specifically designed for students learning**

**English?**

**\*Do the reports cards indicate that students were graded according to their I-ELPs?**

5) Specific staffing and other resources to be provided to ELs through the ESL program

**All teachers who provide language instruction are state certified and must meet the requirements of ESSA qualifications. All are fluent in English and have both written and oral communication skills.**

**The current system-wide Lead EL Teacher has the following certifications:**

**--B.S., Early Childhood Education, with Certification Endorsement in PreK-12 ESL**

**The current system-wide EL Teacher has the following certifications:**

**--B.S. Elementary Education, K-6 and M.A. Elementary Education, K-6**

**The system-wide EL Teachers, EL Aides, as well as administrators and classroom teachers of EL students have the opportunity to attend the following:**

**--training provided by the State Department of Education**

**--Regional EL meetings**

**--District EL Advisory Committee meetings**

**--Faculty meetings with EL training/information**

**--Administrator meetings concerning EL Instruction/Data Analysis**

**--Local PLC's concentrating on EL students/instruction**

6) Method for collecting and submitting data

**Muscle Shoals City School system will collect and submit data to the State Department of Education regarding student demographics and student assessment on a timely basis. Information about a students' birth country and whether a student meets the SDE requirement to be classified as an immigrant student (that is, the student was born outside the United States and has been in United States schools for less than three academic years) is collected in the student information system.**

**Data is also collected about the student's primary language, migrant status and EL status. Data regarding student's performance on state mandated tests (ACAP, ACT with Writing, ACT WorkKeys) is also collected. Assessment data is also collected on the ACCESS 2.0 test for all English Language Learners and scores are compared to previous ACCESS 2.0 scores to follow language acquisition progress for each student. Access scores are also used in determining proficiency.**

**School staff are instructed in the use of assessment data to evaluate their program and drive instruction.**

7) Method for evaluating the effectiveness of the ESL program

**Evaluation of the EL program will be an ongoing process. The progress of each EL student is monitored during each period using the academic progress reports given by the regular program and from the EL teacher. These reports will be used in the annual evaluation.**

A formal evaluation of the EL program will be conducted each school year. This evaluation will consist of data collected from the individual schools that may include the following:

- **Number of students in EL classes**

- Progress made according to ACCESS for ELs
- Number of students who were recommended to exit the program
- Regular program progress reports
- Scores on the ACAP and other standardized tests for EL students
- Promotion and retention rates
- The Compliance Check List submitted by each school
- Questionnaires completed by teachers and administrators

All of this information will be compiled into a system report which will be completed by the EL teacher and the EL Coordinator. Areas of deficiencies will be identified. A plan of action will then be developed to correct these deficiencies for the upcoming school year. Methods used may include but are not limited to workshops, in-service for EL staff or regular staff, purchasing updated and/or new materials and teaching supplies, employing additional staff, and research on specific areas that need to be addressed.

**It is the belief of the Muscle Shoals City Schools that assessment of any student, including the EL student, is essential for program placement, services, and instructional strategies.**

8) Method of identification and referral of ELs to the Special Education Program

**EL students will not be excluded from special opportunity programs for the academically gifted, Title I, special education, or other specialized activities based on lack of English language proficiency.**

**If academic deficiencies exist, Muscle Shoals City Schools will provide additional support as needed to ensure that the EL students meet the same challenging state academic standards that all students are expected to meet. This assistance may be provided through RTI and individual school PST's, described below:**

**Roles of PST and EL Committees**

1. **The PST is to be used for writing strategies for any general education student that is at risk of failure academically or behaviorally. Although it is a required step before special education testing, it is not used only for pre-special education testing purposes.**

**ELs may be referred to the PST, provided they have been and are currently being served with appropriate instructional and assessment strategies determined by the EL Committee, but continue to demonstrate risk of failure. ELs cannot be referred to the PST if language is the barrier to achievement. PST committees may not have the specialized training needed to write appropriate strategies or accommodations for students whose primary language is other than English.**

2. **If an EL student is being discussed for possible special education issues and language is clearly not the issue, then PST is the appropriate vehicle, provided EL staff member(s) are part of the team. Once language has been eliminated as the barrier to achievement, EL students must be served in the same way as all other students.**
3. **The EL and PST committees are separate entities but may include some of the same members. In smaller school districts, there are a limited number of personnel available for these important roles. The issue is not the duplication of personnel on the committees; it is the purpose of the committees. Appropriate personnel to serve on the EL Committee include content-area or general classroom teachers of ELs, assessment specialists, school administrators, school counselors, and ESL staff.**

**EL students needing to be assessed through IDEA will be provided an interpreter.**

<b>Section D: Assessment and Accountability</b>
1) Method for holding schools accountable for annually measuring the English proficiency of ELs and for participating in the state-administered testing program
<p><b>All students, including English Learners, will participate in the statewide assessment program for accountability purposes. English Learners, during their first academic year of enrollment in U.S. schools, will not be required to participate in the reading test of the <i>ACAP Summative</i> assessment. EL students in their first 12 months of enrollment must take all sections of the <i>PreACT</i>, <i>ACT with Writing</i>, and the Applied Math, Graphic Literacy, and Workplace Documents sections of the <i>ACT WorkKeys</i>. All English Learners will participate in the English language proficiency assessment, <i>Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS)</i>, or the <i>Alternate ACCESS</i> if identified by their IEP.</b></p>
2) Method for holding schools accountable for meeting proficiency in academic achievement
<p><b>As is done with other accountability measures, local schools are held accountable for meeting annual measurable achievement objectives. Adjustments to curriculum and professional development are made when data is received. Data meetings are held periodically to review student data and make instructional changes to ensure that all students are making adequate academic progress toward proficiency goals.</b></p> <p><b>This includes Alabama’s Interim Progress in Achieving English Proficiency below:</b></p> <p><b>What does “interim progress” mean in terms of accountability regarding English Learners?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Making annual increases in the percent of children making progress in learning English</li> </ul> <p><b>How is interim progress for ELs determined?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Proficiency level of the EL.</li> <li><input type="checkbox"/> Targets for annual increases in English proficiency and attainment of English using a baseline.</li> <li><input type="checkbox"/> Consistent methods and measurements to indicate progress in English proficiency (WIDA ACCESS for ELLs 2.0).</li> </ul> <p><b>Progress in Achieving English Language Proficiency – <u>Cumulative Growth</u></b></p> <p><b>Title I of ESSA requires long-term goals for English learners for increases in the percentage of such students making progress in achieving <u>English Language Proficiency (ELP)</u> as measured by the statewide English language proficiency assessment. Alabama will use ACCESS for ELLs 2.0 to evaluate progress toward English language proficiency.</b></p> <p><b>Cumulative Growth is used to calculate the expected progress ELs make toward English language proficiency. Cumulative Growth is when the previous year’s growth is compared to the current year’s growth target to determine the students expected level of proficiency. Student growth expectations will increase each year so student’s meet the proficiency cut score within seven years after their initial year. The proficiency cut score is a composite score of 4.8 on ACCESS for ELLs 2.0.</b></p> <p><b>The number of years to achieve proficiency varies based on the student’s initial level of proficiency. Students at lower levels of English language proficiency will have more ambitious annual growth targets.</b></p>
<b>Section E: Parent Involvement</b>
1) Methods for promoting parent involvement activities to help improve student achievement

Every effort is made to include the parents of EL students in the EL Committee meetings. The EL program is explained and instructional interventions and accommodations in the regular classroom and any other special services that the student is entitled to receive are discussed. The parents are also notified in writing in their home language of the type of EL program offered by the school system, the services that their child will receive, and other options for EL students. The EL teacher serves as the liaison between the school and the parents in notification and explanation of the additional services, such as after-school programs, summer reading programs, and any remediation classes, which are available to EL students. The placement decision by the EL committee is noted on the EL Committee Placement/Documentation Form) which is kept in the student's EL file.

The standard communications of the Muscle Shoals City Schools system with parents are available to the parents of EL students in their home language. These include such communications as the enrollment form, the Home Language Survey, parent/school compacts, the field-trip permission form, and grade reports. In addition, the EL teacher is available to serve as a liaison/translator between the teachers and the parents for Parent/Teacher conferences and between the teachers and/or administrators for other communications or meetings about academic progress or student conduct. In addition, the EL teacher either provides translations of notices of classroom activities, extra-curricular activities, and school events or communicates these directly to the parents in order to provide explanations and answer the parents' questions.

The goal of communicating with parents, including the parents of EL students, is to encourage them to be involved in all aspects of their children's education and to welcome and encourage them to visit and to participate in school functions.

2) Methods (in a language they can understand) for notification requirements for ELs students regarding

- **EL identification and placement**

All important school information sent to non-English speaking parents should be translated to a language that can be understood, to the extent feasible and possible and a translator will be made available to go over the materials, if needed. The LEA must ensure appropriate notification is made to parents prior to placing a student in an EL instruction educational program. This notification will be made no more than thirty days after the beginning of the school year. If the student has not been identified as EL prior to the beginning of the school year, parent notification must take place within two weeks of a student being placed in such a program.

The notification may include:

- o Reasons for the identification as an EL student
- o Student's level of English proficiency and how it was assessed
- o Method of instruction to be used in EL program
- o Exit requirements for the program
- o If applicable, how the program meets objectives of the student's IEP

**The following information must be provided to the parents *in writing*:**

- o The parent's right to have the child removed immediately, upon their request, from the EL services
- o The options that parents have to decline to enroll the child in EL services or to choose a different program of instruction if available

- o The assistance that will be provided to parents in selecting from various programs of instruction if available

Each LEA or school that is using Title I and/or Title III funds to provide a language instruction educational program and that has failed to make progress on the annual measurable achievement objectives or adequate progress reports for any school year, shall separately inform a parent or the parents of a child identified for participation in the program, or children currently enrolled in the program, of such failure not later than 30 days after such failure occurs.

If a child enrolls in school after the beginning of the school year, the LEA must notify parents of the failing school's language instruction educational program within two weeks of the child being placed in such a program. Parent notifications must be communicated in a language and/or manner that the parents can understand.

**Section F: Title III (To be completed if the LEA receives Title III supplemental funds)**

- 1) Use of Title III funds to supplement the core ESL program

**Muscle Shoals City Schools do not receive Title III funds.**

- 2) Method the LEA uses to initiate contact with non-public school officials to engage in timely and meaningful consultation regarding services available to ELs in non-public schools that are located within the geographic boundaries of the LEA (if applicable)

**Muscle Shoals City Schools do not receive Title III funds.**

**Section E: Appendix (Required documents are Home Language Survey, Parent Notification Letters, and Title III Supplemental Services Waiver Letter; the LEA may include any other related documents)**

# Alabama Department of Education

## HOME LANGUAGE SURVEY

Student Name: \_\_\_\_\_ Birth Date: \_\_\_\_\_ Sex:  Male  Female

Parent/GuardianName: \_\_\_\_\_

Address: \_\_\_\_\_

Home Telephone: \_\_\_\_\_ Work Telephone: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

1. Was your child born in the United States?  Yes  No  
If yes, in which state? \_\_\_\_\_  
If no, in what other country? \_\_\_\_\_

2. Has your child attended any school in the United States for any three years during their lifetime?  Yes  No

If yes, please provide school name(s), state, and dates attended:  
Name of School \_\_\_\_\_ State \_\_\_\_\_ Dates Attended \_\_\_\_\_  
Name of School \_\_\_\_\_ State \_\_\_\_\_ Dates Attended \_\_\_\_\_  
Name of School \_\_\_\_\_ State \_\_\_\_\_ Dates Attended \_\_\_\_\_

3. What language is spoken by you and your family most of the time at home? \_\_\_\_\_

4. If available, in what language would you prefer to receive communication from the school? \_\_\_\_\_

5. Please check if your child is:
- A.  Native American Indian
  - B.  Alaska Native
  - C.  Native Pacific Islander
  - D.  Native U.S. Virgin Islander

6. Is your child's first-learned or home language anything other than English?  Yes  No

**If you responded "Yes" to question number 6 above, please answer the following questions:**

7. What language did your child learn when he/she first began to talk? \_\_\_\_\_

8. What language does your child most frequently speak at home? \_\_\_\_\_

9. What language do you most frequently speak to your child? (Father) \_\_\_\_\_  
(Mother) \_\_\_\_\_

10. Please describe the language understood by your child. (Check only one)
- A.  Understands only the home language and no English.
  - B.  Understands mostly the home language and some English.
  - C.  Understands the home language and English equally.
  - D.  Understands mostly English and some of the home language.
  - E.  Understands only English.

\_\_\_\_\_  
Parent or Guardian's Signature Date

SCHOOL YEAR \_\_\_\_\_

### EL Student Placement/Documentation Form

**PART I** *To be completed by ESL teacher upon notification of potential English Learner.*

Student \_\_\_\_\_ I.D. # \_\_\_\_\_  
Last First Male Female Date of Birth \_\_\_\_/\_\_\_\_/\_\_\_\_ SCHOOL YEAR \_\_\_\_\_

#### EL Student Placement/Documentation Form

U.S. Entry Date: \_\_\_\_/\_\_\_\_/\_\_\_\_  
Shelby County Entry Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Country of Birth: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_ Home Language: \_\_\_\_\_ ESL Teacher: \_\_\_\_\_

School Student Will Attend for ESL Program Placement: \_\_\_\_\_

**PART II** *To be completed by ESL teacher.*

Test Results:

**W-APT WIDA/ACCESS Other Assessments:**

Speaking \_\_\_\_\_ Listening \_\_\_\_\_ DIBELS: \_\_\_\_\_  
Listening \_\_\_\_\_ Speaking \_\_\_\_\_ STAR : Reading: \_\_\_\_\_ Math: \_\_\_\_\_  
Reading \_\_\_\_\_ Reading \_\_\_\_\_ ASPIRE: Rdg / Lang. / Math / Sc  
Writing \_\_\_\_\_ Writing \_\_\_\_\_ Scantron: \_\_\_\_\_ Composite \_\_\_\_\_  
Comprehension \_\_\_\_\_ Composite \_\_\_\_\_ ACT: Rdg / Lang. / Math / Sc / SS  
Other Evaluative Data: \_\_\_\_\_

Additional support services are recommended for this student in the area of:

Reading Speech/Pronunciation Writing Math Other \_\_\_\_\_

Comments: \_\_\_\_\_

ESL Teacher Signature \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

**PART III** *Within ten (10) days EL Committee must complete this section.*

ELL Committee Comments:

PROGRAM ENTRY	Not Recommended	Recommended	Recommended	Recommended	
(Circle One)	1	2	3	4	5 6

The parental signature below indicates permission for student participation in the English Language Acquisition program, unless otherwise indicated in the summary section.

<i>Signatures</i>	<i>Position</i>	<i>Date</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**SUMMARY**

EL Committee Recommendations:  
(Circle CHOICES)

- Assign to ESL \_\_\_\_\_ hours weekly - Pullout or Inclusion
- Accommodations (circle appropriate assessment) ACCESS for ELLs / DIBELS/ASPIRE /EXPLORE/PLAN
- Exempt from semester exams
- Regular Classroom with Accommodations
- Exit Date \_\_\_\_\_
- FEL Status: M Yr 1 / M Yr 2 /FEL : M Yr 3 / M Yr 4 /FEL
- Exempt from ESL (NOMPHLOTE)
- Exempt from ESL (FEL)
- Grading \_\_\_\_\_
- Denial of Participation
- Other \_\_\_\_\_

**Muscle Shoals City Schools  
Request for Supplemental English Language Support Program  
Withdrawal/Waiver Form**

Date: \_\_\_\_\_

Dear Parents:

You have indicated that you do not want your child enrolled in the supplementary English language support program or that you would like a change in your student's supplementary English language support program or placement. Although we are offering a program we feel is the most appropriate for your child's level of English proficiency, you have the right to (a) request removal of your child from the program, (b) decline to enroll you child in such a program, or (c) choose another program or method of instruction, if available.

If you have chosen (a), (b), or (c) listed in the previous paragraph, please complete and sign the bottom of this form and return it to your child's school.

Thank you.

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**Muscle Shoals City Schools  
Request for Supplemental English Language Support Program  
Withdrawal/Waiver Form**

I, \_\_\_\_\_ (parent/guardian) of \_\_\_\_\_ (student) have been informed of my right to decline to have my child enrolled in the supplementary English language support program offered by the school or district. I have been informed of other district language programs or methods of instruction, if available, and request the following action be taken on behalf of my child:

- Do not enroll my child in a supplemental English language support program.
- Withdraw my child from the supplemental program offered by the school.
- Enroll my child in another program or method of instruction, if available.

\_\_\_\_\_  
Signature of parent/guardian

\_\_\_\_\_  
Date

<b>OFFICE USE ONLY</b>				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Date of Birth	Home Phone	Home Language	First Date Student Attend School in the U.S.

Muscle Shoals City Schools  
3200 Wilson Dam Road  
Muscle Shoals AL 35661

Dear Parent(s):

This letter is to inform you that your child, \_\_\_\_\_ has qualified to exit the English Language Learners Program in his/her school, based on his/her score on the ACCESS Test, which is given once yearly in the spring semester.

Students must score at least 4.8 out of a possible 6.0 on the test in order to exit the program. Your child scored \_\_\_\_\_.

For the next four years, I will monitor your child to ensure that he/she is successful in all scholastic endeavors. If, at any time, your child experiences difficulty in any subjects, help will be made available to your child.

After four years, I will discontinue actively monitoring your child's progress, but rest assured that I, along with your child's teachers will continue to support your child's success.

Sincerely yours,

Maria Kennedy  
*English Language Teacher*  
*Muscle Shoals City Schools*



# EL Review Team/Student Form

Student's Name \_\_\_\_\_ Teacher \_\_\_\_\_ EL  
Teacher \_\_\_\_\_  
Grade \_\_\_\_\_ Academic Year \_\_\_\_\_  
Total Hours Served \_\_\_\_\_ (Pull Out \_\_\_\_\_ Push In \_\_\_\_\_)

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**Onset of school year:**

Assessments: DIBELS \_\_\_\_\_ ACCESS: \_\_\_\_\_ Reading Level: \_\_\_\_\_

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**Report Card 1<sup>st</sup> Nine Weeks**

Review Date:

\_\_\_\_\_  
 Report Card Attached  
 Sample Accommodations Attached  
 Accommodations Working  Accommodations Not Working  
Parent Conference(s) Yes No If yes, date(s) \_\_\_\_\_  
Any Concerns:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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**Report Card 2<sup>nd</sup> Nine Weeks**

Review Date:

\_\_\_\_\_  
 Report Card Attached  
 Sample Accommodations Attached  
 Accommodations Working  Accommodations Not Working  
Parent Conference(s) Yes No If yes, date(s) \_\_\_\_\_  
Any Concerns:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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**Report Card 3<sup>rd</sup> Nine Weeks**

Review Date:

\_\_\_\_\_  
 Report Card Attached  
 Sample Accommodations Attached  
 Accommodations Working  Accommodations Not Working  
Parent Conference(s) Yes No If yes, date(s) \_\_\_\_\_  
Any Concerns:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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**Report Card 4<sup>th</sup> Nine Weeks**

Review Date:

\_\_\_\_\_  
 Report Card Attached  
 Sample Accommodations Attached  
 Accommodations Working  Accommodations Not Working  
Parent Conference(s) Yes No If yes, date(s) \_\_\_\_\_  
Any Concerns:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_