

Lee's Summit R-7 School District

Lau Plan

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Lau Plan Purpose

The purpose of the LSR7 Lau Plan is to provide an equal access plan that will protect the equity and success of English learners (EL). Included in this plan is a description of how the LSR7 ELD staff will accomplish the following:

- identify our EL's
- Design a program that will reflect the needs of our students
- employ certified and highly qualified ELD teachers at the k-12 level
- align instruction of our ELs to state and local content standards with appropriate modifications and accommodations when appropriate
- provide authentic assessment to monitor their growth in English language proficiency and in the comprehension of academic content.

Identifying and Assessing All Potential EL Students

The most critical, affirmative step taken in the Lee's Summit R7 School District (LSR7) is to identify and screen potential English learners within 14 days of the student's enrollment. Significant time ensures parents have a clear, smooth transition to LSR7. During registration, parents are provided a "short form," which has been translated into the four most common languages in the district (See Appendix A). Each office has a visible desktop display or poster allowing parents and patrons to identify their preferred language. The district uses Language Line Solutions for interpreting needs. All building-level front office staff is trained to use it in a respectful, culturally appropriate way, whether the interaction is in person or over the phone.

Once the parents have completed the short form, they are sent a link to complete online registration. Building staff refers parents to the LSR7 Welcome Center for free language assistance while completing various registration-related forms. One form is the Language Use Survey required by the Missouri Department of Elementary and Secondary Education. LSR7 includes the same three questions required of all districts in Missouri, along with questions about the student's linguistic and educational background, the parents' level of proficiency in their native language and English, and the required questions to identify migrant students. If the parents answer any of these questions affirmatively, the enrollment system sends a notification to the English Language Development coordinator.

The English Language Development Coordinator connects with the student's previous school to promptly obtain valid and reliable English Language Proficiency Test scores to make quick, informed student placements. If a student does not have previous test scores, the student is administered the WIDA Online Screener. Qualifying scores are shown in figure 1.1.

Grade Level	The Student IS ELIGIBLE for the ELD Program if:	The Student is NOT ELIGIBLE for the ELD Program if:
1 st Semester Kindergarten	The student has a combined score of 28 or lower on the W-APT.	All first-semester kindergarten students identified as potential ELs can receive support until

		earning a passing score in all four language domains
2nd Semester Kindergarten 1st Semester 1st Grade	Has a combined score of 28 or lower on listening or speaking; OR Has a score of 10 or lower on reading; OR Has a score of 11 or lower on writing.	Has a combined score of 29 or higher on listening and speaking; AND Has a score of 11 or higher on reading; AND Has a score of 12 or higher on writing.
2nd Semester 1st Grade through 12th grade	Has an overall composite proficiency level of 4.5 or below.	Has an overall composite proficiency level of 5.0 or higher.

Exceptions:

As defined by the State of Missouri, Newcomers may take the Newcomer Kit. Potential ELs with severe cognitive disabilities are not administered the screener and are scheduled to take the Alt-ACCESS.

The screener informs placement in the ELD program; however, it is not the sole determining factor when deciding if a student is an English learner. If a student obtains a qualifying score, parents are interviewed further to determine if English language proficiency prevents the student from:

- Earning a “proficient” level of achievement on standardized assessments. The ELD Coordinator will evaluate past performance on standardized achievement tests of reading and math.
- Performing in classrooms where English is the language of instruction. The ELD Coordinator will evaluate past grades and classroom teacher input (when available).
- Participating fully in society. The ELD coordinator will review relevant information regarding the student’s participation in curricular and extracurricular activities.

Once EL status is determined, the ELD coordinator codes the student RCV in the student information system, informs the building of the EL status, and adds the student to the record-keeping system.

Providing EL Students with a Language Assistance Program

The Language Assistance Program in Lee’s Summit is designed to enable ELs the opportunity to attain both English proficiency and parity of participation in the standard instructional program. The formula used in LSR7, which is educationally sound in theory and has been proven effective in practice, is:



The use of each component depends on the student’s educational background, English language proficiency level, and grade level. Effective instruction is defined by the principles developed by researchers at Understanding Language and condensed by WestEd. They are:

Opportunity to Learn	<ul style="list-style-type: none"> ● Instruction focuses on providing ELLs with opportunities to engage in discipline-specific practices designed to build conceptual understanding and language competence in tandem. ● Standards-aligned instruction for ELLs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.
Asset Orientation	<ul style="list-style-type: none"> ● Instruction leverages ELLs’ home language(s), cultural assets, and prior knowledge. ● Instruction moves ELLs forward by considering their English proficiency level(s) and prior schooling experiences.
Developing Autonomy	<ul style="list-style-type: none"> ● Instruction fosters ELLs’ autonomy by equipping them with the strategies necessary to comprehend and use language in various academic settings. ● Diagnostic tools and formative assessment practices measure students’ content knowledge, academic language competence, and participation in disciplinary procedures.

The LSR7 Ensuring a Continuum of Services (ECOS) team recommends students move between support delivery models. Figure 2.1 shows how ELs are supported:

Grade Level	Proficiency Level	Effective Instruction	ELD
Kindergarten	W-APT Listening and Speaking ≥ 10	Collaboration	Pull-Out ELD
Kindergarten	W-APT Listening and reading ≤ 11	Collaboration	Collaboration
Grades 1-5	WIDA < 2.0	Newcomer Year 1	Pull-Out ELD
Grades 1-5	WIDA 2.0-2.9	Newcomer Year 2 * OR Collaboration	Newcomer Year 2* OR Collaboration
Grades 1-5	WIDA ≥ 3.0	Collaboration	Collaboration
Grades 6-8	WIDA < 2.0	Sheltered Core Classes	New Americans
Grades 6-8	WIDA 2.0-2.9	Sheltered ELA Collaboration	English for Academic Purposes ESL Resource
Grades 6-8	WIDA ≥ 3.0	Collaboration	Collaboration ESL Resource*
Grades 9-12	WIDA < 2.0	Newcomer Academy Year1	New Americans
Grades 9-12	WIDA 2.0-2.9	Newcomer Academy Year 2	English for Academic Purposes
Grades 9-12	WIDA ≥ 3.0	Collaboration	Collaboration

Newcomer Offerings

Traditional newcomer programs are intended for English learners just beginning the English language acquisition process. Students are in the early stages of second language acquisition: the pre-production stage (also known as the silent period), early production, and speech emergence stage. That is, the students range from speaking no English to using short words or sentences that can be characterized as memorized chunks of language. These characteristics are reflected in WIDA's proficiency range of 1.0-1.9. Students are typically in self-contained classes for the entire school year. The philosophy taken at LSR7 is that students need sheltered core classes and opportunities to engage with native English-speaking students in informal social settings (i.e., Recess, passing periods) and during electives/specials. As such, students will spend part of the day in a sheltered setting and part of the day in a mainstream setting.

At the elementary level, newcomers will attend a newcomer center, a site-based program offered at specific schools. Students will spend half of their day with a teacher that holds a Missouri K-12 ESOL endorsement and a 1-6 Elementary Education certificate. Focus areas are oracy, literacy, and mathematics.

The middle school newcomer academy offers students sheltered core content classes, a New Americans Class, and an ESL Resource class. While the program is intended to be for a year, exceptions do apply for students enrolling during the 2nd semester. After the first year, students return to their home schools, where they will have a 2nd round of specialized English classes.

The High School Newcomer Academy is a two-year program where students are bused to a central location for a part of the day and return to their neighborhood school to finish the day alongside their native-English speaking peers. At the Newcomer Academy, students participate in sheltered math, science, and social studies classes collaboratively developed by their respective certified content teacher and a teacher holding a K-12 ESOL certificate. The content is placed online and completed at the site. After returning to their neighborhood school, students will take elective courses, Sheltered English, and have the option to take an ELL Learning Lab.

Collaboration

The goal of collaboration is two-fold: 1) to meet the language and content needs of English learners and 2) to build the capacity of both general educators and ELD specialists. Through collaboration, general educators grow in their abilities to reach ELs in any content area. Additionally, ELD teachers grow in their understanding of specific content needing to be acquired by the students. A school will build its collective teacher efficacy in supporting ELs through a collaborative approach.

One commonality during collaboration is the use of short, individual student conferences addressing social-emotional learning (SEL), metacognition, and metalinguistic awareness. The purpose is to set goals regarding language, content, effort, behavior, and/or motivation and reflect on their weekly performance. These student conferences can be held in person or virtually, depending on need and opportunity.

Apart from individual conferences, the degree of collaboration depends on the needs of an individual teacher and student. ELD staff schedules have periods of time intended to be fluid. ELD teachers can

model instructional strategies during these fluid periods, co-teach lessons, or observe general educators and provide feedback.

The effectiveness of collaboration is entirely dependent on quality planning. ELD teachers are asked to plan weekly with their collaborating teachers, either virtually or in person. Planning is on made time, not found time. It is scheduled and consistent.

Staffing and Support

ELs are entitled to certified ELD teachers, trained general educators, and trained administrators capable of evaluating these teachers. At LSR7, ELs are clustered with specific grade-level teachers to the extent practicable. No more than 50% of a class should be English learners. The grade-level teachers are identified by building principals and, ideally, complete the year-long Teaching English Language Learners (TELL) program. If the TELL program is not an option, attendance at district-level workshops is necessary.

LSR7 is intentional about attracting and retaining high-quality ELD specialists committed to our mission of preparing bilingual students for success in life. ELD staff is split between two primary modes of support: ELD collaborators and ELD teachers. ELD Collaborators support students in mainstream classrooms through effective collaboration with classroom teachers. ELD teachers support newcomer students in our newcomer academies. The building principals evaluate the teachers with input from the ELD Coordinator.

Building administrators are trained to evaluate ELD collaborators, ELD teachers, and classroom teachers who support ELs to meet our civil rights obligations. Formal evaluations follow LSR7 policy. Buildings engage in quarterly informal walkthroughs to collect data and provide individualized feedback to teachers.

Meaningful Access to All Programs

The goal of LSR7 is for ELs to have equitable and meaningful participation in curricular and extra-curricular programs alongside acquiring social and academic English. At LSR7, students are provided full access to the grade-appropriate core standards and explicit attention to students' linguistic and cultural needs at each proficiency level.

Core Curriculum

The core curriculum is delivered in two separate models, each containing the same standards and expectations but differ in the context in which it is delivered. Newcomers, or students who the ECOS team decides should participate, will experience the core curriculum in self-contained classrooms at a newcomer site. Following the courses for newcomers, students are transitioned into mainstream classes and supported through collaboration between general educators and English language development specialists.

Students in the general education setting are clustered to the extent practicable. That is defined as having no more than 40% of a classroom consisting of identified English learners. The assigned teacher in these clustered classrooms must either hold a Missouri ESOL endorsement or participate in the LSR7 TELL Certification Program or an equivalent program, including graduate-level coursework. For classrooms where the teacher lacks formal training, students can be considered for alternative grading criteria, including pass-fail at the secondary level. See Appendix C for details on the grading process.

Extracurricular Activities

In addition to ensuring ELs have access to the core curriculum, LSR7 provides students equal opportunities to meaningfully participate in all programs and activities district-wide – whether curricular, co-curricular, or extracurricular. These programs include pre-kindergarten, career and technical education programs, Summit Technology Academy, Summit Ridge Academy, Hilltop, and Miller Park.

Specialized and Advanced Courses

LSR7 does not categorically exclude ELs from gifted and talented education (GATE), Advanced Placement (AP), International Baccalaureate (IB), honors, or other advanced coursework. If a specific program or advanced course is demonstrated to require proficiency in English for meaningful participation, evaluation and testing procedures for GATE and advanced coursework are administered in a culturally and linguistically appropriate way or are waived for ELs. Grades and grade point average are not factors when deciding if an EL qualifies for advanced or specialized courses. In cases where students demonstrate advanced skills in a specific subject area, the ECOS team thoroughly reviews the data and recommends building administration.

Evaluating EL Students for Special Education Services

LSR7 does not have policies related to delaying special education until students achieve English proficiency, nor does it prohibit dual services. If students meet the eligibility criteria for Special Education while identified as an English learner, the students get support from both programs. One program does not supersede the other.

At the elementary level, students progress through the Rtl process. When they have reached the criteria necessary to move forward with an evaluation, the student is taken to the Least Restrictive Environment (LRE) team to determine if a referral for evaluation is appropriate. Appendix 4 shows the required documentation to be provided to the LRE team.

Monitoring and Exiting EL Students

Students under consideration for exiting the program must go through the district's Ensuring a Continuum of Services (ECOS) team. The district's ELD teachers maintain a portfolio for students who scored a 3.5 or above on the previous year's ACCESS test. The portfolios are digital, generally utilizing a google folder, and include authentic speaking and writing samples from core content areas. At a minimum, samples are collected quarterly and scored using the most recent WIDA rubrics.

After exiting the ELD program, students are monitored for two years to ensure the reclassification is appropriate. LSR7 uses the monitoring feature in ELlevation to survey core content teachers of monitored students. The surveys are sent quarterly for students in their first year of monitoring. The surveys are sent semesterly for students in their second year of monitoring.

Evaluating Effectiveness

The effectiveness of the ELD program is measured using two separate data sources. First, building and district leaders use the rubric found in Appendix 2 to collect data on the daily classroom experience of ELs. The goal is to conduct walkthroughs quarterly in each core content area. The goal is for a building average to be at the "expanding" level.

Additionally, effectiveness is evaluated by the percentage of students meeting the growth targets established by DESE. The chart below shows the expected overall growth by grade and proficiency levels.

Starting PL	Grade 1	Grades 2 3	Grades 4 5	Grades 6 8	Grades 9 12
1.0-1.9	1.2	1.0	0.9	0.8	0.7
2.0-2.9	0.9	0.8	0.8	0.7	0.6
3.0-3.9	0.6	0.6	0.6	0.5	0.4
4.0-4.9	0.4	0.4	0.4	0.4	0.4

Ensuring Meaningful Communication

The district works to ensure meaningful communication through all modes of communication. The district collects information about parents' proficiency in English and language preferences during enrollment, and the information is stored in our Student Information System (SIS). The district uses School Messenger for phone calls, text messages, and emails. School Messenger connects to our SIS and can translate these messages for any parent that requested an interpreter during enrollment.

Additionally, the district contracts with a reputable and reliable translation company. All essential documents are translated into our four top languages, and all legal documents are translated into the home language.

Finally, the district contracts with a reputable and reliable over-the-phone interpretation service for phone calls and video conferences.

Appendix 1 – Translated Forms

FORMULARIO ABREVIADO DE INSCRIPCIÓN DE POWERSCHOOL

Complete la siguiente información y entréguesela al personal del edificio del estudiante para iniciar el proceso de inscripción. Se requiere un formulario por separado para cada estudiante.

1. ¿Cuál es la fecha prevista de inicio del estudiante? _____
2. Su estudiante, ¿asistió anteriormente a una escuela LSR7? _____
En caso afirmativo, mencione la escuela: _____
3. Nombre del estudiante: _____
4. Apellido del estudiante: _____

5. Género del estudiante: _____
6. Fecha de nacimiento del estudiante: _____
7. Dirección del estudiante:
Calle: _____
Ciudad: _____
Estado/Código postal: _____
8. Número de teléfono principal del estudiante: _____
9. Grado académico del estudiante: _____
10. Nombre de padre/madre/tutor: _____
11. Apellido de padre/madre/tutor: _____
12. Vínculo de padre/madre/tutor: _____
13. Correo electrónico de padre/madre/tutor: _____

استمارة POWERSCHOOL لتسجيل البيانات الأساسية

يُرجى إكمال المعلومات أدناه وتقديمها إلى موظفي مبنى الطلبة لبدء عملية التسجيل. مطلوب استمارة منفصلة لكل الطلبة.

1. ما تاريخ البدء المتوقع للطلاب؟

2. هل سبق أن التحق الطالب بمدرسة LSR7 من قبل؟
_____ إذا كانت الإجابة نعم، اسم المدرسة: _____
3. الاسم الأول للطلاب: _____
4. الاسم الأخير للطلاب: _____
5. جنس الطالب: _____
6. تاريخ ميلاد الطالب: _____
7. عنوان الطالب:
الشارع: _____

- _____المدينة:
- _____الولاية/الرمز البريدي:
- _____8. رقم التليفون الأساسي للطالب:
- _____9. المرحلة الدراسية للطالب:
- _____10. الاسم الأول لولي الأمر/الوصي:
- _____11. الاسم الأخير لولي الأمر/الوصي:
- _____12. صلة القرابة لولي الأمر/الوصي:
- _____13. البريد الإلكتروني لولي الأمر/الوصي:

POWERSCHOOL 登记简表

请填写以下信息并提供给您学生的建档工作人员以开始登记流程。所有学生必须填写单独的表格。

1. 学生的预计开始日期是哪天？ _____
2. 您的学生之前就读过 LSR7 学校吗？ _____
如果就读过，学校的名称： _____
3. 学生名字： _____
4. 学生姓氏： _____
5. 学生性别： _____
6. 学生出生日期： _____
7. 学生地址： _____

街道: _____

城市: _____

州/邮编: _____

8. 学生主要电话号码: _____

9. 学生年级水平: _____

10. 家长/监护人名字: _____

11. 家长/监护人姓氏: _____

12. 家长/监护人关系: _____

13. 家长/监护人电子邮箱: _____

MẪU ĐĂNG KÝ NGẮN CHO POWERSCHOOL

Vui lòng hoàn thành các thông tin bên dưới và cung cấp cho nhân viên làm việc tại tòa nhà của học sinh để bắt đầu quy trình đăng ký. Cần có mẫu riêng cho tất cả học sinh.

1. Ngày học sinh dự kiến bắt đầu? _____

2. Trước đây học sinh đã từng tham gia học tại một trường LSR7 chưa? _____

Nếu có, vui lòng ghi tên trường: _____

3. Tên của Học Sinh: _____

4. Họ của Học Sinh: _____

5. Giới Tính của Học Sinh: _____

6. Ngày Sinh của Học Sinh: _____

7. Địa Chỉ của Học Sinh: _____

Đường: _____

Thành Phố: _____

Bang/Mã Zip: _____

8. Số Điện Thoại Chính của Học Sinh: _____

9. Khối Lớp của Học Sinh: _____

10. Tên của Phụ Huynh/Người Giám Hộ: _____

11. Họ của Phụ Huynh/Người Giám Hộ: _____

12. Mối quan hệ của Phụ Huynh/Người Giám Hộ: _____

13. Thư Điện Tử của Phụ Huynh/Người Giám Hộ: _____

Appendix 2: Walkthrough Form

Date: _____ Grade/Subject: _____ Observer: _____

Data collected on this form is solely used for program evaluation and professional development. It is not intended to evaluate.

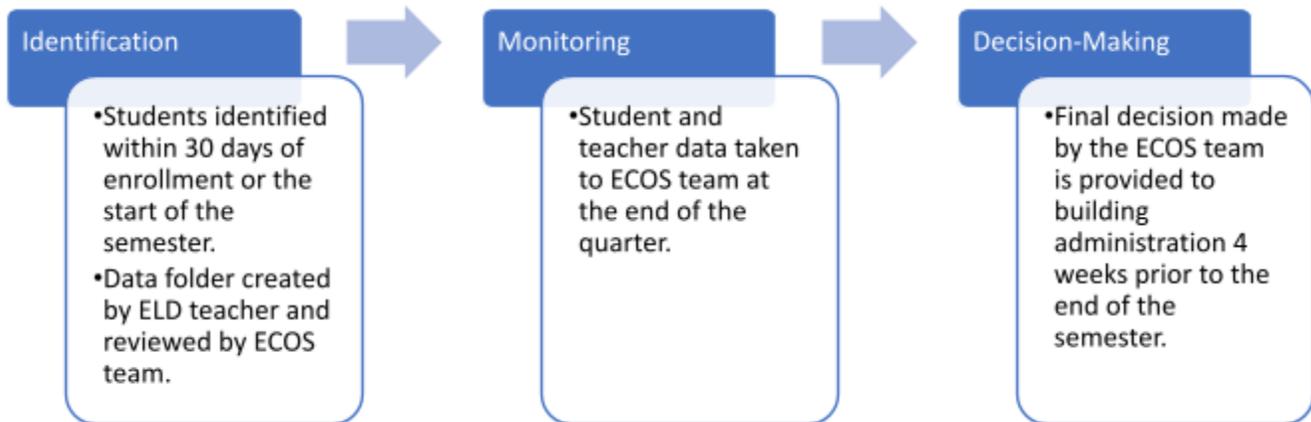
<p>Principle 1: Opportunity to Learn - Instruction focuses on providing ELs with opportunities to engage in discipline-specific practices designed to build conceptual understanding and language competence in tandem. Standards-aligned instruction for ELLs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds (supports).</p>					
Entering	Beginning	Developing	Expanding	Bridging	Reaching
Students are given alternate tasks that are not on grade level and completed individually or with other ELs.	ELs engage in grade-level work with minimal to no scaffolds or supports (sink or swim)	ELs engage in rigorous grade-level standards with opportunities to interact with others in academic oracy and literacy.	ELs engage in rigorous grade-level standards with opportunities to interact with others in academic oracy and literacy with standard scaffolds*	ELs engage in rigorous grade-level standards with opportunities to interact with others in academic oracy and literacy with advanced scaffolds**	ELs engage in rigorous grade-level standards with opportunities to interact with others in academic oracy and literacy with deliberate and appropriate scaffolds
<p>Principle 2: Asset Orientation - Instruction leverages ELs' home language(s), cultural assets, and prior knowledge. Instruction moves ELLs forward by considering their English proficiency level(s) and previous schooling experiences.</p>					
Entering	Beginning	Developing	Expanding	Bridging	Reaching
ELs engage in instructional tasks focusing on events and concepts unfamiliar to the students or through the sole perspective of white American culture.	ELs engage in instructional tasks as all other students (sink or swim).	ELs engage in instructional tasks reflective of their ELP level.	ELs engage in instructional tasks linked to prior knowledge and reflective of their ELP level. Native language words or cultural features are highlighted.	ELs engage in instructional tasks linked to prior knowledge, reflective of their ELP level, and deliberately inclusive of the home language and/or culture.	ELs engage in bilingual instructional tasks linked to prior knowledge, reflective of their ELP level, and deliberately inclusive of the home culture.
<p>Principle 3: Developing Autonomy - Instruction fosters ELs' autonomy by equipping them with the strategies necessary to comprehend and use language in various academic settings. Diagnostic tools and formative assessment practices measure students' content knowledge, academic language competence, and participation in disciplinary practices.</p>					
Entering	Beginning	Developing	Expanding	Bridging	Reaching
ELs' content performance is reviewed, and they are provided feedback.	ELs' content performance is reviewed, they are provided timely feedback, and have the opportunity to reflect on content knowledge.	ELs' language and content performance is reviewed, they are provided feedback and have the opportunity to reflect on language and content.	ELs' language and content performance are reviewed, feedback includes explicit advice for next steps, and they have the opportunity to reflect on language and content.	ELs' language and content performance are reviewed, feedback includes explicit advice for self-directed improvements, and ELs reflect on language and content.	ELs language and content performance are reviewed in real-time; feedback includes explicit advice for self-directed learning and suggestions for self-reflection on language and content.

* Standard supports include visual aids, manipulatives, and/or written directions.

** Advanced supports include sentence starters, sentence frames, cooperative learning structures, intentional grouping, realia, and/or native language resources.

Appendix 3: Grading Practices

Students who are in classrooms where the teacher lacks formal certification or robust, long-term training are eligible for alternative grading practices, including pass-fail at the secondary level.



For a student to receive a standard grade, there must be documentation of:

- Deliberate and appropriate scaffolds (right place, right time):
 - Linguistic supports
 - Interactive supports
 - Sensory supports
- Consistent use of accommodations and modifications collaboratively developed by ELD teacher and classroom teacher.

All documentation must be placed in a student folder and shared with the district ELD Coordinator.

Guiding Questions:

Are students expected to complete the same assignments and assessments as native English-speaking students?

If so, what evidence proves the accommodations are successful?

Are the challenges due to language proficiency, past educational experiences, behavior, or motivation?

Appendix 4 – LRE Templates

ACADEMIC ACHIEVEMENT AND INSTRUCTIONAL FACTORS

To be completed by the General Education Teacher(s)

1. List student's academic strengths: _____

2. List student's academic challenges: _____

3. List ALL methods of assessment used: (project based, oral, written, etc.) _____

4. Does a particular assessment method seem to be more appropriate for this student?

_____ If yes, what was that method used to
assess? _____

Additional comments: _____

LEARNING ENVIRONMENT FACTORS

To be completed by ELD Coordinator.

Scoring: 1 = poor/none, 2 = average, 3 = excellent

Category	CHARACTERISTIC	1	2	3
Teachers	General Education teacher's training in delivering culturally and linguistically responsive instruction.			
Teachers	General Education teacher collaboration with ELD teacher.			
Teachers	ELD teacher is certified and experienced			
Services & Resources	Quality of classroom space			
Services & Resources	Resources are used that meet the student's level of language development			
Services & Resources	Opportunities to interact with English-speaking peers			
Services & Resources	Classroom procedures and routines are evident			
Service Delivery	Pull-out support with an ELD teacher			
Service Delivery	All teachers differentiate instruction according to ELL's English Language Proficiency.			
Service Delivery	Push-in/co-teaching with ELD teacher & General Education teacher			
Service Delivery	Experienced paraprofessional support in the classroom			
Home Language	Home language is valued in the school setting			
Home Language	Students use home language for communication and learning			
Home Language	Interaction with home language peers			
Home Culture	The curriculum reflects student diversity			
Home Culture	Student culture is a valued resource			
Home Culture	Staff has been trained in the process of cultural reciprocity			
Instruction & Assessment	Practice & evaluation occur in multiple modalities and languages			
Instruction & Assessment	Standardized assessments are normed on diverse populations			

FAMILY INTERVIEW

To be completed by the ELD teacher.

(Personal & Family, Cross-cultural, Previous schooling, Physical & Psychological factors)

The information collected here is intended to inform a small district-level team determining whether a current English learner has a potential undiagnosed disability. This information is confidential and is only shared among members of the district-level Least Restrictive Environment (LRE) team.

Family size in the home: Adults___ Children___

Siblings names and ages:_____

What are the student's responsibilities in the home?_____

What are your academic goals for your child?_____

Do you feel welcome at the school?_____

What are some of your child's interests?_____

Did your child attend school in his/her first language?_____ If yes, how long?_____

How many schools has your child attended? _____

Did your child attend a preschool?_____ If yes, which languages?_____

Did/does your child have any medical conditions that may affect learning?_____

Has your child experienced physical or emotional trauma?_____

In the evening, are there adults in the home when students are studying or doing homework?

ORAL LANGUAGE AND LITERACY

To be completed by ELD teacher through Interview

Questions	Yes in English	Yes, in Home language	N o
Can your child follow instructions? (When you ask them to do something)			
Can your child start a conversation and keep the conversation going?			
Can your child speak appropriately, depending on the situation?			
Does the child use new words and phrases that they learned at school when they are at home?			
Does the child ask you the meanings of new words?			
Does your child read books for enjoyment when they are at home?			
Do you read with your child at home?			

If the parents indicate only English on the previous question, proceed with the following:

1. What language was first spoken by your child?

1. What language(s) does your child speak at home with adults?

1. What language(s) does your child speak at home with siblings and friends?

1. What language(s) does your child hear at home?

1. When your child started school in English, did she or he stop speaking the native language?

Appendix 5 – DESE Newcomer Kit

<https://dese.mo.gov/sites/dese/files/media/file/2021/03/asmt-el-newcomer-kit-1920.docx>



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
OFFICE OF COLLEGE AND CAREER READINESS – ASSESSMENT SECTION
NEWCOMER SCREENER KIT FOR EL STUDENTS
FOR STUDENTS IN FIRST GRADE (SECOND SEMESTER) THROUGH 12th GRADE ONLY



INSTRUCTIONS

Background

Under federal law, English learners (EL) must be identified in a timely manner using a valid and reliable English Language Proficiency (ELP) assessment that measures proficiency in speaking, listening, reading and writing. In Missouri, we satisfy that requirement for students in first grade (second semester) through 12th grade by administering an ELP assessment called the WIDA Online Screener. This assessment provides valuable information to inform not only program placement, but also classroom-level instructional decisions.

While all possible EL students are expected to be screened for ELP using the WIDA Online Screener, the Department of Elementary and Secondary Education (DESE) recognizes that in rare instances the assessment may place an undue hardship on students whose complete lack of English abilities prevent them from meaningfully participating in the assessment. In response to these rare instances and to ensure a smooth transition to Missouri schools, LEAs may forego ELP screening in very specific circumstances.

True newcomer students, defined as recently arrived immigrants, migrants or refugees in first grade (second semester) through 12th grade, who have been in the country for less than four months, and who demonstrate compelling evidence that they have never been exposed to English, may be formally identified as an EL without taking the WIDA Online Screener.

All possible ELs in Kindergarten through 1st semester first grade students are expected to take the K W-APT paper screener.

Instructions

Read and complete each step of this document to determine if the WIDA Online Screener is appropriate for the student. If the answers in any step indicate the student should take the WIDA Online Screener, then stop using this kit and have the student take the screener.

The LEA must satisfy all of the required steps in order to forego screening. If the student qualifies for the exemption, the student must be coded as LEP in Core Data, placed in the LEAs Language Instruction Educational Program (LIEP).

STUDENT ID - For STUDENT ID, use the initials of the students' first and last name, and a four digit code of the LEAs choosing (i.e. SC-4467). Keep track of which student has which STUDENT ID, in case you receive any questions from DESE. This ID is used in lieu of Student personally identifiable information (PII).

Submission

In the case of a LEA opting to forego screening for a student, this document must be submitted to DESE. In order to ensure timely identification, this document must be submitted no later than 15 days from the beginning of the academic year or five school days when enrolling after the first day of school. If DESE finds the information submitted insufficient, the LEA will be required to screen the student using the WIDA Online Screener.

Submit the form to DESE at englishlearners@dese.mo.gov. Do not include any student PII in the email. If you have questions, please contact DESE at 573-751-8280 or 573-751-8285.

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STUDENT INFORMATION		
LEA NAME	COUNTY-DISTRICT CODE	
STUDENT ID	DATE	
LEA INFORMATION/ASSURANCES		
NAME OF INTERVIEWER		
NAME OF EL COORDINATOR	EL COORDINATOR EMAIL	
The principal or authorized representative certifies that the information contained in this document is accurate and complete. The student is formally identified and coded as an English learner and will be placed in the language instruction educational program.		
SIGNATURE	PRINTED NAME	DATE
REQUIRED STEPS TO IDENTIFY TRUE NEWCOMERS		
<p>STEP 1 Verify that the student has recently arrived to the United States (student has been in the country for less than 4 months). As a reminder, LEAs cannot ask for immigration status at any time; however, the length of time in the United States is a legitimate, education-related question that may be asked during enrollment.</p> <p style="text-align: center;">Has the student been in the United States for less than four months? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If the answer is Yes, move onto Step 2. If the answer is No, the student is required to take the WIDA Online Screener.</p>		
<p>STEP 2 Review of transcripts (if available) demonstrates no prior experience with English. As part of this process, LEAs must attempt to verify the educational history to determine if the student has attended a school in the United States or if they have taken English courses in their home country.</p> <p style="text-align: center;">Has the student attended a school in the United States for any amount of time or taken English courses in their home country? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If the answer is No, move onto Step 3. If the answer is Yes, the student is required to take the WIDA Online Screener.</p>		
<p>Step 3 Complete the Parent/Guardian Interview on page 3 of this kit. If the student meets the requirements listed, move on to Step 4. If the student does not meet the requirements, the student is required to take the WIDA Online Screener.</p>		
<p>Step 4 Complete the Student Pre-Screener on page 4 of this kit. If the student scores 4 or less points, the student may be identified as an EL without the use of the WIDA Online Screener. If the student scores 5 or more points, the student is required to take the WIDA Online Screener.</p>		
<p>Step 5 Submit the Newcomer Screener Kit to DESE. If the student meets all the requirements of Steps 1-4, and has been identified as an EL without the use of the WIDA Online Screener, submit this kit to DESE.</p>		

PARENT/GUARDIAN INTERVIEW

If needed, the LEA must provide a translator for the parent/guardian to conduct the interview.

The following series of questions are intended to allow LEA personnel to collect information pertaining to the student's prior educational history, native language proficiency, potential trauma and whether the student has limited or interrupted formal education.

The items are intended to provide the compelling evidence needed to forego testing for true newcomers.

Guidelines for determining whether the student qualifies are as follows:

Item	Qualifying Answer	Disqualifying Answer
1	The student has arrived in the US within the last four months	The student arrived in the US longer than four months ago
2	The student has never attended school in the US	The student has attended school in the US
3	The student has never studied English	The student has studied English in the past
4	The student has no English proficiency	The student has some English proficiency

If the student meets all four of the qualification above, move to Step 4.

NOTE: These are the required questions to ask. You may, but are not required, to ask additional questions of the parent/guardian to gain additional background information on the language abilities of the student.

PARENT/GUARDIAN QUESTIONS

1. When did your child arrive in the United States? (Month/Year)	
2. Has your child attended school in the United States? When and where? Did you bring the records?	
3. Has your child studied English? For how many years?	
4. How would you describe your child's abilities to communicate in English?	

STUDENT PRE-SCREENER

The following series of questions are intended to determine if the student qualifies to be identified as an EL without the use of the WIDA Online Screener.

This pre-screener is adaptive in that test administrators may stop the assessment after three consecutive incorrect answers or items scored "no response."

Once the student earns five points, the pre-assessment may be ended in favor of administering the WIDA Online Screener.

To administer the assessment, you will need the following items:

- Pencil/pen
- A piece of paper
- A small ball (i.e. tennis ball)

Ask the student the following questions:

STUDENT PRE-SCREENER QUESTIONS

PROMPT (QUESTION IN BOLD)	0 PTS	1 PT	2 PTS
1. Hello, how are you?	No response <input type="checkbox"/>	One word response <input type="checkbox"/>	Short phrase or more <input type="checkbox"/>
2. My name is _____. What is your name?	No response <input type="checkbox"/>	States name only <input type="checkbox"/>	Short phrase or more <input type="checkbox"/>
3. How old are you?	No oral response <input type="checkbox"/>	Single word <input type="checkbox"/>	Short phrase or more <input type="checkbox"/>
4. (Pointing at parent/guardian) Who is this?	No response <input type="checkbox"/>	Single word <input type="checkbox"/>	Short phrase or more <input type="checkbox"/>
5. (Pointing to the pencil) What is this? If correct, ask What is it used for?	No response <input type="checkbox"/>	Single word answer(s) <input type="checkbox"/>	Short phrase or more <input type="checkbox"/>
6. (Pointing to the paper) What is this? If correct, ask What is it used for?	No response <input type="checkbox"/>	Single word answer(s) <input type="checkbox"/>	Short phrase or more <input type="checkbox"/>
7. (Pointing to the ball) What is this? If correct, ask What is it used for?	No response <input type="checkbox"/>	Single word answer(s) <input type="checkbox"/>	Short phrase or more <input type="checkbox"/>
Points Earned	Action		
0-4	This student is an English learner in the pre-production stage of second language acquisition. Identify the student as an EL, code the student as LEP in MOSIS, place the student in the LEAs LIEP and submit the Newcomer Screener Kit to DESE.		
5 or more	Administer the WIDA Online Screener.		