



Enrolling & Graduating English Learners

Guidance on Welcoming Immigrants and Planning
for Success-Readiness

Enrolling and Graduating English Learners: Guidance on Welcoming Immigrants and Planning for Success-Readiness

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Introduction

The number of foreign born students in Missouri schools has grown steadily over the years. These students bring valuable assets and understandings that strengthen our school communities; however, the range and complexity of needs require districts to find ways to prepare them for success in their PreK-12 education and beyond.

School districts across the state grapple with the logistics behind enrolling immigrant students as well as planning a rigorous, yet appropriate, course sequence toward graduation. As evidenced by recent graduation and drop-out data in Figure 1.1, there is room for improvement. A consequence of improper placement in a class where English is the medium of instruction - without modifications, accommodations, or supports - is a feeling of frustration, insecurity and hopelessness. School personnel also feel the frustration as they facilitate their content- and language-dense class with students who are not proficient in English or are far behind the zone of proximal development necessary to be successful.

Figure 1.1: Missouri LEP Dropout & Graduation Rates

Year	MO Dropout Rate	ELL Dropout Rate	MO Grad Rate	ELL Grad Rate
2015	2.0	4.0	88.0	71.6
2016	2.0	4.4	89.0	68.1
2017	2.0	5.3	89.2	69.9

There are a number of key understandings district personnel face with an enrolling immigrant who may have just recently arrived in the United States. The first is that English learners (ELs) are an incredibly diverse group including refugees, migrants, students with limited or interrupted formal education (SLIFE), unaccompanied minors, gifted and students with disabilities. Their educational background can be just as diverse. Some have received quality education in their home country, others have not. Some have taken formal English classes or have attended international schools where English was the language of instruction. The enrollment process must be designed to gather as much information as possible to identify the strengths and challenges the students bring to the school.

The second key understanding is that federal courts have weighed in on a number of issues involving the rights of English learners in schools. ELs must be provided equitable access to the educational program which means any class in which they are enrolled. The court decided that it was insufficient to place students in classes alongside native English speakers without supports, accommodations, or modifications as the students are deprived of a meaningful education (Lau v. Nichols, 1974).

This non-regulatory guidance is intended to support districts with enrollment, individual career and academic plans (ICAP) and instructional and assessment strategies in an effort to provide English learners from across the spectrum a motivating pathway to graduation.

Intake/Enrollment

The intake process should include strategies to both obtain information that would influence program options for the students and facilitate a smooth transition to the school. During enrollment, the only mandatory paperwork districts are required to include are three questions to identify potential English learners. Ideally, the district utilizes a detailed Language Use Survey (see Appendix A) that includes additional questions that will help districts better understand the student's educational and linguistic backgrounds. All potential English learners, identified via the Language Use Survey, must take the WIDA Screener to determine the student's English language proficiency and their eligibility for the district's language instruction educational program (LIEP). This assessment provides information regarding the student's proficiency in English, but there are other data points that can inform instruction.

During the enrollment process, there is a need to fully understand the student's past educational history, such as native language proficiency and academic content knowledge, as well as to gain information about socio-emotional and behavioral issues that may have arisen due to past experiences in the home country and/or the journey to the United States. For this reason, an intake interview is recommended. Sample questions can be found in Appendix B. As with the enrollment paperwork, an interpreter that is able to communicate in a language the family can understand is important.

During enrollment, districts are obligated to provide language assistance services for any parent or guardian that needs it. Although many parents bring along English-speaking family members, friends or their own children to help with the paperwork, interpreting services must be made available upon request. Please see Appendix C for a sample notification form. By providing interpreting services or translation services, the district is taking a positive step toward creating a welcoming environment for community members for whom English is not the dominant language.

Welcome Centers

When enrolling multicultural students, including recently arrived immigrants, the first experience at the school should be a positive one. To facilitate a smooth transition to Missouri schools, A growing number of districts are opening Welcome Centers staffed with English language development (ELD) leaders and interpreters that are able to gather important information about the student's linguistic and educational background as well as provide language assistance services as the families complete the necessary paperwork. Some have common areas with items to entertain young family members during the enrollment process. Importantly, the school can provide resources to help the family settle in to the new community and aide the acculturation process. Important areas to discuss are:

- Course schedules
- Navigating the school
- Homework/Grading Policies
- Attendance & Discipline Policies
- Lunch Options & Routines
- Transportation
- Events (P/T Conferences)
- Dress Code (& winter clothing)
- Inclement Weather/Emergencies
- Summer School
- School/Community Resources
- Clubs & Sports
- District Programs (SPED, Gifted, etc)
- Parent rights/responsibilities

Please see the [Cultural Orientation Resource Center](#) for more useful links and materials.

Transcript Evaluation

At times, high school students will arrive with international transcripts that can be used to award credit for prior learning. Districts must carefully examine the document for authenticity or contract with an organization that specializes in this service. The majority of students will have attended the local public school in their home country. The transcript will typically include information about the school and courses taken along with a signature and the school seal (usually raised and/or embossed). A stamp may also appear around the signature. At times, the student may bring an official, certified copy that has been notarized and authenticated by either the home country and/or a US consulate.

Once the transcripts are available, many will need to be translated. Although districts may have translators on staff, many do not and will need to seek a translator. There are a number of organizations that will both translate and authenticate international transcripts (see Appendix D). *Ideally, the school will seek a literal translation rather than an interpretation and be formatted exactly as the original.* For the purposes of translation, grades should not be changed. Keep in mind that translating course names and grades is usually not sufficient to award credit due to details such as course content, hours of instruction, and grading practices.

Although rare, some students may come from a private, international school in which case the transcript will likely be in English and will include an accrediting agency in addition to the school's official identifying features. Accredited private international schools will typically follow either the British or the American system, utilize content standards from the accrediting country, staff the school with teachers certified in an English-speaking country and use similar resources. If the school is accredited through the United States, there will be a notation that the school is accredited through one of six regional accreditors recognized by the Council on Higher Education Accreditation:

- Middle States Commission on Higher Education
- New England Association of Schools and Colleges
- Northwest Commission on Colleges and Universities
- Higher Learning Commission
- Southern Association of Schools and Colleges
- Western Association of Schools and Colleges

Interpreting the transcript and awarding credit for prior learning is a complicated process. The decision to award credit for classes taken abroad is entirely a local decision and should be made by a team of stakeholders including the principal, teachers and district-level personnel. **The team should make all efforts to find a balance between being fair to the student and maintaining the integrity of the**

Transcript Resources

There are a few resources available to assist school personnel in interpreting transcripts. Beyond these two resources, consulting the Ministry of Education of the home country is recommended.

[Evaluating Foreign Transcripts: The A-Z Manual](#)
[Classbase](#)

district's diploma. This decision can significantly impact the student's life and is a primary factor in some students' decision to stay in school or to seek work.

Some countries offer many more classes in a school year than are typically taken in Missouri. *It is recommended that the number of credits awarded per year do not exceed the number of credits that can be earned in a Missouri school year.*

Awarding core or elective credits is also a source of confusion. The following guidelines will help district personnel decide which to give and how they appear on the transcript:

Mathematics: Most countries will not specify which math course is taken, such as Algebra and Geometry. Rather, many countries offer integrated mathematics courses. Districts may choose to research the mathematics curriculum of the country or administer a mathematics assessment to assign credit. Partial credits may be awarded if the district deems it appropriate. As a reminder, if a student enrolls in a course with an EOC, that student must take the assessment prior to graduation.

Science: Most countries will list the specific science class taken and credits can be assigned accordingly. Some countries offer multiple science courses in a school year. A student interview discussing the courses taken and the content learned is recommended to better understand what competencies they hold. An assessment is another viable option. Again, partial credits may be awarded and if the student is enrolled in a course with a mandatory EOC, the student must take the assessment prior to graduation.

Social Studies: World History should be considered a core credit. If a history class is on the transcript, it can be considered as World History. Other classes, such as Civics or Government, should be considered electives because they are not specific to the United States. Missouri expects that students living in our state have coursework involving Missouri and US government as well as take the required assessments.

English: Many transcripts will have a class called English which is similar to studying a foreign language. These courses **can be** considered as ESOL courses and assigned English content credits.

Literature-Related Courses: Courses where students studied literature in their native language **can be** counted as ELA core credits. Although the language of instruction was different, the skills and knowledge acquired during this course is similar.

Fraudulent Transcripts

Unfortunately, fraudulent documents do show up. Identifying a fraudulent transcript requires specific knowledge about the country of origin. Here are some hints for spotting them:

- There is no seal, stamp and/or signature.
- Interview the student about prior learning. Note any inconsistencies between the interview and transcript.
- Compare biographical information with other documents and the student interview.
- Research the governing body that recognizes the institution.
- When possible, compare with another transcript from the same country.
- Verify that the school exists.
- Look for inconsistencies in typeface or handwriting.

Since the names of the classes will vary, the suggested method of entering these courses on the transcript is to use terms similar to the courses offered by the district with a notation that the course was taken abroad. This is the easiest and clearest method that offers the most flexibility, but does not suggest that the courses are replicative. Due to the transient nature of this population, a foreign course name familiar to one counselor may not be understood by a counselor in another district.

Students without Transcripts

Some students will arrive without official transcripts. There are a number of reasons that a district may not be able to obtain this information:

- The student attended a school that no longer operates.
- The student is in the United States as a refugee or asylee and cannot contact the home country
- The student is from a country where the government agency responsible for transcripts no longer operates or exists.

Students who fit this scenario are at a high risk of dropping out (Umansky et al, 2018, Custodio & O’Loughlin, 2017). The graduation requirements should be explicitly conveyed in person as well as the requirements of relevant post-secondary institutions. Many times, district staff will need to frequently counsel the student to express the importance of spending the time now to better prepare for the future as many students are pressured by the family to start earning money. Some students may not understand the need to continue their education as their immigration status will prevent them from attending a post-secondary institution in Missouri. As a reminder, federal law prohibits districts from inquiring about immigration status (Plyler v. Doe, 1982).

It is important that districts make an attempt to obtain the transcripts from the student’s home country. Per federal guidelines, obtaining official transcripts can be a long process and students must not be asked to wait to enroll until their transcripts arrive. *If districts have exhausted all options to obtain the transcripts, Missouri allows for proficiency-based credits that are earned through assessments.* A proficiency-based credit must have adequate policies and procedures in place to justify the award of credit, which ensures the integrity of awarding the credit is readily defensible. There are two strategies that can be used in these situations that qualify as readily defensible which can stand alone or be used in tandem. The student may take a comprehensive assessment inclusive of all course learning expectations, such as an existing final exam. Additionally, the student could be placed in an advanced course and if successful, credit for prior learning can be applied retroactively.

A final option is to place the student in ninth grade and develop a formal Individual Career and Academic Plan in collaboration with school personnel, the student and the family. The Graduation Handbook specifies that international students may be graduated upon successful completion of an individualized graduation plan which school officials, parents and students agree will allow the student to graduate college or career ready, even if the program of studies may not include the 24 hours of credit as defined in Missouri. An example of this procedure would be that certain core credits are waived in favor of English-development and/or remedial courses. Local board policy specifically allowing

these plans is required. **Again, it is important to find the balance between being fair to the student and maintaining the integrity of the district's diploma.**

At times, districts are faced with an older student who wants to enroll without transcripts. Some of these students may reach the age of 21 prior to earning enough credits to graduate. Districts are obligated to enroll a student if they have not yet turned 21. Some districts have policies that permit the student to stay in school provided they can earn enough credits to graduate within 12 months even though they do not receive funds. Others refer the students to [MO Connections](#), [Adult Education](#) or [Fresh Start](#).

Scheduling

The State Board of Education has established minimum graduation requirements that are designed to ensure that graduates have taken courses in several different subject areas that should result in students having mastered essential knowledge, skills and competencies to be successful after high school.

Additionally, all students should have an [Individual Career and Academic Plan](#) (ICAP) that presents a sequence of courses and experiences that conclude with the student reaching his or her postsecondary goals. *Students, parents and district personnel should consider the student's English language proficiency level when developing an ICAP for English learners.* Students who are new to the US education system need early successes if they are to maintain the motivation to stay in school. The options in Appendix E may satisfy this need, but it is largely dependent on the student, their aspirations and the availability of courses and qualified staff at the district level.

Supports and flexible scheduling are necessary to provide a meaningful education and a motivating pathway to graduation. The following are options districts should consider when graduation planning for newcomers who enroll in unique situations.

Sheltered Classes

All students are entitled to an equitable education which requires all curriculum, assessments and instruction to be accessible to all students, including students acquiring English. Offering sheltered content classes is one option for districts to support ELs. Sheltered classes must be taught by a qualified instructor who is proficient in both content and English language development. Although these courses are delivered with an ELD lens, the same standards and content are acquired during the course. Therefore, credit should be awarded as the standard course equivalent.

Newcomer Programs

A growing number of Missouri School Districts are operating newcomer programs. These programs can be offered as a single class, a series of courses (a school within a school), or an entire building. Some newcomer programs are fluid, with students transitioning to mainstream courses when the ELD department deems them ready. Other programs are offered for a semester, an academic year or a full

12 months. According to a study by Short & Boyson (2012), newcomer programs have the following characteristics:

- An orientation to US schools
- First language literacy
- English language oracy and literacy
- Sheltered core content classes
- Extended school days, Saturday school and/or summer school
- Connections to non-academic community resources

Virtual education

Missouri's Virtual Instructional Program (MoVIP) is an option for students to accrue credits to catch up to their peers or to take a course more fitting to their zone of proximal development. Although the coursework is in English, students can work at their own pace. Districts are required to accept all credits earned through MoVIP. Local policy may also recognize units of credit from other sources delivered primarily through electronic media with a physically present teacher that is not certified in the content area being studied.

Credit for off-campus instruction

Under some circumstances, students may earn high school credit for off-campus learning experiences and through the School Flex Program, work-based and/or classroom instructional activities. DESE offers a series of options for students to earn credit through off-campus experiences. Each situation is unique and dependent on the student's Individualized Career and Academic Plan. Details can be found in the [Graduation Handbook](#).

Embedded credit

School districts may choose to embed competencies from one subject into another class, or a sequence of classes, with potential for awarded credit to students for both. This option requires prior DESE approval. The embedded subject and the other subject should be closely linked. Although there is a natural fit between some academic and Career & Technical Education (CTE) courses, districts should not feel limited to that scope. This is a good opportunity to make up credits lost due to arriving in the US without transcripts.

Waiver of required academic credit for students in CTE programs

Local board of education policy may permit a waiver of one unit of academic credit (ELA, math, science or social studies) for students who complete a three-unit career and technical education program of studies. If one exists, students must take the end-of-course exam required of any waived course.

Substitution of courses to fulfill academic credit requirements

A student may fulfill one unit of academic credit with a district-approved agriculture or career and technical education course for any ELA, math, science or social studies unit required for high school graduation in any combination up to fulfilling one requirement in each of the four subject areas. This excludes courses which have an EOC assessment.

Programs and Placement

All public and charter schools supporting ELs must provide a Language Instruction Educational Program (LIEP) and meaningful access to the core curriculum. There are two competing theories about how to support students: with other English learners or with their native English-speaking peers (Umansky et al, 2018). In general education courses, an EL's needs may not be addressed due to scarce EL teaching expertise. *Placing ELs in age-appropriate general education classrooms is a positive step toward meeting the "meaningful access to core curriculum" Office of Civil Rights (OCR) mandate; however, all teachers with ELs in their class must be sufficiently prepared to adapt curriculum, instruction and assessments by participating in either DESE-sponsored training or certification or through district-designed professional development targeting English learners (EL Toolkit, 2015).*

On the other hand, separating ELs from the general education program to focus on English language development is another popular approach. Although spending time acculturating students to US schools and focusing on English language proficiency can be beneficial, this strategy limits interaction with mainstream peers and access to core credit bearing classes needed for graduation. *If the district decides to temporarily segregate ELs for these reasons, all academic deficits must be remedied within a reasonable amount of time (EL Toolkit, 2015).* Additionally, such programs must have documented goals, including time in program and how progress will be assessed. This issue is particularly tense when the discussion centers around ELs with specific characteristics such as age, lack of formal education or those dealing with trauma.

Generally, students should be placed at the age-appropriate grade level. *They must not be placed in a grade behind simply because of the results from the English language proficiency screener or a perceived*

Guide for Low Incidence Districts

Many Missouri school districts support a small number of ELs and are unsure of how to best support the students. Below is a short list of suggestions and key understandings for teachers and administrators.

- ELs acquire language in predictable stages over time (See WIDA levels)
- Direct language instruction is important (Harper & DeJong, 2004)
- Explicitly teach language of the content (Freeman & Freeman, 2009).
- Make content comprehensible (Krashen, 1985a).
- Increase student interaction through cooperative learning (Hill & Flynn, 2006).
- Understand how literacy instruction differs for ELs (Kauffman, 2007).
- Access prior knowledge or build background (Cummins, 1979)
- Embed professional development (Hill & Hoak, 2012)
- Be familiar with the [DESE English proficiency assessments](#).
- Be familiar with [DESE identification and exiting procedures](#).

For assistance and training, please contact your regional MELL specialist (see Appendix H).

lack of proficiency in English or academics. Some flexibility can and should be applied to this rule according to circumstances. The following are situations that merit consideration:

- The student is within two months in age of students in a lower grade.
- The student is determined to be developmentally delayed or has a severely deprived background (as may be the case with children adopted from overseas orphanages)
- The student arrives during the school year and has limited or interrupted formal education

Myths & Misconceptions

(adapted from the Newcomer Toolkit)

1) Newcomers must develop significant language proficiency prior to participating in disciplinary learning.

- Language is learned through context. To help students develop academic language, they need to participate in meaningful and authentic activities about academic ideas and concepts (van Lier & Walqui, 2012).

2) Students need simplified content and language as they learn English.

- Simplified language decreases meaning. Instead, amplify language with illustrations, definitions and rewording key terms. (van Lier & Walqui, 2012)

3) Students can learn only one language at a time.

- Proficiency in the native language positively affects learning of a new language (August @ Shanahan, 2006). The first language is a valuable tool and resource for newcomers.

4) Content and grade-level teachers are not English teachers.

- All teachers need to understand how to teach students the specialized language of the content and ensure that English learners are able to access the course content and meaningfully participate in each class.

Exceptions should be limited and each one carefully considered. Students should never be more than one year behind their age-appropriate grade. It is important to note that most ELLs are able to access the content if the lessons, activities and assessments are accessible and catch up “at break-neck speed” (Mace-Matluck, Alexander-Kasparik & Queen, 1998)

Other students, some of which have not attended school for years, may require the district to offer alternative, remedial courses. Although it is important for the school to follow state and local guidelines and standards, the classes taken by students of the same age are simply unrealistic. For example, a 15-year-old student who lacks basic math and numeracy skills will have little chance of success in an Algebra course taken by other students of the same age. Careful attention must be paid to these situations. *The district must be able to determine if the student’s lack of content knowledge is due to inadequate prior schooling or language proficiency.* Many times, this information can only be obtained through assessments in the native language. If the source is language proficiency, the student must be placed in the grade-level appropriate class. If the source is inadequate prior schooling, a remedial course will be more appropriate. Remedial courses, even those taken in high school, can be credited as a core credit. That decision is made through local policy.

Importantly, ELs are entitled to any program for which they qualify. If a student is enrolled in a Special Education, Title I Reading or Gifted program, for example, those teachers must also take affirmative steps to support the student despite their English language proficiency level. One program does not supersede another; ELs are entitled to any program for which they qualify.

Curriculum, Instruction and Assessment

Attention must be paid to supporting students as they acquire both content knowledge and English proficiency by all teachers involved in the student's education (EL Toolkit, 2015). As always, district personnel must consider the characteristics and needs of the students as well as have specific training necessary to provide evidence-based support for ELs. Some newcomers arrive with an extensive, quality education in their home country. In some cases, these students have taken years of English classes. Students who have received a formal education in their home country may need minimal accommodations or modifications to access subject area content and will catch up quickly, especially those with a high level of literacy in the native language.

On the other end of the spectrum, the student may not have attended school for months or years. They likely have little understanding of English and may or may not be literate in their home language. Some speak a dialect of the home language that is unfamiliar to school personnel. Due to the variety of characteristics, ELs will need varying levels of modifications, accommodations and supports from all of their teachers to be successful. A list of resources and considerations to support students in all classrooms can be found in Appendix F.

In addition to sufficient training, all teachers should be familiar with the student's English Language Proficiency Level as determined by the WIDA Online Screener or the yearly ACCESS for ELs assessment and responsible for providing scaffolds and supports targeting the student's specific ELP level. These assessments allow teachers to make data-informed decisions to meet the students where they are and to take them to the next level.

Grading

Grading English learners is an additional challenge faced by teachers and administrators. When formulating grading policies, district personnel must consider the proficiency level of the student and the accommodations or modifications made by the teacher. The *Lau v. Nichols* Supreme Court decision stated that it is insufficient for schools to place English learners in classes with the same expectations and resources as all other students. Without differentiation strategies that enable students to master the content standards and assessment options that are accessible to ELs of varying proficiency levels, the students are deprived of a meaningful education. *Schools cannot assign failing grades to students for whom they did not provide evidence-based modifications, accommodations or supports.*

Besides the legal aspect of assigning grades, there is a motivational aspect. Students who consistently earn failing grades without a chance to acquire the knowledge and skills or to perform a task that is within their zone of proximal development are more likely to drop out. Educators must find the balance between providing students an opportunity to access the curriculum and maintaining the rigorous standards of the course.

Schools that use standards-based grading frequently use the terms "developing" or "working toward" a standard. This is undoubtedly an accurate description. The issue becomes more complicated in high school where the students' GPA has lasting effects. Some schools provide a pass/fail option. Others

allow for teachers to add an acronym, such as ELD or Sheltered, to the course name on the transcript noting that the class was taken with accommodations, modifications and teaching strategies for ELs. For example, while most students in the class have Biology on their transcript, the transcript for an EL will show ELD Biology even though all the students were in the same class.

Students with Limited or Interrupted Formal Education (SLIFE)

Students with limited or interrupted formal education pose a unique challenge to Missouri schools. Currently, Missouri does not formally define or collect data on SLIFE, but other states have varied definitions beginning with age. Other characteristics include missing more than six consecutive months of school and are two or more grade levels behind in content.

SLIFE also face challenges that other ELs do not and are a consequence of their prior educational experience or lack thereof. These challenges may include:

- Lack of access to school
- Limited or no exposure to technology
- Different school behavior/cultural expectations
- Limited or no experience in certain content areas

Curricular Considerations for SLIFE

Although SLIFE is generally used to describe students at the secondary level, there are instances when elementary students have difficulty adjusting and have significant gaps in their education. Some elementary age students may have never attended school, had irregular attendance or spent years in refugee camps. Some may have never held a pencil or used a computer. Others may have never learned to read or write in their native language which has a documented negative effect on the student's acquisition of literacy in English (August & Hakuta, 1997). Newcomers will not only be tasked with catching up academically, but they must also learn what it means to be a student in the United States. Waiting in line, taking turns, staying at their desk, raising their hand and using school instruments and technology may be new. Teachers must be patient as the students learn the rules of the classroom, hallways, playground, cafeteria and other areas. *It is for this reason that we suggest an orientation to the school before any academic interventions are applied.*

As mentioned, students must be placed at the age-appropriate grade level. Teachers should introduce routines and procedures slowly with much repetition. Academically, it is tempting to focus on literacy and phonics immediately. However, it is important that students begin interacting with English words and phrases to make phonics instruction meaningful. Teachers can employ a number of strategies to make content accessible to newcomers so they can begin building a vocabulary base. First, accessing prior knowledge or building background before introducing new concepts is important. Educators must realize that a student may indeed have background knowledge of a specific topic, but does not have the English proficiency to express it. For this reason, among others, all new concepts should be paired with a picture, real-life item, or video. Additionally, Total Physical Response (TPR) activities are widely available and highly effective at making the content accessible.

SLIFEs in middle and high school may be far below grade level in some or all subjects when they enter school. These courses, whether delivered in English or the native language, follow grade-level expectations which are typically far beyond the zone of proximal development for students with limited or interrupted formal education. The frustrating effects can be felt by both students and teachers as they attempt to achieve what feels like an unbridgeable gap (Custodio & O’Loughlin, 2017). *Districts should consider an individualized graduation plan that may take longer than the four years needed by other students.* Sample scheduled for SLIFEs are noted in Appendix G. The content of the individualized program must relate to the core curriculum, be credit-bearing and designed for the student to catch up to age-appropriate content standards.

Another issue with SLIFE is age. Some students, who come at age 16 years or older without transcripts, must acquire English and complete advanced coursework in order to graduate. Although districts may award core credits for remedial coursework, many do not. The amount of time some students spend enrolled in ELD and remedial courses can consume a considerable amount of time to where the students “age out” without meeting the minimum graduation requirements. It is for this reason that district personnel in charge of graduation planning be aware of options to provide a motivating pathway to graduation as well as

10 Ideas for Teaching SLIFE (Adapted from Colorin Colorado)

- **Activate Prior Knowledge**
Whether in English or in the native language, find out what they already know and explicitly link to the new information
- **Provide a Print Rich Environment**
Provide many visuals and appropriate on-level texts, including picture and bilingual books.
- **Engage in Hands-On Learning**
Let students write and illustrate their own bilingual books (fiction or nonfiction), use manipulatives, drama and interactive activities.
- **Focus on Manageable Vocabulary Load**
Concentrate vocabulary learning on concepts and be ready to recast, rephrase and simplify explanations.
- **Give Frequent Checks for Communication**
Avoid yes/no answers. Increase wait time as students summarize learning.
- **Be open-Minded when Assessing**
Provide alternative avenues to demonstrate understanding. Small, formative assessments are more appropriate than large summative tests.
- **Work in Cooperative Groups**
Students learn social skills in cooperative groups and are able to negotiate meaning in a less stressful atmosphere with their peers.
- **Build Native Language Content & Literacy**
If students are comfortable with the content in their native language, learning how to express it in English is easier.
- **Teach Language Through Content**
Various sheltered instruction techniques make content comprehensible and fosters language growth.
- **Keep Expectations Realistic**
Be mindful of what is within reach, and what isn’t.

the possibility of graduating without the student earning the 24 units of credit as defined in Missouri. Specifically, page 9 of the Graduation Handbook (2018) states:

“Transfer students from another state, country or home school may graduate upon successful completion of an individualized program of studies which school officials, parents and students agree will allow the student to graduate college or career ready, even though the program of studies may not include 24 units of credit as defined in Missouri.”

Obviously, there are a number of curricular considerations for SLIFE situations that address a variety of challenges. The following are suggestions for schools that support a variety of student numbers and characteristics.

Many SLIFE are not literate in their native language. Research shows that native language literacy impacts the level of English a student can be expected to acquire as well as the amount of time it will take (Cummins, 1979). It is for this reason that we suggest students take a course dedicated to native language literacy development. This can be accomplished through popular heritage language classes, an extended school day, Saturday school or through partnering with a local organization.

SLIFE, and ELs as a whole, must have access to programs that develop English language proficiency. Nationwide, the popular trend is to place students in newcomer programs. Newcomer programs look different depending on the size of the district, staff available and resources. They can be a single class which is in addition to an ELD course, a strand of courses or an entire school. The goal of the program is to not only develop English language skills, but to also bridge the academic gap in core content classes.

SLIFE will have a full schedule of courses, many of which will be challenging for the students. It is recommended that districts provide sheltered instruction for all core content classes at a minimum. This requires additional training and resources for all core content educators.

Trauma

The same kinds of trauma that affects students in the United States affect English learners; however, their potential sources of trauma include other areas as well. Students coming to the United States as a refugee, asylee, or immigrant have likely experienced some form of trauma whether it was violence, persecution, natural disasters, etc.

New Americans Class

Recently arrived immigrants, whether they are SLIFE or not, should have an orientation to US schools. In Missouri, a growing number of districts are offering an elective course dedicated to:

- Acculturation to life in Missouri
- Graduation Requirements
- Community Resources
- Socio-Instructional Language

Smaller districts that do not have the resources to operate a course, should consider creative alternatives such as a class within a class, extended school day or Saturday Enrichment. Creativity and problem-solving are crucial aspects of successful programs for SLIFE.

These traumatic events affect students young and old. Combined with culture shock, students are faced with numerous challenges beyond academics. This section is intended to offer guidance and suggestions for school personnel as they help the students navigate these rough waters.

Trauma can be categorized into three phases: pre-flight, flight and resettlement (Minnesota Department of Education, 2010). During pre-flight, when the child is still in their country of origin, there could have been serious experiences that disrupted the routine or left a lasting impression on the student, such as:

- Inability to attend school due to violence.
- Basic needs were not met.
- Lack of medical care.
- Separation from family and friends.
- Threats of violence.
- Witnessing violence/death.

Flight, or when the child fled to safety, was a significant event in the child's life that was filled with many emotions. Whether they went to a refugee camp, or made their way along the incredibly difficult and dangerous path from Central America to the United States, they likely experienced intense trauma. They also left behind everything that was familiar to them such as their home, school, friends, family members and possessions. Refugee camps, in particular, can be traumatic experiences as safety and basic needs are a constant struggle. The long wait in the camps impacts the child's sense of self, place and belonging.

Resettlement refers to the moment the child arrives in the United States. The first assumption is that being in the United States means that their struggles are over. This feeling is not accurate as a variety of factors can add stressors to the children, such as:

- Continued separation from loved ones
- Uncertainty about safety and whereabouts of friends and family.
- Racial/ethnic discrimination
- Poverty
- PTSD

In addition, to the events leading to and including their resettlement in the United States, recently arrived English learners also experience culture shock. Culture shock affects every person who moves to a new community whether it is within their own country or abroad. It does have predictable stages. The first phase is commonly referred to as the honeymoon phase. Although brief, it is characterized by a sense of excitement, and at times relief, about living in the new community.

The next stage is the frustration stage. During this stage, the differences between the old and new culture begin to show bringing in feelings of angst or hostility toward the new culture. Some symptoms include:

- Frequent illnesses

- Sleepiness, insomnia and fatigue
- Nervous habits – nail/lip biting, scratching or hair pulling
- Anxiety
- Regressive behaviors
- Selective mutism
- Extreme sadness, helplessness or hopelessness

The third stage is the adjustment stage which generally occurs within the first year. As the name describes, this is where the students begin to adjust the new culture. Students will begin to accept the norms of the community, participate more in school and interact socially. The final stage, the adaptation stage is described as the student participating fully in the culture, comfortable using the language and can interact with their peers in a culturally appropriate way.

Schools can do a few things to address issues with culture shock. Traditional schoolwide programs that focus on social skills for all students is one way to build a community of acceptance. Additionally, acculturation courses and/or newcomer programs can address some of these areas. The following signs are red flags:

- Withdrawn and non-communicative in any language
- Obsessive communication over an event or denial that the event occurred
- Rebellious toward school rules and routines
- Aggressive and destructive behavior
- Extreme sadness without an apparent cause (Custodio & O’Loughlin, 2017)

When faced with these situations, it is important to involve social workers, counselors, family members and other community members with which the student has a positive relationship. It is important to remain sensitive and empathetic while explaining that this phase will eventually pass. Trauma is one of the many reasons to have a welcoming, accepting and pleasant start to school in the United States and a motivating pathway to graduation.

Trauma Resources:

The National Child Traumatic Stress Network has a number of resources for various trauma types, including refugee trauma, disasters, violence and more. <https://www.nctsn.org/>

[Working with Refugee Students in Secondary Schools: A Counselor’s Companion](#) from the Minnesota Department of Education

Description of Terms

Acculturation	As opposed to assimilation, acculturation describes the process by which immigrant families acquire the traits of the new culture without losing their own cultural identities.
Asylee	An individual in the United States or at a Department of Homeland Security Port of Entry who are determined to meet the legal definition of refugee and are granted asylum in the US.
English Learner (EL)	An individual (A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary school or secondary school; (C)(i) who was not born in the United States or whose native language is a language other than English; (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or (iii) who is migratory, whose native language is not English, and who comes from an environment where a language other than English is dominant; and (D) whose difficulties in speaking, reading, writing, or understanding English may be sufficient to deny the individual (i) the ability to meet the challenging state academic standards; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society (ESEA, as amended by ESSA, Section 8101[20]).
Career & Technical Education (CTE)	Specialized courses focusing on skilled trades, applied sciences, modern technologies and career preparation.
English language development (ELD)	The program through which English learners participate in explicit English language instruction.
Immigrant Children & Youth	Immigrant children and youth are those who (A) are aged 3-21; (B) were not born in any state; and (C) have not been attending one or more schools in any one or more states for more than 3 full academic years (ESEA, Section 3301[(6)]).
New American	An all-encompassing term that includes foreign-born individuals (and their children and families) who seek to become fully integrated into their new community in the United States.
Newcomer	Newcomer is an umbrella term that includes various categories of immigrants who are born outside the United States and immigrated to the United States within the past 12 months. Not all newcomers are English learners.
Refugee	An individual admitted into the United States under Section 207 of the Immigration and Nationality Act and are determined to be refugees before arriving in the US.
Students with limited or interrupted formal education (SLIFE)	Students who have experienced disruptions in their education in the native country and/or the United States (Custodio & O’Laughlin, 2017).
Unaccompanied Minor	A child who has no lawful immigration status in the United States, has not attained 18 years of age, has no parent or legal guardian in the U.S. or no parent or legal guardian available to provide care and physical custody.

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Appendix A: Recommended Language Use Survey

In order to provide your child with the best possible education, we need to determine how well he or she understands, speaks, reads and writes in English. Please provide information about your child's language

Student's Name: _____ Date: _____

School: _____ Grade: _____

Relationship of person completing this survey: _____

Tier I: Language Background

- 1. What was your child's first language? English Other: _____
- 2. Which language(s) does your child use (speak) at home and with others? English Other: _____
- 3. Which language(s) does your child hear at home and understand? English Other: _____

If any of these answers indicate a language other than English, please complete the rest of the survey.

Tier II: Expanded Language background

- 4. Does the student understand when someone speaks with him/her in a language besides English?
- 5. Does the student read in a language other than English?
- 6. Does the student write in a language other than English?
- 7. Does the student interpret for you or anyone else in a language other than English?

Yes	No

Tier III: Educational History

- 8. How many years did the student attend school where the native language was used for instruction? _____
- 9. What was the most recent month and year the student attended school? _____
- 10. Do you believe that you child has learning difficulties that affects his/her ability to understand? _____
If yes, please explain: _____
- 11. Has your child been referred to be evaluated for special education? If yes, please explain _____

The school is required to assess the English language proficiency of all students who indicate, or are suspected of having, a first language other than English. If the results of the assessment show a student needs language support, you will be notified in writing and the school district will provide language support as deemed appropriate by district staff.

Notice to School Staff: This form must be given to all new and enrolling students. Any student that indicates use of a language other than English must be assessed to determine the student's English language proficiency. Please notify district staff responsible for the next steps immediately and when ready, keep this form in the student's permanent records.

Appendix B: Sample Family Interview Questions

Adapted from Custodio & O'Loughlin (2017)

What is your child's home country?

At what age did he or she leave the home country?

What is your child's home language?

What was the language of instruction in his or her school?

Can your child read and write in his or her native language?

At what age did your child begin attending school?

How many years of education were completed in the home country?

What was the last year of schooling for your child?

Has your child studied English? For how many years?

Does your child have complete records from the home country?

Has your child attended school in another school in the United States? Where and when? Did you bring the records?

Before coming to the United States, was your child separated from other family members? For how long?

Has your child ever lived in a refugee camp?

Notes for Placement:

Number of years behind peers in schooling (if applicable): _____

Records/transcripts from home country (translated when necessary): _____

Is a follow-up interview necessary to discuss the transcript or when one is not available, to gain an understanding of prior learning at the high school level?

Does the student need an orientation to life and school in the United States:

Appendix C: Language Assistance Services

Your Right to an Interpreter

You have the right to an interpreter at no cost to you. Please point to your language. An interpreter will be called. Please wait.

<p><i>Albanian</i></p> <p>Shqip □</p> <p>Keni të drejtën për përkthyes falas gjatë vizitës mjeksore. Ju lutem tregoni me gisht gjuhën që flisni. Ju lutem prisni, do t'ju gjejmë një përkthyes për viziten mjekësore.</p>	<p><i>Amharic</i></p> <p>አማርኛ</p> <p>ያለምንም ወጪ አስተርጓሚ የማግኘት መብት አለዎት። የሚናገሩትን የሚርዱትን ቋንቋ በመጠቀም ያመልክቱ። አስተርጓሚ እስኪጠራ ድረስ እባክዎ ይታገቡ።</p>	<p><i>Arabic</i></p> <p>عربي</p> <p>يحق لك الحصول على خدمة الترجمة مجانية دون أي مقابل. يرجى الإشارة إلى اللغة التي تتحدث بها عند استدعاء المترجم. للمزيد من التفاصيل يرجى استشارة موظف الاستقبال.</p>	<p><i>Armenian</i></p> <p>Հայերեն</p> <p>Դուք իրավունք ունեք առանց որևէ վճարի թարգմանիչ ունենալ: Խնդրում ենք մատնանշել ձեր լեզուն և ձեր համար թարգմանիչ կկանչենք: Խնդրում ենք սպասել:</p>
<p><i>Bengali</i></p> <p>বাংলা</p> <p>আপনার অধিকার রয়েছে বিনামূল্যে একজন দোভাষী পাওয়ার। অনুগ্রহ করে আপনার ভাষা কোনটি তা দেখিয়ে দিন। একজন দোভাষীকে ডাকা হবে। অনুগ্রহ করে অপেক্ষা করুন।</p>	<p><i>Cape Verdean Creole</i></p> <p>Criolu di Cabu Verdi □</p> <p>Nhôs tem direito a um intérprete gratuito di nhôs língua. Mostra qual qui nhôs língua pa nô podi tchoma intérprete. Nhôs aguarda um momento, por favor.</p>	<p><i>Chinese - Simplified</i></p> <p>中文</p> <p><small>Cantonese 广东话 Mandarin 国语 Toisanese 台山话 Taiwanese/Fukienese 台湾语/福建话 Min 闽语</small></p> <p>你有权要求一位免费的传译员。 请指出你的语言。传译员将为你服务，请稍候。</p>	<p><i>Chinese - Traditional</i></p> <p>中文</p> <p><small>Cantonese 廣東話 Mandarin 國語 Toisanese 台山話 Taiwanese/Fukienese 台灣語/福建話 Min 閩語</small></p> <p>你有權利要求一位免費的傳譯員。請指出你的語言。傳譯員將為你服務，請稍候。</p>
<p><i>Dari</i></p> <p>دري</p> <p>شما حق دارید که یک مترجم نشینت بگریه بدون آنکه به پولی ببلت آن ب دود. لطفاً زبان خود را بگویید. یک مترجم بگریه آن درخولیت خواهد شد. لطفاً منتظر بمانید.</p>	<p><i>French</i></p> <p>Français □</p> <p>Vous avez droit gratuitement aux services d'un interprète. Veuillez indiquer votre langue. Nous allons contacter un interprète. Veuillez patienter si'il vous plaît!</p>	<p><i>German</i></p> <p>Deutsch</p> <p>Sie haben kostenlosen Anspruch auf eine/n Dolmetscher/in. Bitte deuten Sie auf Ihre Sprache. Ein/e Dolmetscher/in wird gerufen. Bitte warten Sie.</p>	<p><i>Greek</i></p> <p>Ελληνικά</p> <p>Είναί δικαίωμά σας να χρησιμοποιήσετε διερμηνέα χωρίς καμία χρηματική επιβάρυνση. Σας παρακαλούμε, υποδείξτε τη γλώσσα που μιλάτε. Θα ειδοποιήσουμε ένα διερμηνέα. Παρακαλώ περιμένετε.</p>
<p><i>Haitian Creole</i></p> <p>Kreyòl Ayisyen</p> <p>Ou gen dwa a yon entèprèt gratis. Tanpri montre nou lang pa w la. N ap rélé yon entèprèt pou ou. Tanpri ret tann.</p>	<p><i>Hebrew</i></p> <p>עברית</p> <p>יש לך את הזכות למתורגמן ללא כל עלות לך. אנא הצבע על השפה שלך. המתורגמן ייקרא. אנא המתן.</p>	<p><i>Hindi</i></p> <p>हिंदी</p> <p>आपको बिना कोई शुल्क दिए दुभाषिया सेवा पाने का अधिकार है। कृपया अपनी भाषा को इंगित करें। दुभाषिया को बुलाया जाएगा। कृपया प्रतीक्षा करें।</p>	<p><i>Hmong</i></p> <p>Hmoob</p> <p>Koj muaj cai txais kev pab txhais lus dawb tsis them nyiaj. Thov taw tes rau koj hom lus nov. Mam hu tus txhais lus. Thov nyob tos.</p>

<p><i>Italian</i></p> <p>Italiano</p> <p>Avete diritto ad un interprete. Il servizio è gratuito. Indicate la vostra lingua e attendete; un interprete sarà chiamato al più presto.</p>	<p><i>Japanese</i></p> <p>日本語 □</p> <p>通訳を無料でご利用になれます。該当する言語を指示して下さい。通訳を手配いたしますのでお待ち下さい。</p>	<p><i>Khmer</i></p> <p>ខ្មែរ</p> <p>លោកអ្នក មានសិទ្ធិឲ្យមានអ្នកបកប្រែដោយឥតគិតថ្លៃ សូមមេត្តាចង្អុលទៅភាសារបស់លោកអ្នក។ គេនឹងគោរព ហៅឲ្យអ្នកបកប្រែម្នាក់មក។ សូមមេត្តារង់ចាំ។</p>	<p><i>Korean</i></p> <p>언어</p> <p>여러분은 무료로 전문 통역자의 도움을 받을 권리가 있습니다. 왼쪽의 "한국어"를 손가락으로 가리켜 주십시오. 전문 통역자에게 연결될 것입니다. 잠시만 기다려 주십시오.</p>
<p><i>Laotian</i></p> <p>ລາວ</p> <p>ທ່ານມີສິດຂ້າມາຍແປພາສາໂດຍບໍ່ເສັງຄ່າ. ກະຮຸນາຊີ້ໃສ່ພາສາຂອງທ່ານ. າຍພາສາຈະຖືກເອ້ນມາ. ກະຮຸນາລໍຖ້າ.</p>	<p><i>Persian</i></p> <p>پارسی</p> <p>شما حق دارید یک مترجم تلفظی برای شما رایگان باشد. لطفاً زبان خود را مشخص کنید. مترجم تلفظی شما در خدمت شما خواهد بود.</p>	<p><i>Polish</i></p> <p>Język Polski □</p> <p>Masz prawo do korzystania z usług polskiego tłumacza. Usługa ta jest na nasz koszt. Proszę wskazać swój język. Proszę czekać. Łączymy z tłumaczem.</p>	<p><i>Portuguese</i></p> <p>Português</p> <p>Você tem o direito a um intérprete de graça. Por favor aponte para a língua que você fala. Um intérprete será chamado. Por favor espere.</p>
<p><i>Russian</i></p> <p>Русский</p> <p>Вы имеете право на услуги бесплатного переводчика. Укажите, пожалуйста, на Ваш язык. Переводчик будет вызван. Пожалуйста, подождите.</p>	<p><i>Serbo-Croatian</i></p> <p>Srpsko-Hrvatski jezik</p> <p>Vi imate pravo na besplatnog prevodioca. Molimo vas da pokažete na vaš govorni jezik. Prevodilac ce biti pozvan. Hvala i molimo vas da sačekate.</p>	<p><i>Somali</i></p> <p>Soomaali</p> <p>Waxaad xaq u leedahay in tarjumaan lacag la'aan ah laguugu yeero. Fadlan farta ku fiiq luqaddaada. Tarjumaan ayaa laguugu wacayaa. Ee fadlan sug!</p>	<p><i>Spanish</i></p> <p>Español</p> <p>Usted tiene derecho a un intérprete gratis. Por favor, señale su idioma y llamaremos a un intérprete. Por favor, espere.</p>
<p><i>Swahili</i></p> <p>Swahili</p> <p>Ni haki yako kuwa na mtafsiri bila malipo yoyote. Tafadhali chagua lugha yako kati ya hizi. Mtafsiri ataitwa. Tafadhali ngoja.</p>	<p><i>Tagalog</i></p> <p>Tagalog</p> <p>Ikaw ay may karapatan na magkaroon ng tagapagsalin na walang bayad. Ituro ang iyong wika. Ang tagapagsalin ay tatawagin. Maghintay.</p>	<p><i>Thai</i></p> <p>ไทย</p> <p>ท่านมีสิทธิขอคำแปลภาษาโดยไม่เสียค่าใช้จ่ายใด ๆ กรุณาชี้ที่ภาษาของท่าน กรุณาอดสักรู้อ เราจะทำโทรศัพท์เรียกคำมาให้ท่าน</p>	<p><i>Ukrainian</i></p> <p>Українська □</p> <p>У Вас є право на безплатного перекладача. Будь ласка, вкажіть на Вашу мову, і Вам покличуть перекладача. Почекайте, будь ласка.</p>
<p><i>Urdu</i></p> <p>اردو</p> <p>آپ فہم تہ ترجمہ کی کسی خدمت کے لیے حق ہے۔ براہ کرم اپنی زبان کی طرف اشارہ کیجئے۔ آپ کے لئے ایک مترجم ان کا انتظام کیا جائیگا۔ براہ کرم انتظار کیجئے۔</p>	<p><i>Vietnamese</i></p> <p>Tiếng Việt</p> <p>Quý vị có quyền được một thông dịch viên miễn phí. Xin chỉ vào ngôn ngữ của quý vị. Chúng tôi sẽ gọi một thông dịch viên. Vui lòng chờ trong giây lát.</p>		

Appendix D: Transcript Translation Companies

5T Language LLC

1504 NW 54th St.
Kansas City, MO 64118
816-256-8176
5tlanguage.com

LAMP Interpreters

8050 Watson Rd Ste 340
St. Louis, MO 63119
314-842-0062
Lampinterpreters.org

Day Translations

415 Madison Avenue
New York, NY 10017
800-856-2759
Daytranslations.com

International Institute of STL

3401 Arsenal St.
St. Louis, MO 63118
314-773-9090
www.iistl.org

Global Village Language Center

8428 Delmar Blvd.
St. Louis, MO 63124
314-989-9112
Globalvillagelanguagecenter.com

Bilingual International

1329 Macklind Ave
St. Louis, MO 63110
314-645-7800
Bilingualstl.org

International Language Center

1416 S Big Ben Blvd
St. Louis MO 63117
800-445-4440
Ilcworldwide.com

Appendix E: ICAP Options

Individual Career and Academic Plan (ICAP)

(Name of School)

Name: _____

Graduation Year: _____

	Grade	Requirements/Credits	Credits	1st Semester	2nd Semester	Review Each Semester	
Secondary	9	Language Arts	1			9th Grade Review Dates: _____ Student's Signature(s): _____ Parents/Guardians' Signature(s): _____ Advisor's Signature(s): _____	Select a Career Path <input type="radio"/> Arts & Communication <input type="radio"/> Business Management & Technology <input type="radio"/> Health Services <input type="radio"/> Human Services <input type="radio"/> Industrial & Engineering Technology <input type="radio"/> Natural Resources & Agriculture Career Cluster _____ Program of Study _____ <input type="radio"/> A+ Program <input type="radio"/> Career and Technical Education Certificate <input type="radio"/> Honor Diploma <input type="radio"/> Industry Recognized Credential <input type="radio"/> Missouri Seal of Biliteracy <input type="radio"/> NCAA <input type="radio"/> Technical Skill Attainment Postsecondary Goals _____ _____ Postsecondary Options: <input type="radio"/> Area Career Center <input type="radio"/> Employment <input type="radio"/> Military <input type="radio"/> 2 year College Major: _____ Minor: _____ <input type="radio"/> 4 year College or University Major: _____ Minor: _____ <input type="radio"/> Other: _____
		Social Studies	1				
		Mathematics	1				
		Science	1				
		Health	1/2				
		P.E.	1/2				
		Electives or Fine/Practical Art Requirements	2				
	10	Language Arts	1			10th Grade Review Dates: _____ Student's Signature(s): _____ Parents/Guardians' Signature(s): _____ Advisor's Signature(s): _____	
		Social Studies	1				
		Mathematics	1				
		Science	1				
		Personal Finance*	1/2				
		P.E. or Fine/Practical Art Requirement	1				
		Electives	3				
	11	Language Arts	1			11th Grade Review Dates: _____ Student's Signature(s): _____ Parents/Guardians' Signature(s): _____ Advisor's Signature(s): _____	
		Social Studies	1				
Mathematics		1					
Science		1					
Electives		4					
12	Language Arts	1			12th Grade Review Dates: _____ Student's Signature(s): _____ Parents/Guardians' Signature(s): _____ Advisor's Signature(s): _____		
	Electives	7					

*the grade level at which Personal Finance may be taught is ultimately an individual school district's decision.

Sample ELL Individual Career and Academic Plan (ICAP)

(Name of School)

Name: _____

Graduation Year: _____

	Grade	Requirements/Credits	Credits	1st Semester	2nd Semester	Review Each Semester	
Secondary	9	Language Arts	1			9th Grade Review Dates: _____ Student's Signature(s): _____ _____ Parents/Guardians' Signature(s): _____ _____ Advisor's Signature(s): _____ _____	Select a Career Path <input type="radio"/> Arts & Communication <input type="radio"/> Business Management & Technology <input type="radio"/> Health Services <input type="radio"/> Human Services <input type="radio"/> Industrial & Engineering Technology <input type="radio"/> Natural Resources & Agriculture Career Cluster _____ Program of Study _____ <input type="radio"/> A+ Program <input type="radio"/> Career and Technical Education Certificate <input type="radio"/> Honor Diploma <input type="radio"/> Industry Recognized Credential <input type="radio"/> Missouri Seal of Biliteracy <input type="radio"/> NCAA <input type="radio"/> Technical Skill Attainment Postsecondary Goals _____ _____ _____ Postsecondary Options: <input type="radio"/> Area Career Center <input type="radio"/> Employment <input type="radio"/> Military <input type="radio"/> 2 year College Major: _____ Minor: _____ <input type="radio"/> 4 year College or University Major: _____ Minor: _____ <input type="radio"/> Other: _____
		Health	0.5				
		P.E.	0.5				
		Electives	6				
	10	Language Arts	1			10th Grade Review Dates: _____ Student's Signature(s): _____ _____ Parents/Guardians' Signature(s): _____ _____ Advisor's Signature(s): _____ _____	
		Social Studies	1				
		Mathematics	1				
		Science	1				
		Personal Finance*	1/2				
		P.E. or Fine/Practical Art Requirement	1				
	Electives	2.5					
11	Language Arts	1			11th Grade Review Dates: _____ Student's Signature(s): _____ _____ Parents/Guardians' Signature(s): _____ _____ Advisor's Signature(s): _____ _____		
	Social Studies	1					
	Mathematics	1					
	Science	1					
	Electives	4					
12	Language Arts	1			12th Grade Review Dates: _____ Student's Signature(s): _____ _____ Parents/Guardians' Signature(s): _____ _____ Advisor's Signature(s): _____ _____		
	Social Studies	1					
	Mathematics	1					
	Science	1					
	Electives	4					

Appendix F: Instructional Resources

Colorin Colorado – Supporting ELLs in the Mainstream Classroom

<http://www.colorincolorado.org/article/supporting-ells-mainstream-classroom>

WIDA Can-Do Descriptors

https://www.wida.us/standards/CAN_DOs/

Jeff Zweirs' Cross-Curricular Tools, Guides and Organizers

<http://jeffzwiers.org/tools>

Understanding Language

http://ell.stanford.edu/teaching_resources

TESOL Six Principles

<http://www.tesol.org/the-6-principles/>

Support Real Teachers

<http://www.supportrealteachers.org/strategies-for-english-language-learners.html>

Larry Ferlazzo

<http://larryferlazzo.edublogs.org/larry-ferlazzos-english-website/>

Appendix G: Sample SLIFE Course Sequence

4-Year Plan

9 th Grade	
Course	Type of Credit
ESL 1	Core
Foundations in ELA	Core
Foundations in Science	Core
Foundations in Math	Core
P.E.	Elective
New Americans Orientation	Elective
Elective	Elective
Elective	Elective
ESL Resource	Non-credit bearing

10 th Grade	
Course	Type of Credit
ESL 2	Core
English I	Core
Sheltered Physical Science	Core
World History	Core
Algebra I	Core
Fine/Practical Art	Elective
ESL Resource	Non-credit bearing
Elective	Elective
Elective	Elective

11 th Grade	
Course	Type of Credit
ESL 3	Core
English II	Core
Foundations in Biology	Core
Geometry/Algebra II	Core
American History	Core
Elective	Elective
Elective	Non-credit bearing
Elective	Elective
ESL Resource	Non-credit bearing

12 th Grade	
Course	Type of Credit
ESL 3	Core
English III	Core
Biology	Core
Geometry/Algebra II	Core
Government	Core
Elective	Elective
Elective	Elective
Elective	Elective
ESL Resource	Non-credit bearing

3 Year Plan

This plan is intended for older students attempting to graduate prior to turning 21 years of age.

School Year 1	
Course	Type of Credit
ESL 1	Core
Foundations in ELA	Core
Foundations in Science	Elective
Pre-Algebra	Core
P.E.	Elective
New Americans Orientation	Elective
Elective	Elective
ESL Resource	Non-credit bearing

Summer Year 1	
Course	Type of Credit
World History	Core

School Year 2	
Course	Type of Credit
ESL 2	Core
English I	Core
Foundations in Biology	Core
Algebra I	Core
American History	Core
Elective	Elective
Elective	Elective
ESL Resource	Non-credit bearing

Summer Year 2	
Course	Type of Credit
English II	Core

School Year 3	
Course	Type of Credit
ESL 3	Core
English III	Core
Biology	Core
Algebra II	Core
American History	Core
Elective	Elective
Elective	Elective
ESL Resource	Non-credit bearing

5 Year Plan

This plan exceeds the required graduation requirements outlined by DESE. Districts can use this plan to allow for completion of fifth year to meet CCR standards to attain an industry recognized credential or to ensure college readiness benchmarks outlined by area admissions and proficiency requirements.

9 th Grade	
Course	Type of Credit
ESL 1	Core
Foundations in ELA	Core
Foundations in Science	Core
Foundations in Math	Core
P.E.	Elective
New Americans Orientation	Elective
Elective	Elective
ESL Resource	Non-credit bearing

10 th Grade	
Course	Type of Credit
ESL 2	Core
English I	Core
Sheltered Physical Science	Core
Sheltered World History	Core
Pre-Algebra	Core
Fine/Practical Art	Elective
ESL Resource	Non-credit bearing
Elective	Elective

11 th Grade	
Course	Type of Credit
ESL 3	Core
English II	Core
Foundations in Biology	Core
Geometry/Algebra II	Core
American History	Core
Elective	Elective
Elective	Elective
Elective	Elective
ESL Resource	Non-credit bearing

12 th Grade	
Course	Type of Credit
ESL 4	Core
English III	Core
Biology	Core
Geometry/Algebra II	Core
Government	Core
Elective	Elective
Elective/Pre-requisite for CTE/Post-Secondary	Elective
ESL Resource	Non-credit bearing

Year 5	
Course	Type of Credit
English IV	Core
Elective	Elective
Elective	Elective
CTE Program	