

## Enrollment / Language Use Survey (LUS)

Be aware that language assistance services must be advertised in a visible location and provided upon request. The Office of Civil Rights dictates that you must communicate information to parents in a language they can understand. Districts are obligated to provide language assistance services **at no cost** 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. 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.

The only mandatory paperwork districts are required to include at enrollment is the Language Use Survey (LUS), which includes three tiers of questions meant to understand more about the student's linguistic and educational background. Ideally, the district will also include additional questions that will help to better understand the student's educational and linguistic backgrounds. 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. There is a need to understand fully 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 experiences in the home country and/or the journey to the United States. For this reason, an intake interview is recommended. As with the enrollment paperwork, an interpreter that is able to communicate in a language the family can understand is important.

Parent interviews are a great way to welcome ELs and their parents to the school. Delivering parent notifications in person makes a positive impact and can dissuade parents from refusing the district's LIEP. District staff can learn more about the student's background and can share important information about school events, routines and rules. If the district has the capacity to overcome any language barriers, these interviews do wonders for EL parent involvement.

*If the answer to any of the questions on the LUS notes a language other than English is either spoken or understood, the student is potentially an English learner and the district must take active steps to determine if the student qualifies for a language instruction educational program (LIEP).*

Missouri is a member of the WIDA Consortium along with 39 other states, territories and education agencies. If a potential EL was previously enrolled in a state belonging to the WIDA consortium, the student should have a WIDA score and educational history in an ELD program in their file. That score should be utilized to determine eligibility in the district's LIEP.

Every student identified as a potential EL by the LUS who does not have a previous WIDA score is required to be screened within the first 30 calendar days after enrollment. All districts in Missouri must use WIDA's Online Screener for students in 1<sup>st</sup> grade (second semester) through 12<sup>th</sup> grade. First semester Kindergarten students will only take the speaking and listening sections of the Kindergarten Screener and must take the ACCESS for ELLs in the spring. Second semester kindergarteners and first semester first graders must take all four domains of the paper-based Kindergarten Screener. There are exceptions to these guidelines, but they should be applied in very specific cases. All screeners are to be administered by a trained district employee.

## 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 your 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.

Preferred language for contact by telephone: \_\_\_\_\_

Preferred language for written contact: \_\_\_\_\_

**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.

Nombre del Estudiante: \_\_\_\_\_ Fecha: \_\_\_\_\_

Escuela: \_\_\_\_\_ Grado: \_\_\_\_\_

Relación de la persona que completa este cuestionario: \_\_\_\_\_

**Nivel I: Conocimientos de idiomas**

- 1. ¿Cuál es su primer idioma?  inglés  otro: \_\_\_\_\_
- 2. ¿Cuál idioma(s) habla su hijo(a) en la casa y con otras personas?  inglés  otro: \_\_\_\_\_
- 3. ¿Cuál idioma(s) escucha su hijo(s) en la casa o con familia y puede entender?  inglés  otro: \_\_\_\_\_

**Nivel II: Conocimientos de idiomas expandidos**

- 4. ¿Entiende su hijo(a) cuando alguien habla en un idioma otro de inglés?
- 5. ¿Puede su hijo(a) leer en un idioma otro de inglés?
- 6. ¿Puede su hijo(a) escribir en un idioma otro de inglés?
- 7. ¿Le interpreta o traduce su hijo(a) para Ud. u otras personas?

Sí	No

**Nivel III: Historia educacional**

- 8. ¿Asistió el estudiante a una escuela donde el inglés no era el idioma utilizado para la instrucción? Si / No  
En caso afirmativo, ¿cuántos años asistió el estudiante a esta escuela? \_\_\_\_\_
- 9. ¿Cuál fue el último mes que su hijo(a) estaba matriculado en una escuela? \_\_\_\_\_
- 10. ¿Cree Ud. que su hijo pueda tener dificultades educacionales que le afecten su aprendizaje? \_\_\_\_\_  
Si afirmativo, explique por qué: \_\_\_\_\_
- 11. ¿Se le ha recomendado a su hijo(a) que reciba una evaluación de educación especial? Si afirmativo, explique por qué y sus resultados. \_\_\_\_\_

Se requiere que la escuela evalúe las habilidades en inglés de todos los estudiantes que hablen o entiendan un idioma otro de inglés. Si los resultados indican que el estudiante requiere apoyo desarrollando el inglés, será notificado y el (la) estudiante entrará el programa de apoyo lingüístico que el distrito considere apropiado.

Idioma preferido para el contacto por teléfono: \_\_\_\_\_

Idioma preferido para el contacto por escrito: \_\_\_\_\_

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## 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?

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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: