## APPENDIX A - SAMPLE CHECKLIST OF CONSIDERATIONS

This document provides Virginia educators and stakeholders with a checklist of considerations for school divisions as they establish a written protocol for the initial determination of *Students with Limited and/or Interrupted Education* (SLIFE), as well as reporting the removal of SLIFE status, professional development of educators, and parent communication. The following steps are recommended for inclusion in the school division written protocol:

**Process to Determine SLIFE Status. School divisions** choose whether possible SLIFE status will be determined through:

* + registration documents; or
  + an interview process.

1. Develop a written protocol for the initial determination of SLIFE status.
2. Screen the student for English language proficiency to determine EL status.
3. If the student is determined to be an EL, review registration documents or interview transcripts to determine SLIFE status. Review academic records to help determine SLIFE status (when available).
4. If the EL is determined to be SLIFE, the student should be placed in programs and classes with teachers who implement culturally and linguistically responsive instruction consistent with the student’s level of English language proficiency and academic needs. Instruction should target closing deficits in skills and knowledge that the SLIFE may experience as a result of the limited and/or or interrupted access to formal education. The need for additional emotional and trauma supports should be assessed at this time.
5. Enter the EL as SLIFE in the school division student information system (SIS).
6. Notify parents or guardians of the student’s EL status to include the Language Instruction Educational Program (LIEP) to be provided.
7. Retain records of SLIFE status in student cumulative folders.

##### Removing SLIFE Status:

After a period of time in U.S. schools with consistent content and language instructional support, it may be appropriate to remove SLIFE status although a student has had at least two years less schooling than similar- aged peers. In addition, school divisions have the autonomy to develop a local system to indicate a “former- SLIFE designation” for data tracking and analysis purposes.

1. Identify staff to lead SLIFE committees.
2. Convene a committee of stakeholders who are familiar with the academic performance of the SLIFE.
3. Develop a written protocol to review and remove SLIFE status.
4. Remove student’s SLIFE status in the school division SIS and maintain documents.

**Checklist to Determine a Possible SLIFE Status and Other Considerations for ELs OPTIONS FOR SCHOOL DIVISIONS**

#### Option One: Indicators Compiled Through Division-wide Registration Documents

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| --- | --- | --- | --- |
| Option One | Implementation | Staff Responsible | Action Items/Notes |
| The three SLIFE indicators or locally developed parent- friendly questions are used to determine SLIFE status  through inclusion in registration documents (see Appendix B). |  Yes   No   Partial |  |  |

#### Option Two: Indicators Compiled Through an Interview Process

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| --- | --- | --- | --- |
| Option One | Implementation | Staff Responsible | Action Items/Notes |
| The three SLIFE indicators or locally developed parent- friendly interview questions can be used to determine SLIFE status.  Interview questions can be included as part of a division- wide interview protocol (see Appendix C). |  Yes   No   Partial |  |  |

**Considerations for Option One: Division-wide Registration Documents**

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| --- | --- | --- | --- |
| Considerations | Implementation | Staff Responsible | Action Items/Notes |
| Questions are included in the division-wide registration document(s) to determine possible SLIFE status for all incoming students. |  Yes   No   Partial |  |  |

**If a school division does not already include questions to determine a potential SLIFE status on registration documents...**

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| --- | --- | --- | --- | --- |
| Considerations | Implementation | | Staff Responsible | Action Items/Notes |
| Staff have been identified who will specify written questions needed to determine  possible SLIFE status.  These questions are to be included on registration documents |      | Yes No Partial |  |  |
| Questions have been identified that will be included  in registration documents to determine a possible SLIFE status: |      | Yes No Partial |  |  |
| 1. The three indicators verbatim;   or   1. The school division has developed questions in parent-friendly language (see Appendix B). |  |  |
| The questions to determine possible SLIFE status are available division- wide on paper and electronic registration documents. |      | Yes No Partial |  |  |
| The registration documents are available in multiple languages. |      | Yes  No Partial |  |  |

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| --- | --- | --- | --- | --- |
| Considerations | Implementation | | Staff Responsible | Action Items/Notes |
| Qualified interpreters are available to assist Limited English Proficient (LEP) parents in completing the registration documents. (USED/DOJ EL  Toolkit - [Chapter 10](https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap10.pdf)) |      | Yes No Partial |  |  |
| Note: Students, siblings, friends, and untrained staff members are not considered as  qualified interpreters and translators. |  |  |
| Identified staff will be responsible for reviewing registration documents for a possible SLIFE  status in regard to responses to the following questions: |      | Yes No Partial |  |  |
| * The student enters or   re-enters any school in the United States at or after the age of eight; and   * The student has at least two years less schooling than similar- age peers. |  |  |
| The information compiled from the registration document should be combined with the ELP screener  score and a review of educational records prior to determining SLIFE status. |  |  |

**Considerations for Option Two: Division-wide Registration Documents**

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| --- | --- | --- | --- |
| Considerations | Implementation | Staff Responsible | Action Items/Notes |
| The school division already uses formal entrance interview questions for all incoming EL students, grades 3-12 to determine a possible SLIFE status. |  Yes   No   Partial |  |  |

**If a school division already has an interview process in place, but does not include questions to determine a possible SLIFE status . . .**

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| --- | --- | --- | --- | --- |
| Considerations | Implementation | | Staff Responsible | Action Items/Notes |
| Staff have been identified who will write division-wide parent interview questions to determine possible SLIFE status for ELs. |      | Yes No Partial |  |  |
| Questions have been identified to be included in the parent/guardian and or student interview to determine a possible SLIFE status (see Appendix C) |      | Yes No Partial |  |  |
| Staff have been identified who will conduct the interview. |      | Yes No  Partial |  |  |
| Qualified interpreters are available to  assist LEP parents to answer the interview questions. (USED/ DOJ EL Toolkit - [Chapter 10)](https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap10.pdf)  Note: Students, siblings, friends, and untrained staff members are not as considered as  qualified interpreters and translators. |      | Yes No Partial |  |  |

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| --- | --- | --- | --- |
| Considerations | Implementation | Staff Responsible | Action Items/Notes |
| The interview to determine a possible SLIFE status includes educational records or transcript review when possible. |  Yes   No   Partial |  |  |

#### Administering a Screening Tool to Determine a Student’s English Proficiency Level

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| --- | --- | --- | --- | --- |
| Considerations | Implementation | | Staff Responsible | Action Items/Notes |
| The school division has mandated ELP screening tools  to determine the English language proficiency level (ELP) of potential ELs. |      | Yes No Partial |  |  |
| The school division provides annual training for all staff responsible for administering the ELP screening tool. The designated supervisor should verify staff training completion. |      | Yes No Partial |  |  |
| The school division has designated a staff member to enter  the student’s ELP screener score into the SIS. |      | Yes No Partial |  |  |

#### SLIFE Data Entry

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| --- | --- | --- | --- |
| Considerations | Implementation | Staff Responsible | Action Items/Notes |
| Once ELP screening is completed, the school division has designated staff who will be responsible for compiling the information and checking the SLIFE flag in the SIS. |  Yes   No   Partial |  |  |

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| --- | --- | --- | --- |
| Considerations | Implementation | Staff Responsible | Action Items/Notes |
| The school division has designated a staff member to annually review students in the SIS who are SLIFE for consistency. |  Yes   No   Partial |  |  |

#### Considerations for SLIFE Instructional Placement in LIEP Services

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| --- | --- | --- | --- | --- |
| Considerations | Implementation | | Staff Responsible | Action Items/Notes |
| The purpose for all programs and services for ELs is attainment of the same academic content standards as all students and the development  of English language proficiency. (USED/DOJ EL  Toolkit - [Chapter 2)](https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap2.pdf) |      | Yes No Partial |  |  |
| The school division ensures that programs and services for ELs are consistent with sound educational theories. (USED/DOJ EL  Toolkit - [Chapter 2](https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap2.pdf)) |      | Yes No Partial |  |  |
| The language instruction educational program (LIEP) curriculum is language-based and aligned to the WIDA English language development (ELD) standards and content standards (SOLs).  (USED/DOJ EL  Toolkit - [Chapter 4](http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap4.pdf)) |      | Yes No Partial |  |  |

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| --- | --- | --- | --- |
| Considerations | Implementation | Staff Responsible | Action Items/Notes |
| The school division ensures that sufficient and  appropriate materials and resources  are available to implement programs and services for SLIFE success. This should include emotional and trauma supports as needed. |  Yes   No   Partial |  |  |
| Older students have access to the same opportunities as other students who may require alternative settings. (examples: credit recovery, GED, dual enrollment, etc.) |  Yes   No   Partial |  |  |

#### Considerations for Ensuring Meaningful Parent Communication Regarding SLIFE Status

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| --- | --- | --- | --- | --- |
| Considerations | Implementation | | Staff Responsible | Action Items/Notes |
| The school division ensures that LEP parents and guardians are notified of their student’s EL status and level. |      | Yes No Partial |  |  |
| The school division can chose include notification of a student’s SLIFE status in the 30 Day Parent Notification form. (USED/DOJ EL Toolkit - [Chapter 10](https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap10.pdf)) |      | Yes No Partial |  |  |
| The school division ensures that SLIFE enrolling in high school, as well as their parents, are provided information about pathways to on-time graduation  and other educational options available  in the division or community. (USED/DOJ EL  Toolkit - [Chapter 10](https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap10.pdf)) |      | Yes No Partial |  |  |

#### Considerations for Professional Development

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| --- | --- | --- | --- | --- |
| Considerations | Implementation | | Staff Responsible | Action Items/Notes |
| Staff have been identified who will be responsible for providing annual training on the written protocol for identifying SLIFE status and placement in a LIEP. |      | Yes No Partial |  |  |
| The school division has created a  plan to provide SLIFE training to all pertinent staff including, but not limited to, administrators, registrars, school counselors, LIEP  teachers, Welcome Center staff, data managers and division directors of testing (DDOTs). |      | Yes No Partial |  |  |
| If a [transcript review](https://www.uft.org/files/attachments/evaluating-foreign-transcripts.pdf) is part of the protocol for determining SLIFE status, a procedure  is in place for staff to receive training. |      | Yes No Partial |  |  |

#### Removing the SLIFE Status

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| --- | --- | --- | --- |
| Considerations | Implementation | Staff Responsible | Action Items/Notes |
| The school division has a written protocol in place for removing SLIFE status for all ELs who score 3.0 and above on the annual ELP assessment. |  Yes   No   Partial |  |  |
| The school division has a committee of staff familiar with the SLIFE’s academic performance to consider removing SLIFE status if a student has not scored 3.0 or above on the annual ELP assessment. |  Yes   No   Partial |  |  |

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| --- | --- | --- | --- | --- |
| Considerations | Implementation | | Staff Responsible | Action Items/Notes |
| The committee has collected and reviewed pertinent data to determine whether SLIFE status should be removed to include but not limited to:   * Observations and recommendations from student’s classroom teachers * Performance scores and growth on locally- administered benchmark assessments, including those   that assess reading   * Special education status (if applicable) * Attendance * Social-emotional observations   Academic habits and behaviors as documented by educators and  specialists working with the students |  | Yes |  |  |
|  | No |
|  | Partial |
| The removal of SLIFE status is recorded in the school division SIS. |    | Yes  No |  |  |
|  |  | Partial |
| The removal of the SLIFE status from the student is retained  in the student’s cumulative folder along with documentation supporting the decision. |      | Yes No Partial |  |  |

#### Considerations for Accountability

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| --- | --- | --- | --- | --- |
| Considerations | Implementation | | Staff Responsible | Action Items/Notes |
| The school division uniformly and consistently identifies SLIFE in ALL schools. |      | Yes  No Partial |  |  |
| The school division evaluates the effectiveness of the LIEP. |      | Yes No  Partial |  |  |
| All relevant documents are stored in the student’s cumulative folder. |      | Yes  No Partial |  |  |
| The school division has established a process for periodic/ annual review of the process to determine SLIFE status including a review of SLIFE supports in a LIEP. |      | Yes No Partial |  |  |

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