



S L I F E

S L I F E

**STUDENTS WITH LIMITED AND/OR INTERRUPTED FORMAL EDUCATION
GUIDEBOOK**

CONTENTS

PURPOSE	3
INTRODUCTION	3
SLIFE DEFINITION	3
SLIFE DEFINITION COMPONENTS	4
CONSIDERATIONS IN DETERMINING AND REPORTING SLIFE STATUS	5
PROCESS TO DETERMINE SLIFE STATUS	5
ENTRY OF SLIFE STATUS IN THE SIS	5
REMOVING SLIFE STATUS	6
RELEVANT QUESTIONS AND ANSWERS	6
ADDITIONAL RESOURCES CONSULTED	6
LEADING FOR EQUITY	7
Collaboration	7
Core Courses and Curriculum, Customized to Needs	7
Guiding Principals AND Practices	7
Professional Development	8
Responsive Policies	8
DISCIPLINE	8
GRADING	9
Systems of Support	9
ACADEMIC	9
NON-ACADEMIC RESOURCES	9
Explore Additional Resources for Deeper Learning	9
VIRGINIA DIVISION PRACTICES AND GRADUATION PATHWAYS	10
Collaboratively Plan Pathways	10
Place Students Strategically	10
Offer Multiple Pathways for College and Career Readiness	11
Resources and References	11
Additional Resources for Deeper Learning	11
ABCS OF SUPPORTING SLIFE	12
VDOE Resources	14
Recorded Webinars and Video Modules	14
External Resources	14
SOCIAL EMOTIONAL WELLNESS: CONSIDERATIONS FOR ENGLISH LEARNERS	15
Key Factors	15
Top Tips for Educators Supporting English Learners	15
Essential Questions for Educators of English Learners	16
Importance of Self Care	16
English Learners Wellness Resources	16
For Educators	16
For Students and Families	16
For Self-Care	16
APPENDIX A - SAMPLE CHECKLIST OF CONSIDERATIONS	17
Option One: Indicators Compiled Through Division-wide Registration Documents	18
Option Two: Indicators Compiled Through an Interview Process	18
Administering a Screening Tool to Determine a Student’s English Proficiency Level	22
SLIFE Data Entry	22
Considerations for SLIFE Instructional Placement in LIEP Services	23
Considerations for Ensuring Meaningful Parent Communication Regarding SLIFE Status	24
Considerations for Professional Development	25
Removing the SLIFE Status	25
Considerations for Accountability	27
APPENDIX B: SLIFE REGISTRATION OPTION ONE	28
APPENDIX C: SLIFE REGISTRATION OPTION TWO	29

PURPOSE

The purpose of this document is to provide Virginia educators and stakeholders with a definition of Students with Limited and/or Interrupted Formal Education (SLIFE) as well as support on practices and procedures for meeting their unique social-emotional, language, and academic needs. This support document addresses the SLIFE definition, programmatic guiding principles, identification of SLIFE, instructional recommendations, and additional considerations for working with SLIFE.

The intent of identifying SLIFE status is to alert school division staff to the need for additional services for students and families, training of teachers and school division leaders, and considerations for making programmatic modifications. **It is important to note that this status is not meant to limit student access to rigorous, age-appropriate instruction and materials within grade-level core content courses.**

INTRODUCTION

An increasing number of English learners (ELs), who are also SLIFE, have been enrolling in Virginia schools. These students often have not had full access to formal educational programs for a variety of reasons, including interruptions in or limited access to formal education in their home country, or deficits in language development and literacy due to missing instruction during their attendance in United States (U.S.) schools. As a result, these learners may not have the same sociolinguistic proficiencies, content knowledge, and academic proficiencies or ways of thinking demonstrated by students who have consistently attended formal educational programs in the U.S., impacting these student's ability to achieve in Virginia classrooms.

According to [WIDA's Focus Bulletin on SLIFE](#): "Students who have these characteristics could be refugees, migrant students, or any student who experienced limited or interrupted access to school for a variety of reasons, such as poverty, isolated geographic locales, limited transportation options, societal and cultural expectations for school attendance, a need to enter the workforce or contribute to the family income, natural disasters, war, or civil strife". The lack of formal schooling and the associated socio-academic implications often pose more complex and varied challenges than those typically encountered with other ELs. SLIFE are often at greater risk for dropping out of school than non-SLIFE. In some Virginia school divisions, SLIFE are placed in existing Language Instruction Educational Programs (LIEP), such as Newcomer and Dual Language options, and receive additional instructional support to close educational gaps. Other divisions specifically tailor LIEPs for SLIFE, such as programs that include high-intensity English language development, as well as foundational literacy and numeracy skills development.

SLIFE DEFINITION

[Virginia Senate Bill 933](#), passed during the 2020 General Assembly, requires the Virginia Department of Education (VDOE) to develop and adopt a common statewide definition for the term SLIFE, or "students with limited or interrupted formal education." School divisions would be required to report the number of students meeting this definition, and VDOE would collect information from divisions regarding the support provided to these students. A secondary requirement of the legislation is for the Board of Education to determine whether calculations for the school quality indicators within the [Board's Regulations Establishing the Standards for Accrediting Public Schools in Virginia](#) are appropriate and to make the necessary revisions to impact the methodology for the calculation of school accreditation ratings for the 2021–2022 school year ([April 6, 2020](#)).

In response to this legislation, the following definition has been developed:

A Student with Limited and/or Interrupted Formal Education (SLIFE) is an English learner who:

- enters or re-enters any school in the United States at or after the age of eight; **AND**
- is identified at English Language Proficiency (ELP) Level One or Two; **AND**
- has at least two years less schooling than similar-age peers.

SLIFE DEFINITION COMPONENTS

The SLIFE definition requires school divisions to collect data based on the three specific indicators:

- **Enters or re-enters any school in the United States at or after the age of eight:**

School divisions must use information gained through the registration process to confirm that the student entered school in the United States **at or after age eight**. This information should be obtained as part of the initial registration process and all documentation should be maintained at the school division level.

If a student does not register with appropriate documentation to verify the date of birth, school divisions may use their best judgment to determine that the student is at least eight years of age. (Modified from [UNHCR observations on the use of age assessments in the identification of separated or unaccompanied children seeking asylum](#), Section II, Number nine, Item ii).

- **Is identified at English Language Proficiency (ELP) Level One or Two:**

To identify a potential EL's English Language Proficiency (ELP) level, school divisions administer:

- a standardized ELP screening tool upon initial student entry into a Virginia school; **OR**
- a standardized annual ELP assessment.

Both of these assessments provide a composite proficiency level that can be used to determine an EL's eligibility for SLIFE status.

- **Has at least two years less schooling than similar-age peers:**

School divisions should collect and maintain records of the previous schooling of students. The VDOE does not collect or maintain these records.

- If prior school records, including transcripts, exist for a potential SLIFE, the current school division should review those to determine whether there is evidence that the student has *cumulatively* had at least two years less schooling than similar-age peers.
- If the transcripts are not from within the U.S., it may be possible for the current school division to contact the student's prior school(s) to get more information about his or her educational background.
- If records do not exist, information may be gathered in several ways. For example:
 - Conduct an oral interview with the student's parents or guardians in their preferred language, using a proficient interpreter who is not a family member of the student. Sample intake questions are included in Appendix C of this document.
 - If the student is a refugee, a refugee caseworker or liaison may be able to provide information about the student.
 - If necessary, a student interview can be conducted to learn more specifically about his or her prior educational experiences, with family support as available.
 - Assess grade-level content understanding and skills:
 - School divisions may also identify valid and reliable division or classroom-based assessments to determine whether ELs have similar content knowledge and skills as their same-age peers. If available, it would be beneficial for school divisions to use assessments in the student's primary language to determine the level of primary language literacy. If the student is literate and proficient in the primary language, the school division can use this information to accurately assess an EL's abilities without English language interference. Assessments not in the primary language of the EL should include accommodations as it is important to measure content knowledge without unintentionally measuring English skills.
- School divisions retain complete autonomy to determine the amount and extent of the prior schooling of potential SLIFE. It is recommended that school divisions establish a protocol for reviewing each newly registered EL's prior school records or transcripts to determine whether there is evidence demonstrating that the student has two years less schooling than his or her similar-age peers.

CONSIDERATIONS IN DETERMINING AND REPORTING SLIFE STATUS

The section below outlines considerations for developing a process to determine SLIFE status, reporting the information into the school division's Student Information System (SIS), and removing the SLIFE status. It is recommended that SLIFE status is determined as part of the EL identification process. As a reminder, ELs must be identified as soon as possible, preferably before the start of the school year, but no later than 30 days after the start of the year. A student who enrolls after the start of the school year should be identified within 14 days of enrollment. School divisions should annually review eligibility for SLIFE status.

PROCESS TO DETERMINE SLIFE STATUS

School divisions should develop a written protocol for determining SLIFE status. This can be added to the school division's written EL identification procedures. It is recommended that the written protocol follow one of the two options outlined below, to systematically collect information on the SLIFE indicators throughout the division:

- **Option One:** SLIFE status questions are included in the registration documents provided to all students.
- **Option Two:** A virtual or in-person interview process is conducted for all ELs, age eight years and above, who score level one or two on the ELP Screener.

OR

Both options should include a review of all school records provided and both should include communication with parents or guardians in the language they can understand.

Additional resources have been created to further support school divisions in determining a working process, including pertinent questions that can be asked as part of registration.

See Appendix A: *Sample Checklist of Considerations for Identifying, Reporting, and Supporting SLIFE ELs*. This sample checklist can be used by each school division to determine which items have been completed and to determine next steps. In addition, this document can support the training school division staff.

See Appendix B: *SLIFE Registration Option One*. Registration Sample Questions to Determine SLIFE status Division-wide.

See Appendix C: *SLIFE Registration Option Two*. Interview Sample Questions to Determine SLIFE Status Division-wide.

ENTRY OF SLIFE STATUS IN THE SIS

School divisions should develop a written protocol for entering the state/local codes into the division's SIS. Data should be manually entered and reviewed on an annual basis.

Staff responsible for flagging SLIFE status in the school division SIS should be able to access:

- students' current ELP level within the school division's SIS;
- students' date of Entry into U.S. schools within the school division's SIS; and
- verification that the student has had at least two years less schooling than similar-age peers. Once determined, this data can be included in the school division SIS.

The VDOE will collect SLIFE status data for the purpose of Student Record Collection (SRC) through a single data box. The specifics of this process are still to be determined. An example may be:

SLIFE [X] – designates SLIFE status

Very similar to the collection of Immigrant Children and Youth (IY) data, the VDOE may cross-reference SRC data and other data such as student enrollment, assigned LIEP, EL status by Limited English Proficiency (LEP) Code, and U.S. School Entry Date.

REMOVING SLIFE STATUS

School divisions should establish a written protocol, to include an annual review, to remove the SLIFE status, as appropriate. In preparation for removing SLIFE status, divisions should take into consideration the steps below. Steps can be modified and included in the school division's written protocol for this process.

1. Identify staff member(s) responsible for the removal of SLIFE status in the SIS, which will require an annual review of data for ELs that reach ELP levels three and four.
2. Create a school based SLIFE committee to review records for students who remain in or transition out of SLIFE status if they have not reached ELP level three or four. The committee may consider any needed LIEP placement changes, as appropriate. The committee may consist of EL and content teachers, administrators, counselors, and other stakeholders as deemed appropriate.
3. Develop a written protocol to annually review records for removing SLIFE status:
 - a. Verify that the student has tested at an English Proficiency Level (ELP) three or four on the annual ELP assessment used in Virginia;
 - OR**
 - b. If the EL has not reached at least ELP level three, convene the SLIFE Committee to determine if the student should retain SLIFE status or have SLIFE status removed based on a review of the following factors:
 - i. Observations and recommendations from student's classroom teachers
 - ii. Performance scores and growth on locally-administered benchmark assessments, including those that assess reading
 - iii. Special education status (if applicable)
 - iv. Attendance
 - v. Social-emotional observations
 - vi. Academic habits and behaviors as documented by educators and specialists working with the students
4. Document annual SLIFE Committee meetings.

RELEVANT QUESTIONS AND ANSWERS

- **Is there additional funding or staffing available for divisions and schools for SLIFE?**
At this time, there is no additional category of funding or staffing for SLIFE.
- **Is there an adjustment for accreditation for the graduation rates of high school SLIFE?**
At this time, there is not an adjustment.

ADDITIONAL RESOURCES CONSULTED

- [Connecticut Students with Limited and/or Interrupted Formal Education \(SLIFE\): A Resource Handbook](#)
- [Students with Limited or Interrupted Formal Education \(SLIFE\) Identification Guidance](#) (Minnesota)
- [Students with Limited or Interrupted Formation Education \(SLIFE\) Definition and Guidance](#) (Massachusetts)

Appendix A: *Sample Checklist of Considerations for Identifying, Reporting, and Supporting SLIFE ELs.* This sample checklist can be completed by each school division to ascertain the steps already established and determine next steps. In addition, this document can support the training of stakeholders.

Appendix B: *SLIFE Registration Option One.* Registration Sample Questions to Determine SLIFE status Division-wide.

Appendix C: *SLIFE Registration Option Two.* Interview Sample Questions to Determine SLIFE Status Division-wide.

LEADING FOR EQUITY:

PROGRAMS FOR STUDENTS WITH LIMITED OR INTERRUPTED FORMAL EDUCATION (SLIFE)

This resource is intended for division and school leaders. Language Instruction Educational Program (LIEP) models for Students with Limited or Interrupted Education (SLIFE) entail a specialized approach to English language instruction that is based on students' individual needs and which provides an equitable, intentional, and responsive learning environment. The tips listed below are the result of a synthesis of case study research and best programmatic practices for SLIFE.

REMEMBER...

1. SLIFE have rich backgrounds and many skills that can be used to support their English language development and learning connected to grade-level Standards of Learning (SOL).
2. Many SLIFE come to the United States (U.S.) ready to get a quality education, become successful members of a community, and find new opportunities. Yet, they may be discouraged and frightened by the extent and complexity of the transition to the new school system's expectations. Programs and policies that honor and reinforce their assets and skills will provide them the greatest opportunity to achieve their goals.

GUIDING PRINCIPALS AND PRATICES

Collaboration

- Among EL teachers, general education teachers, instructional specialists and coaches (including reading specialist), special educators (if applicable), families, school administrators, students, school counselors, office staff, and central office leadership.
- A collaborative instructional model with a focus on language and literacy development connected to grade-level content.
- Structures are in place for collaborative planning, instructional delivery, and collaborative assessment and reflection.
- Office staff and parent liaisons are partners in helping families feel welcomed, using communication tools and interpretation as needed.

Core Courses and Curriculum, Customized to Needs

- Integrated in mainstream classes and courses to the extent possible. While a SLIFE may be learning basic skills such as the alphabet or how to hold a pencil, they can also begin developing academic content concepts and language through sheltered instruction of core academic content.
 - Courses are co-taught or taught by a dually certified teacher (content and ESL).
 - Specialized SLIFE-designated core content classes offer an accelerated, accessible model of instruction for grade-level academic and language development aligned to SOL and English Language Development (ELD) Standards.
 - Courses taught independently by an endorsed grade-level or content area teacher, include research-informed and evidence-based instructional practices to support EL academic achievement (e.g., sheltered instruction, language-rich learning environments, cooperative learning structures, discourse moves). Simply pacing SLIFE into a fully mainstream setting without appropriate support and teacher training will not meet their academic or social-emotional needs.
- Appropriate ELD classes as outlined in guidance from the U.S. Department of Education and the Virginia Department of Education. [See VDOE's Language Instruction Educational Program \(LIEP\) Models in Virginia.](#)
- Flexible scheduling of courses (e.g., "non-traditional" hours to accommodate older SLIFE with jobs and home responsibilities such as evening or weekend options) and students within courses (to allow fluid promotion into more challenging courses).

- Unified language and content instruction (that, when possible, enhances students' primary language literacy skills).
- Curriculum frameworks and local instructional materials include multicultural identities (e.g., intentional inclusion of literature from a variety of countries and authors' cultural backgrounds and perspectives).
- Thematically coordinated literacy and content courses spiraled to capture skills and knowledge provided in earlier grades (e.g., curriculum team explores SOL progression tables and checklists, notes which might need to be incorporated, and discuss how and when it would be best to include).
- Adapted standards-based lesson samples that cover the essential information in a linguistically accessible, culturally relevant, and age-appropriate manner.
- Explicit and systematic instruction on the foundations of reading in an age-appropriate manner adapted for the needs of ELs, best delivered by a reading specialist [See VDOE's *Serving ELs Who Need Additional Reading Support Infographic*](#).
- Allowance for modified and locally-created alternatives for division and class assessments to allow students to demonstrate what they know in a linguistically appropriate manner (e.g., reduced number of questions, performance assessments instead of multiple choice, simplified instructions, integrated supports that minimize the language barrier).
- Any specialized courses and classrooms are physically located to maximize exposure to English-proficient peers.
- For older secondary SLIFE ELs, additional graduation pathways to pursue career, post-secondary, vocational, and technical education programs. These can be explored with SLIFE and their families upon enrollment and revisited as needed. [See *Virginia Division Practices and Graduation Pathways* section of this document](#).

Professional Development

- Targeted and on-going opportunities for teachers to build:
 - Intensive, consistent, and age-appropriate sheltered instruction (e.g., approaches, strategies, and methodologies to make the content of the lessons comprehensible and promote the development of the academic language needed to master content); and
 - Integrated foundational literacy and numeracy skills instruction; and
 - Understanding of and respect for varied cultural paradigms that support reflection on implicit biases and appropriate expectations; and
 - Understanding of the emotional strain these students may experience as they adjust to a new country, language, and customs. Students may be facing complex identity issues, culture shock, separation from family, and a sense of loss or trauma after having left their home behind, particularly progress if they didn't want to relocate to a new country. [See VDOE's *Social Emotional Wellness Considerations for English Learners*](#); and
 - Skills to monitor, including language development.

[See VDOE's resources related to quality EL instruction: *ABC's of Supporting SLIFE* document in this series and \[EL Teacher Toolkit\]\(#\).](#)

Responsive Policies

DISCIPLINE:

- Policies reflect attention to students' potentially different cultural paradigms and concepts of appropriate behaviors, as well as recognition of the ways in which trauma might impact the student's thoughts, feelings, and behavioral choices. Structures and supports are in place to ease SLIFE into the new school culture with its new routines and expectations throughout the school and within individual classrooms. SLIFE receive explicit instruction on school and teacher expectations in ways that honor their backgrounds.

GRADING:

- ELs, including SLIFE, are not penalized for their current level of language proficiency. Grades reflect work that has been completed on instructional tasks and assessments appropriately adjusted and supported according to their current level of language proficiency. Modified progress reports and report cards are an option. Division and school leaders should consider [civil rights law](#) and [common, equitable practices](#) in grading ELs.

Systems of Support

ACADEMIC:

- Enrichment opportunities that accelerate both language acquisition and overall socio-emotional adjustment (e.g., student or adult mentors with similar backgrounds and experiences, support groups, tutoring, field trips).
- Extended time for instruction and support, (e.g. supplemental support programs before or after school, and during the summer to accelerate academic progress and language acquisition).
- Partnerships with local businesses, adult basic education, higher education programs, or vocational education programs in order to provide a seamless transition for SLIFE ELs who will need more than four years to graduate or are older and will “age-out” before completing high school graduation requirements. *See [Virginia Division Practices and Graduation Pathways](#) section of this document.*

NON-ACADEMIC RESOURCES:

- Connections with families to any community resources and social services available, e.g. health care organizations, after-school tutoring, job programs, and ethnically/linguistically based community groups, *See [Resources of English Learners, Families, and School Personnel](#) and [findhelp.org](#).*
 - Family liaisons and welcome center personnel can often support making these connections.
- Guided integration into the United States educational system that honors their backgrounds without attempting forced assimilation.
- Partnerships between families and school.
- Awareness sessions for families and students related to the civil rights of students as well as U.S. laws that might be new (e.g., school attendance expectations, drinking age).

Explore Additional Resources for Deeper Learning

- [Cultural and Linguistic Differences](#)
- [Cultural Influences on Behavior](#)
- [Culturally Responsive Instruction: Resource List](#)
- [Effective Programs for English Language Learners \(ELL\) with Interrupted Formal Education](#)
- [Helping Newcomer Students Succeed in Secondary Schools and Beyond](#)
- [How to Support ELL Students with Interrupted Formal Education \(SIFEs\)](#)
- [Immigrant Students and Secondary School Reform: Compendium of Best Practices](#)
- [A Guide for Engaging ELL Families: Twenty Strategies for School Leaders](#)
- [Understanding and Supporting the Educational Needs of Recently Arrived Immigrant English Learner Students: Lessons for State and Local Education Agencies](#)
- [US Department of Education Newcomer Toolkit](#)

VIRGINIA DIVISION PRACTICES AND GRADUATION PATHWAYS FOR STUDENTS WITH LIMITED OR INTERRUPTED FORMAL EDUCATION (SLIFE)

The information below highlights some practices and ideas provided by Virginia's divisions. This is not state guidance and is not necessarily endorsed by the Virginia Department of Education (VDOE). Divisions interpret Virginia's [Standards of Accreditation \(SOA\)](#) and [Standards of Quality \(SOQ\)](#) when making decisions and policies related to programs and service for English Learners (ELs).

TO PROVIDE GRADUATION PATHWAYS FOR SLIFE, DIVISIONS IN VIRGINIA:

Collaboratively Plan Pathways

- Offer a program with direct language services for all SLIFE interested in a high school diploma (until the age of 22). See Virginia State Codes [§ 22.1-5., Section D](#) and [§ 22.1-253.13:1., Section D.12.](#)
- Meet with SLIFE and family to discuss goals, graduation and program options, and provide academic advising according to their goals.
- Explore options to support content acceleration and earning credits (e.g., credit recovery programs and software, some of which leverage a SLIFE's primary language; afterschool, evening, or summer programs; bilingual school tutors).

Place Students Strategically

- Implement [Language Instruction Educational Programs \(LIEP\)](#) in select schools to serve all or a portion of high school SLIFE, as feasible. Creating these "centers" provides an opportunity for more training and support to all content teachers with SLIFE (e.g., additional opportunities for collaborating with or coaching from the LIEP specialist). These selected schools should keep SLIFE and other ELs close to their home communities and ensure access to core courses with proficient-English speaking peers.
- Base grade-placement on credits earned in the SLIFE's home country or United States school. When there is no way to verify credits from the home country*:
 - place SLIFE and other ELs in the age -appropriate grade (e.g., 14 years old in ninth grade; 16 years old in eleventh grade), making it clear to students and families that the SLIFE will still need the necessary number of credits, including verified credits, in order to graduate; and/or
 - for older ELs, create additional sections of grade-level specific courses needed for graduation (e.g., English 9 to provide sheltered instruction for SLIFE approaching and over 18).

*These practices reflect the following context: high population of beginning level ELs within the small city's one high school. This division accepts any accreditation consequences associated with the four-year graduation cohort expectation.

- Use WIDA Screener or previous ACCESS for ELLs data to determine English Language Proficiency (ELP) level (for ESL/ELD or other courses leveled by language proficiency).
- Create or collaborate with other Virginia divisions to share, find, co-create, or evaluate possible:
 - performance-based math screeners (e.g., computation problems with single and multiple-operations, including ones for Algebra and Geometry); and
 - primary language proficiency and literacy screeners (e.g., questions from World language course final exams or performance tasks, as available).

Provide Instruction in Language and Content across Program Models

- [Ensure all SLIFE receive targeted English language development \(ELD\) instruction.](#)
- Provide the most support for SLIFE by training all teachers on best practices for teaching academic language, differentiation, and sheltering content. Share information about state-wide professional learning and resources

available with a subscription to VDOE's [English Learner Instruction Newsletter](#).

- Create leadership and instructional coaching opportunities for ELD teachers to support content-area colleagues in addition to their time providing explicit language instruction to students.
- Create professional learning communities for educators to collaboratively explore best practices. Differentiate instruction within all classrooms and instructional programs to support the diverse academic and social-emotional needs of SLIFE.
- Use sheltered core-content courses to provide credits needed toward graduation, taught by a dually certified teacher (content and ESL) or collaboratively taught by a content and ELD teacher.*
- Create elective courses that serve to build foundational literacy and numeracy skills to supplement core-content, credited courses.*

*Use EL designated sections of core content judiciously as to not unnecessarily segregate SLIFE.

Offer Multiple Pathways for College and Career Readiness

- Collaborate with community businesses and organizations (e.g. colleges, churches with adult education and GED programs) to create and promote additional opportunities (e.g., career and/or literacy academy, fast track programs).
- Leverage school counselors and use academic-advising processes to review pathway options during scheduling.
- Offer PSAT 10 since it allows for language accommodations.
- Create elective and/or dual enrollment courses (with board approval) that connect with SLIFE interests and career pathways or offer vocational training options. **
- Merge core content course Standard of Learning (SOL) with workforce development skills for new course offerings; e.g., English Language Arts (ELA) and advertising/media, science and medical, math and business. **

**Ensure new courses use an updated, approved Virginia or national SCED code.

Resources and References

- Document references are included as links in the content. Main sources include:
 - [Code of Virginia](#),
 - [US ED's English Learner Toolkit](#), and
 - [US ED's Newcomer Toolkit](#).
- Special thanks for contributions from the following Virginia divisions: Albemarle County, Chesterfield County, Fairfax County, Manassas City, Prince William County, Roanoke County, and Winchester City.

Additional Resources for Deeper Learning

- [Beyond Teaching English: Supporting High School Completion by Immigrant and Refugee Students](#)
- [Effective Programs for English Language Learners \(ELL\) with Interrupted Formal Education](#)
- [Evaluating Foreign Transcripts: The A-Z Manual](#)
- [Helping Newcomer Students Succeed in Secondary Schools and Beyond](#)
- [How to Support ELL Students with Interrupted Formal Education \(SIFEs\)](#)
- [Immigrant Students and Secondary School Reform: Compendium of Best Practices](#)
- [Immigration and Acculturation in Adolescence](#)
- [Understanding and Supporting the Educational Needs of Recently Arrived Immigrant English Learner Students: Lessons for State and Local Education Agen](#)

ABCS OF SUPPORTING SLIFE

(STUDENTS WITH LIMITED OR INTERRUPTED FORMAL EDUCATION)

This resource is intended for any educator who teaches or supports a SLIFE EL (English Learner). SLIFE ELs are at the beginning levels of English language proficiency and have at least two years less schooling than their same-aged peers. The chart below highlights various research-based strategies that are components for the differentiated instruction of SLIFE ELs. Many of the items below may also support non-SLIFE ELs and many will overlap.

REMEMBER...

1. Quality instruction for SLIFE ELs requires responsive educators who integrate a variety of supports based on ELs' needs and use appropriate strategies intentionally and strategically to maximize the potential of their students. No one strategy or support is "the answer."
2. SLIFE ELs have rich backgrounds and many skills that can be used to support their English language development and learning connected to grade-level Standards of Learning (SOL).
3. Directions: Review the strategies listed in the chart below. Many of the strategies have hyperlinks to free resources and articles to extend your learning. Other topics did not have open access resources from credible and non-vendor sources so are not hyperlinked, but still listed for your reference. Some items have been tagged with an asterisk to indicate a more common practice for SLIFE.

Hyperlinked items will direct you to an article, video, or professional blog post. Reference within the hyperlinks to any specific commercial or non-commercial product, process, or service by trade name, trademark, manufacturer or otherwise does not constitute or imply an endorsement, recommendation, or favoring by the Virginia Department of Education (VDOE)

<p>A</p> <ul style="list-style-type: none"> • Academic conversations with supports • Activating background knowledge* • Adapted assessments • Affirmations • Anchor charts 	<p>B</p> <ul style="list-style-type: none"> • Bridging activities between languages • Building background 	<p>C</p> <ul style="list-style-type: none"> • Choice (See right side panel for choice board links) • Chunking • Comprehensible input* • Cooperative learning • Culturally sustaining pedagogy
<p>D</p> <ul style="list-style-type: none"> • Differentiating language supports • Digital resources (List of Links) • Direct instruction • Dramatization 	<p>E</p> <ul style="list-style-type: none"> • Echo reading to build confidence and fluency • Explicit instruction* 	<p>F</p> <ul style="list-style-type: none"> • Feedback that connects to language objective • Flexible and fluid grouping • Focus on assets* • Focus on language purpose and function • Frequent comprehension checks (see section III)
<p>G</p> <ul style="list-style-type: none"> • Grammar lessons within communicative context • Graphic organizers (options for further support: partially completed or with an answer bank) • Growth mindset 	<p>H</p> <ul style="list-style-type: none"> • Hands-on learning* 	<p>I</p> <ul style="list-style-type: none"> • Incorporating students' backgrounds, experiences, skills, interests • Informal assessments • Integrated language and content instruction • Interactions

<p style="text-align: center;">J</p> <ul style="list-style-type: none"> • <u>Just-in-time learning (apply EL proficiency level to tasks)</u> • <u>Journaling (for ideas not grammatical accuracy)</u> 	<p style="text-align: center;">K</p> <ul style="list-style-type: none"> • <u>Kinesthetic learning, including Total Physical Response (TPR)</u> 	<p style="text-align: center;">L</p> <ul style="list-style-type: none"> • <u>Language objectives (also see Focus on language purpose and function)</u> • <u>Learning about students and leveraging that learning</u> • <u>Leveled reading</u> • <u>Literacy and language rich learning environment</u>
<p style="text-align: center;">M</p> <ul style="list-style-type: none"> • <u>Making texts more accessible</u> • <u>Mentor texts (can be created together with students)</u> • <u>Modeling</u> • <u>Multimodal learning strategies</u> 	<p style="text-align: center;">N</p> <ul style="list-style-type: none"> • <u>Native language support (also known as primary language, home language, heritage language, or L1) *</u> • <u>Non-fiction texts and text structures</u> 	<p style="text-align: center;">O</p> <ul style="list-style-type: none"> • <u>Oracy skills practice</u>
<p style="text-align: center;">P</p> <ul style="list-style-type: none"> • <u>Partner reading</u> • <u>Phonics instruction through meaningful contexts*</u> • <u>Project-based learning*</u> • <u>Pacing (slowly and clearly for lessons and speech)</u> 	<p style="text-align: center;">Q</p> <ul style="list-style-type: none"> • <u>QSSSA strategy</u> 	<p style="text-align: center;">R</p> <ul style="list-style-type: none"> • <u>Repetition</u> • <u>Rubrics focused on language</u> • <u>Reading topics that represent students' backgrounds</u> • <u>Real world contexts*</u> • <u>Reduce cognitive load and linguistic load when other supports are not in place*</u>
<p style="text-align: center;">S</p> <ul style="list-style-type: none"> • <u>Structured opportunities to collaborate and communicate</u> • <u>Social/emotional supports *</u> • <u>Sheltered instruction strategies</u> • <u>Shared reading strategies</u> 	<p style="text-align: center;">T</p> <ul style="list-style-type: none"> • <u>Thematic units</u> • <u>Think alouds</u> • <u>Thinking routines</u> • <u>Trauma-informed teaching*</u> • <u>Twenty-first century skills and technologies</u> 	<p style="text-align: center;">U</p> <ul style="list-style-type: none"> • <u>Unpack objectives</u>
<p style="text-align: center;">V</p> <ul style="list-style-type: none"> • <u>Visuals (including photos, images, and diagrams)*</u> • <u>Vary strategies</u> • <u>Videos (pause at key points to check for understanding)</u> • <u>Vocabulary strategies</u> 	<p style="text-align: center;">W</p> <ul style="list-style-type: none"> • <u>Wait time for processing *</u> • <u>Writing strategies (e.g., shared writing)</u> • <u>Word walls with visuals</u> 	<p style="text-align: center;">XYZ</p> <p style="text-align: center;">THANK YOU FOR EXPLORING THE SUPPORTING SLIFE ABCS!</p>

Please email [VDOE's English Learner Instructional Specialist](#) if you encounter a broken link.

Additional Resources

VDOE Resources

- [Designing Remote Learning for English Learners](#)
- [EL Teacher Toolkit](#)
- [Planning and Preparing Literacy Instruction *Infographic*](#)
- [Serving ELs Who Need Additional Reading Support *Infographic*](#)

Recorded Webinars and Video Modules

- ["Success for SLIFE!"](#)
- [Supporting SLIFE During Distance Learning](#)
- [Virtual SLIFE Conference](#)

External Resources

- [Addressing the Needs of Students with Limited and Interrupted Formal Education](#)
- [Best Online Resources for Teachers of Pre-Literate ELL's and Those Not Literate in their Home Language](#)
- [Creating New Futures for Newcomers: Lessons from Five Schools that Serve K-12 Immigrants, Refugees, and Asylees](#)
- [Distance Learning for ELLs](#)
- [ELL Strategies and Best Practices](#)
- [Exemplary Programs for Newcomer English Language Learners at the Secondary Level](#)
- [Helping Newcomer Students Succeed in Secondary Schools and Beyond](#)
- [How to Support ELs with Interrupted Formal Education](#)
- [Literacy Instruction](#)
- [Mutually Adaptive Learning Paradigm \(MALP\) Instructional Approach; Teacher Planning Checklists](#)
- [Newcomers at Grade Level and Beyond](#)
- [Newcomer Toolkit](#)
- [Sample SLIFE Student Success Plan, pages 14-16](#)
- [SEL: What are the Core Competence Areas and Where are they Promoted?](#)
- [Students with Limited or Interrupted Formal Education \(SLIFE\)](#)
- [Supporting Immigrants in Schools](#)
- [Supporting Students with Interrupted Formal Education](#)
- [Teaching Refugees with Limited Formal Schooling](#)
- [Tools for Academic Conversations](#)
- [Welcoming Newcomers](#)

SOCIAL EMOTIONAL WELLNESS

CONSIDERATIONS FOR ENGLISH LEARNERS

English Learners (ELs) may face unique challenges and have distinct social emotional needs. School closures and social distancing could exacerbate the stresses of learning a new language and navigating a different culture as well as heighten inequities and disparities.

Key Factors

- Some immigrant children have survived severe trauma, experienced either in their home country or during their journey to the United States (US).
- Current events and the coronavirus pandemic may contribute to a rise in discrimination and bullying of certain students based on their actual or perceived race, ethnicity, or national origin.
- Immigrant students may be at a higher risk for homelessness due to arriving in the country unaccompanied or due to parental deportation.
- ELs may have additional responsibilities outside of school such as caring for younger siblings, helping with financial burdens, or helping translate or interpret for family members.
- Students' or their family members' immigration status may impact their stability and ability to secure services. Depending on policy changes, they may forego benefits they previously used.
- Families and caregivers may be unfamiliar with the US school system, have difficulty communicating with staff due to language and cultural differences, have different expectations about education, or are unable to help their children due to their own level of academic proficiencies and school experience in their home country.

Top Tips for Educators Supporting English Learners

- Understand the impacts of trauma and know how to interpret behaviors a student may exhibit while also taking into account the student's family and cultural norms for behaviors.
- Help students maintain a consistent and regular routine such as reinforcing classroom expectations and processes and leveraging familiar materials and tasks.
- Build a trusting, empathetic relationship and check in with students about their feelings using strategies consistent with their personal and cultural preferences, including the use of nonverbal mediums such as art to express themselves.
- Teach and model skills to express and manage emotions that honor family and cultural practices; incorporate coping techniques into learning routines.
- Foster connectedness and belonging, such as building a classroom community and identifying peer mentors.
- Teach about stereotypes and scapegoating, support targeted students, and promote a respectful and inclusive school climate.
- Be flexible and set reasonable expectations for distance learning.
- Establish relationships and connections with the family to understand the student's and family's strengths and needs; connect them to community resources that are culturally and linguistically responsive when they request or are willing to accept assistance.

Essential Questions for Educators of English Learners

- How do I infuse trauma-sensitive practices into my virtual classroom?
- Which of my students may need additional social-emotional support?
- How do I help my students to build a support network that honors their cultural and linguistic backgrounds?
- What are the particular challenges that my students and their families may be facing and how can I help?
- How do I build relationships with families, and who are potential partners in the community that can help?
- What is the best means of communicating with the family in a culturally and linguistically responsive way?

Importance of Self Care

Educators are carrying the burden of contending with their own uncertainty and stress while supporting and guiding students through a difficult time. To be effective, teachers need to take time every day for themselves to safeguard their own well-being. Prioritize and model regular routines that nourish you physically, emotionally, socially, intellectually, and spiritually.

English Learners Wellness Resources

For Educators

- [Multilingual Resources to Support ELs' Remote Learning](#)
- [How to Provide Social-Emotional Support for Immigrant Students](#)
- [Understanding Refugee Trauma: For School Personnel](#)
- [Supporting MIs/ELLs During the COVID-19 Shutdown](#)
- [Helping Refugee Children and Parents Cope During the COVID-19 Crisis](#)
- [Tips for Supporting Student Wellness During COVID-19](#)
- [Distance Learning for ELLs](#)

For Students and Families

- [Resources for Families Supporting Their Children Who Are DLL](#)
- [VDSS COVID-19 Resources](#)
- [Virginia Coronavirus Resources for the Immigrant Community](#)
- [A Round-Up of Multilingual Resources on COVID-19](#)
- [Immigrant Family Mental Health Guide](#)

For Self-Care

- [Self-Care During COVID-19](#)
- [Coping with Stress During Infectious Disease Outbreaks](#)

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

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).	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial		

Option Two: Indicators Compiled Through an Interview Process

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).	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial		

Considerations for Option One: Division-wide Registration Documents

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.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial		

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

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	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial		
Questions have been identified that will be included in registration documents to determine a possible SLIFE status: (1)The three indicators verbatim; or (2) The school division has developed questions in parent-friendly language (see Appendix B).	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial		
The questions to determine possible SLIFE status are available division-wide on paper <u>and</u> electronic registration documents.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial		
The registration documents are available in multiple languages.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial		

Considerations	Implementation	Staff Responsible	Action Items/Notes
<p>Qualified interpreters are available to assist Limited English Proficient (LEP) parents in completing the registration documents. (USED/DOJ EL Toolkit - Chapter 10)</p> <p>Note: Students, siblings, friends, and untrained staff members are not considered as qualified interpreters and translators.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial		
<p>Identified staff will be responsible for reviewing registration documents for a possible SLIFE status in regard to responses to the following questions:</p> <ul style="list-style-type: none"> • 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. <p>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.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial		

Considerations for Option Two: Division-wide Registration Documents

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.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial		

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

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.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial		
Staff have been identified who will conduct the interview.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial		
Qualified interpreters are available to assist LEP parents to answer the interview questions. (USED/DOJ EL Toolkit - Chapter 10) Note: Students, siblings, friends, and untrained staff members are not as considered as qualified interpreters and translators.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial		

Considerations	Implementation	Staff Responsible	Action Items/Notes
The interview to determine a possible SLIFE status includes educational records or transcript review when possible.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial		

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

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.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial		
The school division has designated a staff member to enter the student’s ELP screener score into the SIS.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial		

SLIFE Data Entry

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.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial		

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.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial		

Considerations for SLIFE Instructional Placement in LIEP Services

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)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial		
The school division ensures that programs and services for ELs are consistent with sound educational theories. (USED/DOJ EL Toolkit - Chapter 2)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial		

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.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial		
Older students have access to the same opportunities as other students who may require alternative settings. (examples: credit recovery, GED, dual enrollment, etc.)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial		

Considerations for Ensuring Meaningful Parent Communication Regarding SLIFE Status

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.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial		

Considerations for Professional Development

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.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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).	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial		
If a transcript review is part of the protocol for determining SLIFE status, a procedure is in place for staff to receive training.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial		

Removing the SLIFE Status

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.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial		

Considerations	Implementation	Staff Responsible	Action Items/Notes
<p>The committee has collected and reviewed pertinent data to determine whether SLIFE status should be removed to include but not limited to:</p> <ul style="list-style-type: none"> • 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 <p>Academic habits and behaviors as documented by educators and specialists working with the students</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial		
<p>The removal of SLIFE status is recorded in the school division SIS.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial		
<p>The removal of the SLIFE status from the student is retained in the student’s cumulative folder along with documentation supporting the decision.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial		

Considerations for Accountability

Considerations	Implementation	Staff Responsible	Action Items/Notes
The school division uniformly and consistently identifies SLIFE in ALL schools.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial		
The school division evaluates the effectiveness of the LIEP.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial		
All relevant documents are stored in the student's cumulative folder.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial		

APPENDIX B: SLIFE REGISTRATION OPTION ONE

Registration Document Sample Questions to Determine SLIFE Status Division-wide

[School Division Logo here]

1. Is your child aged eight or above? <input type="checkbox"/> Yes <input type="checkbox"/> No
2. Is this the first school your child will attend in the United States? <i>(If No, Please answer question three)</i> <input type="checkbox"/> Yes <input type="checkbox"/> No
3. If your child has attended any school in the United States before, provide the start date, grade(s), and name of the state. Start date in first U.S. school (month/year) _____ Grade _____ U.S. state _____ School district _____ Name of the school _____

If you answered **YES** to Questions One and Two, please answer the following questions. The answers provided will help the school offer your child more specific English language and academic support.

Sample Questions
1. What year did your child start school?
2. In which country or countries has your child attended school?
3. What was the last grade your child attended?
4. What was the last date your child attended school?
5. Did your child often have to miss school? <input type="checkbox"/> Yes <input type="checkbox"/> No
6. About how much time has your child missed of school since they started in any country. This should only include time missed when schools were opened for student attendance. Weeks ___ Months ___ Years ___

*Registrar, please contact _____ to determine SLIFE status and arrange for possible SLIFE services.

APPENDIX C: SLIFE REGISTRATION OPTION TWO

Interview Sample Questions to Determine SLIFE Status Division-wide

[School Division Logo here]

(For school personnel) Please answer the questions below prior to the interview to determine possible SLIFE Status.

ELP Screener Score of Level One or Two? Yes No

Age Eight years or older? Yes No

Date your child first entered U.S. schools: _____

If either response is marked "NO", please do not proceed with the interview.

Student Demographics:

Student Name:
Date of Birth:
Age:
Gender Identification:
Grade Placement:

Interview Details:

	Responses
Division and school in which the student is enrolling:	
Date of interview:	
Location of Interview:	
Mode of interview (Virtual or In-person):	
Interviewer's Name: Title:	
Who is being interviewed? <input type="checkbox"/> Student <input type="checkbox"/> Parent <input type="checkbox"/> Other	
In which language is the interview being conducted?	
Interpreter's Name:	

Summary of Education Experience (to be completed by school personnel)

Discuss all previous school experiences. Use school records if available.

Start Date	End Date	Country	Name of School/Contact Information	Grade(s) Completed	Attendance Questions (How many days, weeks, months were missed?)	Notes (Repeated a grade, Special Education, suspensions, special awards, gifted classes, etc.)

(Optional) Additional questions, not directly linked to the Virginia SLIFE definition, that may support LIEP placement and instruction.

Questions for the Parent(s) or Guardian(s)

Does your child read and write in your preferred language(s)? Yes No

Can you provide school records? Yes No

Has your child ever received an evaluation for learning difficulties? Yes No
If yes, please describe.

What can you tell me about your child's grades and school performance?

Do you have any concerns about how your child reads, writes, speaks or listens in your language(s)?

Yes No

If yes, please describe.

Questions for the Student

What is your favorite class in school?

What goals do you have in school?

What do you want to do when you leave school?

What fears do you have about starting school in Virginia?

How can your teachers help you feel more comfortable?

Do you have any questions?