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# SUPPORTING UTAH STUDENTS WITH LIMITED OR INTERRUPTED FORMAL EDUCATION

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# Acknowledgements

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# Table of Contents

Acknowledgements.....	2
Introduction.....	5
Definition of SLIFE: Students with Limited or Interrupted Formal Education .....	6
Part 1: Initial Identification of SLIFE.....	7
Flowchart for SLIFE Intake and Placement.....	8
Step 1: Administer a Home Language Survey .....	9
Step 2: Academic Records Review.....	9
Step 3: Assess English Language Proficiency (If not determined in academic records) .....	9
Step 4: Determine EL or Non-EL Status .....	9
Step 5: Administer SLIFE Pre-Screener to All Identified ELs.....	10
Step 6: Administration of Literacy and Numeracy Assessments.....	10
Step 7: Establish a School-Based SLIFE Placement Team.....	10
Step 8: Develop SLIFE Program Placement .....	11
Step 9: Record SLIFE Designation in Student’s Profile .....	11
Step 10: Parent Notification .....	11
Step 11: Develop a SLIFE Individualized Learning Plan .....	12
Part 1.1: Identification of SLIFE Currently Enrolled .....	13
Step 1: Establish a School-Based Team .....	13
Step 2: Referral of EL Student for Possible Designation as a SLIFE .....	13
Step 3: LEA Protocols for Classifying an EL Student as a SLIFE.....	13
Step 4: Designate EL Student as SLIFE.....	14
Step 5: Record SLIFE Designation .....	14
Part 2: SLIFE Programming Guiding Principles .....	15
Part 3: Programming Considerations.....	16
Part 4: Redesignation Criteria for SLIFE into Non-SLIFE.....	17
Step 1: Establish a School-Based EL Placement/SLIFE Redesignation Team.....	17

Step 2: Review Relevant Data to Determine Student’s Redesignation from SLIFE to Non-SLIFE Status .....	17
Step 3: Plan an Instructional Program for the EL Student.....	18
Part 5: Effective Transition into Adult Education Programs .....	19
Step 1: Utilize Adult Education Services.....	19
Step 2: Focus on Courses that Meet Minimum Requirements .....	19
Step 3: Develop Relationships with Adult Education Program Personnel .....	19
Step 4: Become Acquainted with Adult Education Processes.....	19
Step 5: Prepare Students to be Independent and Self-Motivated Learners.....	20
Appendix A: Sample SLIFE Pre-Screener .....	21
Appendix B: Sample SLIFE Interview .....	22
Appendix C: Sample Individualized Learning Plan .....	24
Appendix D: Glossary of Key Terms .....	29
Appendix E: CIVIL RIGHTS FOR STUDENTS LEARNING ENGLISH .....	31
What are the legal obligations of States and LEAs to ELs under Title VI of the Rights Act of 1964 and the EEOA? .....	31

# Introduction

An increasing and diverse number of students learning English (English learners or ELs) with limited or interrupted formal education have been enrolling in Utah schools. Utah is a state that welcomes refugees and values the over 150 languages that families bring with them. Interruptions in formal schooling may be caused by a variety of factors that would impact the student’s ability to show what they know in Utah’s classrooms. These factors may include the following: unavailability of schooling, civil unrest, migration trends, refugee experiences, family constraints, gender restrictions, economic circumstances, environmental considerations, or other variables. SLIFE (Students with Limited or Interrupted Formal Education) should be provided with comprehensive instruction as a civil right, ensuring the opportunity to learn and achieve at the same levels as their English-speaking peers. This includes achievement of their academic educational goals, such as college and/or career readiness, while maintaining their family language and culture.

The purpose of this document is to provide Utah educators and stakeholders with guidance on practices and procedures for meeting the language and academic needs of SLIFE. The guidance addresses the definition, identification, and initial placement of SLIFE as follows:

- **Part 1** describes the initial identification of SLIFE
- **Part 2** explains SLIFE programming principles
- **Part 3** provides SLIFE programming considerations
- **Part 4** describes SLIFE redesignation criteria and processes
- **Part 5** describes effective practices for the transition into adult education programs

Before engaging in the process for identifying SLIFE, LEAs should take steps to designate a field for SLIFE in their district student information system (SIS). This information can be used by districts to disaggregate data and track progress of SLIFE. It will also be collected by USBE from districts for these same purposes.

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# Definition of SLIFE: Students with Limited or Interrupted Formal Education

A student should be identified as SLIFE only if **all** the following criteria are met:<sup>1</sup>

1. The student is an English learner as defined in federal law, if they:
  - a. Are aged 8 to 21 years,
  - b. Entered a United States school after grade 2, or
  - c. Exited the United States for six months or more.
2. Prior exposure to formal schooling is characterized by
  - a. no formal schooling, or
  - b. interruptions in formal schooling, defined as at least two years of schooling less than their typical peers, or
  - c. consistent, but limited formal schooling
3. Functions two or more years below expected grade level in native language literacy relative to typical peers.
4. Functions two or more years below expected grade level in numeracy relative to typical peers.

Please refer to [Appendix D: Glossary of Key Terms](#) for more detailed explanations of each of the indicators listed above.

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<sup>1</sup> These criteria were developed from state and federal laws along with Massachusetts, Colorado and New York City Public Schools Guidance as well as research conducted by C. Estrada and M. Lopez.

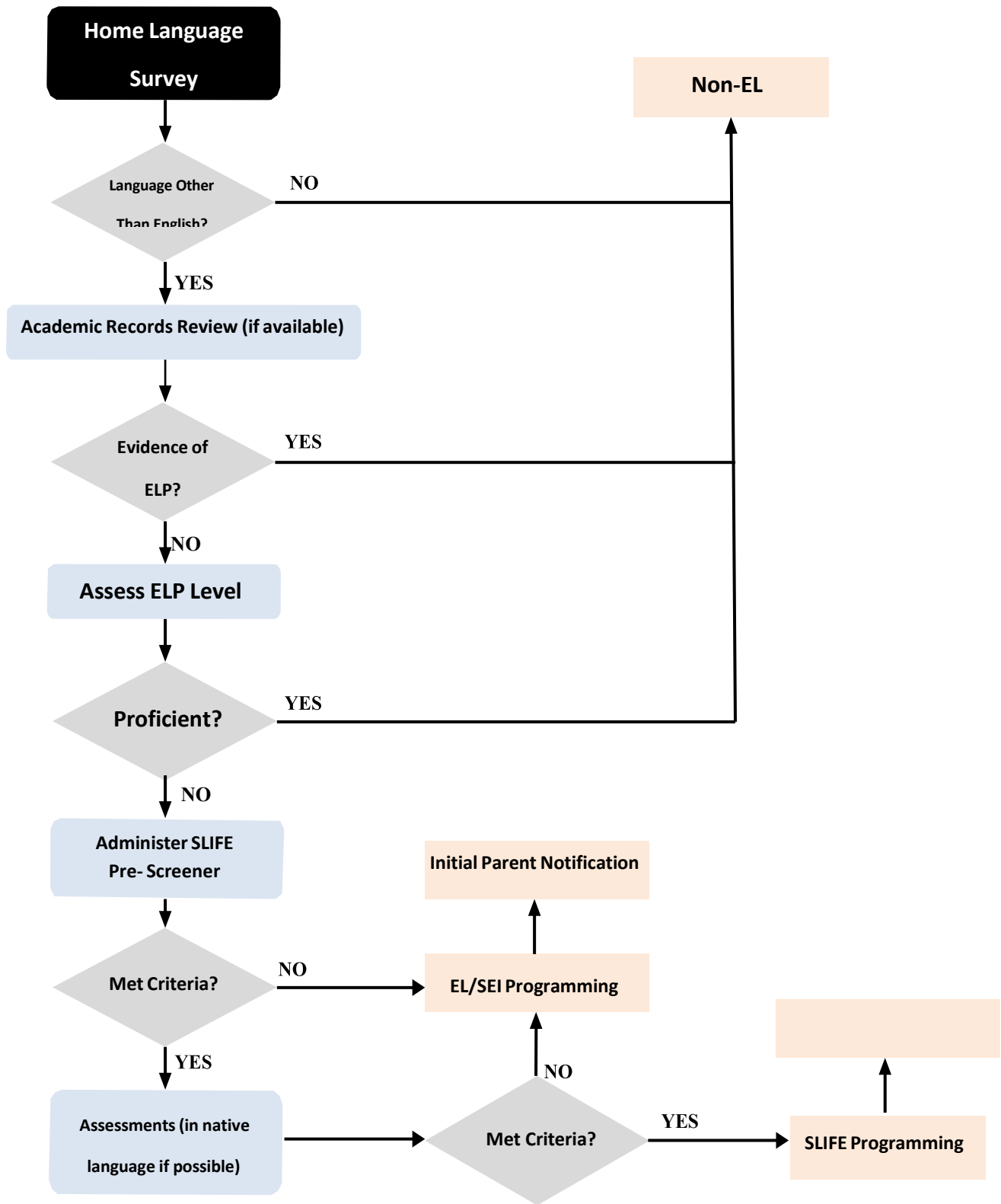
## Part 1: Initial Identification of SLIFE

State and federal laws require that all ELs receive instruction that is specifically designed with two overarching goals: English language development and academic content achievement.

When a new student enrolls in a school district, it is the district's obligation to determine whether the student is an EL and to place that student in an appropriate instructional program. Similarly, districts should ensure that SLIFE are properly identified and placed in SLIFE programs ([see the glossary in Appendix D](#) for an explanation of SLIFE programs).

The following diagram provides a recommended process for determining whether newly enrolled students are SLIFE. An overview of each step follows the diagram on the next page.

# Flowchart for SLIFE Intake and Placement





## Step 1: Administer a Home Language Survey

The primary purpose of a *Home Language Survey* (HLS) is to screen newly enrolling students in an LEA to determine if they are potentially ELs. The HLS seeks to determine if a student has had exposure to a language other than English **that may have impacted** their English language development. Students who are identified as potential ELs are further screened for English proficiency.

For Utah's standard HLS and its administration, refer to [the USBE Title III website](#) under resources.

## Step 2: Academic Records Review

Trained school district/LEA personnel should conduct a record review of submitted documents, particularly documents containing academic and English language proficiency information. If a newly enrolled student is transferring from another district/LEA within Utah and has been identified as an EL, then this information will be reflected in the student's record found on the USBE Data Gateway. If the student has a score for WIDA's Assessing Comprehension and Communication in English State to State for English Learners (ACCESS for ELs), then the student has been screened for identification and qualification as EL status/services in Utah. In this case the student does not need to be screened again.

If academic records are available and the student is classified as an EL, move to step 5.

## Step 3: Assess English Language Proficiency (If not determined in academic records)

Based upon the HLS and records review, the WIDA Screener, the WIDA-ACCESS for ELs Placement Test for Kindergarten students or the WIDA MODEL language-screening assessment should be administered by trained school district personnel when evidence of English proficiency is not available.

## Step 4: Determine EL or Non-EL Status

Use the results of the English language screening assessment as outlined in Utah's EL identification guidelines to determine if the student is an EL. Students qualify for EL services/status if they score 1-28 on the WIDA K W-APT or 1-4.9 on WIDA Screener or WIDA MODEL.

## Step 5: Administer SLIFE Pre-Screener to All Identified ELs

The SLIFE Pre-Screener is administered to the student and/or parent<sup>2</sup> in the student's/parent's native language either interpreted or translated to the extent practicable by trained school district/LEA personnel. For a sample SLIFE Pre-Screener [see Appendix A.](#)

If results of the SLIFE Pre-Screener indicate that the student is potentially a SLIFE, then move to **Step 6** below.

If the SLIFE Pre-Screener results indicate that the EL is **not** SLIFE, refer to step 4 for placement guidance.

## Step 6: Administration of Literacy and Numeracy Assessments

If the SLIFE Pre-Screener indicates limited or interrupted education, then administer **native language** literacy and numeracy assessments to determine if the student is academically functioning two or more years below expected grade level relative to typical peers.

Trained school district/LEA personnel should administer the literacy and numeracy assessments. School districts/LEAs may use a selection of literacy and numeracy assessments including SLIFE developed assessments, pre-unit assessments, grade/school/district generated assessments, end-of-the-year assessments with rubrics and scores that indicate grade-level performance. Districts may purchase assessments, translate or interpret existing assessments, or develop assessments for this purpose.

If it is not practicable to provide native language assessments, and the SLIFE Pre-Screener indicates limited and/or interrupted education, then the student should be considered a SLIFE until further assessments and data measures indicate otherwise.

## Step 7: Establish a School-Based SLIFE Placement Team

Establish a cross-disciplinary, school-based team that includes EL educators, core academic content teachers, reading specialists, math specialists, adjustment/guidance counselors, administrators, and related service providers to make instructional placement decisions for SLIFE.

To do this, the team should review SLIFE intake data, such as registration documents, HLS, ELP assessment(s) such as ACCESS, SLIFE Pre-Screener, literacy and numeracy assessments, and other pertinent records. The school-based team must communicate with parents when making these decisions for SLIFE.

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<sup>2</sup> Parent refers to the student's parent or legal guardian.

## Step 8: Develop SLIFE Program Placement

When developing instructional placement for SLIFE, socio-emotional, cultural, academic, and linguistic factors must be considered among other variables, such as trauma,<sup>3</sup> migration considerations, and familial contexts.

Students designated as SLIFE should be educated in a culturally and linguistically responsive teaching program consistent with their level of English language proficiency and academic needs. SLIFE instruction should target gaps in skills and knowledge that SLIFE may have as a result of limited or interrupted education. SLIFE provides, but is not limited to:

- ESL/ELD/SCI
- Native language instruction or supports if possible
- High intensity literacy training
- Sheltered social studies
- Sheltered mathematics
- Sheltered science, technology, engineering, and mathematics (STEM)
- Guidance and counseling services as recommended by the school-based team in a language the student can understand (Title VI; EEOA, 20 USC 1703(f); G.L. c. 76, §5; 603 CMR 26.02)

## Step 9: Record SLIFE Designation in Student's Profile

Record student's SLIFE designation in the student's school profile, cumulative folder, and district's data collection system.

## Step 10: Parent Notification

Notify parents about their child's ELP level, assessment results, and SLIFE designation decisions **no later than 30 days** after the beginning of the school year or within 10 school days if the student enrolls in the school district during the school year.

Such notifications shall be provided in English and, to the extent practicable, in a language that the parents can understand.

Utah's standard Parent Notification Letter is [on the USBE Title III website under Resources](#).

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<sup>3</sup> Trauma may include, but is not limited to, exposure to child labor, human trafficking abuse, gang involvement, displacement, separation, war, and/or natural disaster.

## Step 11: Develop a SLIFE Individualized Learning Plan

A SLIFE individualized learning plan (ILP) identifies the SLIFE's language and academic goals. The SLIFE ILP also establishes how to monitor academic and ELP progress. The SLIFE ILP describes how the student learns, how the student best demonstrates that learning, and what teachers and service providers will provide to ensure the student meets his/her educational goals.

Developing a SLIFE ILP requires assessing a student's ELP, numeracy/literacy skills, and academic profile while simultaneously considering the student's ability to access the curriculum. In all cases, the SLIFE ILP should be tailored to the individual student's learning goals as identified during the EL evaluation process and school-based team recommendations. An oral SLIFE interview can provide useful information for developing the ILP. It should be administered to the student and, if applicable, the parent(s), by a qualified professional. The interviewer should be proficient in English and the student's home language, or an interpreter should be present.

For a sample oral SLIFE interview [see Appendix B](#) and for a sample SLIFE individualized learning plan, [see Appendix C](#) of this document.

## Part 1.1: Identification of SLIFE Currently Enrolled

To identify students who may be SLIFE currently enrolled in a Utah public school, follow the steps below:

### Step 1: Establish a School-Based Team

In order to effectively identify which of the current EL students are SLIFE and to make instructional and placement decisions for them, districts/LEAs should establish a cross-disciplinary school-based team. The team should include EL educators, core academic content teachers, reading specialists, math specialists, adjustment/guidance counselors, administrators, and related service providers who will make SLIFE specially designed instructional and placement decisions.

As with other ELs, districts/LEAs must also consult with a parent when making instructional and programmatic decisions for SLIFE.

### Step 2: Referral of EL Student for Possible Designation as a SLIFE

Based upon classroom observations, academic records review, progress monitoring, assessments, anecdotal notes, and other relevant data, an educator may refer a current EL to the school-based team to be considered for identification as SLIFE.

If the EL student meets the SLIFE definition and identification criteria on the SLIFE Pre-Screener ([see Appendix A](#)), then:

- Conduct the oral SLIFE interview ([see Appendix B](#)) with the student and/or parents
- Administer literacy and numeracy assessments

If the results of the EL student's literacy AND/OR numeracy assessment is/are two or more years below grade level, the school-based team should convene to determine if the EL is a SLIFE.

### Step 3: LEA Protocols for Classifying an EL Student as a SLIFE

The school-based team should follow district/LEA-designed protocols for assessing multiple data points to determine and designate a current EL student as SLIFE. The team should be charged with reviewing relevant data and making instructional programming decisions for the SLIFE student.

The following data points may be reviewed when considering designating an EL as a SLIFE:

- SLIFE Pre-Screener
- Literacy and Numeracy Assessments
- Entry dates/reentry dates/evidence of frequent moves
- Attendance

- Original HLS
- ELP assessment(s) (i.e., WIDA Screener, K W-APT, WIDA MODEL, and/or ACCESS for ELs)
- Academic assessments (i.e., teacher-created, curriculum-based, portfolio, etc.)
- Cumulative folder contents
- Performance in grade classes (i.e., progress and report cards)
- Current program services (i.e., ESL, MTSS, RTI, PBIS, etc.)
- Oral SLIFE Interview
- Teacher and service providers' observations and anecdotal notes

## Step 4: Designate EL Student as SLIFE

ELs should only be designated as SLIFE when the school-based team determines that the ELs meet the SLIFE criteria and the students' academic needs are best served by instruction provided as part of the SLIFE program.

## Step 5: Record SLIFE Designation

Record the SLIFE intake information and all instructional and placement decisions in the student's cumulative folder and district/LEA records.

## Step 6: Parent Notification of designation as a SLIFE

Notify the parent of the change in the EL's instructional program. Use the standard Utah form [available on the USBE Title III website under Resources.](#)

## Step 7: SLIFE Instructional Program Placement

Place newly designated SLIFE in the SLIFE Program.

## Part 2: SLIFE Programming Guiding Principles

Programming models for SLIFE require an alternative approach to English language instruction that is based on the review of students' educational history, linguistic inventory, cultural knowledge, and experience.

SLIFE guiding principles:

- Build foundational skills necessary to develop grade level academic English
- Bridge students' background experiences to academic educational experiences and content in the Utah's content standards in all subjects
- Acknowledge and incorporate students' existing skills and knowledge to facilitate connections to learning the necessary skills and academics to be successful 21<sup>st</sup> century learners
- Design equitable, intentional, responsive, and strategic academic programming
- Consider research-based instructional elements necessary for SLIFE academic success, such as thematic units, culturally responsive teaching, and project-based learning
- Provide socio-academic and socio-cultural supports through the school-based team

## Part 3: Programming Considerations

SLIFE programs focus on supporting the SLIFE's transition to academic success as a 21<sup>st</sup> century student. Therefore, effective SLIFE program models should provide:

- Thematically coordinated literacy and content courses
- Appropriate ESL classes or ELD or “Sheltered” courses:
  - Sheltered curriculum that is intensive, consistent, and age-appropriate
- Instruction by teachers trained to teach age-level literacy and numeracy skills for their students
- Enrichment opportunities that accelerate both their language acquisition and overall socio-emotional adjustment
- Supplemental support programs before or after school, and during the summer to accelerate academic progress and language acquisition
- For secondary students, pathways to pursue career, vocational, and technical education (CTE), a High School Equivalency (HSE), Testing Program or other alternative educational programs

[See Part 5](#) for effective transitions to adult education programs.



## Part 4: Redesignation Criteria for SLIFE into Non-SLIFE

The redesignation decision takes into account the student's progress and readiness to exit the SLIFE program.

The following steps are recommended to ensure SLIFE are redesignated appropriately.

### Step 1: Establish a School-Based EL Placement/SLIFE Redesignation Team

In order to make effective instructional and assessment decisions for SLIFE, establish a school-based team. Since social/emotional, academic, and linguistic factors are to be considered among other variables, the team should include SEI, ESL, and special education teachers (when appropriate), guidance counselors, adjustment counselors, social workers, and other professionals who regularly interact with the student.

The school-based team must communicate with parents when making instructional and programmatic decisions for SLIFE. This communication must be in a language that the parents understand.

### Step 2: Review Relevant Data to Determine Student's Redesignation from SLIFE to Non-SLIFE Status

Using information in the student's records and/or portfolio, the school-based team should review the criteria listed below that SLIFE need to meet in order to transition out of the SLIFE program.

Using relevant data, school-based teams should evaluate and consider a range of evidence of the student's performance when making a recommendation to redesignate the student from the SLIFE program, including:

- The student's scores on locally administered reading and other academic assessments, or other District Determined Measures (DDMs)
- The student's scores on locally administered diagnostic language assessments
- The student's academic grades and progress
- The written observations and recommendations of the student's classroom teachers
- Special education status (if applicable)
- The student's performance on content area tests
- Attendance
- Social/emotional screening/measures
- Academic habits and behaviors as documented by educators and specialists working with the SLIFE

Evaluation of these criteria should be used to support and validate the preliminary decisions made each spring about the student's instructional programming, SLIFE classification, and possible re-designation as non-SLIFE.

After evaluating available student data, if the school-based team determines there is sufficient evidence of a student's ability to perform successfully within the regular education program while monitored for 4 years as identified in Utah's ESSA plan, then the team should remove the student's SLIFE classification and change the designation in the student's cumulative folder and district/LEA information systems. The district must then notify the parent of the change in the student's classification with the approved standard Utah form available in seven languages [available on the USBE Title III website](#).

### Step 3: Plan an Instructional Program for the EL Student

After reviewing student data related to language proficiency and ability to perform successfully within the regular education program, the school-based team may decide to remove the SLIFE designation from an EL.

## Part 5: Effective Transition into Adult Education Programs

### Step 1: Utilize Adult Education Services

Utilizing Adult Education services will extend educational opportunities to SLIFEs who are at least 16 years of age, while still attending K-12.

Adult Education programs often offer extended and flexible hours allowing students to access educational resources beyond the traditional school day. Many Adult Education programs also offer evening English language acquisition programs that could supplement instruction occurring during the day. This would also introduce students to the program and program personnel to aid transition to Adult Education later, if necessary.

### Step 2: Focus on Courses that Meet Minimum Requirements

Since Adult Education programs only ask for the minimum state graduation requirements, focus on scheduling students in the courses that will meet these. This will aid the student in meeting requirements and completing the program in the shortest amount of time possible, while still preparing the student for college or a career. Minimizing unnecessary elective courses will help the student accelerate their graduation.

### Step 3: Develop Relationships with Adult Education Program Personnel

As these relationships are developed, staff in both K-12 and Adult Education programs can identify potential opportunities for students as well as help the student develop a relationship with Adult Education personnel in order to ease future transitions.

### Step 4: Become Acquainted with Adult Education Processes

Get to know and understand the enrollment processes, program structure, and requirements for the Adult Education programs. Your familiarity with the processes, structures and requirements will enable you to better prepare students to navigate those same processes and find success. For instance, Adult Education programs typically require a placement test during the enrollment process. Knowing that the test is simply part of the process and isn't high stakes for the students, may help you set student expectations appropriately and alleviate some anxiety.

## Step 5: Prepare Students to be Independent and Self-Motivated Learners

Many Adult Education programs expect learners to be more independent than K-12 programs. Helping students develop organizational and study skills will not only help the student transition to Adult Education programs, but also help them transition to college and career successfully.

# Appendix A: Sample SLIFE Pre-Screener

## Students with Limited or Interrupted Formal Education (SLIFE) Pre-Screener

**Directions:** School personnel should complete Information in the box below after the Home Language Survey (HLS) and English Language Proficiency (ELP) assessment has been completed, yet prior to meeting with the student.

District: _____ School: _____ Date of interview: _____ Location of interview: _____ Interviewer's Name: _____ Title: _____ Location: _____ In what language is this interview being conducted? _____ Interpreter's Name: _____ Student's Name: _____ SASID: _____ Date of Birth: _____ Gender: _____	<b>Notes:</b>          
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**If all four items are checked, then administer literacy and numeracy diagnostics.**

		Criterion	Notes
<input type="checkbox"/>	<b>1.</b>	English learner as defined at §2(d) of chapter 71A of the General Laws.	
<input type="checkbox"/>	<b>2.</b>	Aged 8 to 21 years	
<input type="checkbox"/>	<b>3.</b>	EL entered a school the U.S. after grade 2 OR Exited the United States for six months or more.	
<input type="checkbox"/>	<b>4.4</b>	Extent of prior exposure to formal schooling is characterized by <b>a.</b> no formal schooling OR <b>b.</b> interruptions in formal schooling OR <b>c.</b> consistent, but limited formal schooling	

## Appendix B: Sample SLIFE Interview

**Directions:** Information in the box below is to be completed by school personnel prior to the interview.

District: _____ School: _____ Date of interview: _____ Location of interview: _____ Interviewer's Name: _____ Title: _____ Location: _____ Who is being interviewed? <input type="checkbox"/> Student <input type="checkbox"/> Parent <input type="checkbox"/> Other  In what language is this interview being conducted? _____ Interpreter's Name: _____ Student's Name: _____ SIS ID: _____	Notes:
--	--------

**Directions:** The following interview is to be conducted when developing the student's individual learning plan. It should be completed with the student and, if applicable, parent(s). It should not be conducted during the instructional school day. The interviewer should be a qualified professional who is proficient in English and in the student's home language, or the school should arrange for an interpreter to be present.

### Prior School Practices

How old were you when you started school?	
How many years did you attend school? (Suggestion- list each year of schooling) How many hours each	
Where did you go to school?	
What was your favorite subject?	
Did you always attend school? Are there times you did not attend school? Why?	
When did you stop going to school? Date? Year?	

### Language Literacy/Numeracy/Technology Practices

Did you have books at school? What kind of books?	
Do you like to read/draw/write?	
What is your favorite book/magazine/website?	
What do you use math for in your daily life? Do you like Math?	
Do you have a computer/cell phone?	

**Directions:** *The following will help educators place students in electives and programs:*

### Outside Interests/Future Plans

What do you like to do outside of school?	
What are your goals as a student?	
What would you like to do after high school? Go to college? Work?	
Are you interested in attending clubs and/or playing a school sport after school?	

# Appendix C: Sample Individualized Learning Plan

## EL Individual Learning Plan 20XX-20XX

**XXX Public Schools XXX Elementary/Middle/High School**

Family Name: \_\_\_\_\_ First Name: \_\_\_\_\_ Birth Date: \_\_\_\_\_ SASID: \_\_\_\_\_ Grade: \_\_\_\_\_

<b>Type of ELD program: periods of ESL<sup>5</sup></b> <input type="checkbox"/> ESL class <input type="checkbox"/> Pullout <input type="checkbox"/> Push-in <input type="checkbox"/> TBE <input type="checkbox"/> Two-Way Bilingual <input type="checkbox"/> Newcomer <input type="checkbox"/> SLIFE <input type="checkbox"/> Other	<input type="checkbox"/> SEI <sup>6</sup> Content areas:	<b>Type of support:</b> <input type="checkbox"/> Para in-class support <input type="checkbox"/> Title I <input type="checkbox"/> Literacy Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Title III <input type="checkbox"/> Other <input type="checkbox"/> Math
--	---	---

Country of Origin: \_\_\_\_\_ Language(s): Oral: \_\_\_\_\_ Written: \_\_\_\_\_

Language Accommodations (RISE/ACT): \_\_\_\_\_ IEP Goals: \_\_\_\_\_

IEP Accommodations: \_\_\_\_\_ Educator Overseeing Plan: \_\_\_\_\_

ILP Team Members: \_\_\_\_\_

All Relevant Data Attached from Data Gateway Individual Student WIDA Report

SAMPLE BELOW

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5  
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*\*English Language Proficiency Assessment used to determine eligibility for ESL services – W-APT/MODEL.*

ACCESS	Year	Score	Level
Language of Math			
Language of Science			
Language of Soc. Studies			
Language of ELA			

ACCESS	Year	Score	Level
Language of Math			
Language of Science			
Language of Soc. Studies			
Language of ELA			

ACCESS	Year	Score	Level
Language of Math			
Language of Science			
Language of Soc. Studies			
Language of ELA			

<b>School Interventions:</b> Interventions for ELs include tiered systems of support—small group instruction, literacy instruction, etc. ESL is <i>not</i> an intervention.					
Subject	Specific Goals	Intervention/Strategies	Intervention Monitoring Date	Monitoring Status	
				Sufficient Progress	Comments
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	

<b>Intervention Status</b>	<input type="checkbox"/> <b>Student is not progressing in a timely manner.</b> Intervention/strategies to be revised: _____ <b>Date:</b> _____
	<input type="checkbox"/> <b>Student is making some progress</b> with intervention/strategies. Continue with plan. <b>Date:</b> _____
	<input type="checkbox"/> <b>Student has mastered and completed interventions.</b> Student will no longer receive interventions/strategies. <b>Date:</b> _____

**Parent Strategies:** *(Steps/strategies that the student's parents or guardians may take to help the student improve his/her skills)*

**Parent signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>Parent Information</b>	<p>Parent has been informed of the content of the Individual Learning Plan after each monitoring update visit in a language they can understand via:</p> <p> <input type="checkbox"/> E-mail   <input type="checkbox"/> Mail   <input type="checkbox"/> Conference   <b>Date:</b> _____  <input type="checkbox"/> E-mail   <input type="checkbox"/> Mail   <input type="checkbox"/> Conference   <b>Date:</b> _____  <input type="checkbox"/> E-mail   <input type="checkbox"/> Mail   <input type="checkbox"/> Conference   <b>Date:</b> _____ </p>
---------------------------	--

**Outcomes:** *What goals/standards, etc. will the student work on? What do we want the student to accomplish? Based on the student's scores on eligibility assessment, what standards/linguistic skills does the student need to focus on? Based on other assessments, what standards/content area knowledge or skills does the student need to achieve in order to master what is measured on those assessments?*

**End of year notes:** *Indicate progress student has made, personal accomplishments, new information from beginning of the year, other skills student has mastered, etc. What can this student be congratulated on and what can they be provided supports with as they transition to the next year?*

## Appendix D: Glossary of Key Terms

<p><b>Assessing Comprehension and Communication in English State-to-State for English Learners (ACCESS for ELs)</b></p>	<p>A secure large-scale English language proficiency assessment given to students in kindergarten through 12th grade who have been identified as English learners (ELs). It is given annually in WIDA Consortium member states (including Utah) to monitor students' progress in acquiring academic English.</p>
<p><b>Culturally Responsive Teaching</b></p>	<p>Culturally responsive teaching includes approaches, strategies, and methodologies within classroom instruction and curriculum that promote cultural and linguistic competence consistent with students' background in a supportive learning community.</p>
<p><b>English as a Second Language (ESL) Instruction.</b></p>	<p>ESL instruction provides explicit, direct, and systematic instruction to learn the English language that is intended to promote second language acquisition and English language proficiency. It includes learning outcomes in the four language domains: speaking, listening, reading, and writing. ESL instruction must be tailored to the students' English language proficiency levels. In order to prioritize language needs, districts may group students of different ages and native language groups within the same ESL classroom. ESL instruction should be based on district-level ESL curriculum that is aligned to the Utah State Core Standards and integrates components of the WIDA ELD standards frameworks.</p>
<p><b>English Learner (EL)</b></p>	<p>A student who does not speak English or whose native language is not English, and who is not currently able to perform ordinary classroom work in English. The federal definition adds "whose difficulties in speaking, reading, writing, or understanding the English language may deny the student the ability to meet state proficiency level on state assessments . . . or the opportunity to participate fully in society."</p>

<b>Formal Schooling</b>	<b>No Formal Schooling</b>	The student did not attend school prior to arriving in the United States.
	<b>Interruptions in Formal Schooling</b>	Two or more years of interrupted education. The student may have attended school in one location for a length of time, then moved to another location and accumulated a significant amount of time when not attending school.
	<b>Consistent, but Limited Formal Schooling</b>	The student may have attended school in the United States for a length of time then moved to another country. Although education was consistent in duration and length, the student presents with gaps in education. The student completed compulsory education in the native country, yet the native country's school year (duration and daily school hours) is inconsistent with Utah's days per year and hours per day.
<b>Sheltered English Immersion (SEI)</b>	Sheltered content instruction (also called Sheltered English Immersion or SEI) includes approaches, strategies, and methodology to make the content of lessons more comprehensible and to promote the development of academic language needed to successfully master content standards. SEI-endorsed content area teachers must teach sheltered content instruction. It must be based on district/LEA level content area curriculum that is aligned to the Utah State Coe Standards and that integrates components of the WIDA ELD standards frameworks.	
<b>SLIFE Program</b>	The SLIFE program can be a separate, self-contained program staffed by dedicated teachers or it can be embedded in another program (bilingual education, dual language, sheltered English immersion, etc.). In either case, it should be characterized by specially designed instructional practices that both make content comprehensible for SLIFE and target the skills SLIFE need to be successful in the school's regular academic program.	
<b>Typical Peer</b>	A peer of similar age, socio-economic status, linguistic and cultural background.	
<b>WIDA English Language Development (ELD) Standards</b>	An English language proficiency standards framework developed by the WIDA consortium and composed of five standards that represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools.	
<b>WIDA</b>	A multi-state consortium, which aims to advance academic language development and academic achievement of linguistically diverse students through high quality standards, assessments, research, and professional development for educators.	

## Appendix E: CIVIL RIGHTS FOR STUDENTS LEARNING ENGLISH

### What are the legal obligations of States and LEAs to ELs under Title VI of the Rights Act of 1964 and the EEOA?

Under Title VI of the Civil Rights Act of 1964 and the EEOA, all States and LEAs must ensure that ELs can participate meaningfully and equally in educational programs and services. To meet their obligations under Title VI and the EEOA, LEAs must:

1. Identify and assess all potential EL students in a timely, valid, and reliable manner
2. Provide EL students with a language assistance program that is educationally sound and proven successful, consistent with *Castañeda v. Pickard* and the Supreme Court decision in *Lau v. Nichols*;
3. Provide sufficiently well prepared and trained staff and support the language assistance programs for EL students
4. Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities
5. Avoid unnecessary segregation of EL students
  - a. As further explained in Section I. E. of the 2015 EL DCL (pages 22-24), while EL programs may require that an EL student receive separate instruction for a limited period of time, EL programs may not unjustifiably segregate students on the basis of national origin or EL status.
  - b. Thus, LEAs must carry out their chosen EL program in the least segregative manner consistent with achieving the program's stated educational goals.
6. Ensure that EL students who have or are suspected of having a disability under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 are identified, located, and evaluated in a timely manner, and
  - a. Ensure that the language needs of students who need special education and disability related services are considered in the evaluations and delivery of services
7. Meet the needs of EL students who opt out of language assistance programs
8. Monitor and evaluate EL students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level content knowledge
  - a. Exit EL students from language assistance programs when they are proficient in English, and
  - b. Monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied
9. Evaluate the effectiveness of a school district's language assistance program(s) to ensure that EL students in each program acquire English proficiency and that each program is designed for equitable access to allow EL students to attain parity of participation in the standard instructional program within a reasonable period of time

10. Ensure meaningful communication with limited English proficient (LEP) parents

Additional information about States' and LEAs' legal obligations under Title VI and the EEOA can be found in a 2015 "Dear Colleague Letter" about EL students and LEP parents jointly released by the Department of Education and the Department of Justice (hereinafter "DCL"), [available in PDF format through this link.](#)

Recommendations on promising practices to ensure that language instruction educational programs (LIEPs) facilitate improved English language proficiency and academic outcomes can be found in the Department's English Learner Tool Kit, [available in PDF format through this link.](#)