**Special Populations of English Language Learners:**

**Immigrant/Migrant/Binational/Refugee Students**

Although many English language learners are born in the United States, others may arrive from international destinations with different educational system requirements. English language learners arriving from other countries may have experienced only intermittent education, or based upon their country of origin’s lack of resources, have had no exposure to formal education. Compulsory attendance laws in international settings vary, and it should not be assumed that students of a certain age have had continuous school enrollment similar or equivalent to U.S. schools. For example, some countries allow parents to delay the enrollment of their children during early years, limit schooling based upon the gender of the child, or send their children to school only for the free, or government subsidized grade levels. When students complete the government subsidized education grade level, parents who cannot afford to pay for additional education, do not send nor are they required to send their children for more advanced coursework.

Receiving schools in the United States, therefore, must inquire into a student’s previous educational history to determine academic levels for placement and scheduling. The absent, delayed, limited or interrupted education of many students will require additional remediation on the part of the district or charter beyond just English as a Second Language or bilingual education services. For that reason, students who are **members of one of the following subgroups** must be screened and identified first as English language learners, then also screened as a possible **Student with Interrupted Formal Education** **(SIFE). The SIFE screening should occur within the first 30 days of a student’s enrollment.**

The SIFE Oral Interview provides a tool to document gaps in educational history that will lead to more appropriate grade placement and customized English Language Development (ELD) services. SIFE/ELL students’ basic education, literacy, and academic achievement may be limited. For example, a student may not read or write in his or her home language. Because neither the Home Language Survey nor the English language proficiency diagnostic assessment will provide the data and information needed to establish a student’s interrupted or limited education, the SIFE Oral Interview form is to be used with all students in the following groups:

**Immigrant Student:** A student who moves from an international country to make permanent residence in the United States. Immigrant students may move with or without their parent or guardian.

**Migrant Student:** A student whose parent or guardian is or has been employed in temporary or seasonal agricultural or agricultural-related work such as planting or harvesting crops, feeding or processing poultry, beef, or hogs, gathering eggs or working in hatcheries, working on a dairy farm or in the fishing industries.

**Binational Student:** A binational student is a student who moves between Mexico and the U.S. with his or her parents or as an emancipated youth, and may alternately enroll in Mexico’s educational system and the United States educational system. The student may move between the countries and educational systems within the same academic year or repeat the cycle over several years.

**Foreign Exchange Student:** A foreign exchange students is enrolled in a study abroad program which requires travel to another country for a period of academic study. Although foreign exchange students are customarily required to demonstrate English proficiency as a contingency of their acceptance into the program, many times the level of English is not sufficient to allow the academic success. Foreign exchange students who are enrolled in U.S. schools must be screened for English language proficiency and if necessary provided services.

**Refugee Student:** A refugee student has fled his or her home country due to persecution or fear for physical safety due to race, religion, nationality, and/or membership in a particular social group or political opinion and may be in the process of applying for asylum. Refugee students may have been housed temporarily in a refugee camp immediately prior to enrollment in a U.S. School.