SIFE RESOURCES

Bilingual/ENL Coordinators’ Meeting
Western Suffolk BOCES
Conference Center
Wheatley Heights, NY
October 27, 2016
STUDENTS WITH INTERRUPTED/INCONSISTENT FORMAL EDUCATION (SIFE) SCREENING, IDENTIFICATION, AND PLACEMENT

English Language Learner (ELL) Screening, Identification, and Placement must be completed within 10 school days from the enrollment date. Follow initial steps for identifying a student as an ELL. Student must first be identified as an ELL before being identified as a SIFE.

1. SCREENING - HOME LANGUAGE QUESTIONNAIRE (HLQ): Administer the HLQ to all new students, which is to be maintained in each student’s cumulative record. Students must be enrolled in school upon registration. HLQ indicates student’s home or primary language is other than English. CONTINUE TO STEP 2. SCREENING – INDIVIDUAL INTERVIEW.

2. SCREENING - INDIVIDUAL INTERVIEW: An Individual Interview is conducted with the student in English and in the student’s home or primary language by qualified personnel. This includes reviewing documents, prior assessments, and academic experience. An assessment of abilities and work samples determines the literacy and math level in the home or primary language. The interview and all future oral and written communications must be conducted with a qualified translator/interpreter provided by a school/district.

Results of the individual interview confirm that the student speaks and/or understands a language other than English. Review of student’s abilities and work in English and in the home language obtained during the individual interview may assist in SIFE determination in Steps 4 & 5. IF STUDENT DOES NOT HAVE AN IEP, PROCEED TO STEP 3. IF STUDENT HAS AN IEP FOLLOW STEPS FOR STUDENTS WITH AN IEP BEFORE PROCEEDING TO STEP 3 (see ELL ID Process chart).

3. INITIAL ELL IDENTIFICATION ASSESSMENT – Qualified personnel administer the New York State Identification Test for English Language Learners (NYSITELL). For students with disabilities, provide approved testing accommodations per the student’s IEP, as indicated in CR section 154-3.3(a)(7). Originals or copies of NYSITELL score sheets and results must be maintained in each student’s cumulative record.

If student scores below the COMMANDING level on the NYSITELL, student is an ELL. Follow procedures for parent notification of ELL Identification and proceed with parent orientation and program placement (see ELL ID Process chart). IF A STUDENT WAS IDENTIFIED AS A POTENTIAL SIFE DURING STEP 2, CONTINUE TO STEP 4: DETERMINATION OF ELL STUDENT WITH SIFE STATUS.

The above steps apply to all ELLs. The following steps apply to potential ELL/SIFE only.

4. DETERMINATION OF POTENTIAL SIFE STATUS: Qualified Personnel Administer SIFE Oral Interview Questionnaire. This interview must be conducted in English and in the student’s home language by qualified personnel. The interview and all future oral and written communications must be conducted with a qualified translator/interpreter provided by a school/district.

Results of the SIFE Oral Interview Questionnaire indicate student is a potential SIFE. PROCEED TO STEP 5: ADMINISTER MULTILINGUAL LITERACY SIFE SCREENER (MLS) IN THE HOME LANGUAGE

5. ADMINISTER MLS: Qualified personnel administer the MLS. Interview notes, academic and assessment history, and work samples are to be collected and maintained in the student’s cumulative record.

Results of the MLS indicate student is a SIFE. PROCEED TO STEP 6: ADMINISTER THE WRITING SCREENER.

6. ADMINISTER WRITING SCREENER to determine the student’s basic writing skills in his or her home or primary language.
Under the new CR Part 154, a Student with Inconsistent/Interrupted Formal Education shall mean English Language Learners (ELLs) who have attended schools in the United States (the 50 States and the District of Columbia) for less than twelve months and who, upon initial enrollment in such schools, are two or more years below grade level in literacy in their home language and/or two or more years below grade level in Math due to inconsistent or interrupted schooling prior to arrival in the United States (the 50 States and the District of Columbia) [154-2.2(y)]. The definition above is inclusive of Low Literacy SIFE, students who have literacy at or below third grade in their home language. This means that they are not yet fluent readers in any language and do not independently use text as a resource to build new knowledge.

**The Multilingual Literacy SIFE Screener (MLS)**

Schools use the MLS to determine the literacy levels of SIFE in their home language as well as in English in order to provide or to design appropriate placement and instruction for these students. The MLS is currently available in nine languages: Bengali, Chinese, English, Haitian Creole, Spanish, Arabic, Urdu, S’gaw Karen, and Maay Maay.

[Complete Webinar: Introduction to the MLS for the Identification of SIFE](http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife)

**Webinar Part One: SIFE Identification and Introduction**

**Webinar Part Two: Overview of the MLS Literacy Modules**

**Webinar Part Three: Assessment Principles and Reporting Features**

**Webinar Part Four: Administering the MLS**

**SIFE ELA and Foundational Low Literacy Curriculum.**

The SIFE curriculum is a one-year intervention for newly arrived low literacy SIFE in secondary (middle and high) school, who arrive in US schools with limited academic preparation and low levels of home language literacy. The curriculum targets LL SIFE (low literacy SIFE), who have literacy at or below third grade in their home language; regardless of the chronological grade they are in. This means that they are not yet fluent readers in any language and do not independently use text as a resource to build new knowledge. The curriculum enables teachers to prepare these LL SIFE with the foundational language, literacy skills and content knowledge needed to succeed in mainstream secondary school classes.