

REYNOLDS SCHOOL DISTRICT

Newcomer Program Guide

Introduction and Purpose

For many years, Reynolds School District (RSD) has served a linguistically diverse student population by supporting language learning and access to core content instruction through a variety of program models and instructional strategies. RSD students identified as English learners have benefited from designated English language development, integrated and sheltered practices, and a comprehensive dual language program.

Recently, RSD has experienced a significant increase in the number of newly arriving immigrant students. Newcomer students confront many barriers as they enter our school system, such as challenges in accessing academic content while developing English proficiency. At the same time, these students are expected to complete high school in four years (Short & Fitzsimmons, 2007; Sugarman, 2017; Umansky et al., 2018). The district recognizes that these students arrive with particular needs and is committed to examining current practices to strengthen and improve services and the educational experience as a whole. RSD also acknowledges that newcomer immigrant students and their families bring strengths and assets to its classrooms and schools that can be harnessed to support them, as well as to benefit their U.S.-born peers (Bialystok, 2011; Gándara, 2018; Saiz & Zoido, 2005).

Supporting Newcomers' Unique Needs

Newcomer students are a diverse student population and arrive in U.S. schools with individual backgrounds and complex needs for academic and social support, as well as health, economic, and often legal services. With a tailored and culturally and linguistically responsive approach, schools can play a critical role in understanding these students' stories, building on their assets, and meeting their needs. While schools alone may not be equipped to address the myriad of challenges students face, connections to vital community-based services may be a part of the approach to ensuring that students have what they need to learn and thrive in school.

This guide is intended to serve RSD educators, instructional staff, and school and district administrators as an internal reference and resource to align educational responsibilities and practices for newcomer students. This document provides guidance in the following areas:

- I. Preparing for, welcoming, and engaging newcomer students and families
- II. Determining staff roles and responsibilities
- III. Identifying and registering newcomer students
- IV. Providing culturally and linguistically responsive instruction
- V. Developing newcomer pathways to graduation and postsecondary success
- VI. Additional resources

Reynolds School District Beliefs

Reynolds School District Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Reynolds School District Vision Statement

As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.

In alignment with the mission and vision of Reynolds School District (RSD), the Department of Multilingual Education (DOME) is committed to empowering multilingual learners to become global citizens who are linguistically, socially, and culturally equipped for success in school and beyond. We lead with equity, honor multilingualism, and meet the individual needs of multilingual learners by ensuring equitable access to engaging, high-quality, culturally and linguistically relevant, and rigorous instruction. We believe in an asset-based approach to student learning that incorporates students' social, cultural, and linguistic competencies and funds of knowledge.

RSD's DOME developed the following principles and vision in spring 2022 in collaboration with a designated workgroup representing Reynolds K–12 teachers and administrators, both core content and language development specialists, and our partners at Education Northwest. Our goal is to define RSD's core beliefs about the needs of multilingual learners, particularly students identified as English learners. The principles below provide guidance to ensure all district stakeholders are held accountable for the equitable education of multilingual learners throughout their RSD experience.

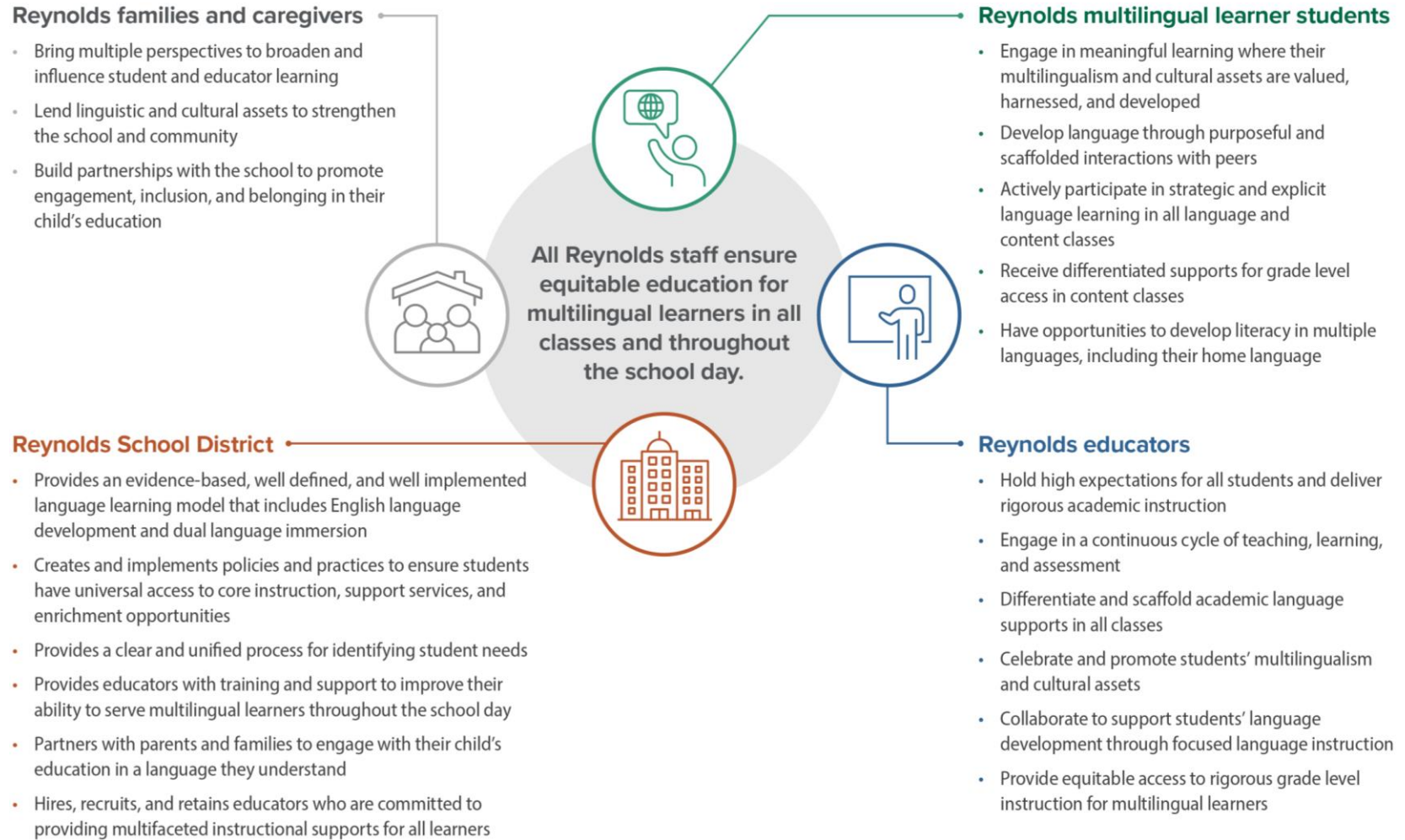
Department of Multilingual Education (DOME)

Guiding Principles

1. Reynolds multilingual learners engage in meaningful learning that values, harnesses, and develops their cultural and linguistic assets.
2. Reynolds multilingual learners develop language skills through scaffolded interaction with peers, strategic and explicit language instruction, and differentiated supports in content classes.
3. Reynolds educators hold high expectations for all students and deliver rigorous academic instruction.
4. Reynolds educators engage in a continuous cycle of teaching, learning, and assessment.
5. Reynolds School District provides a well-defined, well-implemented, evidence-based language learning model that includes English language development and dual language immersion.
6. Reynolds School District creates and implements policies and practices to ensure students have universal access to core instruction, support services, and enrichment opportunities.
7. Reynolds School District provides a clear and unified process for identifying student needs.
8. Reynolds School District provides educators with training and support to improve their ability to serve multilingual learners throughout the school day.
9. Partnerships between schools and families/caregivers are essential for student success.

Figure 1. RSD DOME's Vision

Department of Multilingual Education Vision



Defining Newcomer Students in Reynolds School District

Newcomer students have a wide range of experiences, knowledge, assets, and needs. Understanding newcomer students is critical to most effectively supporting their unique educational paths.

Harnessing these students' linguistic and cultural assets allows them to best engage in new learning and build on what they already know. The following definitions may help clarify specific subgroups of newcomer students:

- **Newcomers** are students born outside the United States who have been enrolled in U.S. schools for less than three cumulative years. They are usually classified as English learners (ELs) upon enrollment in the U.S. Newcomers arrive with a wide range of experiences and preparation, which may include limited or interrupted formal education. Regardless of their academic preparation, many newcomers face challenges in accessing core content while developing English proficiency and benefit from specific supports.
- **Refugee youth** are students who have fled their home country due to risk of serious human rights violations and persecution and were already granted protected legal status prior to their arrival in the U.S.
- **Asylum-seeking youth** are students who have fled their home country due to risk of serious human rights violations and persecution and are already in the U.S. but haven't yet been granted protected legal status.
- **Students with limited or interrupted formal education (SLIFE)**, also known as students with interrupted formal education (SIFE), are newcomers with significant gaps in formal education. Some of these students may have had some of their schooling in refugee camps, while others may not have had access to formal education at all. Many of these students have experienced trauma due to war, violence, and displacement, which affects their learning. Newcomer students' prior schooling has been identified as an important predictor of achievement, so it is very important for these students to receive appropriate targeted supports upon arrival.
- **Sequential bilinguals** are students who learn one language before learning another. Multilingual learners classified as English learners are often sequential bilinguals, learning English after their home language. Newcomer students are often considered sequential bilinguals and may arrive knowing more than one language.
- **Simultaneous bilinguals** are students who learn English and their home language at the same time. Multilingual learners often acquire both languages at home and can build their literacy skills in dual language programs. Few newcomer students arrive knowing English but may have simultaneously learned multiple languages in the home.

- **English learner students with disabilities (ELSWD)**, also known as dual-identified students, are students who are classified as English learners and have an identified disability and either an individualized education program (IEP) or 504 plan. Educators need to work together to accurately identify students' strengths and needs to provide appropriate supports, or risk negative consequences for student learning.

Preparing for, Welcoming, and Engaging Newcomer Students and Families

Schools are often among the first organizations with which immigrant students and families engage upon arrival in a new country (Sugarman, 2017). Therefore, schools must be prepared to welcome newcomer students and their families in a manner that sets a foundation for trusting relationships. Newcomer families may face challenges as they engage in their children's education, including language barriers and lack of familiarity with the education system (Antony-Newman, 2019). Building culturally responsive, relationship-based partnerships with families can support future engagement and involvement, which can in turn support more positive student outcomes across a range of domains (Arias & Morillo-Campbell, 2008; Dryden-Peterson, 2018). Schools and educators can support families as they learn about the U.S. education system, their expected role in their child's learning, and how they might engage with the school (Arias & Morillo-Campbell, 2008).

Recommended practices for schools and districts to connect and engage newcomer families include:

- **Foster connections with community-based organizations and service providers.** Newcomers, particularly refugee and asylum-seeking youth and families, arrive in the U.S. with specific and complex needs. Schools may serve as important hubs for cross-agency collaboration. Research documents that school-community partnerships (e.g., resettlement agencies, health care systems and county behavioral health systems, legal service providers, nonprofit community-based organizations, and postsecondary partners) can be an effective way to meet newcomer families' holistic needs in an accessible, trauma-informed, and streamlined manner (Schapiro et al., 2018). Establishing sustainable, multisystem partnerships will likely require significant funding and effort, but school leaders can begin forging relationships with key partners at any time.
- **Hire multilingual staff members and plan for interpreters.** The district and each individual school must ensure equitable language access for students and parents, including having a plan to support oral and written communication in the parent's preferred language (U.S. Department of Justice and Department of Education, 2015a). A best practice is to ensure that students are not asked to interpret for their family or school staff. The *additional resources* section at the end of this document includes information on language access

requirements, equity considerations, and strategies for ensuring appropriate translation and interpretation.

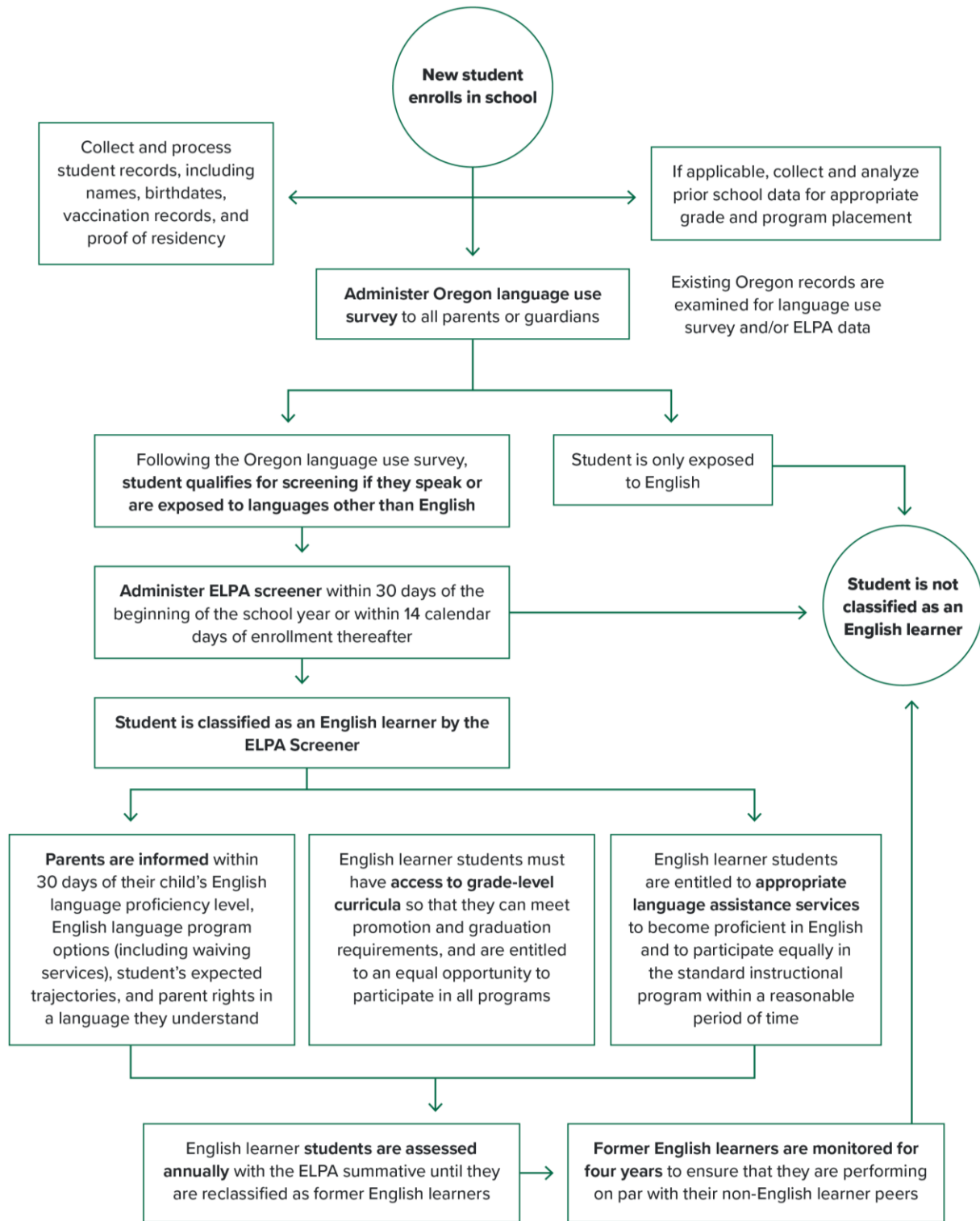
- **Create a welcoming environment for newcomers.** Schools are expected to intentionally plan to foster welcoming environments tailored to their specific student and family populations. For example, schools may consider posting welcome messages and school information in multiple languages; displaying art, photos, or artifacts from countries represented in the RSD community; and ensuring the availability of staff members who are trained in multilingual and multicultural communication.
- **Train all school staff to greet families warmly and respectfully.** Ensure registrars and office staff have [language identification posters/handouts](#) easily accessible so that those who speak languages other than English may indicate their translation/interpretation needs.
- **Provide a clear and comprehensive orientation for newcomers.** Schools are expected to provide students and families with critical information about the U.S. education system and to share supports offered by the school or district as soon as possible. Orientation should address both academic expectations and supports and routine school operational procedures and practices, such as transportation, food service, attendance requirements, and emergency procedures. Schools should ensure parents are made aware of their parental rights and describe the various forms that parent-school partnerships may take. Consider sharing this [Parent Guide for English Learners: Starting School in the United States](#) (available in [Arabic](#), [English](#), [Somali](#), [Spanish](#)) with families, as well as this 12-minute [parent orientation video about English learner programming from New York state](#) (available in Arabic, Bengali, English, French, Haitian, traditional Chinese, simplified Chinese, Russian, Spanish, and Urdu).

Determining Staff Roles and Responsibilities

RSD recognizes that effectively serving newcomer students requires a collaborative, team-based approach that leverages the diverse expertise of school and district personnel. Each school year, RSD's DOME will work strategically in partnership with school staff members to determine who at each school will form the support team for newly arriving students. School teams will use the [RSD Newcomer Supports: Team Planning Template](#) to designate roles and responsibilities and assign tasks mandated by the RSD Newcomer Needs Assessment Process (Figure 2). Following the clear guidance of this process will ensure consistency and allow schools to carefully evaluate each newcomer student's background and needs to ensure they are registered, placed, and supported appropriately. The process includes gathering background information through steps such as:

- Reviewing prior transcripts
- Determining eligibility for basic services, including free and reduced-price lunch, McKinney-Vento, and transportation services
- Assessing language proficiency, literacy abilities, and content knowledge in both English and the home language
- Screening for well-being and mental health needs
- Conducting student and family interviews

Figure 2. Newcomer Needs Assessment Process



Source: Greenberg Motamedi, J., Porter, L., Taylor, S., Leong, M., Martinez-Wenzl, M., & Serrano, D. (2021). *Welcoming, registering, and supporting newcomer students: A toolkit for educators of immigrant and refugee students in secondary schools*. U.S. Department of Education, Regional Educational Laboratory Northwest. <https://files.eric.ed.gov/fulltext/ED610689.pdf>

Identifying and Registering Newcomer Students

Registration is often the first opportunity for district and school staff to begin to form positive relationships—and share important information—with families and students. Additionally, the information that schools collect on students’ backgrounds during registration is critical to informing appropriate program placement, district-related services, and supports. Having clear processes in place can make it more likely that schools share sufficient information with families and collect the necessary data. Schools should take the following steps to ensure their registration processes are welcoming, accurate, and helpful for newcomers:

- **Train registrars and other school staff** about the legal limits to the registration information that may be collected or shared. Schools are not permitted to:
 - Require a social security number for registration
 - Inquire about students’ or family members’ immigration or documentation status
 - Release information about student immigration status to U.S. Immigration and Customs Enforcement without parental consent, a judicial order, or a subpoena
- **Collect and process student records.** Newcomers often arrive without documentation of prior schooling. Records, if available, may not accurately reflect students’ needs. Records should be analyzed to guide grade and program placement, award credit for previously completed courses, and determine needed services and supports. Timely interpretation and evaluation of records and transcripts is essential to ensure that students are enrolled in the necessary classes to meet graduation requirements. While it is helpful to collect as much information as possible during the registration process, including prior school records or transcripts, this should not prevent timely enrollment of the student in the school. Required documentation for registration includes:
 - Student name—Refer to *Getting It Right: Reference Guides for Registering Students with Non-English Names* (2nd Edition) to ensure newcomers’ names are recorded correctly in school data systems
 - Birthdate
 - Vaccination record
 - Proof of residency
- **Ensure families complete the Oregon Language Use Survey** during online registration or with the registrar. Federal law requires assessment of the English language proficiency of students who speak a language other than English or who come from a home environment

where another language is spoken in a way that could affect their English language development. Registrars and family liaisons should be trained to support and guide families as they complete the survey.

- **Administer the English Language Proficiency Assessment screener** (if indicated by the Oregon Language Use Survey). Ensure subsequent notifications about English learner student classification and parental rights are made and provided in a manner accessible to families who may be unfamiliar with this classification and the U.S. school system as a whole. These tasks are the responsibility of the building-level English Language Development (ELD) team.
- **Determine whether the student is eligible for free/reduced-price lunch or McKinney-Vento (Title X) services.** Notify families of these services and ensure students are connected to appropriate and relevant services and supports.
- **Connect students and families with community resources** Ask students or families if they have already applied for coverage under the **Oregon Health Plan (OHP)** or another health insurance provider. OHP provides health care coverage for all Oregon children and youth up to age 19, as long as they meet other eligibility requirements. If students or families have not accessed community health resources, connect them with a family liaison or social worker.
- **Contact RSD DOME** with questions or to request further support with registration, identification, or services. Communicate to newcomer families that they may also contact DOME directly for additional help.

Gathering data for student and family support

RSD recognizes that newcomers bring a wealth of academic knowledge and experience. Data from initial screenings may not provide an accurate or complete representation of a given student's history, academic experience, or abilities. Comprehensive screening and ongoing monitoring are important to meet students' whole-child needs effectively. As part of the initial intake and interview process, students and families will have the opportunity to share information that may indicate a need for ongoing support or follow-up by an appropriate staff member or community resource. School staff members should revisit these needs over time.

Intake and interview process

School staff can obtain rich information from newcomer immigrant students and families through interviews focused on eliciting newcomer students' strengths and prior experiences while also seeking to understand their future goals. The RSD intake and interview process uses centralized resources, such as newcomer liaisons, to ensure meaningful and coordinated support. Team members who participate in the intake or interview process may include a language liaison or an assigned school-

level case manager, such as an ELD teacher, who will maintain ongoing contact with and support for students and families. Information gathered during interviews may help inform the following considerations for student and family support:

- **SLIFE Newcomer** students who have experienced interruptions or significant gaps to educational access will require extended support and regular review of related needs. Some of these students are refugees and may have had some of their schooling in refugee camps, while others may not have had access to formal education at all.
- **Disability.** Students may arrive with previously documented services for disabilities. School staff should review this information to continue providing required services. Students with significant health impairments who do not arrive with IEP documentation should be considered for evaluation under the Individuals with Disabilities Education Act.
- **Gifted and talented.** Students may have previously received services for gifted and talented education. Schools should make considerations to provide access to appropriately cognitively challenging instruction and course work.
- **Native language literacy and content knowledge** in home language. Language proficiency and literacy skills in the home language are good predictors of a student's ability to gain literacy skills in a second language (Koda, 2007). The district is committed to using a holistic approach to academic assessment that leverages students' assets and provides access to all courses. Conversations with students and families may support educators in using data to inform appropriate course placement, provide additional support, and build on students' existing schema, background knowledge, and skills in the classroom.
- **Physical health needs and connections to appropriate health care.** Newcomers, particularly refugee and asylum-seeking youth, may arrive with a range of unmet or unidentified health needs that can impact learning, including injuries, infectious diseases, chronic health conditions, pregnancy, and traumatic stress symptoms. Schools are a critical forum to conduct initial screenings and link students to appropriate school and community-based health care. Students with chronic health conditions or other significant health concerns may initially need help to coordinate care or referrals with a health navigator or community health worker.
- **Holistic emotional health.** Schools should screen all newcomer immigrant and refugee students for psychological well-being, trauma symptoms, and other mental health needs on school entry and on an ongoing basis. Refugee and asylum-seeking youth are particularly likely to have prior trauma exposure, and resettlement and acculturation processes also represent significant stressors. Early and chronic traumatic stress can have an enormous impact on cognitive development, social and psychological well-being, learning, and long-term health (Cohodes et al., 2021; Sidamon-Eristoff et al., 2022; Sowder et al., 2018). Therefore, it is crucial for schools to conduct holistic, culturally and linguistically responsive mental health screening and connect students with potential needs to appropriate services and supports within the school or community.

Providing Culturally and Linguistically Responsive Instruction

To fully support and celebrate the assets of newcomers, educators must practice cultural humility and leverage culturally and linguistically responsive instruction. Attention to a multilingual perspective is critically important when providing services for students identified as newcomers, given their unique social, emotional, and academic needs. Educators should model an asset-based mindset that values and leverages students' home language in the classroom. In addition, newcomer students, particularly at the secondary level, must be provided language and content instruction that supports their pathway toward graduation. Reynolds prioritizes instructional practices of special importance for newcomers, which include:

- Use culturally and linguistically responsive instructional practices
- Incorporate strategies for interaction that promote opportunity for social and academic discourse
- Provide explicit language instruction aligned to student English language proficiency levels in all domains (reading, writing, speaking, and listening)
- Incorporate language-specific scaffolds that support students' access to complex content (sentence frames, attention to academic vocabulary, etc.)
- Provide opportunities for students to process learning, apply skills through practice, and express what they know and can do
- Consider the role of students' home language in instruction, including opportunities for bridging or translanguaging in the classroom
- Prioritize formative assessment and progress monitoring of both language and content using a variety of modes for students to demonstrate learning

Practices that promote interaction

- ◆ Partnership and cooperative grouping structures
- ◆ Prompts to promote language use and higher order thinking (open-ended questioning, information gap, etc.)
- ◆ Scaffolds for expressing new learning (language frames, vocabulary/word banks, etc.)
- ◆ Established student talk routines
- ◆ Clear and consistent expectations for interaction (anchor charts, modeling and practice, etc.)
- ◆ Useful, authentic, and engaging purpose for communication
- ◆ Emphasis on communication to convey meaning (versus form and function of language)
- ◆ Environment that supports risk taking and approximation of language use

Practices that promote culturally and linguistically responsive instruction

- ◆ Incorporate student backgrounds and experiences
- ◆ Provide literature and texts from multiple modalities that reflect students' cultures
- ◆ Ensure classroom learning experiences include opportunities for student collaboration
- ◆ Understand students' patterns of discourse and cultural values, particularly related to behavioral expectations and discipline practices
- ◆ Build responsive classroom community relationships to develop trust and psychological safety

Equitable Access to Content and Language Instruction

Multilingual learners develop language and content knowledge concurrently. A simultaneous approach to learning creates opportunities for students to leverage their linguistic and cognitive assets (National Academies of Science, Engineering, and Medicine, 2017). Newcomers benefit from home language instruction (e.g., through dual immersion), explicit instruction on English language and literacy, and academic support across subjects that is tailored to the early stages of language acquisition. This should include sensitivity to students' developmental level, identities, and experiences (Saunders et al., 2013).

Equity of access to development of language skills and content knowledge is a priority and foundational premise of effective instruction. Students need and deserve access to content and

language instruction throughout the school day. Alignment of English language proficiency (ELP) standards to content curriculum standards is critical for teachers to coordinate learning and for students to access the language and content instruction they are entitled to receive. All teachers, regardless of their assignment, must engage students by designing learning that seamlessly weaves concepts, analytical practices, and language into a coherent experience (Heritage et al., 2015).

The Reynolds DOME supports educators in providing equitable services and high-quality instructional experiences for multilingual learners. DOME works collaboratively to provide educators with learning opportunities that may include formal professional development, instructional coaching, and support for data analysis and professional learning communities (PLC).

RSD Multilingual/Newcomer Student English Language Development Service Models

Under federal law, multilingual newcomers who are classified as ELs have the right to learn English and grade-level academic content without being segregated from their non-EL peers. Newcomers may participate in multiple language program models to facilitate this throughout their time at RSD, depending on their needs. RSD's three distinct models are:

- **Designated English language development.** Designated ELD provides explicit language instruction, focused on the Oregon ELP standards, to support students classified as ELs as they develop the English language skills necessary to learn academic content. While schedules may vary by school, RSD guidance for this model includes 30 minutes of designated ELD 4-5 times weekly as a consistent district-wide practice for elementary students. Middle school and high school students receive designated ELD through a dedicated class period. This may include enrollment in AVID Excel as a service option.
- **Integrated English language development.** Integrated ELD provides lessons that purposefully and explicitly incorporate language development in alignment with content standards in all classes throughout the school day. This model gives specific attention to scaffolding to meet students' learning needs while monitoring academic growth in both language and content areas. Language development is the responsibility of all teachers, regardless of their assignment or content area focus. RSD guidance for this model includes attention to scaffolding and differentiation as well as multiple entry points for students with various language proficiency levels.
- **Dual language immersion (DLI).** DLI programs seek to develop literacy and cultural knowledge in English and a partner language as students study academic subjects in both languages. Classes ideally include roughly equal numbers of native English and partner language speakers. RSD currently provides dual language programming in Spanish in grades K–5.

Providing Trauma-Informed Practices

Refugee and asylum-seeking children are disproportionately more likely to have experienced chronic and/or severe trauma (before, during, and/or after migration) than youth in the general population (Doctors Without Borders, 2020; Keller et al., 2017; Sidamon-Eristoff et al., 2022). Thus, they are at higher risk for behavioral health concerns and are consistently found to have higher rates of posttraumatic stress disorder and other psychological disorders than observed in the general population (Blackmore et al., 2020). The effects of traumatic stress shape development and can *significantly* impede memory and learning, particularly if left unaddressed (De Bellis & Zisk, 2014).

Teachers should be aware that symptoms of traumatic stress manifest in different ways and may continue over an extended period, as they may be among the first adults to recognize serious mental health symptoms in newcomer youth. Students themselves may be unaware of these symptoms or how to access help. Adults often misinterpret some symptoms, such as frequent somatic pain, inattention, and aggression, as intentional misbehavior. Educators and school-based mental health professionals should collaborate to establish procedures for referring children and elevating them to higher levels of care when needed. Schools should take the following steps to create trauma-informed, supportive, and equitable learning environments:

- **Examine current trauma-informed practices and provide additional training, professional development, and coaching to build educator capacity.** The six key principles of a trauma-informed approach are safety; trustworthiness and transparency; peer support; collaboration and mutuality; empowerment, voice, and choice; and responsivity to cultural, historical, and gender issues. Educators should have an understanding of what trauma is, its physical, psychological, and social effects, and what trauma-informed systems look and feel like. This is necessary to foster a trauma-informed environment, implement trauma-informed practices, actively resist re-traumatization, and support students on their path to recovery. There are numerous resources available for further training and professional development on this topic.
- **Use universal trauma-informed classroom practices.** To fundamentally shift the school culture and climate toward support of healing, all school staff members need to maintain ongoing awareness and attention to trauma-related needs. Within the classroom, all educators should use universal trauma-informed practices that can benefit any child, regardless of trauma history. Helpful strategies include creating predictable routines, dedicating time for informal and supportive student-teacher check-ins, providing students with choices and empowering them to exercise their own autonomy, diffusing conflict and modeling self-regulation, and teaching social and emotional awareness and explicit problem-solving skills.

Developing Newcomer Pathways to Graduation and Postsecondary Success

Newcomer pathways are a set of programs, tailored supports, and course sequences that provide access to learning specifically designed to meet the needs of students born outside the U.S. and enrolled in U.S. schools for less than three cumulative years. RSD allows students and families who choose to participate to have an opportunity to engage in credit-bearing courses that meet their unique needs, build English-language abilities and content knowledge, and offer a pathway to graduation and future career opportunities.

The district places students in English language development courses based on their initial ELPA21 screener results. Course sequences and timeline to graduation are individualized to reflect student needs and progress. Example course sequences that meet graduation requirements are shown in Figure 3.

Figure 3. Example Course Sequences for Newcomers

| | YEAR ONE | | YEAR TWO | | | |
|-----------------------------|---|------------------------|---|-------------------|------------------------|---------------|
| | <i>Students in year one may be with NC students only for all classes other than CTE/Art/PE.</i> | | <i>Students in year two may be in NC only courses for core classes. Other classes have approximate heterogeneous (EL/non-EL) ratio.</i> | | | |
| Course Credit Type | NC Sheltered Algebra | 1.0 MA | NC Sheltered Geometry/Statistics | 1.0 MA | | |
| | NC Sheltered Language Arts 1S | 1.0 LA | NC Sheltered Language Arts 2S | 1.0 LA | | |
| | ELD Newcomer | 2.0 EL | NC Sheltered Modern World History | 1.0 US | | |
| | CTE/Arts/WL, Computers, etc. | 1.0 WL/EL | ELD NC Early Intermediate | 1.0 EL | | |
| | PE | 1.0 PE | NC Sheltered Intergrated Science | 1.0 SC | | |
| | | | CTE/Arts/WL, Computers, etc. | 1.0 WL/EL | | |
| | | Sheltered Health | 1.0 HE | | | |
| | Potential Completed Credits: Elective, World Language, PE | | Potential Completed Credits: Elective, Language Arts, Health, World Language, Social Studies, Science | | | |
| | YEAR THREE | | YEAR FOUR | | YEAR FIVE | |
| Course Credit Type | Math | 1.0 MA | Math | 1.0 MA | Math | 1.0 MA |
| | Language Arts | 1.0 LA | Language Arts | 1.0 LA | Language Arts | 1.0 LA |
| | Social Studies | 1.0 SS | Social Studies | 1.0 SS | Social Studies | 1.0 SS |
| | ELD Intermediate | 1.0 EL | ELD Advanced or Intergrated | 1.0 EL/ELA | Graduation Requirement | |
| | Science | 1.0 SC | Science | 1.0 SC | Graduation Requirement | |
| | CTE/Arts/WL, Computers, etc. | 1.0 WL/EL | CTE/Arts/WL, Computers, etc. | 1.0 WL/EL | Graduation Requirement | |
| | | Graduation Requirement | | | | |
| | Potential Completed Credits: Social Studies, Health | | Potential Completed Credits: Science, ELA, FA/CTE/WL, Math | | | |

To promote academic achievement during high school and foster postsecondary success, schools should take the following steps when implementing newcomer pathways:

- **Develop entry and exit criteria for newcomer pathways and programming.** School teams should collaborate with DOME to identify equitable and appropriate entry and exit criteria. Providing input and creating consistent standards across the district will help improve alignment in newcomer programming across schools, while also ensuring programming remains flexible enough to accommodate student needs.
- **Create individualized plans, based on student and family input, for newcomer students' graduation, postsecondary education, and careers.** A path to high school graduation and the postsecondary planning process are key priorities for newcomer students upon enrollment at the secondary level. This planning process should begin early, as many newcomer students need more than four years to earn the required credits to graduate (Sugarman, 2017; Umansky et al., 2018). Planning for graduation and beyond must be driven by student input—educators should not presume to know whether students want to pursue a given pathway (e.g., college preparation, career and technical education). Rather, educators should share detailed, transparent information with students and families about their various options for high school coursework and potential postgraduation pathways (including potential barriers, costs, and benefits) and elicit students' interests. These interests and goals should also be revisited over time, as they may change as newcomers develop and become more familiar with the U.S. School teams should establish procedures for initial and recurring meetings about postsecondary planning with each newcomer student and their family members. It may be helpful to refer to the section on graduation and career planning (pp. 28–32) in [Welcoming, Registering, and Supporting Newcomer Students: A Toolkit for Educators of Immigrant and Refugee Students in Secondary Schools](#) for additional ideas and resources.

Additional Resources

Preparing for, welcoming, and engaging newcomer students and families

- [The National Child Traumatic Stress Network’s Trauma-Informed Resource for Strengthening Family-School Partnerships](#)
- [Colorín Colorado’s article “Equity Through Language Access: Best Practices for Collaborating with Interpreters”](#)
- [Parent Guide for English Learners: Starting School in the United States](#) (available in [Arabic](#), [English](#), [Somali](#), [Spanish](#))
- [Parent orientation video about English learner programming from New York state](#) (available in Arabic, Bengali, English, French, Haitian, traditional Chinese, simplified Chinese, Russian, Spanish, and Urdu)
- [Welcoming, Registering, and Supporting Newcomer Students: A Toolkit for Educators of Immigrant and Refugee Students in Secondary Schools](#)
- [English learner toolkit for state and local education agencies](#)

Determining staff roles and responsibilities

- [RSD Newcomer Supports; Team Planning Template](#)
- [National Center for School Mental Health’s Quality Guide: School Mental Health Screening](#)

Identifying and registering newcomer students

- [Guidelines and Resources: Special Education Assessment Process for Culturally and Linguistically Diverse \(CLD\) Students](#) (Oregon Department of Education, 2015)
- [Getting It Right: Reference Guides for Registering Students with Non-English Names \(2nd Edition\)](#)
- [Finding the Right Starting Point: Obtaining, Interpreting, and Evaluating International Transcripts](#)
- [Newcomer Students - Resources \(California Department of Education\)](#)

Providing culturally and linguistically responsive instruction

- [Bridging Refugee Youth & Children's Services' \(BRYCS\) website](#)
- [Supporting Young English Learners At Home; Family and caregiver activities to leverage cultural and linguistic assets](#) (available in nine languages)
 - [TOOL: Educators' guide](#)
 - [VIDEO: Introductory webinar](#)
 - [VIDEO COLLECTION: Activities in action](#)
- [Chapter 4 of IES's Newcomer Toolkit \(pp. 5-7\)](#)

Supporting Newcomers' Social and Emotional Needs

- [Calmer Classrooms: A Guide to Working with Traumatized Children](#)
- [Transforming Education's Trauma-Informed SEL Toolkit](#)
- [SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach](#)
- [The National Child Traumatic Stress Network](#)
 - [Creating, Supporting, and Sustaining Trauma-Informed Schools: A System Framework](#)
 - [Refugee trauma resource library](#)
 - [Child Trauma Toolkit for Educators;](#)
 - [Fact sheet on Understanding Refugee Trauma: For School Personnel](#)
- [CMAS's Resilience Guide: Strategies for Responding to Trauma in Refugee Children](#)

Developing newcomer pathways to graduation and postsecondary success

- [Internationals Network learning briefs](#)

References

- Antony-Newman, M. (2019). Parental involvement of immigrant parents: A meta-synthesis. *Educational Review*, 71(3), 362–381. <https://eric.ed.gov/?id=EJ1216533>
- Arias, M. B., & Morillo-Campbell, M. (2008). *Promoting ELL parental involvement: Challenges in contested times*. Arizona State University, Education Policy Research Unit. <https://eric.ed.gov/?id=ED506652>
- Bialystok, E. (2011). Reshaping the mind: The benefits of bilingualism. *Canadian Journal of Experimental Psychology*, 65(4), 229–235. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4341987/>
- Blackmore, R., Gray, K. M., Boyle, J. A., Fazel, M., Ranasinha, S., Fitzgerald, G., ... & Gibson-Helm, M. (2020). Systematic review and meta-analysis: the prevalence of mental illness in child and adolescent refugees and asylum seekers. *Journal of the American Academy of Child & Adolescent Psychiatry*, 59(6), 705–714. <https://doi.org/10.1016/j.jaac.2019.11.011>
- Cohodes, E. M., Kribakaran, S., Odriozola, P., Bakirci, S., McCauley, S., Hodges, H. R., ... & Gee, D. G. (2021). Migration-related trauma and mental health among migrant children emigrating from Mexico and Central America to the United States: Effects on developmental neurobiology and implications for policy. *Developmental Psychobiology*, 63(6), e22158. <https://doi.org/10.1002/dev.22158>
- De Bellis, M. D., & Zisk, A. (2014). The biological effects of childhood trauma. *Child and Adolescent Psychiatric Clinics*, 23(2), 185–222. <https://doi.org/10.1016%2Fj.chc.2014.01.002>
- Doctors Without Borders. (2020). *No way out: The humanitarian crisis for migrants and asylum seekers trapped between the United States, Mexico and the Northern Triangle of Central America*. <https://reliefweb.int/report/mexico/no-way-out-humanitarian-crisis-migrants-and-asylum-seekers-trapped-between-united>
- Dryden-Peterson, S. (2018). Family–school relationships in immigrant children’s well-being: The intersection of demographics and school culture in the experiences of black African immigrants in the United States. *Race, Ethnicity, and Education*, 21(4), 486–502. <https://eric.ed.gov/?id=EJ1175004>
- Gándara, P. (2018). The economic value of bilingualism in the United States. *Bilingual Research Journal*, 41(4), 334–343. <https://eric.ed.gov/?id=EJ1202432>

- Greenberg Motamedi, J., Jaffery, Z., Hagen, A., & Yoon, S. Y. (2017). *Getting it right: Reference guides for registering students with non-English names, 2nd edition* (REL 2016-158 v2). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northwest.
<https://files.eric.ed.gov/fulltext/ED572938.pdf>
- Greenberg Motamedi, J., Porter, L., Taylor, S., Leong, M., Martinez-Wenzl, M., & Serrano, D. (2021). *Welcoming, registering, and supporting newcomer students: A toolkit for educators of immigrant and refugee students in secondary schools*. U.S. Department of Education, Regional Educational Laboratory Northwest.
<https://files.eric.ed.gov/fulltext/ED610689.pdf>
- Heritage, M., Walqui, A., & Linqunti, R. (2015). *English language learners and the new standards: Developing language, content knowledge, and analytical practices in the classroom*. Harvard Education Press.
- Keller, A., Joscelyne, A., Granski, M., & Rosenfeld, B. (2017). Pre-migration trauma exposure and mental health functioning among Central American migrants arriving at the US Border. *PLoS ONE*, 12(1), e0168692. <http://doi.org/10.1371/journal.pone.0168692>
- Koda, K. (2007). Reading and language learning: Crosslinguistic constraints on second language reading development. *Language Learning* 57:1–44.
- National Academies of Sciences, Engineering, and Medicine. (2017). *Promoting the educational success of children and youth learning English: Promising futures*. National Academies Press.
- Saiz, A., & Zoido, E. (2005). Listening to what the world says: Bilingualism and earnings in the United States. *Review of Economics and Statistics*, 87(3), 523–538.
- Saunders, W., Goldenberg, C., & Marcelletti, D. (2013). English language development; Guidelines for instruction. *American Educator*, 37(2), 13–39.
https://www.aft.org/sites/default/files/Saunders_Goldenberg_Marcelletti.pdf
- Schapiro, N. A., Gutierrez, J. R., Blackshaw, A., & Chen, J. L. (2018). Addressing the health and mental health needs of unaccompanied immigrant youth through an innovative school-based health center model: Successes and challenges. *Children and Youth Services Review*, 92, 133-142. <https://doi.org/10.1016/j.childyouth.2018.04.016>
- Short, D. J., & Fitzsimmons, S. (2007). *Double the work. Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners*. Carnegie Corporation. https://media.carnegie.org/filer_public/bd/d8/bdd80ac7-fb48-4b97-b082-df8c49320acb/ccny_report_2007_double.pdf

- Sidamon-Eristoff, A. E., Cohodes, E. M., Gee, D. G., & Peña, C. J. (2022). Trauma exposure and mental health outcomes among Central American and Mexican children held in immigration detention at the United States–Mexico border. *Developmental Psychobiology*, 64(1), e22227. <https://doi.org/10.1002/dev.22227>
- Sowder, K. L., Knight, L. A., & Fishalow, J. (2018). Trauma exposure and health: A review of outcomes and pathways. *Journal of Aggression, Maltreatment & Trauma*, 27(10), 1041-1059. <https://doi.org/10.1080/10926771.2017.1422841>
- Sugarman, J. (2017). *Beyond teaching English: Supporting high school completion by immigrant and refugee students*. Migration Policy Institute. <https://eric.ed.gov/?id=ED589027>
- Umansky, I., Hopkins, M., Dabach, D. B., Porter, L., Thompson, K., & Pompa, D. (2018). *Understanding and supporting the educational needs of recently arrived immigrant English learner students: Lessons for state and local education agencies*. Council of Chief State School Officers. <https://eric.ed.gov/?id=ED586975>
- U.S. Department of Justice and Department of Education. (2015a). *Information for Limited English Proficient (LEP) Parents and Guardians and for Schools and School Districts that Communicate with Them*. <https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-lep-parents-201501.pdf>