

Supporting Newcomers & Refugees

OSPI Multilingual Education

November 17, 2022

Please rename yourself with your **full name** and **district or organization**.



Washington Office of Superintendent of
PUBLIC INSTRUCTION



Vision

Mission

Values

All students prepared for post-secondary pathways, careers, and civic engagement.

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

- **Ensuring Equity**
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- **Focus on the Whole Child**



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Tribal Land Acknowledgement



We would like to acknowledge the indigenous people who have stewarded this land since time immemorial and who still inhabit these areas today.

We are presenting from the ancestral lands and waters of the Samish, Swinomish, and Coast Salish tribes and honor with gratitude the land itself and these tribes.



Topics for Today



- Immigrants, Refugees, and Asylees
- Welcoming Newcomers to our Schools
- Students with Limited or Interrupted Formal Education (SLIFE)
- High-quality Instruction for Newly Arrived Multilingual Learners





Immigrants, Refugees, & Asylees

Defining Newcomer Status

“***Newcomer***’ is an umbrella term that includes various categories of immigrants who are born outside of the United States.

- All newcomer students are not necessarily English learners.
- More than 40 percent of identified English learners are born in the United States.
- Newly arrived multilingual learners are typically considered newcomers for 0-18 months.



Supporting Immigrants & Refugees

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Committee



Immigrant and Refugee Resources

Grants:

- **Immigrant Grant** (OSPI) – Grant for districts with a recent increase in newcomers
- **Refugee School Impact Grant** (SOWA) – Grant for districts with high refugee populations to partner with local CBOs
- **Afghan Support to Schools Grant** (OSPI) – Grant for districts with 10+ recent refugees from Afghanistan

State Agency Support:

- **DSHS Office of Refugee and Immigrant Assistance** – provides assistance with cash, food, medical, and other support for families
- **Office of the Education Ombuds** – provides support to families with school concerns and language access issues





Welcoming Newcomers to Our Schools

Setting Up Newcomer Students for Success



Pre-Intake

Train Front Office Staff, Counseling Staff and their Subs

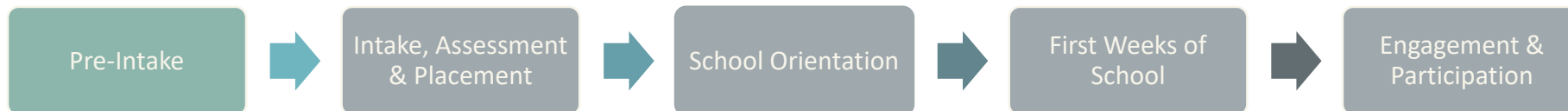
- Develop a clear and consistent process for intake of newcomer students.
- Ensure all first points of contact know the required process and resources available.

Prepare Enrollment/Intake Checklists

- Printed and translated list of required forms and documents to submit
- Dates and times for meetings and/or placement testing

Plan for Interpretation Needs

- Identify in-house support, community-based organizations, and phone interpretation services
- Family liaisons or interpreters can support with completing enrollment forms, explaining documents needed, and vaccination requirements



Intake, Assessment, and Placement

Intake

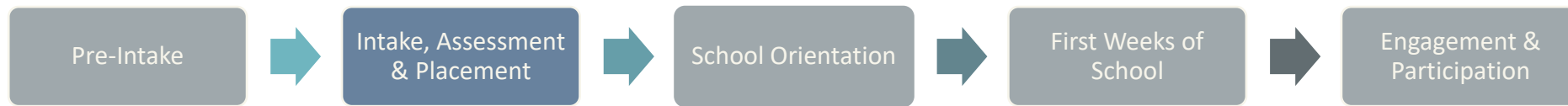
- Provide interpretation and support for completing paperwork
- Explain and assist with transportation and needed school supplies

Assessment

- Set a time for English language assessment and explain the process to students and families
- Determine needs and plans for academic assessment

Placement

- Students must be enrolled as soon as possible and in accordance with district enrollment policies.
- Students should be initially placed in appropriate classes based on placement tests and/or interviews
- Students should be accessing English language development (ELD) and other school support services as soon as possible



Avoiding Speculation

- While information may be volunteered by students and families, **conversations should not be initiated** by school or district personnel **regarding** students' or families' **immigration status**.
- Speculation about the person's past should also be avoided.
- If a student or family member shares information with you about their immigration status, **it should not be shared with others**.
- Students can enroll in their home district until age 21 **as long as they have not yet met the local and state requirements for graduation** (even if they have a high school diploma from another country).

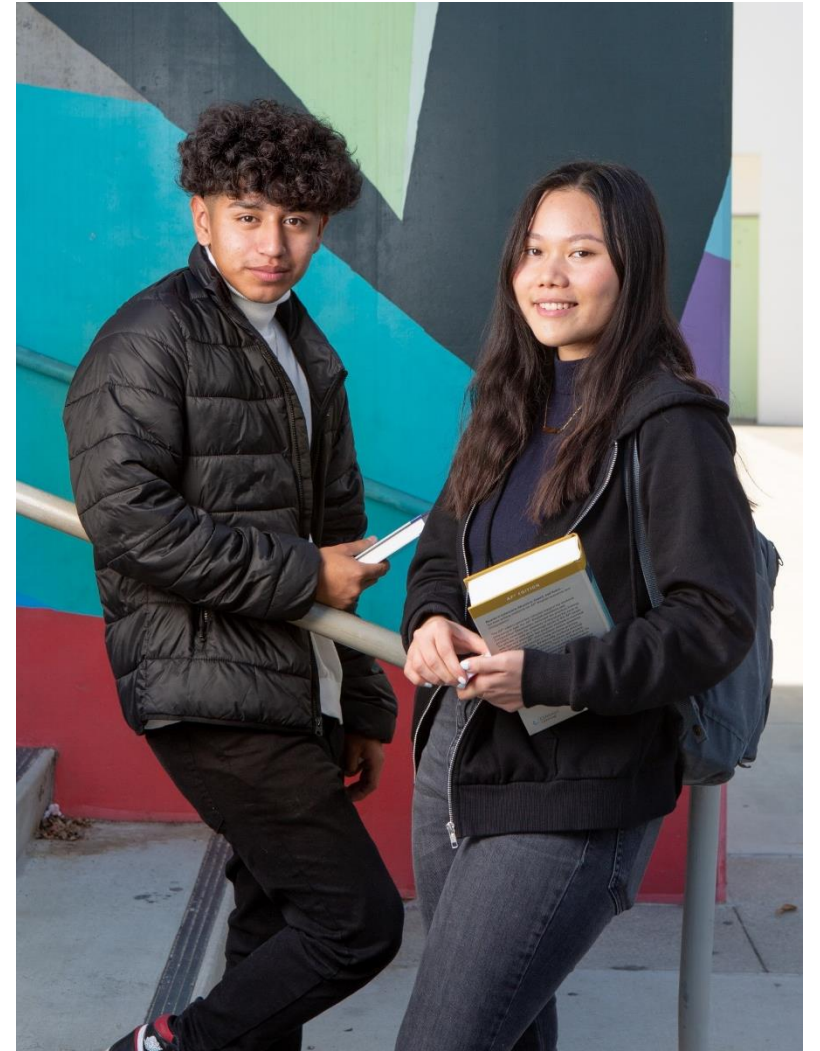


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Assessing Newly Arrived Students



English Language Proficiency Testing (K-12)

- WIDA Screener must be given within the student's first 10 school days if their Home Language Survey indicates a first or home language other than English.
- A language specialist can conduct an informal language screening if testing cannot be completed before class placement and adjusted after reviewing test results.

World Language Proficiency Testing (High School)

- Provides information on usefulness of primary language support and/or access to advanced class placement.
- Can generate up to 4 World Language competency credits and/or qualify student for the Seal of Biliteracy
- More information is available on OSPI's [World Languages](#) website.



Assessing Newly Arrived Students

Content Area Testing (Secondary)

- Formal testing for mastery-based credits or informal conversations for course placement.
- Use technical drawings, predictable formatting, and student's primary language to eliminate language barriers.
- Administer using threshold skills and practices by someone familiar with the content area standards and who is a sympathetic listener.

State Testing (K-12)

- Newcomer students can skip one administration of state ELA testing in their first 12 months in US schools.
- Plan to provide appropriate testing supports (including stacked translation) for the math and science assessments to ensure accessibility for students who need them.
- See the Washington State Test Coordinators Manual available on the [WCAP portal](#) for more information.

Grade Level Placement



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Grades K-8: should be placed in the *age-aligned grade level*, regardless of the grade level or amount of schooling completed in their home country.

Ages 14 to 18: should be placed in *the grade that provides continuity with their prior schooling or at the age-appropriate grade if this will be their first high school experience*.

Ages 19 or 20: are usually placed in a traditional high school but may also request to participate in an Open Doors or other alternative program *until graduation or age 21* (RCW [28A.150.220](#)).



High School Scheduling and Course Placement

Students who Arrive with Transcripts	Students who Arrive without Transcripts
<ul style="list-style-type: none">● Review official or unofficial transcripts or grade reports as soon as possible.● Place in the grade-level that provides continuity of academic learning.● Place students in the next course in a series based on prior completion of equivalent courses.	<ul style="list-style-type: none">● Place in the age-aligned grade level until formal records are available. (Adjustments can be made after records are reviewed.)● Use language and academic placement testing to determine placement in appropriate courses (ELA, Math, Science, etc.)● Students can confer with their school counselor, EL teacher, and/or transcript evaluator to determine placements.



Transcript Evaluation

Translation vs. Evaluation

- **Translation:** a word-for-word version of the document rendered in English.
- **Evaluation:** determination of equivalency between courses taken outside the district and those offered within it to award transfer credit

Evaluators

- Usually counselors or registrars trained in transcript evaluation who are familiar with the district's course catalog and transfer credit policies and Washington state graduation requirements
- Note: Outside evaluation companies require official translations

Evaluation

- Evaluations completed at/for previous schools should be verified
- See [Chapter 8 of the Policies and Practices Guide](#) for a detailed description of the transcript evaluation process



Mastery-based Crediting

Mastery-based crediting can:

- Reduce impact of records that are missing or cannot be verified.
- Reduce barriers to graduation for newly arrived *and* highly mobile students.
- Support accelerated learning.

School boards will need to adopt policies and districts will need to create procedures for mastery-based crediting. Sample policies are available from [WSSDA](#) (2402-2409, 2413).



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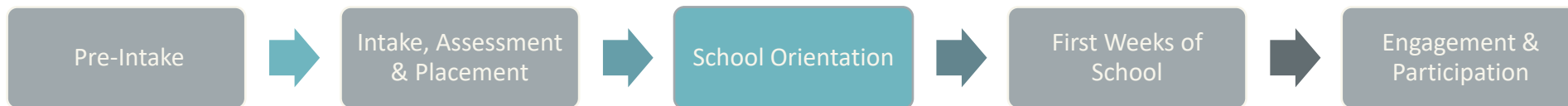
School Orientation

Elementary Orientation

- Follow the rule of “7 connections” for supporting transitions
- Develop a visual checklist for orienting new students to school including:
 - School tour (office, classroom, bathroom, cafeteria, gym, music/art room, library, playground, bus/drop-off area)
 - School rules and routines for use of bathroom, cafeteria, and playground & classroom expectations and routines
- Assign a student ambassador or “buddy” who speaks the student’s language

Secondary Orientation

- Provide a schedule, school map, technology log-ins and/or assigned devices, transportation and food service information
- Assign a student ambassador & give a school tour, walking the student through their schedule
- Review routines and expectations for use of lockers, bell system, and typical adult language



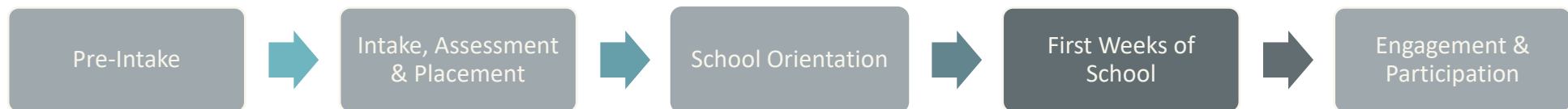
First Weeks of School

Early Instructional Activities for Beginners

- Assign beginning-level students to a class or group or provide individual support for basic “survival” English skills
- Early lessons may include basic vocabulary and phrases about school, food, clothing, personal interests, and greetings
- Connect to students’ previous school experiences to honor their prior knowledge

Participation in Mainstream

- Include students in instructional activities and community-building from Day 1
- Use visuals, graphic organizers, gestures, choral response, songs, and chants
- Encourage students to use home language skills for writing, responding, and discussing learning with a classmate or paraeducator who speaks their language



Check-ins and Changes

Early check-ins

- Establish rapport and safe staff
- Avoid W's on transcripts if an initial course placement was incorrect



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Regular check-ins

- Proactively support the student's adjustment to their new community and different cultural practices
- Adjust High School and Beyond plans to be responsive to accelerated learning

Engagement and Participation

Elementary Engagement

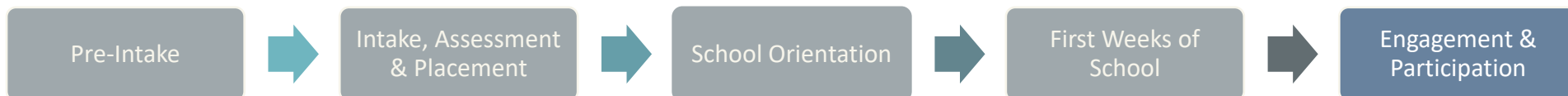
- Ensure that everyone can pronounce the student's name correctly
- Give the student a classroom job that they can do immediately
- Build on the new student's interests and "funds of knowledge"
- Help the student make friends by asking other students to include them

Secondary Engagement

- Find out about the student's special interests and talents
- Connect the student with clubs, sports, and activities and encourage them to join
- Support the student with use of technology and software programs
- Be flexible and patient!



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Supporting Students with Limited or Interrupted/ Inconsistent Formal Education (SLIFE)

Designating SLIFE status

A student who has experienced disruptions in or a lack of access to formal schooling for six months or more prior to enrollment in a US school may be designated as a **Student with Limited or Interrupted Formal Education (SLIFE)**.

Some districts also identify students who have had inconsistent access to education in one or more countries as SLIFE.

Students designated as SLIFE may have:

- Experienced traumatic events due to political unrest, violence, or extreme poverty in their home countries;
- Experience working in, or being supported by family that works in, migratory professions such as agriculture or fishing;
- Lived in an area where education beyond a certain grade was unavailable or where the educational system ends earlier than in the US; and/or
- Left a school system with a different yearly calendar.

No two situations that lead to interrupted or inconsistent education are the same.



SLIFE Interviews

Interviews assist educators in identifying areas of strength, learning what the student has done outside of the school setting, and any non-academic needs.

Interviews are:

- Conducted in English and the student's primary or home language.
- Frequently run by a school counselor or language specialist with specific training in trauma informed student support.
- Prior to any academic testing or scheduling.



Accelerate, don't remediate.

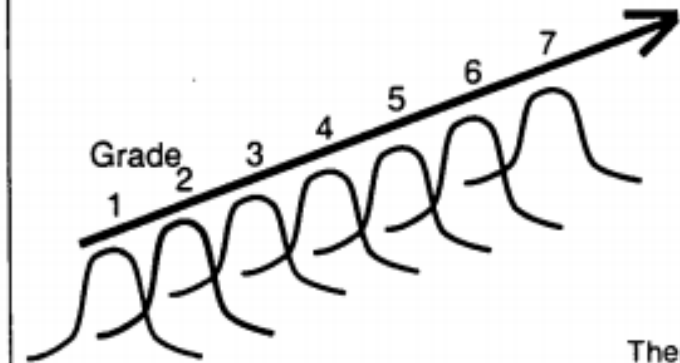
Learning plans or course schedules should:

- Provide opportunities to accelerate learning
- Build on student interests and strengths
- Plan across multiple years and may include individualized course sequences
- Include language development and content learning simultaneously, not sequentially
- Plan for on-time graduation

Figure 5

AN IMPORTANT UNDERSTANDING

Typical English Speakers (50th percentile or NCE) make one year of achievement gain during each school year (10 months gain in a 10 month school year) FOR EACH YEAR OF SCHOOL.



Therefore:
English language learners must typically gain MORE THAN ONE YEAR'S ACHIEVEMENT (e.g., 15 months gain) in each of SEVERAL CONSECUTIVE SCHOOL YEARS to ever close the initial 30 NCE achievement gap with English speakers WHEN TESTED IN ENGLISH (L2).

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Charting a Pathway to Graduation

Schools should plan course sequences to allow newcomers to graduate on time.

9 th Grade	10 th Grade	11 th Grade	12 th Grade
Beginning ELD	Intermediate ELD	Advanced ELD (may generate ELA credit)	Elective (Arts/CTE/WL)
9 th Grade ELA (or Sheltered EL Reading/Writing)	10 th Grade ELA	11 th Grade ELA	12 th Grade ELA
HS Math (or EL Math)	HS Math	HS Math	Advanced HS Math
Biology (or EL Science)	Chemistry (or Biology)	Physics	Advanced Science (or Elective)
World History (or EL History)	PE (or World History)	US History	Government/Other S.S.
Elective or PE	Elective or PE	Elective	Elective

Sheltered content classes can be set up with a “toggle” course code to generate core content credit or elective credit, based on mastery of standards.

Access through Spiral Instruction

- Repeat key concepts and topics over time in context with increasing complexity.
- Identify key skills or concepts that grade level instruction builds on. Introduce new concepts and review as needed.
- Place value on increasing skill level and capacity.
- Make connections to prior formal and informal learning or use of the concept or skill.
- Allow students to ask and answer deep questions in a diverse community of learners.



Image by [Helena Volpi](#) from [Pixabay](#)

For more information on why spiraling instruction works, see: Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., & Metcalfe, J. (2007). *Organizing instruction and study to improve student learning* (NCER 2007-2004). Washington, DC: National Center for Education Research, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ncer.ed.gov>.



High-quality Instruction for Newly Arrived Multilingual Learners

Bilingual Program Models

Dual Language (Two-Way or One-Way)

- Provides instruction in English and the student's home language (50% or more)
- Appropriate for SLIFE students with oral skills to develop literacy
- Also appropriate for students who speak an indigenous language but had some schooling in the target language
- Provides continuity of learning with goal of strong bilingual/biliterate skills

Transitional Bilingual (Early or Late Exit)

- Provides instruction in student's primary language as transition to English
- Usually at elementary level only
- Allows students to bridge skills from home language



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Alternative Program Models

Content-Based Instruction (Sheltered)

- Provides a “sheltered” environment in which all students are multilingual learners
- Designed and taught specifically for MLs to take the place of core content class(es) in ELA, Math, Science, or S.S.
- Provides a safe environment and additional strategies for accessible content

Supportive Mainstream

- MLs engage fully with grade-level English-speaking peers
- Provides designated ELD through a supplemental class, group, or individual supports
- Classroom teachers use strategies to make content accessible to all



Newcomer & ALE Programs

Newcomer Program

- Designed specifically for newly immigrated students and/or SLIFE with beginning English skills
- Familiarizes students with U.S. school system
- Prepares students for transition to TBIP program after 6-18 months
- Provides basic English skills and content instruction

Alternative Learning Environments

- Provides language and academic supports to multilingual learners in special programs (Open Doors, Juvenile Detention, virtual schools)
- Allows older immigrants access to English and job skills while working or managing outside responsibilities
- Provides individualized services, based on the student's needs

ELD Services and Accessible Content

ENGLISH LANGUAGE DEVELOPMENT

- Designed to achieve English language proficiency in least amount of time
- Focused on ELD standards - all four domains
- Designed to target student's unique proficiency level
- Provided by teacher with EL expertise
- Provided for all eligible multilingual learners in all program models

MEANINGFUL ACCESS TO CONTENT

- Designed to support academic language learning in all core content classrooms
- Scaffolds access to rigorous grade-level content standards using sheltered instruction strategies
- Provided by trained and supported core content teachers and/or EL Specialists
- Involves co-planning and collaboration

[Meeting the Civil Rights Requirements for Multilingual Learners](#)



English Language Development

Criteria for designated English Language Development (ELD) services:

- **Planning:** Designed by or with an ELL endorsed teacher
- **Instruction:** Targets ELD Standards
- **Resources:** Designed or adapted for multilingual learners
- **Domains:** Addresses all 4 domains of language
- **Grouping:** Based on student language needs and proficiency levels
- **Instructor:** Taught by or in consultation with an ELL endorsed teacher



Considerations for Designated ELD

- Newcomers benefit from daily designated ELD
- Cross-linguistic transfer accelerates language acquisition
- Emphasis on “survival” and school language:
 - Prepare, Practice, and Reflect
 - Preview-View-Review



Photo by Allison Shelley for EDUimages



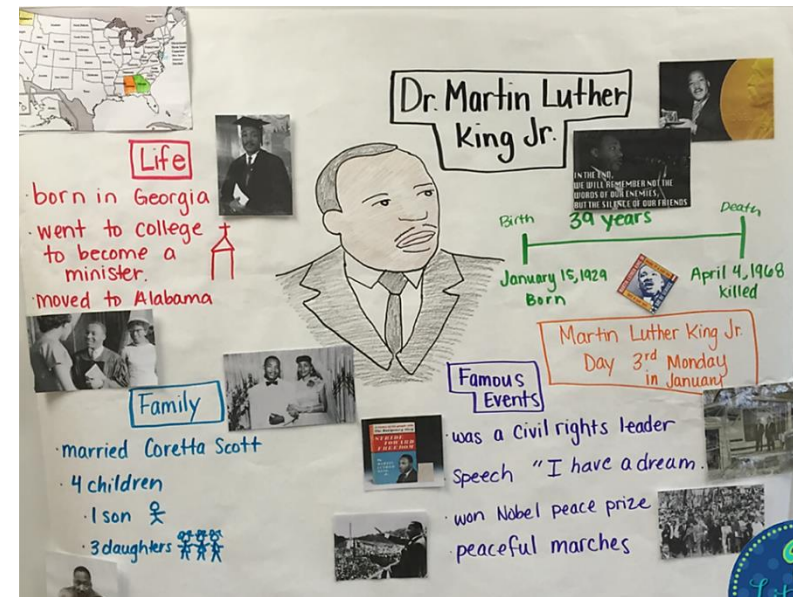
Meaningful Access to Content

Criteria for meaningful access to content:

- **Planning:** Co-planned to identify academic language expectations and scaffolds
- **Instruction:** Uses strategies such as GLAD, SIOP, and UDL
- **Focus:** Addresses the most critical academic language functions and features
- **Instructor:** Co-taught with EL teacher or by classroom/content teacher with EL training and support

Providing Accessible Content

- Integrated content, language, & literacy
- Sheltered strategies (GLAD, SIOP, UDL)
- Visuals, multimedia
- Modeling, interaction, movement
- Vocabulary and sentence stems
- Chants, choral response
- Translanguaging strategies





Additional Professional Learning & Resources

WIDA Self-Paced Workshops

2022-2023 Offerings

The WIDA Standards Framework: A Collaborative Approach

Classroom Teachers: Engaging Multilingual Newcomers

Engaging Multilingual Learners in Science: Making Sense of Phenomena

Developing Language for Learning in Mathematics

Social Studies: Engaging Multilingual Learners through Inquiry

Home Languages in the Classroom

Making Language Visible in the Classroom

Reframing Education for Long-term English Learners



Additional Resources

- [Chapter 8: Newcomer Students of the OSPI Policies and Practices Guide](#)
- [The USDE Office of English Language Acquisition \(OELA\) Newcomer Toolkit](#)
- [Colorín Colorado: Supporting ELLs in the Mainstream Classroom: Making Students Comfortable](#)
- [Edutopia: 4 Effective Strategies for Supporting Newcomer English Learners](#)
- [Edutopia: 4 Ways to Plan for the Success of Newcomer ELLs](#)





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