



**Who Are Our Newcomers?**

The term “newcomers” refers to any foreign-born students and their families, who have recently arrived to the United States. It may also include those individuals, who have arrived from U.S. territories, such as those from Puerto Rico, who have resettled on the Mainland United States. “Newcomer” is an umbrella term that includes various categories of students: English learners, refugees, immigrant children and youth, SLIFEs, unaccompanied youth and asylees

<u>Typical Social-Emotional Needs of Newcomer Students</u>	<u>Response to the Social-Emotional Needs of Newcomers</u>
<ul style="list-style-type: none"> <li>• Negotiating new roles and identities in an unfamiliar cultural context</li> <li>• Boundaries of ethnic culture and traditional behaviors</li> <li>• Possible trauma from fleeing war-torn countries and/or separation from family members</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">How Schools Can Help Meet Immigrant Students’ Basic Needs</a></li> <li>• <a href="#">Guide to address the social-emotional and educational needs of students and Grade-span lesson modules</a> (K-2, 3-5 and 6-12)</li> <li>• Create online support groups for students who face similar challenges.</li> <li>• Create opportunities for groups of newcomers to meet with a school counselor on pre-identified topics chosen by the counselor or by the students.</li> <li>• Create opportunities for newcomers to come together for fun and social support:               <ul style="list-style-type: none"> <li>○ Social games (e.g., virtual charades, <a href="#">Wordwall</a>, <a href="#">EdPuzzle</a>, <a href="#">Quizlet</a>, <a href="#">Roblox</a>)</li> <li>○ Watching movies online (Netflix)</li> <li>○ Screen sharing videos via social media</li> </ul> </li> </ul>

## Communicating and Engaging With Our Newcomers (Families & Students) During Distance-Learning

### Communicating With Newcomer Families

- Discover families' and students' cultural assets and funds of knowledge through [family surveys](#).
- Find out families' preferred language and mode of communication, preferred times for meetings, etc.
- Notify families regarding how the district plans to communicate with them.
- Share resources:
  - COVID-19 testing
  - Technology supports and visits
  - Social services (e.g. food distribution, food banks, housing, medical clinics, immunizations, etc.)
  - Tutoring or other school-related resources ([micro-schools](#), [learning pods](#), [pandemic pods](#))
- Provide messages in home languages ([Talking Points](#) and [Microsoft Translator](#) translate messages between teachers and families in different languages). Employ bilingual supports to ensure that computer-translated messages are accurate.
- Build [relationships with families](#).
- Go beyond the registration process and consider providing [welcome kits for newcomers](#).
- [Schedule home visits and porch visits](#) Plan your [first EL home visit](#).
- Assign cultural brokers, home & school visitors as liaisons to build trust.
- Assign teachers to families rather than to individual students.
- Develop an [internal communication plan](#) for communicating with students and families.
- Use community networks and media outlets to send and reinforce important messages (e.g., places of worship, L1 community newspapers, community radio, community-based organizations, employers, etc.).



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### Engaging Our Newcomer Students

- Identify your students and gather important background information about them (cultural, linguistic, educational and social-emotional information). Tap into students' funds of knowledge.
- [10 Things You Need to Know About Your English Learners](#)
- Share student portraits co-developed by content and ESL teachers. Following are some WIDA suggestions in developing a [Can Do Portrait](#) and [this sample portrait](#).
- Use free [Microsoft Translator](#) to support learning.
- [Establish learning pods and micro-schools](#)
- [5 Structures for Virtual School](#) [6Cs of Offline Learning](#)
- [Create a welcoming environment for ELs](#)
- Provide [weekly learning plan](#) or "week at a glance" to prepare students and parents for what lies ahead.

#### Student Learning Experiences:

- Students interact and use language in meaningful ways. **For newcomers**, small groups for synchronous instruction.
- [Increase the types and amount of scaffolding](#) we are providing and offer more entry points to the content such as through [students' home languages](#) (language frames, visuals, videos with captions, etc.). [Virtual Scaffolds](#) and accommodations for English learners
- ELs are engaged in rigorous, grade-level content, with scaffolds, as well as timely and clear feedback.

#### Teacher Actions:

- Teacher records read-alouds or lessons using videos with subtitles/captions (in EL's L1 when possible) or audio, when video is not possible.
- Consider integrating [Microsoft Immersive Reader](#).
- Sample lesson supports: [Flipgrid](#), breakout rooms, collaborative tasks: [Jigsaw](#), [Padlet](#), writing an eBook together on [Book Creator](#); creating a short Google Slides presentation, [Picture Word Inductive Model](#) (perhaps use [ThingLink](#) to teach the images and then students can annotate similar images on [Google Docs with its drawing](#) tool). Play educational games using [Quizizz](#), [Gimkit](#), or [Quizlet](#).
- Homework suggestions - some combination of [BrainpopELL](#), [Raz-Kids](#); short response to writing prompts [Wizer](#), [EdPuzzle](#), [Quizlet](#)
- Save pre-recorded content to flash drives.
- [Collaborate](#) with general education teachers.
- [Additional remote resources for continued literacy and language development for multilingual learners](#)