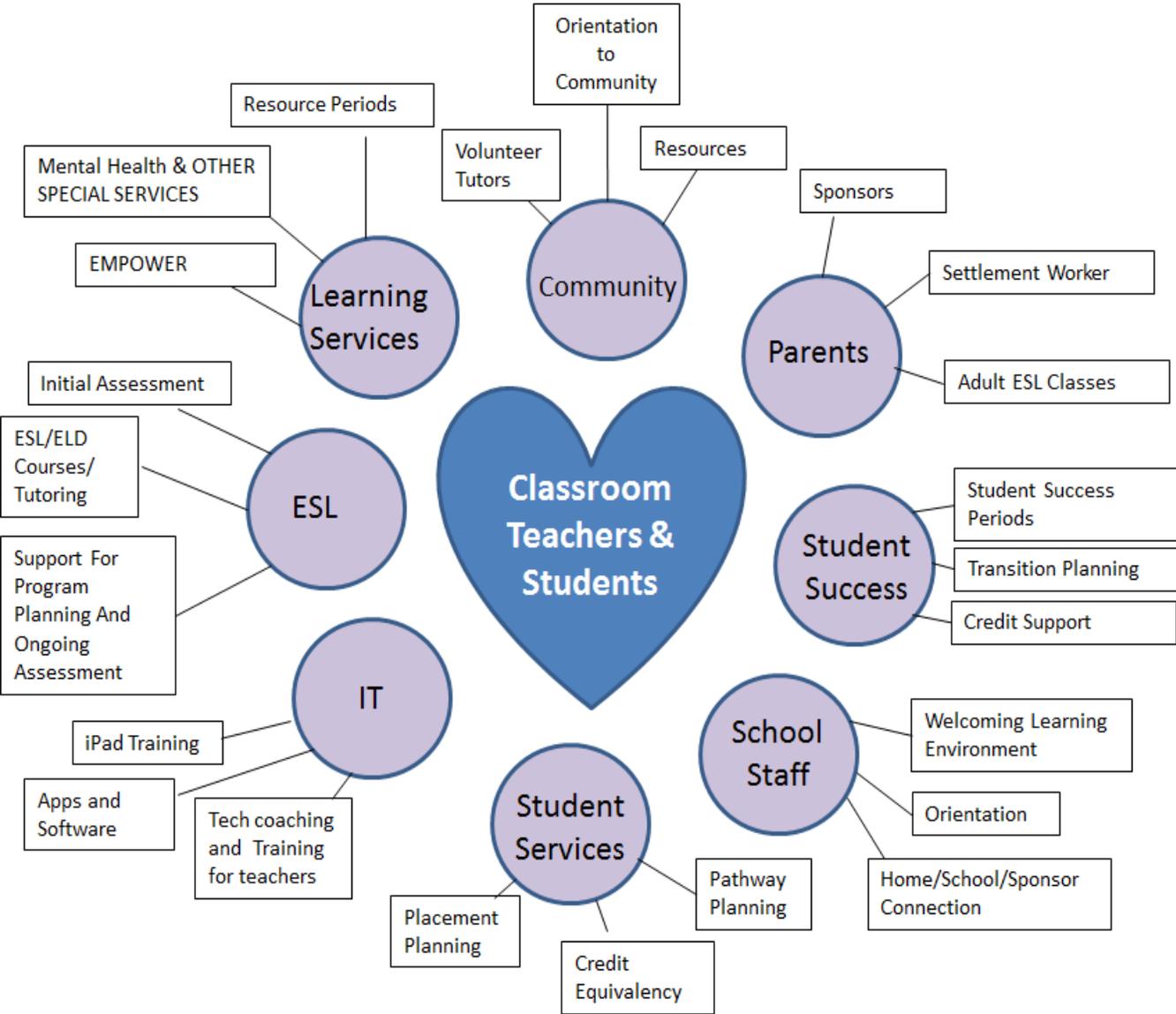




AMDSB Plan for Refugee Students

It's a Team Effort!



AMDSB Plan for Refugee Students

1. RECEPTION

- a) Principals will arrange for an interpreter to support registration on a date arranged with the sponsors. Interviews can be arranged with an interpreter via teleconference, videoconference, or in person. Contact the Manager of Information Services to verify the required documentation for refugees/immigrants.

Interpreter services may be obtained through:

- a local translator,
- the KW Multicultural Centre, (519) 745-2593*, Fax: (519) 745-5857, Email: interpreters@kwmc-on.com,
- Across Languages (519) 642-7247 (London area),
- Cross Cultural Learner Centre (519) 432-1133 (London area).

- b) Registration questions should include requests for information on religious accommodations (e.g. a location to pray during the day, absences on special holidays), health, food (Halal, Kosher, etc.) and environmental sensitivities, and the educational background of the students (especially literacy and numeracy).

2. ASSESSMENT

- a) Principals will contact the ESL Coordinator to arrange for language and numeracy assessments for all students.
- b) Placements should take into consideration the results of the ESL/ELD assessment as well as the specific cultural/social/physical/emotional needs of the individual student.

3. ORIENTATION

- a) School Staff will provide families with a tour of the school and a map identifying classroom locations, exits, washrooms, water fountains, and play areas.
- b) School staff will provide a calendar and/or student handbook showing times to arrive and depart daily, holidays and special days.

- c) School staff will provide information on busing, appropriate behaviour, and safety procedures.
- d) School staff will arrange with the sponsors to notify the family in the event of a bus cancellation or school closure due to inclement weather.
- e) Teachers will plan to support and assess the ongoing development of orientation to school of the students. A tool will be provided by the ESL Coordinator. (See *Orientation to School Life* in Ontario attached.)
- f) School staff will assess the learning environment to ensure it meets the needs of all students in providing a welcoming, safe, inclusive, culturally sensitive, and supportive place to learn. (See *Learning Environment Checklist* attached.)

4. PROGRAM PLANNING AND ASSESSMENT

- a) An ESL/ELD plan will be provided to teachers for each student which specifies strengths, needs, and next steps. Resources to support incremental development of English language, academic, and numeracy skills will be provided by the ESL Coordinator.
- b) School staff will begin with a plan to orient the students to school and to support the acquisition of linguistic and academic skills and knowledge in an incremental manner. Language acquisition usually takes many years; as such, it is important to be persistent and, above all, patient.
- c) Flexibility in placements and programming will be encouraged to support students as they go through some of the stages of culture shock (see *Stages of Acculturation* attached). ESL/ELD tutoring will be provided for elementary students in STEPS 1-3 and ESL/ELD courses will be provided for secondary students. Inclusion in a student success or resource period is recommended. Where available, Empower programming should be considered.

5. OTHER CONSIDERATIONS

- a) Understanding and patience will be required to support students who have been traumatized. Consult the AMDSB's Mental Health and Wellness Lead for support as needed. Refugee families are coming with resiliency skills, and we need to leverage these strengths as we warmly welcome them to our community.
- b) Parents may require support for English language learning; Adult ESL classes are available through AMDSB's Centre for Learning and Employment.
- c) Sponsors may wish to provide supplementary ESL/literacy/numeracy support to families. Resources and training will be available through the ESL Coordinator.
- d) Supporting an ongoing relationship with a peer mentor/buddy and/or an adult/school staff mentor is strongly encouraged. Where possible, facilitate the student(s) joining a team or club.

Attachments:

Stages in the Acculturation Process

The Ontario Curriculum, Grades 1-8 ESL and ELD - A Resource, 2001.

Orientation to School Life - Incremental Progress Chart

<http://edugains.ca/newsite/ell/index.html>, 2012.

Learning Environment Checklist

Adapted from: Coelho, E. (1998) *Teaching and Learning in Multicultural Schools*. Multilingual Matters Ltd. Toronto. p. 129-132.

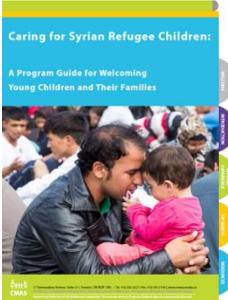
Supporting ELLs graphic

AMDSB ESL Guide for Elementary and Secondary Schools

Apps for Supporting ELLs in Step 1

Related Resources:

Working with Refugees: these resources are available for download at www.amdsbesl.com



Caring for Syrian Refugee Children



Helping Immigrant Students to Succeed at School



Supporting Refugee Children



Students from Refugee Backgrounds



A Guide for Teachers and Schools



A Guide for Teachers and Schools

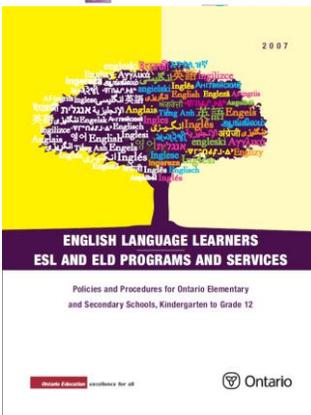
Students from Refugee Backgrounds – a Guide for Teachers

MOE Documents



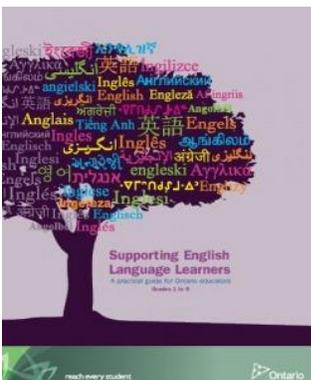
Important Information in Many Languages: Guides and Parent Resources Translated into Arabic

<http://www.edu.gov.on.ca/eng/parents/multiLanguages.html>



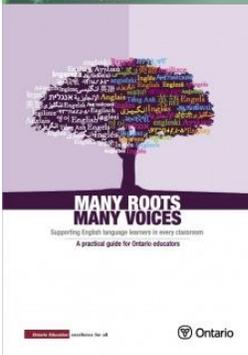
Including ELLs : ESL and ELD Programs and Services Policies and Procedures for Ontario Elementary and Secondary Schools K-12, 2007

<http://www.edu.gov.on.ca/eng/document/esleldprograms/index.html>



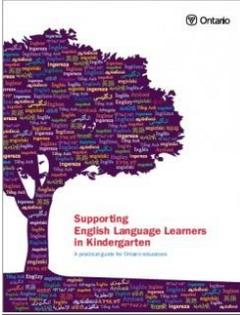
Supporting ELLs a Practical Guide for Ontario Educators

<http://www.edu.gov.on.ca/eng/document/esleldprograms/guide.pdf>

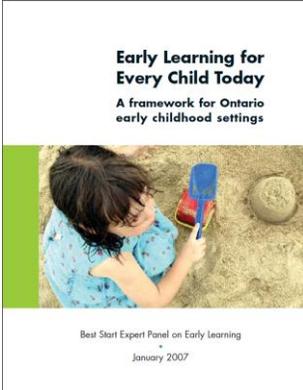


Many Roots, Many Voices, Supporting ELLs in Every Classroom

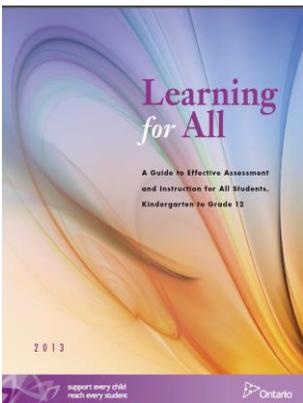
<http://www.edu.gov.on.ca/eng/document/manyroots/manyroots.pdf>



Supporting English Language Learners in Kindergarten
<http://www.edu.gov.on.ca/eng/document/kindergarten/kingergartenELL.pdf>



Early Learning for Every Child Today : A framework for Ontario early childhood settings
<http://www.edu.gov.on.ca/childcare/oelf/continuum/continuum.pdf>



Learning for All: A Guide to Effective Assessment and Instruction for All Students Kindergarten to Grade 12
<http://edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>



Growing Success (2010), 75-78.
<https://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

Websites

EDUGAINS (ELL) website: <http://edugains.ca/newsite/ell/index.html>

AMDSB ESL Website: <http://www.amdsbesl.com>

Newcomers' Guide: <http://www.citizenship.gov.on.ca/english/newcomers/>

Welcome Refugees:

http://www.cic.gc.ca/english/refugees/welcome/index.asp?utm_source=cic-homepage-eng&utm_medium=homepage-feature&utm_campaign=refugees2015

Information for Parents: <https://www.edu.gov.on.ca/eng/parents/multiLanguages.html>

Getting Settled in Ontario: www.ontarioimmigration.ca

Ministry of Citizenship Ontario website: www.settlement.org

Ministry Monographs

English Literacy Development

http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_LiteracyDevelop.pdf

ESL in the Mathematics Classroom

http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/esl_math.pdf

ELL Voices in the Classroom

http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/ELL_Voices09.pdf

Other

A New Home (in each school library)

Students from Refugee Backgrounds--A Guide (2009), 13,17

Stages in the Acculturation Process

During the first stage, ***initial enthusiasm***, newcomers may:

- feel excitement, idealism, and eagerness;
- have some anxiety about the future;
- feel optimistic about the new country and new opportunities.

During the second stage, ***culture shock***, newcomers may:

- experience confusion, misunderstandings, and anxiety;
- see themselves as “observers”;
- feel depressed and isolated;
- demonstrate withdrawal, alienation, and in some cases, aggressive behaviour;
- avoid contact with the mainstream culture or community.

During the third stage, ***recovery***, newcomers may:

- have more constructive attitudes and feel less anxious;
- speak better English and understand more;
- try new behaviours and test limits.

During the fourth stage, ***integration***, newcomers may:

- feel that their emotional equilibrium is restored;
- show humour and trust;
- be able to value both old and new cultures.

Orientation to School Life in Ontario

Learning Skills	Responsibility	Organization	Independent Work	Collaboration	Initiative	Self Regulation
Developing	<p>Follow basic classroom routines Demonstrate awareness of school routines</p> <p>Complete and submit class work with teacher prompting</p> <p>Attempt homework</p>	<p>Use basic classroom tools (scissors, rulers, markers, stapler, pencil sharpener, interactive white board)</p> <p>Bring required materials to class with teacher prompting</p> <p>Use a standard page and notebook/binder format with teacher support Use tools to organize time, materials, and tasks following a teacher model</p>	<p>Use class time to complete tasks with teacher support Follow instructions with teacher and L1- peer support</p>	<p>Work together with a partner to complete a task Participate in whole class and teacher-guided, small group learning opportunities</p> <p>Demonstrate awareness of sensitivity and courtesy in a diverse school and community</p>	<p>Use relevant knowledge and experiences to build on concepts Respond positively to new learning opportunities</p>	<p>Demonstrate an understanding of personal strengths and learning needs Recognize the role of feedback to improve learning</p>
Building	<p>Follow classroom routines Locate and use school services Complete and submit class work Complete daily homework</p>	<p>Select and use appropriate classroom tools Bring required materials to class Use a standard page and notebook/binder format Use teacher selected tools to organize time, materials and tasks</p>	<p>Use class time to complete tasks Follow instructions with some teacher and L1- peer support</p>	<p>Work together to complete a task in a small group Contribute to whole class and teacher-directed group work Show sensitivity and courtesy in a diverse school and community</p>	<p>Demonstrate confidence that academic goals are achievable Approach, with curiosity, new opportunities for learning that incorporate a variety of teaching strategies</p>	<p>Set goals and use teacher identified strategies to achieve goals Incorporate feedback to improve learning</p>

Learning Skills	Responsibility	Organization	Independent Work	Collaboration	Initiative	Self Regulation
Consolidating	<p>Explain classroom routines to a new student</p> <p>Locate and use community services</p> <p>Complete and submit multi-stage assignments with teacher monitoring</p> <p>Complete daily homework and missed work</p>	<p>Organize and maintain notebook/binder</p> <p>Use tools to organize time, materials, and tasks</p>	<p>Use class time to complete complex tasks</p> <p>Follow instructions with occasional teacher and L1-peer support</p> <p>Work effectively in a variety of locations</p>	<p>Share information, resources, and expertise to complete a group task</p> <p>Work with others to clarify and achieve group goals</p> <p>Acknowledge ideas, opinions, values and traditions of others</p>	<p>Challenge self and take risks as a learner</p> <p>Look for new opportunities for learning within the school and community</p>	<p>Set realistic goals, identify strategies, persevere over time, and monitor progress</p> <p>Seek feedback to improve learning</p>
Sustaining	<p>Complete and submit a multi-stage assignment with a timeline</p>	<p>Establish priorities, identify and use information to complete tasks</p>	<p>Monitor and prioritize class time to complete complex tasks in a variety of situations</p>	<p>Accept various roles and complete an equitable share of work in a group</p> <p>Work with others to resolve conflict and build consensus</p>	<p>Recognize and advocate for the rights of self and other learners</p>	<p>Set challenging goals, select strategies, persevere, and self - reflect</p> <p>Seek a variety of feedback sources to improve learning including self and peer assessment</p>

<http://edugains.ca/newsite/ell/index.html>, 2012

Learning Environment Checklist

Coelho, E. (1998) *Teaching and Learning in Multicultural Schools*. Multilingual Matters Ltd. Toronto. p. 129-132

The rating system can be used and interpreted as follows:

Yes = whenever appropriate

Not yet = this is an area that may need special attention

n/a = not applicable, or not available at this time

Parental Engagement

Yes	Not Yet	N/A	
			The school is creative and flexible in finding ways to invite parents into the school.
			Written communication with parents is in a language they understand.
			Communication is visually supported.
			Students are trained to lead their own conferences involving the teacher and their parents.
			Parent-teacher communication consists of a two-way flow of information and advice.
			Expectations regarding student attendance and behaviour, homework, parental involvement, etc. are negotiated, realistic, and explicit.
			The school makes parents aware of opportunities to participate in English as a second language programs for adults.
			Parents are invited to help the school in ways that are appropriate.
			Organized community groups play a role in the school.
			Community groups use the school for meetings and special events.
			Parents receive helpful practical advice on how to help their children at home.

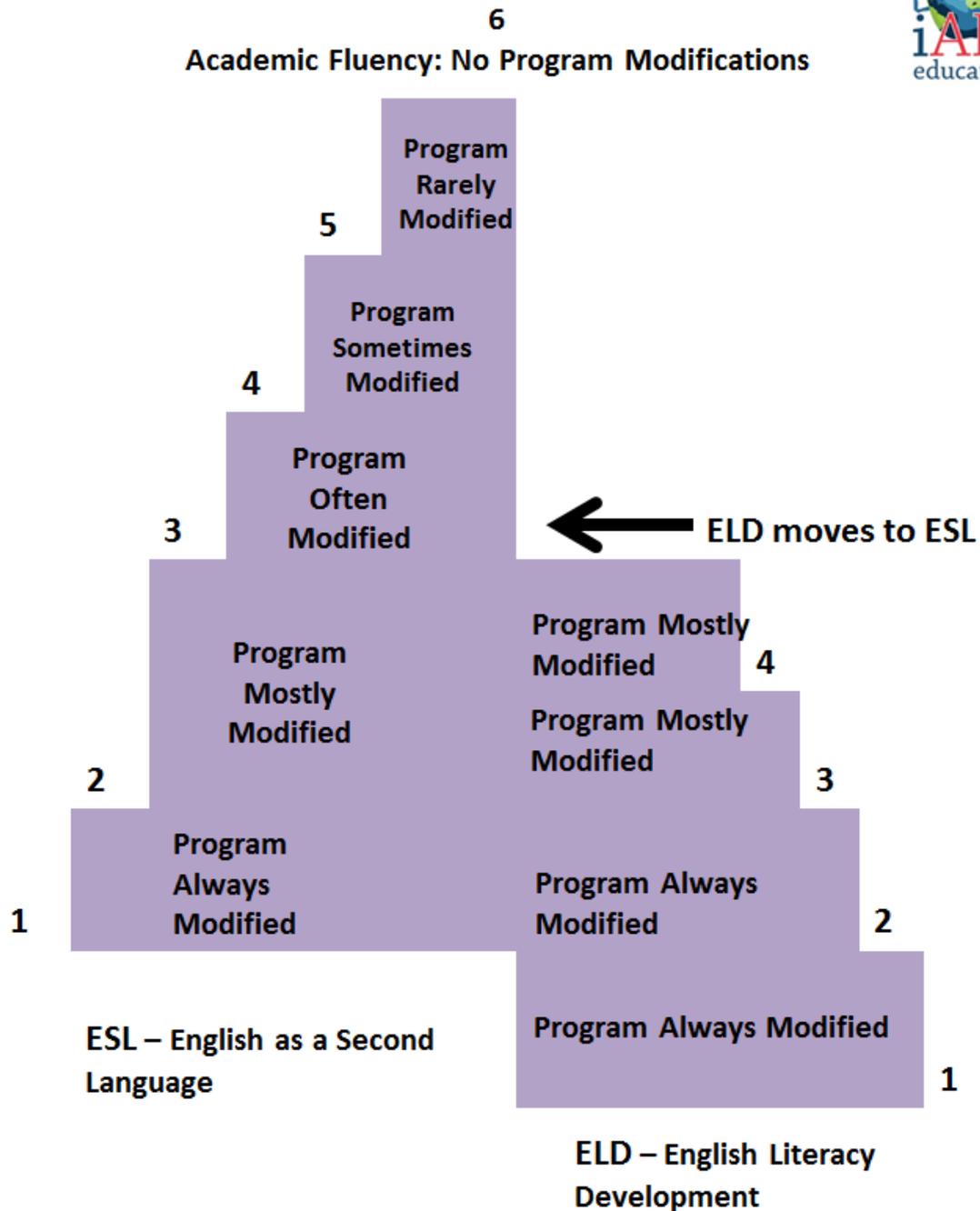
School Environment: Physical and Social

Yes	Not Yet	N/A	
			Display material is carefully selected to provide realistic and positive images of different cultural and racial groups.
			Guidelines for the selection of resources include criteria related to cultural diversity.
			Signs notices, and displays in the school buildings are highly visual, multilingual and reflect a variety of cultural perspectives.
			Where possible, students' languages are used in school announcements, parents' meetings, interviews, cultural events, performances, etc.
			All teachers in the school know something about the naming practices and forms of address that are usual in the various school communities, and can pronounce the names of all their students.
			There is a variety of extracurricular activities.
			Students and parents are consulted about their preferences and interests in extracurricular activities.
			The school awards program recognizes a wide range of talents and contributions including those that may be especially valued or promoted in some cultural groups in the school.
			There is an active student/teacher anti-racism group in the school.
			Special events are planned with sensitivity towards all students' cultural backgrounds and the goal of creating an inclusive, welcoming environment for all.

Student Support

Yes	Not Yet	N/A	
			Each student's individual progress is carefully monitored.
			When an individual student appears to be having difficulties, there is a planned program of intervention and support.
			There is a procedure for conflict mediation when students experience ethno-cultural harassment in the school or beyond.
			The school has established mutually supportive relationships with community groups or agencies.
			There is an organized peer tutoring program which includes training and supervision.
			There are peer mediation, anti-bullying, and anti-racism programs in the school.
			Multilingual services are provided by trained interpreters and translators.
			All students have opportunities to meet or observe role models and mentors of diverse cultural backgrounds.

Supporting ELLs



Steps to English Language Proficiency

Apps for Supporting ELLs in Step 1

PURPOSE	APP		
Translation that allows you scan, speak or write and translate	Google Translate 	Speak & Translate 	Scan and Translate 
Learn vocabulary	Kids Picture Dictionary 	Giant Picture Dictionary 	
Learn letters	ABC Magic 2		
Practise sounds	ABC MAGIC PHONICS 5-Connecting Sounds, Letters and Pictures		
Make words	ABC Phonics Word Family		
Practise Phonics	READING MAGIC- Learning to Read Through Advanced Phonics Games		
Learn to use simple phonics to make words step by step	Hooked on Phonics Learn to Read		
Learn to write/spell sight words	Sight Words by Little Speller		

Learn sight words	Sight Words Flash Cards	
Listen to Sight Word stories, read along, take a quiz	Sight Words Stories	
Learn to comprehend stories and story elements	Aesop's Quest 	Learn With Homer 
Learn how to Print letters and numbers	iWrite Words	
Build and read simple sentences: short vowel sounds	SENTENCE READING MAGIC	
Build and read simple sentences: consonant blends	SENTENCE READING MAGIC-2	