

Newcomer First Days Support Guide for School Staff

Each school has their own systems in place to welcome students. This is a guide for what you might need when you are welcoming a newcomer. Please do not look at this as an exhaustive list of all steps in the enrolling/welcoming process.

* Information with an asterisk indicates that this item may be located at ell.ccsd.net/newcomer-toolkit/

Registration Day

Purpose:

- Ensure student and family feel welcome
- Determine placement for student
- Determine newcomer status

With Student/Family:

1. Greet the family. Determine if they need translation assistance and in what language. You can use the [I Speak Statements](#)* to help determine what language is understood. If you do not have someone to translate, use [Google Translate](#)* as a method of basic communication. Please note, this app does not always translate information accurately and works best for basic words and phrases, not as an intake process.
2. Assist with online registration.
3. Administer Newcomer Student and Family Survey.*
4. Share your School Introduction PowerPoint* with the family and student so they know who to contact at the school.
5. Provide School Information to Ensure Newcomer Success (see page 3 of this document).
6. High schools only – Provide [CCSD Newcomer High School Program Option](#)* and Transcript Review Process* forms to family.

School Staff Should:

1. Distribute completed Newcomer Student and Family Survey* to the School ILLP Coordinator.
2. Notify the ELL appointed administrator and administrative team of the new student.
3. Notify classroom teacher(s) of student's presumed ELL status.
4. Secondary schools will notify each class teacher which student will escort newcomer to each class (a student aide could be chosen, a welcoming partner club member, or a student from each class)
5. Notify the designated, trained peer mentor* of the new student's start date.

First Day of School

* Information with an asterisk indicates that this item may be located at ell.ccsd.net/newcomer-toolkit/

Purpose:

- Continue to ensure student feels welcome
- Introduce the student to the school
- Introduce the student to the classroom

With Student:

1. Greet the student and learn how to pronounce his/her name.
2. Introduce student to a peer mentor (see Peer Mentor Program Guides*). This student should be able to help show school procedures throughout the day like in the lunchroom. Consider rotating the mentor responsibility weekly to allow for varied student interactions. The mentor does not need to know the primary language and should not act as an interpreter.
3. Provide student with basic vocabulary cards and/or important school phrases.*
4. Provide a visual class schedule* to help students understand their day.

School Staff Should:

1. Ensure system to get student from class to class (i.e. student aide/mentor).
2. Determine if any staff in the building speak the newcomer's language.
3. Identify resources from ell.ccsd.net/newcomer-toolkit/ and other sources to learn about the country, culture, and language* of your newcomer.
4. Consider labeling classroom items with cards in English and student's primary language.
5. Update school staff who are in contact with the newcomer as you learn about this student so the student is able to participate throughout the school day.
6. Refer to "Newcomer Skills" (see page 4 of this document) to ensure newcomers have opportunities to learn basic skills in English.

***** Year-Long Instructional Supports *****

- Model activities
- Use visuals, body language, physical activity, Total Physical Response (TPR), nonverbal cues, and gestures
- Give extra time for student responses
- Offer one-on-one support, friendly coaching
- Acquire books and other materials familiar to students in their native language
- Seat student next to a student who shares the same native language; seat student across from a student who is a native English speaker
- Establish a classroom culture where all students participate and all students expect their peers to participate. Do not allow comments like, "I can't be her partner, she doesn't speak any English." Model for students how they can help their new peer participate in the activity.
- Include the child in all activities. If they are very new, allow them to speak as they become more comfortable.

School Information to Ensure Newcomer Success

Getting Around at School

- ❖ What are the restroom procedures? When is she/he able to use the restroom?
- ❖ When does school start/end?
- ❖ When is the lunch period? When are recess periods or breaks?
- ❖ What are the dates of holidays and school closures?
- ❖ Consider making a simple picture map of the school including: playground, cafeteria, gym, their classes, main office, nurse's office, counselor's office, etc.
- ❖ Provide a visual daily schedule (a secondary and elementary adaptable version is available at ell.ccsd.net/newcomer-toolkit/)
- ❖ Provide a tour of the school campus and include the names of a few key people

School/Classroom Procedures

- ❖ What are the school rules?
- ❖ What do students do when they enter/exit class?
- ❖ When and where does a student hand in her/his homework?
- ❖ What does a student do in an emergency? when tardy? when absent?
- ❖ Does a student need to raise his hand to be acknowledged?
- ❖ What should the student do if she/he does not understand something?
- ❖ What are the school's policies and procedures for discipline?
- ❖ When can a student go into her/his backpack?
- ❖ What are appropriate volume levels to use in the classroom, cafeteria and outside?

Lunch/Breaks

- ❖ Where do students go to eat?
- ❖ What does she/he need to do if they want to buy lunch at school? How do they get a lunch if they cannot afford one?
- ❖ What are the procedures in the cafeteria?
- ❖ Where can students go during breaks? Are there particular play areas for specific age groups?
- ❖ Are there any places students may not go?
- ❖ How do the students know when it is time to go back to class?
- ❖ What are passing period/playground interaction rules (touching, play fighting, etc.)?

Getting Home

- ❖ What is the procedure for students being picked up by a family member?
- ❖ Who has permission to pick up the student from school?
- ❖ What should the student do if she/he is not picked up from school?
- ❖ Where is a phone if the student needs to call her/his parents or other family members?
- ❖ If a student rides the bus to and from school, where does she/he wait for it? What is the bus number?
- ❖ How does she/he tell the driver where he needs to be dropped off?

Newcomer Skills

(This list is also a progress monitoring tool on page 7 of the Newcomer Student Diagnostic Tool*)

General School Skills

- _____ State their name, address, telephone number, age and birthdate
- _____ State the school name, grade, teacher name, bus number/color, and names of key staff
- _____ State the names and relationships of the people in their family ("Maria is my mother.")
- _____ Follow school directions (stand up/sit down, open/close, write/print/copy, read, listen)
- _____ School survival phrases (ask to use the bathroom, go to the nurse)
- _____ Understand basic directions, read important signs (fire escape, restroom)
- _____ Question to deepen understanding ("What is this?", "I don't understand.", "How do you say...?")
- _____ Know school nouns (book, scissors, pencil, eraser, crayons, computer, etc.)

Communication Skills

- _____ Use greetings/salutations ("Good morning", "What is your name?" "My name is...", "How are you?", and "Excuse me")
- _____ Recognize and identify feelings (happy, sad, angry, tired, scared)
- _____ Express likes and dislikes

Primary Academic Skills

- _____ Print and recite the letters of the alphabet and produce letter sounds, identify letters chosen at random
- _____ Pronounce and recognize color names
- _____ Identify shapes
- _____ Count to 100, write numerals to 100, read/write words for numbers to 100

Community Skills

- _____ Know the names of foods, food categories (vegetables, meats...), and how to order from a menu
- _____ Know the names and values of coins and bills, read prices, and make change (buy)
- _____ Know the names and locations of the parts of the body
- _____ Know common occupations (teacher, police officer, mail carrier)
- _____ Identify items of clothing (shirt, pants, socks, shoes, coat, etc.)

Miscellaneous Skills

- _____ Tell time and understand expressions for time (a.m./p.m., morning, etc.)
- _____ Use a calendar; know the days, months, seasons and related words (today, tomorrow, yesterday, weekend, and weekday)
- _____ Know words for weather variations (snow, rainy, hot, and windy)