



**Greeley-Evans**  
WELD COUNTY SCHOOL DISTRICT 6

# **Strategies for Success for students who are Newcomers**

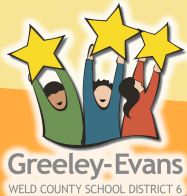
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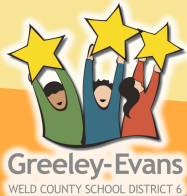
# Levels of English Language Proficiency

- NEP: Non-English Proficient
  - Levels 1 and 2
  - Recent arrivals in U.S.
  - Little or no understanding of English



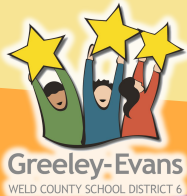
# Levels of English Language Proficiency

- LEP: Limited English Proficient
  - Level 3
  - Intermediate to excellent ***social*** English.
  - Intermediate level reading/writing skills.
  - Difficulty with ***academic*** language.



# Levels of English Language Proficiency

- FEP: Fluent English Proficient
  - Level 4-5
  - Still being monitored by an ELD teacher.
  - Exited from services.
  - May read and write below grade level.



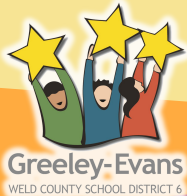
# Proficiency Activity

1. Get into partners
  - a. Partner A & Partner B
2. Draw your partners house!
  - a. Partner A = Draw what Partner B describes (no asking any questions!)
  - b. Partner B= Give instructions on how to draw front of your house
3. ....But wait!
  - a. NEP, LEP, FEP-Thoughts?



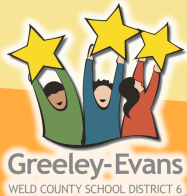
# WIDA Can Do Descriptors

- What would you do to make this activity more accessible?
- <https://wida.wisc.edu/teach/can-do/descriptors>



# Labels, Labels, Labels!

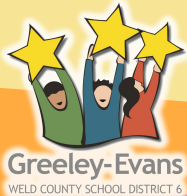
- Newcomer: in the country less than 1 year.  
NEP.
- Refugee: Outside country of origin.  
Demonstrate a well-founded fear. Sought  
resettlement before entering the U.S.
- Asylee: Came to the U.S. first, then asked for  
asylum.





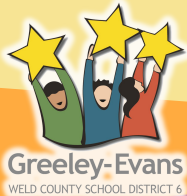
# Labels, Labels, Labels!

- SIFE: Students with Interrupted Formal Education.
- Immigrant: Migrates from another country to establish residence.
- Migrant: Student whose family works or intends to work in agriculture related field.



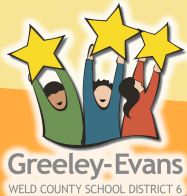
# So how do we welcome newcomers to our schools?

- Jot down your thoughts on a sticky note.
- Partner A and Partner B
- A goes first, B listens.
- B repeats back what A said.
- Switch roles.
- Share your or your partner's answer.



# Welcoming newcomers is more than just...

- Simply sending out advertising in Spanish
- Celebrating general diverse holidays
- Making general assumptions about diverse groups
- Wishing and hoping to engage diverse communities.
- Charity/ teaching “them” to be like “us”



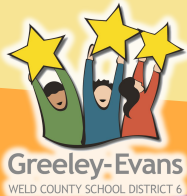
# Welcoming newcomers is...

- Using non-traditional ways to advertise events and re-thinking how we engage with parents/guardians.
- Using cultural brokers
  - Cultural brokers have knowledge of the values, beliefs and practices of a cultural group or community and specific organizations and systems with which they have learned to navigate effectively, either for themselves, their families and/or their communities.



# Welcoming newcomers is...

- Embedding yourself into the cultures of newcomer students.
- Learning the basics of the cultures in the school community, understanding their values, traditions, and mannerisms.
- A relationship where all parties are equally valued and respected.



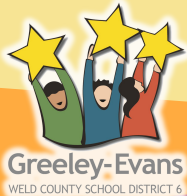
# Welcoming newcomers is...

- Recognizing and accepting differences. Acknowledging them. Don't be color blind.
- Specifically teaching norms and expectations for your classroom and school.



# Welcoming newcomers is...

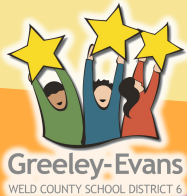
- Avoiding judgment. A culture may be very different, but that does not necessarily make it bad. Ask questions so you understand why the differences exist.
- Celebrating the differences, that is what makes our city rich and beautiful.



# Welcoming newcomers is...

Often it is providing extra support to be sure that everyone has access.

Equality vs. Equity vs. Justice:





## Equality



The assumption is that **everyone benefits from the same supports**. This is equal treatment.

## Equity



**Everyone gets the supports they need** (this is the concept of "affirmative action"), thus producing equity.

## Justice



All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed**. The systemic barrier has been removed.



# Classroom strategies for students who are newcomers:

- Pictures
- Sentence frames
- Vocabulary boxes
- Native language peer support
- Classroom buddy
- Shortened assignments-focus on the big takeaways.



# Secondary Level Newcomers Program:

- Role of the Newcomer Advocate:
  - Orientation/ intake interview
  - Weekly check-ins at schools
  - Support classroom/ CLD teachers who work with English Learners
  - Dropout prevention for Newcomer/ EL students
  - Support for students who transition out of the Newcomer Program
  - Community/school outreach



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ENGAGE EMPOWER INSPIRE

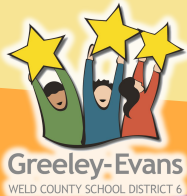
# D6 Newcomers Program:

- Who we serve:
  - In the U.S.A. for 1 year or less.
  - NEP (Non-English Proficient)
  - Speak a language other than English as their primary language.
  - Priority is given to those who can be classified as SIFE (Students with Interrupted Formal Education).



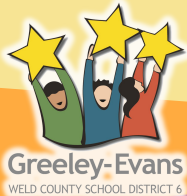
# D6 Newcomers Program:

- Changes in the Newcomer Program:
  - From site based to decentralized.
  - Teachers at each school are empowered to work with the students
  - Resources are evenly shared among schools.
  - Students are now in their home school.



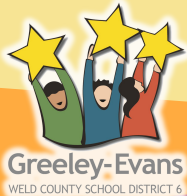
# Newcomer Services in Elementary Schools:

- Students are pushed in to grade level.
- Given language acquisition support with other peers who are newcomers.
- Focused reading support as needed for students.
- Ongoing training for staff on how to support students who are newcomers.



# Newcomer services in Secondary Schools:

- Double Block Oral Language A Class (Language Acquisition)
- Academic Lab for skill building in math and ELA
- Students are pushed in to grade level content
- Community navigator (10 hours per week)
- Co-taught content classes.



# Pilot programs for newcomer students:

The following are programs that are beginning this year for newcomer students. They are being piloted at one school with the intention of full implementation next year:

- Refugee/ Immigrant Student Empowerment groups:

- Partnership with Immigrant and Refugee Center and North Range Behavioral Health
- Bi Monthly talk groups during the school day for students to discuss academic achievement, acculturation, emotional issues, social situations.
- Groups are run by school and community counselor and adults from the refugee and immigrant community

- Peer Mentor Program:

Partnership with Soccer Without Borders

- Newcomer students are paired with a peer who serves as a mentor. 4 structured lunch or after school activities are included in the programming

Goal is to foster a connection with the school community





# So what will you do...

On a sticky note, write the following:

- 2 facts you learned about how to engage students who are newcomers
- 1 new strategy or idea that you will implement in your classroom.

Turn in your sticky note!



**Thank you!**



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