

Working with Refugee Students in Secondary Schools

A Counselor's Companion





**Minnesota Department of Education
English Language Learner Programs
2010**

Working with Refugee Students in Secondary Schools

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Today's challenge is to find ways to nourish the spirit of the "world's children" in our lives and teach them skills for dealing with the ever-increasing demands of a stressful and complicated world, and life itself.

Myla and Jon Kabat-Zinn
Everyday Blessings: The Inner Work of Mindful Parenting

**Minnesota Department of Education
English Language Learner Programs
2010**

English Language Learner Programs Website

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Working with Refugee Students in Secondary Schools A Counselor's Companion

Description and Purpose of Project

This project was made available through the Refugee School Impact Grant (RSIC) to provide counselors who work with high school refugee students with guidelines regarding the following topics:

- Refugee student characteristics
- Behaviors related to previous trauma
- International transcripts
- Scheduling and placement
- Determining graduation pathways and postsecondary options for refugee students.

Goals of Project

1. Provide support to rural districts with low incidence of refugee and immigrant students (and other districts, if needed) regarding the following issues:
 - Identification and assessment.

- Interpreting behaviors related to trauma.
 - Policy, placement and scheduling models.
 - Transcripts interpretation.
 - Graduation pathways.
 - Postsecondary resources and career investigation.
2. Create consistent information for well-established districts with refugee populations.
 3. Provide new counselors with a helpful resource on secondary refugee student issues.

Format

This resource is formatted as a question and answer document. There are 6 sections. Each section consists of a set of questions that are hyperlinked within the document. You may choose to click on any question at the beginning of each section and go directly to the answer or you may scroll through the entire document and find useful information that way.

With questions about this product, please contact Ruslana Westerlund, Refugee School Impact Grant manager at the Minnesota Department of Education Ruslana.westerlund@state.mn.us or 651.582.6574

Section 1

Demographics of Refugees Worldwide and in Minnesota

This section provides a brief information on national and local refugee statistics, general information about the various refugee populations in Minnesota and the most recent arrivals of refugees in Minnesota as of 2009.

The section also briefly describes characteristics of refugee students that will be helpful for school staff to know in order to understand their *assets, strengths and challenges in providing services for them*. Guidelines for understanding parents of the refugee students and *laws that protect educational rights of refugee and immigrant students* is also covered.

These questions are hyperlinked. Click on the question and it will take you to the answer in the following chapter.

1. [What is the definition of a refugee?](#)
2. [What is the difference between an asylum seeker and a refugee?](#)
3. [How can I distinguish the difference between a refugee and an immigrant?](#)
4. [What is an unaccompanied refugee minor?](#)

5. [What rights do refugees have?](#)
6. [What is Plyler v. Doe?](#)
7. [Is it okay for me to ask questions about the refugee students' legal status?](#)
8. [What rights do students have, regardless of their immigration status?](#)
9. [How can schools comply with Plyler v. Doe?](#)
10. [What is Temporary Protected Status?](#)
11. [What are the statistics for refugees nationwide?](#)
12. [What is the difference between primary and secondary arrivals of refugees?](#)

Section 1 Demographics of Refugees Worldwide and in Minnesota

This section covers information on national and local refugee statistics, general information about the various refugee populations in Minnesota and the most recent arrivals of refugees in Minnesota as of 2009.

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- ✓ **The United States is committed to protecting and assisting refugees.**

Refugee students are first and foremost children—who have been through experiences that no child should ever have to endure. These children travel thousands of miles to gain entrance to your school. Their journey has been difficult. They look to the adults in their new life with the hope that guidance, compassion, and above all safety, will be provided.

Tom Casey, Deputy Spokesman and Deputy Assistant Secretary for Public Affairs at the United States Department of State gave a speech on World Refugee Day, June 19, 2008, in which he stated that the United States has welcomed as many as 2.7 million refugees for resettlement since 1975.

There are an estimated 16 million refugees in the world today. A total of 60,108 were admitted to the United States as refugees in 2008.

It is estimated that 80,000 persons will be admitted to the United States as refugees in 2009. The United States admitted 21,637 child refugees in 2008—36 percent of all refugees admitted that year.

Source: *Proposed Refugee Admissions for Fiscal Year 2009, Report to Congress. Refugees and Asylees: 2008, Annual flow report.*

✓ **The state of the world's children is dismal and shameful**

According to a report released from the Office of the Special Representative of the Secretary General, Children and Armed Conflict, two million children have been killed in the past decade in armed conflict; millions more were left homeless and orphaned.

Source: *The Office of the Special Representative of the Secretary General, Children and Armed Conflict, June 1998.*

✓ **Child soldiers**

According to The Coalition to Stop the Use of Child Soldiers, there is a near global consensus that children should not be used as soldiers or targets during war time. Despite efforts, tens of thousands of children are currently being used as soldiers in armed conflict. **Currently, child soldiers are being used in the following countries and territories:** Chad, Colombia, Cote d'Ivoire, DRC, India, Iran, Libya, Myanmar, Peru, Philippines, Sri Lanka, Sudan, Uganda and Zimbabwe.

Source: *Facts & Figures on Child Soldiers/Child Soldiers Global Report 2008, Coalition to Stop the Use of Child Soldiers.*

What is the definition of a refugee?

In the Refugee Act of 1980, Pub. L. No. 96-212, Congress codified and strengthened the United States historic policy of aiding individuals fleeing persecution in their homelands. The Refugee Act of 1980 provided a formal definition of "refugee," which is virtually identical to the definition in the 1967 United Nations Protocol relating to the Status of Refugees. This definition is found in the Immigration and Nationality Act (INA), Section 101(a)(42).

A **Refugee** is defined as any person who is outside any country of such person's nationality or, in the case of a person having no nationality, is outside any country in which such person last habitually resided, and who is unable or unwilling to return to, and is unable or unwilling to avail himself or herself of the protection of that country because of persecution or a well-founded fear of persecution on account of race, religion, nationality, membership in a particular social group, or political opinion (8 USC 1101 (a) (42); INA Sec. 207).

What is the difference between an asylum seeker and a refugee?

Refugee refers to individuals admitted into the U.S. under Section 207 of the Immigration and Nationality Act and are determined to be refugees before arriving in the U.S.

Asylees are aliens in the U.S. or at a Department of Homeland Security Port of Entry who are determined to meet the legal definition of refugee and are granted asylum in the U.S.

Human Rights First and Physicians for Human Rights (HRF), (PFHR) describes an **asylum seeker** as an individual who fears harm or prosecution in their home country and is claiming that they were not protected by their government.

They must prove that their fear is both well founded and based on their race, religion, nationality, social group or political opinion.

Once these individuals arrive in the United States, they can request asylum. *While their case is being decided they are known as asylum seekers.*

If the person meets the requirements to be considered a **refugee** as defined by U.S. law, it means they have been recognized as *being in need of protection and may be granted asylum by the US government*. [For more information on the asylum process visit the Human Rights First Website \(www.humanrightsfirst.org\)](http://www.humanrightsfirst.org).

How can I distinguish the difference between a refugee and an immigrant?

Immigrants come to the U.S. for a variety of reasons, such as joining family members or for educational and work opportunities, but not because they have a fear of persecution in their native country.

They usually have time to make arrangements to leave their country, including:

- Selling or renting their home.
- Gathering important documents.
- Making travel arrangements.
- Saying good-bye to loved ones.

Oftentimes they are sponsored by family members who will assist them with basic needs and adjustment to U.S. culture when they arrive.

Refugees come to the U.S. to escape persecution or dangerous situations such as war in their own country. They often leave their homes quickly, possibly fleeing danger. They rarely have time to make any arrangements, gather important documents, or say good-bye to loved ones. In fact, depending on the situation, they may leave their home and not know the fate or whereabouts of their family members, which causes a lot of stress.

They often live in refugee camps in neighboring countries while waiting for their application for resettlement to be processed.

The camps vary in the support and resources provided. Some camps may be well established with organized housing, food distribution, and education opportunities, while others may lack even the basics of clean water and sanitation.

When refugees arrive in the U.S., they receive services and support from one of the ten national voluntary agencies that have contracts with the U.S. government in the **U.S. Refugee Admissions Program**. They often have to learn a whole new culture and language without the support of extended family.

Stewart (1993) argues that “refugee youth commonly begin their education in the United States at a disadvantage to a typical immigrant. Most of them (refugee students) do not have prior ties to this country and are less likely to have skills that are transferable. Often refugees do not have an established community of compatriots as immigrants tend to do; “Refugees are not able to maintain economic or social ties with their home country” (p.51).

What is an unaccompanied refugee minor?

✓ Unaccompanied Refugee Minors present special challenges.

The enactment of the Refugee Act of 1980 and the immigration and Nationality Act (1) define *unaccompanied refugee minor* (URM) as “a child who is under the age of 18, and who entered the United States unaccompanied by and not destined to (a) a parent or (B) a close non-parental adult relative who is willing and able to care for the child or (c) an adult with a clear and court verifiable claim to custody of the minor; and who has no parent(s) in the United States.”

A study titled *Mental Health Issues in Unaccompanied Refugee Minors*, published by Child and Adolescent Psychiatry and Mental Health, evaluated Post-Traumatic Stress Disorder (PTSD) among unaccompanied refugee minors (URMs) in the United States. After assessing medical records of URMs from 1998 to 2008, the study found that these children had *higher levels of PTSD than non-refugee youth and accompanied refugee minors*. The article calls for further study on long-term outcomes, stress management, and the creation of standardized, culturally sensitive measures for a diverse refugee population of unaccompanied children suffering from post-traumatic stress disorder.

“An immigrant leaves his homeland to find greener grass. A refugee leaves his homeland because the grass is burning under his feet.”

-- Barbara Law

What rights do refugees have?

When (an individual is) granted refugee status in the United States, the individual is granted the same rights as any other foreign-born individual who is a legal resident. This includes:

- Freedom of thought.

- Freedom of movement.
- Freedom from torture and degrading treatment.

These individuals should also benefit from the same basic economical and social rights as other foreign-born individuals. Refugee children are the most vulnerable and need special care. *All children should be protected from sexual exploitation, abuse and violence and have the right to quality education in a safe environment.*

Source: UNHCR, the UN Refugee Agency Publication, *Protecting Refugees and the Role of UNHCR*, 2007-2008.

After one year, an individual who has been granted refugee status by the United States government is required to apply to have his or her status changed to lawful permanent resident. After 5 years, the individual is eligible to apply for citizenship.

Source: Proposed Refugee Admissions for Fiscal Year 2009, Report to Congress.

What is Plyler v. Doe?

Plyler v. Doe was a 1982 Supreme Court case that guaranteed the rights of undocumented students to attend K-12 public schools under equal protection provisions of the 14th Amendment.

Source: Hunter, James, and Howley, Craig B. [“Undocumented Children in the Schools: Successful Strategies and Policies.”](#) ERIC Digest.

Is it okay for me to ask questions about the refugee students’ legal status?

No. Schools are supposed to be a ‘safe haven’ for immigrants regardless of their status. It is not the school’s duty to collect immigration status documentation or even ask questions that might reveal the immigration status. Other agencies e.g., Department of Human Services and resettlement agencies, collect that information to provide benefits specific to different immigrant populations, but the *school’s job is to provide education and be concerned with the education matters, not immigration status issues*. For more information, go to [Legal Issues for School Districts Related to the Education of Undocumented Children](#) (<http://www.nea.org/assets/docs/09undocumentedchildren.pdf>)

Plyler v. Doe was a 1982 Supreme Court case that guaranteed the rights of undocumented students to attend K-12 public schools under equal protection provisions of the 14th Amendment.

What rights do students have, regardless of their immigration status?

Even though refugee students arrive with the proper documentation of their refugee status, the schools are prohibited from requesting that information for any purposes, as stated in Plyler vs. Doe.

How can schools comply with Plyler v. Doe?

Schools should strive to preserve the right of access to education. Guard the confidentiality of immigration status under the Family Education and Privacy Act (FERPA). Assign a school-generated I.D. number for students.

Schools may ask for immunization documentation (or exemption for medical or religious reasons) and ask for proof of residency and transcripts to verify age (birth certificates, hospital records or affidavits can verify age).

Schools may not:

- ❖ Refuse enrollment to students who do not provide a birth certificate or Social Security number.
- ❖ Ask about immigration status or for documentation.
- ❖ Treat students differently based on undocumented status.
- ❖ Ask questions that might expose the immigration status of parents or students.
- ❖ Refuse participation in programs based on status.
- ❖ Engage in practices to “chill” access to school.
- ❖ Disparity – different rules according to individual/group characteristics.
- ❖ Require application for a Social Security number.
- ❖ Contact Immigration and Customs Enforcement (ICE) about an undocumented student or allowing Immigration and Customs Enforcement access to the school without a warrant or subpoena.
- ❖ Mandate caretakers to establish legal guardianship for access to education in the district; a notarized affidavit to assure acceptance of responsibility for the child is sufficient.

Source: Hunter, J. (1990) [Undocumented Children in the Schools: Successful Strategies and Policies](http://www.ericdigests.org/pre-9217/children.htm). (C. Howley, Eds.) ERIC Digest. (<http://www.ericdigests.org/pre-9217/children.htm>)

What is Temporary Protected Status?

Nations sometimes offer “**Temporary Protected Status (TPS)**” when the regular asylum systems risk being overwhelmed by a sudden mass influx of people. *Individuals granted TPS may remain in the United States and are given the privilege to obtain work authorization.* TPS does not lead to permanent resident status.

The Advocates for Human Rights, a human rights organization in Minnesota estimates that 25,000 Liberians currently reside in Minnesota. It is reported that between 4,000 and 10,000 Liberians are under TPS at this time. Thousands of Liberians came to the United States as refugees or seeking asylum during decades of civil war that left the country unsafe. Liberia is no longer at war; however, the country is not able to accommodate the thousands of Liberians living in the U.S. under TPS due to a damaged infrastructure and an impoverished economy. TPS was set to expire for Liberians on March 31, 2009; however, President Obama granted a 12-month extension—a Deferred Enforced Departure (DED). [For more information on Temporary Protected Status \(TPS\) visit the United States Citizen and Immigration Service Website](http://www.USCIS.gov/TemporaryProtectedStatus) (www.USCIS.gov/TemporaryProtectedStatus).

What are the statistics for refugees nationwide?

Each fiscal year, the United States government establishes Refugee Admissions Ceilings to enumerate how many people, by area of the world, are granted approval for refugee status in the U.S.

Refugee Admissions in FY 2008 and FY 2009, Proposed Refugee Admissions by Region for FY 2010

REGION	FY 2008 Actual Arrivals	Proposed FY 2009 Ceiling	FY 2009 Projected Arrivals	Proposed FY 2010 Ceiling
Africa	8,935	12,000	9,000	15,500
East Asia	19,589	19,000	19,500	17,000
Europe and Central Asia	2,343	2,500	2,500	2,500
Latin America/ Caribbean	4,277	4,500	5,000	5,000
Near East/ South East	25,148	37,000	39,000	35,000
Region Subtotal	60,192	75,000	75,000	75,000
Unallocated Reserve		5,000		5,000
TOTAL	48,281	80,000	75,000	80,000

Source: U.S. Department of State, Bureau of Population, and migration (PRN), World Wide Refugee Admissions Processing System (WRAPS).

Refugee Admissions and Proposed Admissions, by Age, FY 2006-2008

AGE	2008		2007		2006	
	Number	Percent	Number	Percent	Number	Percent
Total						
0-17 years	60,108	100.0	48,218	100.0	41,150	100.0
18-24 years	21,638	36.0	18,202	37.7	15,431	37.5
25-34 years	9,429	15.7	9,088	18.8	8,056	19.6
35-44 years	10,906	18.1	8,058	16.7	6,365	15.5
45-54 years	8,058	13.4	5,586	11.6	4,942	12.0
55-64 years	5,000	8.3	3,552	7.4	3,059	7.4
65 years and over	2,812	4.7	2,192	4.5	1,782	4.3
	2,266	3.8	1,540	3.2	1,515	3.7
GENDER						
Male	30,939	51.5	25,202	52.3	21,188	51.5
Female	29,169	48.5	23,016	47.7	19,962	48.5

Source: Worldwide Refugee Admissions Processing System (WRAPS) of The Bureau of U.S. Department of State, Refugee Processing Center.

What is the difference between primary and secondary arrivals of refugees?

- ✓ **Primary** arrivals of refugees come directly from their country to the U.S. by registering in the refugee resettlement agencies.
- ✓ **Secondary** refugee arrivals are those refugees that migrate from other states within the U.S.

Minnesota was third in the nation in 2007 for resettling primary refugee arrivals. In 2009, Minnesota has received fewer primary cases, however, *Minnesota is still a primary recipient for secondary arrivals that come from other states and do not register through resettlement agencies.* This distinction is important to make because even though Minnesota's primary arrivals are lower for 2009, the secondary arrivals are still high.

The following data only show the primary cases arrivals (i.e., refugees who have fled their country and arrived in the United States).

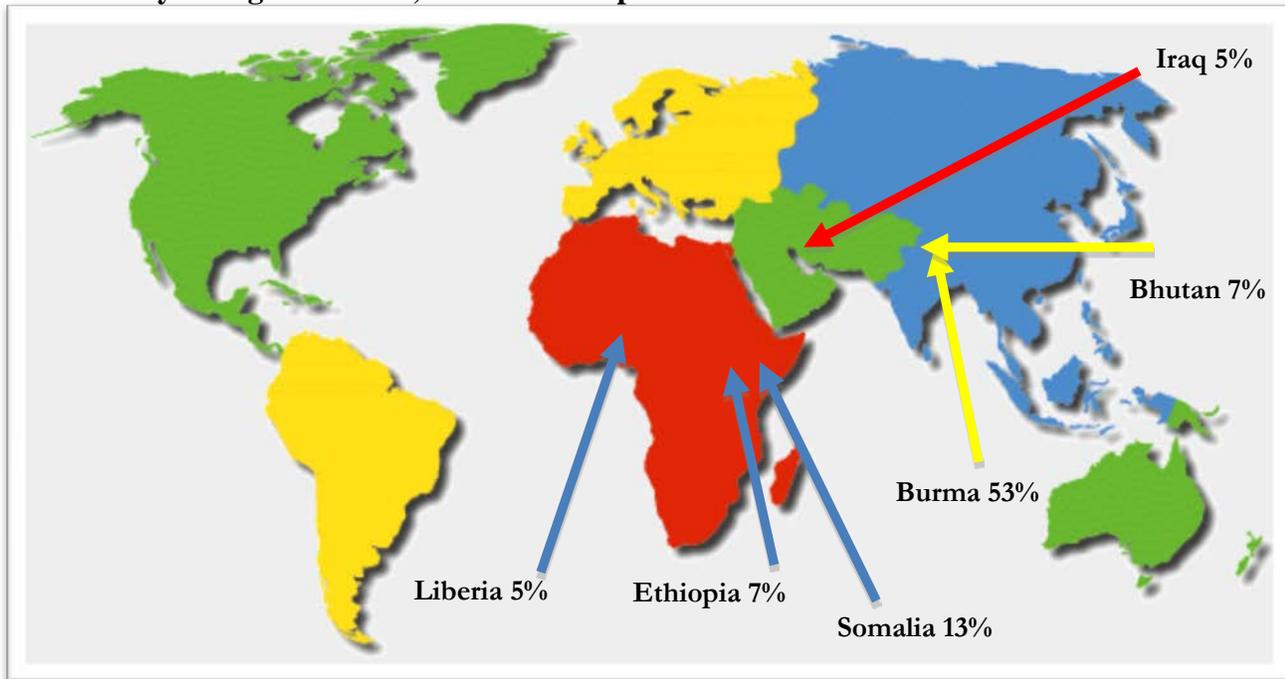
Table 1.1 Primary Refugee Arrivals by State, Fiscal Year 2007 and 2009

Primary Refugee Arrivals by State Fiscal Year 2007		Primary Refugee Arrivals by State Fiscal year 2009	
California	6,706	California	9,480
Texas	4,401	Texas	5,130
MINNESOTA	3,198	Florida	3,723
New York	2,978	New York	3,631
Florida	2,691	Arizona	3,006
Washington	2,216	Michigan	3,298
Arizona	1,992	Illinois	2,429
Illinois	1,872	District of Columbia	2,325
North Carolina	1,810	Washington	2,254
Georgia	1,617	Indiana	1,525
		Virginia	1,475
		Ohio	1,352
		MINNESOTA	1,329

Notifications to Minnesota: 3182 Primary Refugees, 259 Asylees, 6 Parolees, 4 Victims of Trafficking

Source: Office of Refugee Resettlement (ORR), U.S. Department of Health and Human Services Refugee Health Program, Minnesota Department of Health.

Primary Refugee Arrivals, Minnesota Department of Health 1/1/2008-11/30/2008



Section 2

Characteristics of Refugee Students and Effects of Trauma on Education

This section provides information on the effects of trauma on behavior of children who have sustained trauma and how it exhibits itself in the classroom: the behavior manifests itself, and what teachers and counselors can do to help students in a school setting.

These questions are hyperlinked. Click on the question and it will take you to the answer in the following chapter.

1. [What types of trauma have refugee children most likely sustained?](#)
2. [Can we predict how children will function?](#)
3. [What happens to a human being biologically, in terms of the nervous system when they are exposed to trauma?](#)
4. [How do symptoms of trauma manifest physically, cognitively, behaviorally, psychologically and emotionally that create the context for the child's social and emotional world view?](#)
5. [How can counselors and teachers help refugee students with all of the effects of trauma and acculturation in the school setting?](#)
6. [How can I work successfully with refugee students?](#)
7. [How can I engage with the parents and families of refugee children?](#)
8. [What do I, as a school counselor, teacher or administrator, need to understand about the parents and families of refugee students?](#)
9. [What are the particular assets and challenges of refugee children that are critical for me \(and the educational system\) to know?](#)
10. [What challenges do refugee students face?](#)
11. [What resources can I use to expand my understanding of refugee students?](#)

Section 2

Characteristics of Refugee Students and Effects of Trauma on Education

Refugee children are exposed to multiple stressors. Each child is unique and trauma symptoms may present differently in each child. Trauma can impact the child's physical wellbeing, cognitive development and psychological/ emotional well being and behavior. They carry the lingering effects of growing up in an environment that was unsafe, unstable, and disrupted.

The task they are given to balance the culture of their country of origin with that of the U.S. *helps them to develop a sense of resiliency and flexibility* and acquire skills that prepare them to adapt to rapid change and 'negotiate' the demands of multicultural settings.

Other influential variables include the level of family support and community make-up in the arrival country. Children who have experienced war and refugee trauma have often faced multiple traumatic stressors before, during and after migration.

Refugee children experience increased stressors during:

- Pre-migration (while in their country of origin).
- Flight (during their flight to safety).
- Resettlement (when having to settle in a country or refuge).

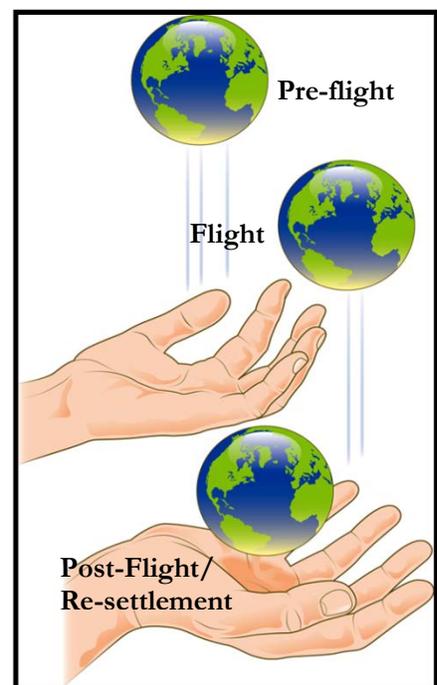
Refugee children being settled in Minnesota may have never attended school with any consistency. These children face many challenges settling into their new homes, they may be struggling in school both academically and socially.

What types of trauma have refugee children most likely sustained?

Refugee children endure three stressful stages of migration that may encompass multiple traumatic stressors. This makes the refugee experience complex and, on most occasions, the experiences surpass children's natural capacity to cope.

During pre-flight: While the child is still in their country of origin, he or she may experience a drastic disruption in routine that includes:

- Inability to attend school due to violence.
- The child's basic needs might not be met.
- Lack of medical care.
- Separation from family and friends.
- Threats of violence.
- Witnessing violence and/or death.



During flight – When the child flees to safety, he or she has left behind all that was familiar and once safe. This may include:

- Home.
- School.
- Friends.
- Possessions.
- Family members and/or pets.

It is very important not to ignore the behaviors that are inappropriate, and to help the student cope with the adjustment of acculturation. There will be times when the child requires additional services that the school is not able to provide. At these times it is appropriate to use community mental health agencies that have experience working with the refugee population for consultation and a possible referral.

En route to a refugee camp, the children’s basic needs often go unmet. Children and those they are traveling with will often need to go into hiding to remain safe from harm as there is always the threat of robbery, assault or exploitation.

Refugee camps are crowded, often with unsanitary conditions. *The long waits that the children often face in the camps chip away at the child’s sense of self, sense of place and belonging and fosters a great uncertainty about the future.*

Post flight/Resettlement – Once the child arrives in the United States, the assumption by others that all will soon be well is not so accurate. The resettlement phase has on-going stressors:

- Continued separation from loved ones.
- Uncertainty of the whereabouts of family members or friends left behind.
- Racial/ethnic discrimination.
- Poverty.
- Potential reports of bad news from their country of origin.
- Post-Traumatic Stress Disorder, depression and possibly other anxiety disorders.

Can we predict how children will function?

Predictors of war-traumatized children’s adaptation are based on the degree of exposure to traumatic events.

Pre-Trans-migration factors (Pre- and Trans-Flight)

- Extent of trauma.
- Mental health status.

- Literacy-first and second language proficiency.
- Coping styles/resilience.
- Previous educational experiences.

Familial

- Degree of familial separation/extent of loss and bereavement.
- Degree of family cohesion.
- Parental depression.
- Family functioning.
- Degree of family and community cohesion.
- Strength of home culture presence in host country.
- Degree of difference/distance between family values and values of typical host families socio-demographic variables (residence and employment status, ages, religion, etc.
- Immigration status and family unification.

Personal

- Extent of loss and bereavement.
- Second language proficiency.
- Personal resilience.
- Attitudes toward both own and host societies.

Post-migration factors (Re-settlement)

Both personal and familial pre-and trans-migration factors can continue to either interfere with or facilitate adaptation to school. In addition, an array of personal, familial and school/community-based factors can also impact adaptation post-migration.

Personal

- Extent of loss and bereavement.
- Second language proficiency.
- Personal resilience.
- Attitudes toward both own and host societies.

What happens to a human being biologically, in terms of the nervous system when they are exposed to trauma?

✓ The Biological Response to Overwhelming and Life Threatening Conditions

Events that are threatening to life or bodily integrity can be traumatic and can produce traumatic stress in its victim. This is a universal fact and is about our biology. *When faced with trauma, mind and body mobilize for defense.*

This is a normal, adaptive response of the mind and body to protect the individual, no matter their culture, background or age.

Both adults and children who are confronted with a traumatic event or a life-threatening situation experience what is commonly known as the **fight or flight** response. This biological response to immediate danger causes the release of high levels of stress hormones and an increase in hyperactivity of the sympathetic branch of the autonomic nervous system. These hormones speed up the heart rate and breathing, flood the bloodstream with glucose for energy, slow digestion, redirect blood flow to the muscles and tense them in preparation to either fight or run.

In children following a major trauma, this appears as an increase in:

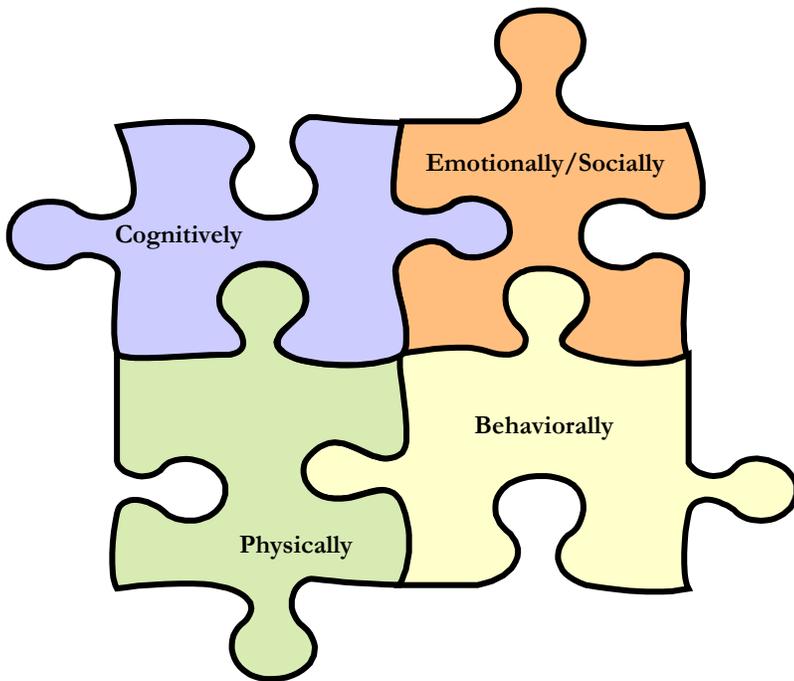
- Hyperactivity.
- Inability to concentrate and focus attention.
- Night terrors.
- Development of phobias.
- Increased emotional outbursts and behavior problems.
- Shutting down, withdrawal and social isolation.

Additional Facts

- Trauma overwhelms an individual's ability to use normal coping mechanisms to adapt to a situation, because the event or events disrupt an individual's frame of reference about themselves and the world.
- The limbic system responds to extreme traumatic threat, in part, by releasing hormones that tell the body to prepare for defensive action, activating the sympathetic nervous system, which prepares the body for fight or flight through increasing respiration and heart rate to provide more oxygen, sending blood away from the skin and into the muscles for quick movement.
- When death may be imminent or the traumatic threat is prolonged or in many cases with children (because of their extreme vulnerability), the limbic system can simultaneously release hormones to activate the parasympathetic nervous system and a state of freezing can result - like a mouse going dead when caught by a cat, or a frightened bird becoming stiff (Gallup 1977, Levine 1997). These nervous system responses - fight, flight and freeze - are survival reflexes.
- When the autonomic nervous system continues to be chronically aroused even though the threat has passed and has been survived, this can become Post-Traumatic Stress (PTSD). The body continues to respond as though it were under threat.
- PTSD develops when fight or flight is not possible, when the threat persists over a long period of time, and/or when the threat is so extreme that the instinctive response of the victim is to freeze.
- The energy of hyper-arousal must be used up or discharged, it does not just go away, it stays trapped in the nervous system and cellular memory creating the potential for ongoing symptoms on a physical, emotional, behavioral and cognitive level.

- Because of their helplessness, children tend to flee the scene emotionally by becoming distant, detached and disconnected from the reality of the imminent danger (protective dissociation).
- The focused and super-alert mind becomes numb, possibly because of the blast of pain-obliterating endorphins released.
- The body cycles between an intensely aroused alarm state to a biologically enforced vegetative state, collecting and holding unhealthy amounts of un-discharged biochemical residuals from each phase.
- With Freezing, the immobilized body undergoes huge biochemical extremes in a very short time.
- Kids and teens suffering from PTSD may oscillate between adrenaline arousal and analgesic flatness, with a tendency toward more and more numbed out disconnection over time. Trauma affects every organ in our body as well as our mind and spirit.

How do symptoms of trauma manifest physically, cognitively, behaviorally, psychologically and emotionally that create the context for the child’s social and emotional world view?



*Putting the pieces together:
How does trauma manifest?*

Physical Manifestations of Trauma
Trauma affects every part of the body because of increased stress hormones, which may cause inflammation, imbalance, or other physical symptoms.

The Developing Brain and the Cognitive Manifestations of Trauma

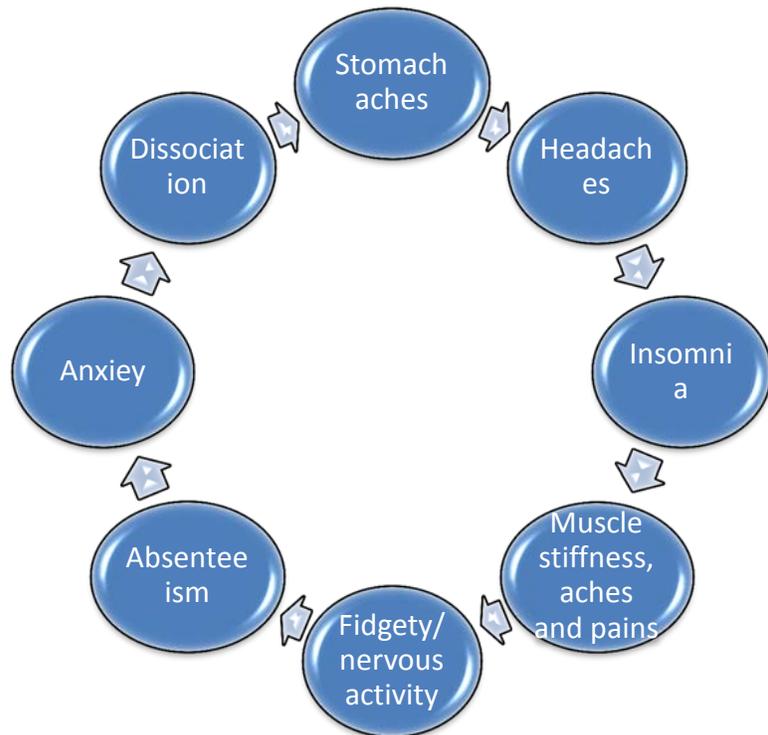
The brain is particularly vulnerable in childhood to trauma because the brain and nervous system development is still incomplete. The brain of a traumatized child or teen is altered by trauma. It is turned to high alert and is sensitive to the smallest trigger. **The trigger can be general, specific or one that is not understood.**

The trigger may lead to (among other symptoms):

- Flashbacks.
- Emotional numbing.
- Acting out behavior.
- Increased tension.
- Inability to focus.

This may show up in the classroom as a child or teen who:

- Feels incapable of succeeding,



- gives up easily and engages in negative self-talk.
- Has difficulty paying attention in class, retaining information or following simple directions.
- Does not complete assignments, does not do homework.
- Is not able to participate in class discussions in a meaningful way.
- Has difficulty remembering teacher instructions.
- Loses completed assignments because of disorganization.

The instinctual brain is revved up for survival and has no use for words when danger is perceived. With traumatic activation, the brain is hard-wired to bypass cognition (the rational brain.)

Associations that act as triggers do not go away with talking or by instructing the child/teen to think about consequences.

Psychological and Emotional/Social Manifestations of Trauma

First and foremost, we must look at what children have learned from growing up in a conflicted war zone because this dramatically affects their psychological/emotional and social growth and development.

Refugee children have experienced challenges in meeting the five basic human needs:

- Safety.
- Trust.
- Value (self-worth).
- Closeness to others.
- Control over (own) lives.

Their ongoing growth and development has been assaulted and challenged and they have learned that:

- The world is not a safe place.
- Parents and adults are not able to protect you.
- You should not trust anyone.
- You are powerless and hopeless.
- Violence is a way to resolve conflicts.
- Others will respect you if they fear you.
- You should hate (the enemy, another person).
- You should contribute to the war.
- Death can happen any time.
- Tomorrow may never come.

Refugee children feel overwhelmed and powerless much of the time. They attempt in their own ways to cope with this powerlessness by being self-protective. They often feel so threatened and confused that they either **act out** or **turn in**. They may display a high level of anxiety and agitation and are on high alert to the smallest cue that they are not accepted or in danger psychologically, emotionally or socially.

Some other Signals of Trauma

- Recurrent, intrusive recollections about their traumatic events and distressing dreams.
- Appearing emotionally numb and detached/estranged from others.
- Depression with anxiety, which manifests as a depressed mood, low energy, loss of interest in daily activities, psychomotor agitation or retardation (being fidgety or moving in slow motion).
- A feeling of worthlessness and unimportance.
- A feeling of excessive guilt and shame, feeling confused by life itself and trying to mask their confusion.

~ Important to Remember! ~

Because children/teens are still developing, it is important to remember that they continue to have all of the challenges of pre-adolescence and adolescence multiplied and made more difficult by their trauma. This includes:

- Self-consciousness.
- Confusion about changing hormones.
- Confusion around identity.
- Emerging sexuality.
- Power and control.
- Belongingness and fitting in.

It is also important to remember that they carry within them rich and often vibrant cultural identities and memories. They are confused about how to fit in to American life in a way that is culturally congruent and meaningful. Like most humans, they have a need for acceptance and understanding, and people and places they can trust. *Through the confusion and traumatic symptoms they still desire feeling welcomed and valued.*

Behavioral Manifestations of Trauma

Many children experience relief in resettlement, but face the lingering effects of growing up in an unsafe, unstable and repeatedly disrupted environment. In addition, loss, uncertainty of the fate of lost loved ones and ongoing stressors of resettlement all impact a child's behavior. Poor self-modulation = **BEHAVIOR PROBLEMS**, which may present as:

- Quick escalation of anger with peers and teachers.
- Exaggerated startle response; being startled takes them directly into **self survival and protection mode** (hyper-vigilance and defensiveness).
- Fatigued from not sleeping at night.
- Disruptive in class.
- Mistrustful, particularly with adults and authority figures.
- Conflicted about sharing personal history or becoming close to others.
- Engaging in risk-taking behaviors.
- Appearing withdrawn or sullen.

- Dissociation, such as spacing, appearing inattentive or disinterested and confused, which may lead to protective defensiveness.
- Uncomfortable interacting with peers, appearing unengaged in social activities during social activities or unstructured time.
- Older children/teens may engage in marginalized behavior by joining gangs (sub-groups filled with defensive behaviors).
- Time orientation becomes narrowed to the present moment and what is needed to attain an immediate sense of safety. This results in poor motivation or no ability to plan for the future because of feelings of uncertainty. Many can't see themselves succeeding in areas such as completing school or being successful adults.

It is very important not to ignore the behaviors that are inappropriate, and to help the student cope with the adjustment of acculturation. There will be times when the child requires additional services that the school is not able to provide. At these times it is appropriate to use community mental health agencies that have experience working with the refugee population for consultation and a possible referral.

How can counselors and teachers help refugee students with all of the effects of trauma and acculturation in the school setting?

Whether or not refugee students have experienced extreme trauma, all are going through a difficult and stressful psychological adjustment. **School Counselors and teachers** can ease this process by finding ways to provide support for these students by:

- Acknowledging frustration.
- Setting achievable tasks allow avoidance of tasks and activities which are too difficult.
- Offering praise.
- Providing a specific quiet area (for avoidance).
- Giving explanations of what you are doing.
- Giving clear expectations about goals for achievement.
- Acknowledging effort. Applying pressure for participation.
- Giving students as much choice as possible with respect to disclosing personal family information or background history.
- Allowing time out.
- Encouraging students with positive reinforcement.

✓ Coping with the transition of acculturation

Following the upheaval of leaving their country of origin due to danger and conflict/war, refugee

students are unlikely to have access to the support and company of equally experienced peers. This becomes even more difficult because being different is not easy in U.S. schools, especially for middle- and high-school-age children.

A high percentage of refugees fleeing war torn areas are children. In 2008 close to thirty-four percent of incoming refugees were under the age of 18 – the number totaled 18,964. Many of the refugee children have not attended school with any consistency. They are likely to be performing below grade level and will require time and support to socially adjust to their new environment.

Source: Susan Schmidt, Bridging Refugee Youth and Children's Services, 2008.

How can I work successfully with refugee students?

School counselors and teachers can use these tips to successfully work with refugee students and families:

- Recognize and build programming around these children's **strengths, families and ethnic groups**. Promote programming that addresses the challenges faced by refugee children.
- Encourage and support children in maintaining **the cultural, religious, and**
 - **family values of their country of origin** while simultaneously helping them adapt to American culture.
- Create close adult and peer relationships with children to foster feelings of safety, inclusion, and belonging.
- **Provide caring adult role models as mentors or tutors** to help children succeed at school and negotiate the process of acculturation.
- Support the child's academic success and educational process, encouraging them to stay in school and seek help when needed.
- Engage refugee and immigrant youth, family and community leaders in designing, running, and/or guiding programs.
- If possible, **recruit multicultural and multilingual staff and volunteers**. Provide relevant cultural diversity training and create linkages with organizations that are multicultural and multilingual which can serve as **cultural intermediaries**.
- Help to create an organizational and staff culture that embraces and values diversity and different cultural norms.
- Involve and support the child's family or caretaker, drawing on them as resources to facilitate the child's positive development and providing them with support and referrals to services that will help them successfully adapt to the United States.
- Be flexible and creative in meeting the child's and family's needs.
- Recognize and respond when children exhibit behaviors of concern that might be indicative of depression, drug use, inability to manage anger and aggression, involvement with anti-social groups such as gangs, or breaking the law.
- Become knowledgeable about and create linkages with **cultural intermediaries and organizations that serve refugee and immigrant families**. Identify therapists in your community that are experienced working with refugee children and are well-versed in trauma treatment and refer students and families, as needed.
- If you have a refugee student that you have concerns about and you are not sure of next

steps, a Center for Victims (CVT) clinician can offer phone consultation and referrals.

Resource: The Center for Victims

The Center for Victims (CVT) is a Minnesota-based, non-governmental organization that was founded in 1985 as the first organization in the U.S. created specifically to extend care and rehabilitative services to survivors of politically motivated torture. CVT's mission is to heal the wounds of torture on individuals, their families and their communities and to stop torture worldwide. CVT provides comprehensive care and rehabilitative services to torture survivors and their families. The main contact number for CVT is (612) 436-4800. [Visit the CVT Website](http://www.cvt.org) (<http://www.cvt.org>).

How can I engage with the parents and families of refugee children?

For many refugee children the definition of family has been altered. Many refugee children have lost one or both of their parents, siblings, grandparents and extended family members and friends. It has become necessary to **redefine the family** and to look closely at the special needs of this group. You will find that many refugee children in your school are living with aunts or uncles, adult siblings or family friends that they will call mother or father out of cultural respect and out of a need for family identification.

What do I, as a school counselor, teacher or administrator, need to understand about the parents and families of refugee students?

As educators, we have an opportunity and a responsibility to help refugee parents understand the U.S. educational system and how they can best help their child succeed. In many other countries, the teacher is responsible for educating the child, and the parent is not expected to be involved. It is very different in the U.S., and refugee parents may not understand the expectations. Depending on their cultural background, they may be confused as to why the teacher would expect the parents to assist in educating their child.

It is very important to have a bilingual staff member or family liaison in your school to communicate effectively with refugee families and address areas of concern.

The organization Bridging Refugee Youth and Children's Services (BRYCS) offers some ideas in *Involving Refugee Parents in Their Children's Education*.

- ✓ **Stress the adults feel as a result of the traumas they have experienced often limits their effectiveness in traditional parental roles.**

Parents have a hard time establishing a sense of **normalcy** and setting up appropriate expectations and rules for their children following the move because of the unfamiliarity with the new culture where all aspects of life are **unfamiliar and confusing**.

In addition to feelings of anxiety and uncertainty, **parents struggle to survive economically**. Refugee parents are often unable to be helpful to their children with various aspects of school and school transitions. English as a Second Language and mainstream teachers can and will play an extremely important role in the lives of newly resettled children.

- ✓ **As adults focus on employment, learning English, and taking care of the family's basic needs, the lives of the children can go unattended.**

What are the particular assets and challenges of refugee children that are critical for me (and the educational system) to know?

Refugee students do not come to American schools knowing nothing. It may seem that way when they are compared with other students their age, but refugee students have learned skills in **survival and decision-making through intense exposure to dramatic global issues** that most of their peers probably have not experienced. They are capable of learning English and the skills necessary to be successful academically; it will just take longer.

Cultural and family values provide a powerful protective system that emphasizes:

- The involvement of extended family and community members in caring for and supporting children.
- Collective decision making.
- The value of community needs over individual needs (which can buffer children from materialistic pressures, foster feelings of responsibility, and provide a sense of community pride in the child's achievements).
- A strong value on education as the key to success in the U.S.

Although parents often cannot actively participate in their child's education due to language barriers and their own lack of education, they support and appreciate what the schools are doing to help their children.

Bilingualism is a valuable asset in an increasingly globalized and multilingual U.S. and world society. Youth may develop **leadership, problem solving and negotiating skills** in the process of helping their family face relocation-related challenges.

Youth who must balance the culture of their country of origin with that of the U.S. inherently develop **a sense of resiliency and flexibility** and acquire skills that prepare them to adapt to rapid change and negotiate the demands of multicultural settings. Children who can assimilate both cultures appear to adapt most successfully

Community bonds are often formed as families settle in the same areas where others from their region have settled. This creates a strong ethnic community that reinforces cultural, religious, and family values. These families also tend to respect parental authority and work with their community

to create a social support network to meet the challenges of relocation. They often form a strong extended family support network. They have a strong work ethic and commitment to the well-being of the child and family.

What challenges do refugee students face?

- **Limited, fragmented, or no prior education**

Refugees often have lived for many years in a country with an unstable infrastructure due to extreme poverty, war or disasters.

- **Lack of documentation**

Because refugees leave their homes due to crisis, they rarely have important documents with them that assist them in navigating U.S. culture. Refugees may lack birth certificates, vaccination records, marriage certificates and educational transcripts. Most of these items are re-created and certified through the U.S. government resettlement process, but there still may be mistakes.

- **Separation from parents or other family members**

Common for short or long periods during the immigration and resettlement process, these separations may create feelings of cultural dislocation and instability and increase stress levels, making the child's adjustment more difficult. Even when the family is able to stay together, the parents may be absent due to the demands of working one or more jobs.

- **A child's adjustment is influenced by the ease or difficulty of their parents' adjustment**

They may feel responsible for helping their parents cope with employment, language, and other challenges.

- **Traumatic experiences**

Experiences related to situations such as genocide, war, torture and death of family members or friends become part of a child's life. While many of these children never exhibit symptoms of mental health problems, others may develop such symptoms. Response to these symptoms may be strongly influenced by cultural beliefs and norms.

- **Poverty**

The results of living in poverty may include:

- ✓ Higher rates of homelessness or living in over-crowded housing.
- ✓ Living in higher crime neighborhoods with increased exposure to gangs, hunger, violence and attendance at lower-performing schools.
- ✓ Older children may leave school to earn extra income to help support their families.

- **Discrimination**

They may be targets of racial discrimination, bullying and teasing, racial stereotyping

- **Inter-generational Conflict**

Role-reversals may occur when **children acculturate more quickly and acquire English language skills before their parents**. Children may feel torn between two worlds and be embarrassed regarding their country of origin.

What resources can I use to expand my understanding of refugee students?

Books

Allen, Jeffery and Roger Klein. *Ready...Set...R.E.L.A.X.* Inner Coaching. June 1997.

This book equips children with the tools to overcome stress while promoting learning, imagination, and self-esteem. More than 60 stories with discussions and activities emphasize relaxation and help in areas of creativity, peer pressure, and overcoming test anxiety.

Bosak, Susan V. *Dream: A Tale of Wonder, Wisdom & Wishes.* TCP Press. Canada.

A one-of-a-kind collaboration of fifteen internationally acclaimed artists, *Dream* whisks you away on a colorful journey of a lifetime—your lifetime. What dreams will you discover—or rediscover—along the way?

Cain, Barbara. *Double-Dip Feelings.* Magination Press. August 2001.

A delightful and engaging book that helps children understand that it's possible to experience two contrasting feelings at the same time. Questions are raised to help them cope with the tugs and pulls of emotions that simultaneous and dissimilar feelings can produce.

Coles, Robert. *The Spiritual Life of Children.* Mariner Books. October 1991.

Pulitzer prize-winning Harvard child psychiatrist Coles, a social scientist and prolific writer of books dealing with children's perceptions of poverty, moral and political stress, and crisis, shares his research regarding children's understanding of and reflections on spiritual matters.

Crosse, Joanna. *Encyclopedia of Mind-Body-Spirit & Earth.* Element Books. Massachusetts; 1998.

The illustrated *Encyclopedia* is an illuminating and constructive journey through the marvels, secrets, and mysteries of the visible and invisible world.

Culbert, Timothy and Kajander, Rebecca. *Be the Boss of Your Stress: Self-Care for Kids,* Free Spirit Publishing, 2007.

Easy-to-use tools help kids take control of their own health and wellness. The kit includes one of the Be the Boss of Your Body books, a pinwheel (to help with breathing exercises), an acupressure tool, a stress ball, a biofeedback card, a quick-start card and stickers to help kids remember to practice and track their progress.

Curtis, Chara, and Aldrich, Cynthia. *All I See Is Part of Me.* Illumination Arts Publishing Company, Inc. Bellevue, Washington, 1989.

In a journey that carries the reader far beyond the printed page, a child discovers his common link with all of Life. *All I See is Part of Me* is warm and inspiring.

Davis, Eshelman, and McKay. *The Relaxation & Stress Reduction Workbook.* New Harbinger Publications. 1995.

Filled with instructions and a wide range of exercises to help you relax and deal with stress more effectively, including visualization, time management, breathing, meditation, nutrition, self-hypnosis, exercise, assertiveness and more.

Fitzgerald, Sami and Caryn, *Fish Sticks, Books and Blue Jeans!*
<http://www.samifitzgerald.com/shop1.htm>

Teaching kids to be thankful for everything, everyday.

Fontana, David and Slack, Ingrid *Teaching Meditation to Children: A Practical Guide to the Use and Benefits of Meditation Techniques* (Element Books, 1998).

Guide to teaching children the health-giving benefits of meditation, inspired by research that shows childhood disorders such as hyperactivity, aggression and sleep problems may be helped by meditation.

Hart, Tobin, Ph.D., *The Secret Spiritual World of Children*, Inner Ocean, 2003.

Many of the great mystics and sages in history have told us that their spiritual realizations began in childhood. The author explains how parents, educators, and therapists can recognize, identify, and nurture children's deep spiritual connections. The book includes the phenomena of wisdom, wonder, and visions, including guiding parents along the spiritual path, building a curriculum, and learning from children.

Kabat-Zinn, Myla and Jon, *Everyday Blessings: The Inner Work of Mindful Parenting*, Hyperion, New York, 1997.

The Kabat-Zinns demonstrate how to apply the principles of everyday mindfulness to parenting and emphasize that often less is more when learning how to appreciate the gifts of the moment.

Leghorn, Lindsay. *Proud of our Feelings*. Magination Press. September 1995.

This entertaining book addresses a different emotion on each page and asks insightful questions to help children learn to accept and appropriately express their emotions. It also helps stimulate discussion and interaction between children and the adults who care for them.

Levine, Peter and Kline, Maggie, *Trauma Through A Child's Eyes*, North Atlantic Books, 2007.

Guide for recognizing, preventing, and healing childhood trauma, from infancy through adolescence. At the core of this book is the understanding of how trauma is imprinted on the body, brain, and spirit, resulting in anxiety, nightmares, depression, physical illnesses, addictions, hyperactivity, and aggression. Rich with case studies and hands-on activities give insight into children's innate ability to rebound with the appropriate support, and provides caregivers with tools to overcome and prevent trauma.

Lewis, Sheldon and Sheila Kay, *Stress-Proofing Your Child: Mind-Body Exercises To Enhance Your Child's Health*, Bantam Books, 1996.

The stresses of new environments, dangerous schools, and changing emotional demands take a terrible toll on children. *Stress-Proofing Your Child* catalyzes the latest research on relaxation techniques, guided imagery, and affirmations, and imparts step-by-step instruction and innovative exercises to help children deal with such sensitive issues as parental divorce, schoolyard taunting, the birth of a sibling, hospital stays, and learning disabilities.

Lusk, Julie T. *30 Scripts for Relaxation, Imagery & Inner Healing: Volume 1 and 2*. Whole Person Associates. 1992.

Relaxation and visualization can heal the body, mind, and spirit. These exercises are gathered from leaders in the field of guided imagery – physicians, psychologists, therapists and educators – who have developed and fine-tuned each script.

Moser, Adolph. *Don't Pop Your Cork on Mondays! Don't Feed the Monster on Tuesdays! Don't Rant and Rave on Wednesdays! Don't Despair on Thursdays. Don't Tell a Whopper on Fridays! Don't Fall Apart on Saturdays! Don't Be a Menace on Sundays!* Landmark Editions Inc. 1988.

This popular series of entertaining handbooks for children offers practical approaches and effective techniques to help young people deal with stress, self-esteem, anger, grief, lying, divorce, and anti-violence.

Games

Stress Bingo for Adults and Teens.

Explores external stressors, internal stressors, physical symptoms, motional/behavioral systems and stress relievers.

Stop, Relax, and Think. Available in Game, Workbook, Scriptbook, or Card Game.

This collection teaches children relaxation skills, expression of feelings, and problem-solving as both a diagnostic and a treatment tool.

Multimedia

De Anda, Dr. Diana. *Stress Management for Adolescents*. Available in a Program Guide, CD, and Student Manual.

Cognitive approach to understanding and coping with stress. The Program Guide has scripted sessions, handouts, evaluation forms, and a Scanning Relaxation CD. Student Manual has numerous stress reduction exercises, worksheets, and motivational activities.

Delamarter, Highstein, and Mehling. *Magic Island: Relaxation for Kids*. CASSETTE.

Help your children learn to relax. With a background of beautiful music, this tape tells the story of a journey by hot air balloon to a magic island. The guided imagery helps to quiet the mind, soothe the emotions, and expand the imagination.

Marlo Thomas and Friends. *Free to Be You and Me*. Free To Be Productions. DVD 1974.

This unique, highly acclaimed entertainment is a journey into the endless possibilities of life, rich with positive, life-enhancing messages about growth and change. In a series of live action and animation, positive messages of self-esteem are illustrated through songs, stories, and laughter.

Self Esteem Workout for Teenage Girls. Envision Video Productions. VHS.

Filled with music, special effects, and more than 30 different exercises that help girls from middle through high school-age develop a strong sense of self.

The Road to Relaxation Volume I, II, III. AUDIO.

Three Audiotape Collections – each uses the latest guided imagery and visualization techniques, deep breathing and progressive muscle relaxation. *Daydreams* takes you to peaceful places and relaxing retreats; *Mini-Meditations* un-clutters your mind and focuses on refreshing journeys and healthy choices; *Stress Breaks* offers tension relief when your mind, body, and spirit send you signals to slow down.

Section 3

Identification and Assessment of Refugee Students' Language Proficiency and Level of Former Schooling

This chapter contains useful information regarding both formal and informal assessments and how they can help the counselor to place and/or monitor students.

These questions are hyperlinked. Click on the question and it will take you to the answer in the following chapter.

1. [Who is an English Learner?](#)
2. [What are the criteria for identifying English Learners?](#)
3. [What are the different levels for English Learners?](#)
4. [What is a Welcome Center and what does it offer?](#)
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6. [What tools can I use to determine refugee students' level of former schooling?](#)
7. [What are the requirements for measuring yearly growth of ELL students?](#)
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9. [What are the state testing requirements for English Language Learner students in Minnesota?](#)
10. [Are English Learners able to take college admissions tests other than the American College Test \(ACT\) and/or Scholastic Assessment Test \(SAT\)?](#)
11. [What are some other resources high school counselors can consult?](#)

Section 3

Identification and Assessment of Refugee Students' Language Proficiency and Level of Former Schooling

An important step in working with **English Learners** and **Refugee Students** is *identifying student needs by assessing their English language proficiency and academic skill levels*. Assessment is a necessary step before, during and after their placement and should take place in many forms and variations. This chapter contains useful information regarding both formal and informal assessments and how they can help the counselor to place and/or monitor students.

Who is an English Learner?

The term “English Learner” refers to students:

- Whose first language is *not* English.
- Who are just beginning to learn English—in federal legislation these students are referred to as **Limited English Proficient (LEP)**.
- Who have already developed considerable proficiency.

Note: ELL is now being replaced with EL (i.e., English Learners is the term that is now being used when referring to students learning English as a second language). In this document, both terms are used interchangeably, and whenever possible, the term English Learners is used.

The term ELL further accentuates the fact that in addition to meeting all the academic challenges that face their monolingual peers, these students are mastering another language ([Center for Equity and Excellence in Education](http://ceee.gwu.edu/ELLS/ELLS.html), 2009 <http://ceee.gwu.edu/ELLS/ELLS.html>).

What are the criteria for identifying English Learners?

When a student initially enrolls in the school district, it is important to identify the primary language of the student. This is true for each and every student. It goes without saying that the appearance of the student should not determine whether or not he or she is screened for primary language. Likewise, how the student sounds in English should not determine whether or not he or she is screened for primary language.

In Minnesota, districts must establish identification criteria and procedures as the first step in serving ELLs. Initial identification consists of two parts:

1. Determining *the primary language of the student* using a home language questionnaire.
2. Determining the *student's proficiency in English* based on developmentally appropriate measures. (Refer to your district's policy/procedures manual and/or ask the district program coordinator for more details on how your district identifies ELL).

- ✓ **In order to ensure that each and every non-native speaker of English is correctly identified, the district should have all new students fill out a home language questionnaire.**

Districts may choose to create their own questionnaire or you may view [exemplars provided in 13 languages](http://education.state.mn.us/mde/Learning_Support/English_Language_Learners/Communication_With_Parents/index.html) on the Minnesota Department of Education Website (http://education.state.mn.us/mde/Learning_Support/English_Language_Learners/Communication_With_Parents/index.html).

The Home Language Questionnaire determines if a student:

- First learned a language other than English.
- Comes from a non-English speaking home.
- Usually speaks a language other than English.

A student who possesses one or more of the attributes above is considered to have a primary language other than English. The home language questionnaire should be placed in the *cumulative folder* of each student. In general, the home language does not change. However, if an error occurred upon initial enrollment, every effort should be made to ascertain the correct home language background of the student.

**Once the primary language is ascertained,
English language proficiency should be determined next.**

Identification is determined by developmentally appropriate measures and practices. It should **not** be influenced by:

- Type of program model at a given school.
- The number of qualified ESL personnel.
- Whether or not a student generates special Limited English Proficient (LEP) funding for a given school year.

For more information on ELL identification, contact the English Language Learner Division at the Minnesota Department of Education at 651-582-8579 or [visit the ELL Website](http://education.state.mn.us/MDE/Learning_Support/English_Language_Learners/index.html) (http://education.state.mn.us/MDE/Learning_Support/English_Language_Learners/index.html).

Keep in mind that identification procedures developed by the district must include students who are new to the system and those who continue in the school system from year to year. Procedures and criteria developed by the district for identification of ELs may be different at the various grade levels or ages of students. For example, identification criteria for kindergarten ELLs may look very different from identification criteria for 12th grade ELs.

What are the different levels for English Learners?

When determining placement of students, districts will assess the language proficiency and academic background knowledge of students. When assessing proficiency, many districts will use a range from Level 1 (Beginner) to Level 5 (Advanced).

Below is a list and description of ELL levels used in Minnesota. It is important to note that proficiency in English (or lack thereof) does not coincide with a student's background content knowledge.

English Language Proficiency Levels

Level 1-2: Beginning/Preproduction

Range from having no English to demonstrating a minimal understanding and use of English.

- ✓ Comprehension is limited to simple language containing mostly high-frequency vocabulary and simple grammatical patterns.
- ✓ Derive a great deal of meaning from the context and nonverbal cues that accompany any English input, and **benefit from repetition, rephrasing and a slower rate of speech.**
- ✓ Can express *basic personal needs*. They tend to communicate about very familiar topics based on personal experience.
- ✓ Errors are frequent, expected and characteristic of language production at this stage.

With appropriate instructional strategies and scaffolding of materials, beginning ELLs can learn age-appropriate academic content in English through instruction using sheltered English techniques and/or bilingual education.

Level 3: Intermediate

Can comprehend short conversations and simple written narratives in familiar contexts.

- ✓ The student is able to demonstrate academic knowledge in content areas *with assistance*.
- ✓ Many errors still occur, some of which interfere with *meaning*.

With appropriate instructional strategies and scaffolding of materials, intermediate ELLs can learn age-appropriate academic content in English through instruction using sheltered English techniques.

Level 4: Advanced Intermediate

Understands most of speech delivered in authentic settings with some repetition or rephrasing.

- ✓ The student continues to acquire reading and writing skills in content areas needed to achieve grade level expectations with assistance.

With appropriate instructional strategies and scaffolding of materials, these learners are able to master a great deal of grade-level academic content.

Level 5: Transitional

Still benefit from ELL support, yet understand most standard speech and writing in a variety of settings.

- ✓ Near fluency in speaking and writing in the content areas.
- ✓ Errors generally do not interfere with meaning.

With appropriate instructional strategies and scaffolding of materials, transitional ELLs can learn age-appropriate academic content in English.

[Read more about levels on the MDE Website](#)

(<http://education.state.mn.us/mdeprod/groups/EnglishLang/documents/Publication/007389.pdf>) or visit [the U.S. Department of Education](http://www.ed.gov/about/offices/list/ocr/ell/index.html) (<http://www.ed.gov/about/offices/list/ocr/ell/index.html>).

What are some initial language proficiency assessments for EL students?

The following is a list of the most common formal assessments used to determine eligibility for EL services. Consult your local district to see which assessment they use.

- **IDEA-Oral Language Proficiency Test (IPT English); K-12 and IDEA Reading and Writing (IPT R/W); 2-12**
 - ✓ One of six levels.
 - ✓ Each level has 14 items each concentrating on a different aspect of language.
 - ✓ Includes separate instruments for assessing oral language, reading, and writing at the preschool, elementary and secondary levels.

- **Language Assessment Scales - Oral (Pre-LAS-O English); PreK-1, Language Assessment Scales - Oral (LAS-O English); 1-12**
 - ✓ Assesses four primary language subsystems: *phonemic, lexical, syntactical and pragmatic*.

- **Language Assessment Scales - Reading and Writing (LAS-R/W English); 2-12**
 - ✓ The test assesses *vocabulary, fluency, reading comprehension, and mechanics* through objective usage of selected-response items.
 - ✓ Writing is evaluated directly.
 - ✓ Assessments offer fully integrated measurement of all four language areas: *listening, speaking, reading and writing*.

- **Minnesota Student Oral Language Observation Matrix (MN-SOLOM); K-12**
 - ✓ Functions as a rubric on which teachers evaluate *listening and speaking skills* for ELL students.

What is a Welcome Center and what does it offer?

Some school districts have Welcome Centers or Registration Centers where they send students and their families to start the enrollment process. These Welcome Centers can be very helpful when working with ELL student as they are *equipped to test students in high school, middle and elementary school*, eliminating multiple trips for families. After testing, student's information is forwarded to the student's school to help in the placement of the student. Welcome centers offer newcomer families a place to:

- ✓ Learn more about the school system, rules, procedures and expectations.
- ✓ Get tested and placed into classes.

- ✓ Find out about opportunities for English classes for the family/adults.
- ✓ Meet other newcomer families and develop a network of support.

A big advantage of a Welcome Center is that they provide services for the whole family. They often have interpreters available and provide information on the immunizations required for school; offer community resources such as medical assistance, food shelves and local support groups; and, in some cases, can help with transcript conversion.

What are some informal English Learner assessments in writing, reading and math?

After assessing the student's oral language proficiency, it is important to assess academic background knowledge. If your district does not formally assess newcomer students in content areas, you will need to use **informal assessments**. If there are no EL classes at the school, teachers will need to modify curriculum to meet the needs of those students.

When working with an EL student for the first time in a school it is important to understand the difference between day-to-day social language and academic language. EL students often have very good **Basic Interpersonal Communication Skills (BICS)** to help them get around on the playground and on the school bus, but even if they seem like they are doing alright to the average person, it is important to *look at the overall situation before assuming they will not need specialized instruction*.

Another issue important to remember is the student's social and emotional needs. Since their language, culture and possibly their skin color will be new to the school, the counselor will need to make sure the student will be treated with respect and dignity. The counselor will need to be an important advocate for the student. The counselor may want to consult with other counselors for ideas and support.

Writing

One way to assess the student's writing skills is through writing a response to a simple question, given the student has ample time to respond to the question and collect the response. An ELL teacher (or English teacher if there is no ELL staff available) can review the writing to help with placement. Below are some examples of questions to use:

- ✓ Tell me about your home country and what it is like to live there.
- ✓ What is your favorite sport and why?
- ✓ Who is a person you like and why?
- ✓ Tell me about your first day in the United States.

It would be important to try to get at least three or four sentences from the student, but there will probably be no reason to exceed a full page. Almost any question will work to get a writing sample, but the language would need to be simple and concern should be taken regarding *sensitive issues, such as death or family* given some refugee experiences.

Reading

If there are not standardized reading assessments available when a student starts, use any texts or writing examples you have available. If the student's ability is completely unknown, start with simple words for them to read, such as the cover of school materials or newspapers. As a student progresses, they can read aloud from either grade appropriate literature or textbooks.

Math

Many students who have had limited formal schooling might struggle not only with language but also with math. Some ELL students might fall in this category. Other ELL students will excel with math and need to be placed in higher levels. Some students may need a more remedial class in math, below even the Pre-Algebra concepts. More times than not, Geometry or Integrated Math are classes that ELL students will struggle with due to the reading and vocabulary issues related to those classes. Here are some general questions to ask a student about math:

- ✓ Do you like mathematics?
- ✓ Did you study mathematics in your country?
- ✓ How do you do division in your country?
- ✓ Did you study algebra in your country?
- ✓ Did you study geometry in your country?
- ✓ Would you like to show me what you know in math?
- ✓ Could you please do some of these math problems for me, so I can see what you know and what you don't know, so we can place you in the right math course?

What tools can I use to determine refugee students' level of former schooling?

Determining the level of formal schooling for a refugee student can provide very critical information. Some beginning English language learners might come with a strong academic background in their native country; they will be able to apply their knowledge of literature, math, science, geography and history while they are learning English. Students from interrupted former schooling will have a disrupted history of learning due to different life circumstances. Some come to the U.S. schools with little or disrupted schooling.

A refugee Student Interrupted Schooling Questionnaire has been adapted from the **New York Department of Education** (NYDE). For a snapshot of a student's educational history, **Part 3: Educational History of Formal School Experiences** is used. See page 64 to view this Questionnaire. See the appendix for a **diagnostic assessment tool of math skills** and an **enrollment questionnaire**, courtesy of the Anoka-Hennepin school district.

Best practices of research on English Learner recommend determining not only the level of English language proficiency, but also the level of formal schooling.

What are the requirements for measuring yearly growth of ELL students?

Each year, English Language Learner students are evaluated to measure their growth and determine movement and/or placement within the school's **English Language Learner (ELL)** program. The state tests used to measure yearly growth for English Language Learners are the **Test of Emerging Academic English (TEAE)** and the **Student Oral Language Observation Matrix (SOLOM)**.

Test of Emerging Academic English

The TEAE is a paper/pencil reading and writing test for students who have been identified as *English language learners (ELL) in grades 3-12*. The reading test begins with a picture prompt, and then moves to short and long narratives. The test ends with one or two expository passages. Each reading test has a theme and characters that appear throughout the passages. The writing test contains one prompt that includes a picture and another one written out in words. Trained scorers use the same rubric to rate student writing for all test forms.

Minnesota Student Oral Language Observation Matrix

The MN SOLOM is a listening and speaking checklist for *English Language Learners in grades K – 12* that the teacher uses to assess a student's English listening and speaking skills. Teachers rate their students in the areas of social and academic comprehension using **Basic Interpersonal Communication Skills (BICS)** and **Cognitive Academic Language Proficiency (CALP)**, measuring fluency, vocabulary, pronunciation and grammar.

These assessments along with other formal assessments (e.g., grades) and informal assessments (e.g., classroom observation) are used to determine an English Language Learner student's level placement for the school year. For more information on the [TEAE and SOLOM](http://education.state.mn.us/MDE/Accountability_Programs/%20Assessment_and_Testing/Assessments/ELL_Tests/index.html) visit the Minnesota Department of Education Website (http://education.state.mn.us/MDE/Accountability_Programs/%20Assessment_and_Testing/Assessments/ELL_Tests/index.html).

When considering level placement it is important to remain focused on the English Language Learner student's abilities and not their effort, motivation or work habits. English Language Learners are not immune to struggles with motivation, effort and work habits. If these are areas of concern, they need to be addressed in the same way they would be addressed with a mainstream student. They should not be factored into the decision of level placement when the student has demonstrated ability.

What happens when an ELL student no longer seems to need ELL services and/or support?

It is the school district that determines if a student requires continued English Language Learner services based on a variety of measures. These should include teacher recommendations, parental input, and assessments in speaking, listening, reading and writing. When considering whether a student is ready to exit the English Language Learner program, it is important to ask the following question to guide the *next steps in gathering and analyzing data* to make the best decision for the student:

Will this student be able to perform in the mainstream setting without barriers caused by limited English proficiency?

Source: Minnesota Department of Education: English Language Learner program guidelines: Identification and Program Basics.

Information used to determine whether or not a student is ready to move to the transition level of the English Language Learner program is the *same information that is used in determining movement through all English Language Learner levels*. Staff would evaluate a student's performance using the TEAE, SOLOM, Minnesota Comprehensive Assessment/GRAD or MTELL results (depending on grade level), and information about the student's classroom performance. If this data supports a move to transition status, the student will receive no direct English Language Learner support for one year.

Designated staff will monitor grades, test scores and gather information from teachers regarding the student's performance in the classroom. If the student begins to struggle, they can be quickly moved into more direct ELL support. If the student is successful at the transition level, they can move to **monitor status**. Under **monitor status**, English Language Learner or other designated staff, follow up on the students, checking on their grades and state tests for two years. Once a student has successfully completed these levels, they can be exited from the English Language Learner program.

What are the state testing requirements for English Language Learner students in Minnesota?

English Language Learners must demonstrate the same level of proficiency as every other student unless they have been in the country for less than four years. Consult with your district's English Language Learner coordinator as well as the building or district's testing coordinator to determine if a specific English Language Learner student is exempt from state testing.

If a student *is not exempt*, they will need to take the **Minnesota Comprehensive Assessment (MCA)/GRAD** reading and writing tests and either the Minnesota Comprehensive Assessment (MCA)/GRAD math test or **Mathematics Test for English Language Learners (MTELL)** in order to earn their high school diploma.

The **Minnesota Comprehensive Assessment (MCA)/GRAD** reading, writing and math tests are typically paper/pencil, and the **The Mathematics Test for English Language Learners (MTELL)** is a computer-delivered mathematics test.

Mathematics Test for English Language Learners

- ✓ Uses simplified English that reduces the impact of language on a student's mathematics performance.
- ✓ Uses pictures and diagrams help students understand the language in the test items.
- ✓ Assesses the same grade level academic standards as the Minnesota Comprehensive Assessment-IIs.

[Sample items for both the MCA/GRAD tests and MTELL can be found on the Minnesota Department of Education Website](http://education.state.mn.us/MDE/Accountability_Programs/Assessment_and_Testing/Assessments/ELL_Tests/ELL_Item_Samplers/index.html)

(http://education.state.mn.us/MDE/Accountability_Programs/Assessment_and_Testing/Assessments/ELL_Tests/ELL_Item_Samplers/index.html).

Are English Learners able to take college admissions tests other than the American College Test (ACT) and/or Scholastic Assessment Test (SAT)?

Students who identify *English as their second language* are eligible for **alternate forms of college admissions testing**. The following is a list of college admissions tests that are available, but it is not exhaustive. **Students interested in attending a postsecondary institution should be advised to talk to specific college admissions offices to see what assessment tool each school accepts.**

Test of English as a Foreign Language (TOEFL)

Measures a student's ability to communicate in English at the college and university level. It is widely accepted by institutions across the world and can be taken either with paper and/or pencil or on the computer. [Visit the ETS Website for more info](http://www.ets.org) (www.ets.org).

Michigan English Language Assessment Battery (MELAB)

The MELAB evaluates proficiency in understanding, writing and speaking the English language. It is designed for adults whose first language is not English, and is often used as a university admission criterion to judge whether applicants are sufficiently fluent to follow an English-language study program at the university level. [Visit the University of Michigan Website to learn more](http://www.lsa.umich.edu) (www.lsa.umich.edu).

What are some other resources high school counselors can consult?

[Center for Excellence in Equity Education](http://ceee.gwu.edu/ELLS/ELLS.html) (<http://ceee.gwu.edu/ELLS/ELLS.html>).

Addresses issues related to student populations who come from culturally and linguistically diverse backgrounds.

[Colorin Colorado](http://www.ColorinColorado.org) (<http://www.ColorinColorado.org>).

Information about making welcoming classrooms for English Language Learners, in both English and Spanish. There are a number of recommended readings to look at for further information along with a glossary and a special section for educators.

[Assessment and Accountability for Recently Arrived and Former Limited English Proficient \(LEP\) Students](http://www.ed.gov/policy/elsec/guid/lepguidance.doc) (<http://www.ed.gov/policy/elsec/guid/lepguidance.doc>).

Guidance on regulations regarding assessment and accountability for recently arrived and former limited English proficient (LEP) students.

[Educating English Language Learners: Understanding and Using Assessment](http://www.nclr.org/files/32971_file_Eng_Lang_Learners_Assessment_Guide.pdf) (http://www.nclr.org/files/32971_file_Eng_Lang_Learners_Assessment_Guide.pdf).

This guide provides information in developing effective assessment programs for schools serving English Learners.

[The ELL Companion to Reducing Bias in Special Education Evaluation](http://education.state.mn.us/mde/Learning_Support/Special_Education/Evaluation_Program_Planning_Supports/Cultural_Linguistic_Diversity/ELL_Companion_Manual/index.html) (http://education.state.mn.us/mde/Learning_Support/Special_Education/Evaluation_Program_Planning_Supports/Cultural_Linguistic_Diversity/ELL_Companion_Manual/index.html).

Guide developed by the Minnesota Department of Education to help Minnesota educators minimize bias when evaluating students who are English Language Learners.

[Serving Refugee Students: Case Studies of Somali, Bosnian and Liberian Students in Minnesota Schools](http://education.state.mn.us/MDE/Learning_Support/English_Language_Learners/Resources/002177) (http://education.state.mn.us/MDE/Learning_Support/English_Language_Learners/Resources/002177).

Case studies provided by the Minnesota Department of Education.

Section 4

Placement and Scheduling Models

This chapter contains information about *placement and scheduling* of refugee students. For many refugee students, a U.S. high school is a complicated maze to navigate which makes the job of a high school counselor that much more important.

These questions are hyperlinked. Click on the question and it will take you to the answer in the following chapter.

1. [What's the difference between English Language Learner placement and scheduling?](#)
2. [What are some factors to consider when creating scheduling models?](#)
3. [What are some questions students may have for counselors regarding their graduation plans and grade level?](#)
4. [Can students who turn 21 before the fall of their senior year return to school to complete their course work to graduate?](#)
5. [What if our district has limited resources and does not offer English Language Learner classes?](#)
6. [What if English Language Learner students have religious conflicts with classes they are assigned?](#)
7. [What if parents do not want their daughters/sons to receive ELL services?](#)
8. [Can ELL students be exempted from taking/passing state tests?](#)
9. [Are there resources available to help students pass the Minnesota GRAD Tests?](#)

Section 4

Placement and Scheduling Models

This chapter contains information about *placement and scheduling* of refugee students. For many refugee students, a U.S. high school is a complicated maze to navigate which makes the job of a high school counselor that much more important.

School counselors are partners in the refugee student's academic success and should be holistic in their approach to helping students achieve academic success. They often become mentors to newcomers—a valuable relationship to a student who is new to the U.S. Counselors can help refugee students not only with scheduling of classes, but also in navigation of the U.S. high school system.

Each person has the right to understand the full magnitude and meaning of his or her educational choices and how those choices will affect future opportunities. [Ethical Standards for School Counselors]

-- American School Counselors Association

Scheduling is one of the most important and critical functions of a high school counselor.

Placement of English Language Learner students and developing appropriate class schedules is ever more important since the **No Child Left Behind Act** was signed into law in 2002. Providing a fair and equitable education for **ALL** students can be viewed as a civil rights issue.

All school counselors have a responsibility to educate refugee students and their parent(s) or guardian(s) about the requirements for graduation. The students *and their parents* have to be involved in the process of selecting courses leading students to graduation and preparation for postsecondary options. Refugee students and their families left their countries to come to America full of hopes and dreams to improve the condition of their lives. It is also important to remember that access to the families may be difficult due to evening or night work shifts or general discomfort with the system.

Every effort should be made to offer options for the families. A family night with foods native to the various cultures represented in the school can be very effective in attracting families to the school. In a program like this, all families from school can be invited. The counselor can check to see if an activity like this can be funded from the school or community sources, such as a local restaurant(s). [Visit the school Counselor Website for more ideas \(http://www.schoolcounselor.org\)](http://www.schoolcounselor.org).

What’s the difference between English Language Learner placement and scheduling?

The philosophy of the ELL departments is to advocate for the teaching of second language through, not prior to academic content.

–St. Paul Public Schools

Being a refugee student does not automatically make one an English Language Learner.

A proper assessment needs to take place to verify if the student needs English language support. English Language Learner services are to be provided by the district. The English Language Learner Placement is the process to determine *if an English Language Learner student is eligible for English Language Learner services.*

Determining eligibility is a process consisting of many steps. The previous section in this document, titled **Identification of English Language Learners**, explains that process.

Districts with a well-established English Language Learner population **have a placement welcoming center**, ask parents and/or to **complete a Home Language**

Questionnaire, and **assess students** to determine whether he/she is an English Language Learner or not.

[View the Home Language Questionnaire](http://www.ell.spps.org/sites/f6151329-e58b-4abc-8e3f3005439078c7/uploads/ELL_Handbook_Eligibility___Services.pdf) (chapter, “Eligibility”) from the St. Paul Public Schools’ English Language Learner Handbook (http://www.ell.spps.org/sites/f6151329-e58b-4abc-8e3f3005439078c7/uploads/ELL_Handbook_Eligibility___Services.pdf)

[Additional information on ELL student eligibility can be found on the Rochester Public Schools Website](http://www.rochester.k12.mn.us/se3bin/clientgenie.cgi) (<http://www.rochester.k12.mn.us/se3bin/clientgenie.cgi>).

Example: Rochester Public Schools

In the Rochester Public Schools District Office, there is a Placement Office located in the same building as the Registration and Record office. Staff in this office assesses and determines the level of English proficiency. The initial assessment is used as a starting place for each student’s English Language Learner level. School counselors are not involved in the process of assessment and placement of refugee students who are non-English speakers.

- ✓ **Counselors register English Learners into the level that is recommended by the teachers.**

Other districts may do assessments on site. Counselors should develop a system that fits the needs of the school and gives as accurate a placement as possible. Placement also includes reviewing whatever assessments were used to determine language abilities of the student. Many well-established districts use the Language Assessment Scales (LAS). Counselors need to become familiar with the LAS assessment and/or other assessments used in their districts.

Sometimes a student's English Language Learner Level placement is based on slim margins from LAS assessment results. For example, if a student who missed only one correct response on the Language Assessment Scales and may be one point from reaching English Language Learner Level 3 is instead offered the English Language Learner Level 2 course schedule.

Level 1 and 2 English Learners have limited time to complete their high school course work.

- It's critically important to keep this time constraint in mind to ensure students are afforded the opportunity to graduate in a timely fashion; however, the importance of placing the students in the correct level should remain in focus.
- Without proper placement (matching the student's actual language abilities with the course level) and support, students fail the course(s). Frustration is the end result for both student and teachers.
- Diligent attention is critically important when considering placement level of English Language Learners and subsequent courses.

Assessments

Scheduling classes follows assessment results. Counselors should work with students and parents/guardians to develop the most appropriate class schedule for each student. Assessment results provide one component of the scheduling process with the opportunity to revisit the schedule created once teachers have had the opportunity to assess the student's abilities.

English Language Learner students may be misplaced in the original schedule or progressing faster or slower than their peers.

- ✓ **Counselors should check regularly with teachers and students to be sure the student is correctly placed in the appropriate classes and is receiving instructional support.**

[See English Language Learner Secondary Handbook](http://www.ell.spps.org/sites/f6151329-e58b-4abc-8e3f-3005439078c7/uploads/ELL_Handbook_Secondary_Guidelines.pdf) (http://www.ell.spps.org/sites/f6151329-e58b-4abc-8e3f-3005439078c7/uploads/ELL_Handbook_Secondary_Guidelines.pdf).

Philosophy

The philosophy of English Language Learner departments is to advocate for the teaching of second language through, not prior to, academic content. Sample graduation pathways can be found in English Language Learner Handbook Secondary Guidelines.

[See English Language Learner Secondary Handbook](http://www.ell.spps.org/sites/f6151329-e58b-4abc-8e3f-3005439078c7/uploads/ELL_Handbook_Secondary_Guidelines.pdf) (http://www.ell.spps.org/sites/f6151329-e58b-4abc-8e3f-3005439078c7/uploads/ELL_Handbook_Secondary_Guidelines.pdf).

What are some factors to consider when creating scheduling models?

Once the schedule is completed, it's a good time for a school counselor to help the student map out an **individual graduation plan**. This includes these important tasks:

- Explicitly informing the students of the *graduation requirements*.
- Making sure the student understands that everyone progresses at different rates, and her/his *progress toward graduation has to be regularly checked and adjusted*.

Some may feel pressure from the family to graduate as soon as possible to start earning money, but a *long-term view needs to be stressed when meeting with the students*. They need to understand that it is better to take more time now and get the needed skills than it is to take remedial courses in college. The student needs to be reminded that the goal upon completion of high school is that they are ready for entrance into a postsecondary institution.

English Language Learner students need to be involved in choosing the right classes so that they are appropriately challenged and are moving towards meeting career goals. Resources to help students identify career pathways and courses needed to take for each pathway are included in later sections of this handbook.

In summary, most placement decisions are based on various assessments. Remember that the English Language Learner student who is 18 years old and in formal education for the first time in her/his life may not follow a typical graduation pathway. Flexibility by the school and close monitoring by the counselor are essential in these cases. View sample pathways in the Appendix.

What are some questions students may have for counselors regarding their graduation plans and grade level?

Q. What do I need to do to graduate from high school?

In Rochester Public Schools, students can earn 6-7 credits a year and each class is worth .5 credits. Students need a total of 24 credits to graduate.

Total number of credits students need to graduate varies from school district, however all students graduating from Minnesota high school are required to pass three state tests in reading, mathematics and writing. School counselor will be familiar with the particular credits requirements and totals for that particular district.

English Learners. Depending on rules established by the Minnesota Legislature, English Learners may be exempt from the Minnesota GRAD, in some cases, for up to 4 years. This needs to be confirmed with the district and school test coordinator.

Students must pass (exceptions may be applicable to students with an IEP or a 504 accommodations plan):

- GRAD Writing (grade 9)
- GRAD Reading (Grade 10)
- GRAD Math (grade 11)

Q. How do I earn credit?

In Rochester Public Schools, students can earn credit by passing the class with a grade of A, B, C, D, or P (pass). Students can test out of a certain subject area such as Spanish, Latin, French, German, English, History, Mathematics, Reading, Physical Education and Science. This is very beneficial option for our Spanish-speaking students. Students are able to earn up to four years' worth of Spanish credits. The credits help move them toward graduation. Again, counselors will be familiar with what is required of their individual school districts.

Q. Why do I have to take the English Language Learner class?

The English Language Learner program is for students whose home language is not English. The goal of the program is to help the students achieve success both in their ability to use the English language and in their academic coursework. Various kinds of assistance is available in Rochester, including a full-day intensive English program in the Newcomer Centers as well as service at the home school.

Q. Will English Language Learner classes prepare me for college?

English Language Learner classes help students build their English skills in reading and writing so that they can be successful in the regular mainstreamed English classes, which, in turn, prepares English Language Learner students for college. Counselors need to provide **College and Career resources** to help English Language Learner students understand the world of postsecondary options as well as the world of work.

Excellent resources can be found in the **Postsecondary Resources and Career Investigation** section of this handbook. Counselors also need to provide resources helping English Language Learner students navigate lifestyle choices and the costs of maintaining them.

[View the ISEEK Website](http://www.iseek.org) (ISEEK.org) and [explore the Minnesota Careers Website](http://www.mnccareers.org) (<http://www.iseek.org/mnccareers>) for career related resources.

Q. What comes first: student's age or grade level?

When considering the most appropriate schedule for English Language Learners, counselors need to consider *the English skill abilities of each learner*.

- ✓ Students need to be placed in an appropriate level of class matching her/his abilities.
- ✓ The counselor needs to get involved and follow the emotional and academic progress of the student.

If the student is placed in a class beyond her/his abilities because the biological age doesn't match the grade level, frustration and failure may occur. When a student is brand new to the English language and a formal school setting, it can take many years to catch up to a native speaker.

Counselors within school districts across the state need to consider their own resources and make decisions in the best interests of helping English Language Learners achieve academic mastery in a timely fashion. Some methods of achieving this are summer school, on-line learning and extended day and weekend classes.

As a general guideline, remember the role of the school counselors is to advocate for students and their academic achievement while simultaneously collaborating with their teaching colleagues. Sometimes this may mean placing English Language Learner students in grade levels above and below their biological age.

Monitoring emotional and academic progress in either setting is critically important regarding both the English Language Learners and mainstream students.

[English Language Learner Handbook Secondary Guidelines](http://www.ell.spps.org/sites/f6151329-e58b-4abc-8e3f-3005439078c7/uploads/ELL_Handbook_Secondary_Guidelines.pdf)

(http://www.ell.spps.org/sites/f6151329-e58b-4abc-8e3f-3005439078c7/uploads/ELL_Handbook_Secondary_Guidelines.pdf).

Q. Why am I classified as a 9th grader when I am 17 years old?

Most school districts identify student's grade level by the number of credits they have earned, not by the number of years they have attended high school. In the student's home country, grade-level placements were probably done differently, so it is important for the counselor to make sure the students understand clearly how this is done.

Some necessary steps for the counselor to take include:

- Explain the process thoroughly to the student with the help of a translator.
- Meet regularly with the students, both individually and in classroom presentations, to remind them of this process.
- Repeat and make sure the student fully understands.

The credit system used in U.S. high schools may be confusing for students. Being aware of the fact there are different educational systems around the world will help you answer students' questions with understanding.

It may seem that the student understands what the counselor is saying, but it is important to thoroughly check that this is indeed the case. This will help clear up misunderstandings about credits and graduation early on in the high school system. It might be necessary to define *what constitutes checking for understanding*, since it goes beyond asking, “Do you understand?” Making sure requires asking students questions that require knowledgeable answers as evidence the student does or does not understand. Be clear and check for understanding in the beginning, when a student enters the school and during their first couple of years. *This can prevent problems later on.*

Credit Calculation

Each district will have credit definitions of what is required for each grade. Here is a sample:

Grade 9	0-4.5 credits
Grade 10	5-10.5 credits
Grade 11	11-16.5 credits
Grade 12	17+ credits

Can students who turn 21 before the fall of their senior year return to school to complete their course work to graduate?

Minnesota Statutes § 124D.02 School Board Powers; **Enrollment.**
Subdivision 2. **Secondary School Programs**, states:

The board may permit a person who is over the age of 21 or who has graduated from high school to enroll in a class or program at a secondary school if there is space available.

In determining if there is space available, public school students eligible for free enrollment under section 120A.20, subdivision 1, and shared-time students shall be given priority over students seeking enrollment pursuant to this subdivision, and students returning to complete a regular course of study shall be given priority over other students seeking enrollment pursuant to this subdivision.

The following are **not** prerequisites for enrollment:

- Residency in the school district.
- United States citizenship.
- High school diploma or equivalency certificate for a person over the age of 21.

A person may enroll in a class or program even if that person attends evening school, an adult or continuing education, or a postsecondary educational program or institution.

Subdivision.3. Counting pupils.

A district may not count a person enrolled pursuant to subdivision 2 as a pupil unit or a pupil in average daily membership for the purpose of receiving any state aid.

[Read the full statute text at the Minnesota Office of the Revisor of Statutes Website](https://www.revisor.leg.state.mn.us/statutes/?id=124D.02)
(<https://www.revisor.leg.state.mn.us/statutes/?id=124D.02>).

Example: Rochester Public Schools

- ✓ Allows 21-year-old students to return if they can finish their course work in one year or less, although the schools do not receive funding for the students.

Other districts

- ✓ It is up to the discretion of the principal and the teachers if a student is allowed to stay beyond age 21.

It is important to establish **consistent criteria** which can be applied evenly and fairly to all students. Examples of criteria used for these types of decisions are:

- Student motivation.
- Attendance record.
- Ability to finish within a year.

“There is no more diverse learning cohort than that grouped under the term “adolescent English language learner.”

Judith Rance-Roney

The best option for the students may be to stay in the K-12 system, if at all possible. The Adult Education options should also be explored and the counselor needs to meet with the student, family and teachers to determine the best placement. The counselor can facilitate a meeting like this in a way that allows the student and family plenty of time to consider all the available options.

What if our district has limited resources and does not offer English Language Learner classes?

A district with limited resources that does not offer English Language Learner classes needs to develop collaboration among staff on how to best serve the needs of English Language Learners. Several models of collaboration can be found by consulting Saint Paul’s English Language Learner Handbook.

[English Language Learner Handbook Secondary Guidelines](http://www.ell.spps.org/sites/f6151329-e58b-4abc-8e3f3005439078c7/uploads/ELL_Handbook_Secondary_Guidelines.pdf)

(http://www.ell.spps.org/sites/f6151329-e58b-4abc-8e3f3005439078c7/uploads/ELL_Handbook_Secondary_Guidelines.pdf).

As Judith Rance-Roney states in her article, *Best Practices for Adolescent ELLs*, “There is no more diverse learning cohort than that grouped under the term adolescent English language learner.” Counselors need to *take time to get to know these students as the individuals they are*. Developing trusting relationships helps make changes in student’s course schedules more accepting as new information is gathered from teachers, tests and classroom observations.

Recommended Questions for Counselors to Ask to Provide Quality Education for English Learners

- Do educators in your school assume shared responsibility for the achievement of English language learners?
- Does your school provide a curriculum (instructional practices) that promotes the language development of English learners as well as their academic needs?
- Does your district integrate English learners who are recent immigrants with the general school population, segregate them in self-contained classrooms or schools, or find a middle ground?
- Has your school explored ways to use all available time in English language learners' school day for effective instruction—including the idea of implementing flexible student pathways? (Extend the school year or day, night and weekend classes or extend the number of years for an English learner to earn their high school diploma.)
- Does your school maintain (and make easily available to teachers and other key personnel) records of **individual** English language learners' linguistic and academic history and ongoing progress?

Judith Rance-Roney
Best Practices for Adolescent ELLs

What if English Language Learner students have religious conflicts with classes they are assigned?

Where possible, counselors need to help facilitate solutions in cases where both the religious concerns and the need for English Language Learner students to meet state standards for graduation can be achieved. The individual student needs must be respected and met if possible. If necessary, these types of decisions may need to be made by higher levels in the district such as the school board or district legal counsel. In these areas, the counselor must be careful to be supportive of the students and to get as many people involved in these decisions as possible.

What if parents do not want their daughters/sons to receive ELL services?

Parents do have the right to refuse English Language Learner services. Well-established school districts have copies of Refusal Forms. Counselors need to keep a copy of these signed forms.

Can ELL students be exempted from taking/passing state tests?

Yes. For up-to-date exemptions, be sure to contact the district and school test coordinators.

See [English Language Learner Secondary Handbook](http://www.ell.spps.org/sites/f6151329-e58b-4abc-8e3f-3005439078c7/uploads/ELL_Handbook_Testing.pdf) (http://www.ell.spps.org/sites/f6151329-e58b-4abc-8e3f-3005439078c7/uploads/ELL_Handbook_Testing.pdf).

View the Withdrawal/Refusal of Services Form in the Appendix used by the **Rochester School District**.

Are there resources available to help students pass the Minnesota GRAD Tests?

Refugee students with limited or no previous educational background prior to entering American school system struggle to pass the Minnesota GRAD Tests required for graduation. In addition to remediation and tutoring done by teachers, students can use the online resources to help them pass the test.

Online Resources for the Minnesota GRAD Test

- ✓ [Minnesota Department of Education](http://education.state.mn.us/mde/index.html): (<http://education.state.mn.us/mde/index.html> > Assessments > GRAD item samplers). Students may take the online tutorial and practice. Help them follow the directions for downloading this tool.
- ✓ [Go to Perspective For Families](http://www.perspectiveforfamilies.com/mn) (www.perspectiveforfamilies.com/mn), choose High School. Students will need a learning locator ID number from you. Interactive tutorials and items to print and try are available for students.
- ✓ [Visit the Pioneer Press Website](http://www.ppnie.com) (www.ppnie.com). MCA is both the username and password. Choose MCA tests. (Make sure you turn off pop-up blockers.)



The Rochester Public Schools

English for Speakers of Other Languages -ESOL
Independent School District 535 Rochester, Minnesota 55902-2052

NOTICE TO PARENTS AND GUARDIANS

The Rochester Public School District through the ESOL Office, offers an English for Speakers of Other Languages Program (ESOL). Your child, _____, has been recommended for this program at _____ School.

The English for Speakers of Other Languages Program instructs students of limited English proficiency in the skills of listening, speaking, reading, and writing. The goal of the program is to help students become proficient in academic English so that they may fully participate in the general education classroom.

It is important for you to know that:

- You have the right to visit the English for Speakers of Other Languages (ESOL) classes in which your child is enrolled.
- You will be informed of the time and manner in which to request and receive a conference to explain the nature and purpose of the program and the progress of your child.
- You have the right to withdraw your child from the English for Speakers of Other Languages Program. If you do not want your child to participate in this program, please fill out the form below and return it to your child's school or the ESOL Office in the Edison Building. If you do not return the form, your child will continue in the ESOL program until he/she has met exit criteria.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES PROGRAM (ESOL) REQUEST FOR WITHDRAWAL / REFUSAL OF SERVICES

I would like to withdraw my child, _____
(name of child)

from the English for Speakers of Other Languages Program (ESOL) in which he/she is currently enrolled.

OR

I decline to enroll my child in the English for Speakers of Other Languages Program offered by the Rochester School District.

Date

Signature

Revised 5/06

Place in student cum folder and send a copy to the ESOL secretary, Edison.

Also copy to ESOL Dept chair

Resources

Bazile, Anne Marthe. *Needs Assessment Survey for a Resource Center for African Immigrants and Refugees in St. Paul, Minnesota*. January 2003. [Center for Urban and Regional Affairs](http://www.cura.umn.edu/search/fullRecord.php). (<http://www.cura.umn.edu/search/fullRecord.php>).

Brown, Julie Esparza and Jennifer Doolittle. 2008. [*A Cultural, Linguistic, and Ecological Framework for Response to Intervention with English Language Learners*](http://www.nccrest.org/Briefs/Framework_for_RTI.pdf). (http://www.nccrest.org/Briefs/Framework_for_RTI.pdf).

Bridging Refugee Youth and Children Services (BRYCS). *Welcoming and Orienting Newcomer Students to U.S. Schools*. Spring 2008. [Bridging Refugee Youth and Children's Services](http://brycs.andornot.com/dbtw-wpd/exec/dbtwpub.dll) (<http://brycs.andornot.com/dbtw-wpd/exec/dbtwpub.dll>).

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How to Support Refugee Students in the ELL Classroom. 2008. Colorin Colorado (<http://www.colorincolorado.org/article/23379>)

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Maxwell, Lesli A. [*Shifting Landscape: Immigration Transforms Communities*](http://ew/toc/2009/01/08/index.html/html). Education Week. Jan. 8, 2009. April 2009. (<http://ew/toc/2009/01/08/index.html/html>)

Michael E. Fix, Jeffrey S. Passel, [*U.S. Immigration at the Beginning of the 21st Century*](http://www.urban.org/publications/900417.html). August 2, 2001. Urban Institute. (<http://www.urban.org/publications/900417.html>).

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Section 5

Evaluation of International Transcripts

Transcripts and credits are of *prime concern* for counselors when dealing with English Language Learner/Refugee students. This chapter will provide some answers to key questions generated by this perplexing issue. Enrolling students from other countries can lead to challenges such as:

- Language differences
- Curriculum peculiarities
- Authenticity

These questions are hyperlinked. Click on the question and it will take you to the answer in the following chapter.

1. [What do other countries call their high school equivalent certificates?](#)
2. [Why is translating a transcript important?](#)
3. [What steps are needed in translating foreign transcripts?](#)
4. [What key questions should the counselor ask the incoming family and student?](#)
5. [What are some key questions that the counselor should research?](#)
6. [What does an authentic transcript look like?](#)
7. [What are things to look for when evaluating a transcript?](#)
8. [What if the counselor is unable to validate the transcript?](#)
9. [How does the counselor determine the number of credits?](#)
10. [How does the counselor determine which courses get the credit?](#)
11. [What grading scale should the counselor use?](#)
12. [What if the transcript is in another language?](#)
13. [What can be done if no records/transcripts are available or do not exist?](#)
14. [What does an invalid transcript look like?](#)
15. [What resources are available to help with the translation process?](#)

Section 5

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- Language differences
- Curriculum peculiarities
- Authenticity

Whatever policy is developed by the school or district, it is important the counselor does not act alone, and the policy is developed with input from all stakeholders, including the principal, teachers, and district level personnel.

What do other countries call their high school equivalent certificates?

[View the American Visas Website for the names of high school equivalent certificates from other countries.](#) This site contains qualifications for the principal certificates representing the equivalent of completion of high school education in the United States. Keep in mind that there could be other types of names for these certificates that are not listed. For example, in the U.S. there are two types of high school equivalent certificates:

- High School Diploma.
- General Educational Development Certificate (G.E.D.).

Why is translating a transcript important?

A transcript is an **academic record of the courses a student has completed**. First and foremost, the result of how a transcript is translated will have a major impact in the life of the student. A counselor needs to remain very sensitive to this. A balance has to be reached between being fair to the student and maintaining the credibility of the academic standards of the school, district and state. Translating this academic record allows the counselor to better serve the new student. The length of time the student has been in high school also will affect sports eligibility and graduation requirements.

What steps are needed in translating foreign transcripts?

Interview the family and student. This step is very important and will enable the counselor to ask questions regarding the *student's educational background*. The counselor should try to gather all the needed documents for the translation.

If a transcript is provided, questions regarding the transcript can be addressed. If no transcript is provided, the counselor can still ask questions regarding the student's history and goals and discuss possible school services.

Research the country's educational system. If the counselor understands the student's previous educational institution, he or she will be able to validate the transcript and identify discrepancies between the interview and research step.

Evaluate the transcript. The counselor examines the transcript for errors and asks relevant questions relating to the document.

Translate the transcript. During this step, the counselor converts the student's transcript to the current school's equivalent grading system.

Interview the Family and Student

What key questions should the counselor ask the incoming family and student?

The **Counselor Intake Form** can help the counselor with some academic interview questions. If no transcript is provided, the counselor may ask the family to attempt to get records from previous educational institutions, contact the educational institutions by email, phone, or mail, or contact other organizations. Below are some resources:

- Home country's embassy in the U.S. View embassy Website. [View embassy Website](http://www.embassy.org/embassies/) (<http://www.embassy.org/embassies/>).
- U.S. Embassy in the home country.
- Church organization affiliated with the school(s).
- The country's Ministry of Education.
- Alumni organizations of the schools.

Research the Country's Educational System

What are some key questions that the counselor should research?

- ✓ Does the country have a national, state or local curriculum?
- ✓ What are the clock hours of the classes?
- ✓ What is the grading scale used by the country and school?
- ✓ What is the academic calendar year of the school?
- ✓ What is the structure of the educational system?
- ✓ What is the official language and is the language used in the schools?
- ✓ What certificates or diplomas are awarded at each level?

[The International Association of Universities \(IAU\) Website can help you get started](http://www.unesco.org/iau/onlinedatabases/index.html) (<http://www.unesco.org/iau/onlinedatabases/index.html>).

Keep in mind

- ✓ Use more than one site to verify the information.
- ✓ Country's educational systems are always changing, so ensure the information is up to date.

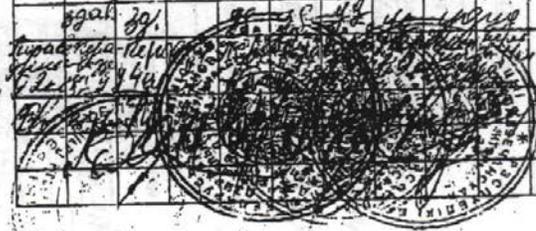
What does an authentic transcript look like?

An authentic transcript is typically **signed, embossed with an official seal and secured in a sealed envelope**. There are many cases where students have submitted falsified transcripts. It is important that the counselor research the student's previous educational institution to verify the authenticity of the transcript. View sample of an authentic transcript:

Назва чыньных гады, класы	1993-1994		1994-1995		1995-1996		1996-1997		1997-1998		1998-1999		1999-2000		2000-2001		2001-2002	
	1 кл.	2 кл.	3 кл.	4 кл.	5 кл.	6 кл.	7 кл.	8 кл.	9 кл.	10 кл.	11 кл.	12 кл.	13 кл.	14 кл.	15 кл.	16 кл.	17 кл.	18 кл.
1. Беларуская мова	4	3	3	6	7	6	6	5	6									
2. Беларуская літаратура	5	3	4	7	8	8	8	7	7									
3. Руская мова	4	3	3	5	6	6	5	6	6									
4. Сусветная літаратура	5		3	8	8	8	9	7	8									
5. Замежная мова (англ.)			-	-	4	4	5	5	4	5								
6. Матэматыка	4	3	3	4	5	5	5	5	6									
7. Алгебра																		
8. Геомэтрыя																		
9. Інфарматыка																		
10. Гісторыя Беларусі						6	7	7	6	7	7							
11. Сусветная гісторыя						6	6	6	6	7	8							
12. Чалавек і грамадства <i>Новае Паў-Год</i>					4					7	7	8						
13. Азнаёмленне з навакольным светам. Прыродазнаўства <i>Чал. і сям. Сувес</i>	5	3	4	6	6													
14. Геаграфія Беларусі																		
15. Агульная геаграфія										6	6	6	7	7				
16. Біялогія										5	7	7	7					
17. Фізіка										6	6	6	6					
18. Астраномія																		
19. Хімія																		
20. Чэрчэнне <i>Сув. маст. сурватуры</i>																		
21. Выяўленчае мастацтва			3			7	7											
22. Музыка і спеы.			4			7	9	9										
23. Фізічная культура			-			7	-	8	8	8	8	8	8					
24. Працоўнае навучанне			3			7	8	8	8	9	9	9	7					
25. Спецыяльная <i>Рабітанне</i>						8	9											
26.																		
27.																		
28.																		
29.																		

Паводзіны
Вынікі года (па выніках атрыманых у класе, пакінуў у іспытніцкім асяродку базавы ўзровень)

Падпіс _____
Падпіс дырэктара _____

Evaluate the Transcript

What are things to look for when evaluating a transcript?

- Is the name on the transcript the same as the name given during the interview?
- Does the transcript look disorganized (e.g., crossed-out words, many different font styles and size)?
- Is the address on the stamp seal the same as the header on the transcript?
- Are there many grammatical errors (e.g., misspelled words, spacing, alignments, wrong acronyms, such as “P. Box” instead of “P.O. Box”) and other errors (e.g., wrong logo, wrong address, wrong or missing dates)?
- Are there unusual names for classes (e.g., colloquial names instead of formal names for classes, such as “Gym” instead of “Physical Education”)?
- Does the date on the transcript make sense or are there missing dates on the transcript?
- Are there any whiteouts on the transcript?

What if the counselor is unable to validate the transcript?

Transcripts may be impossible to verify because of these and other factors:

- Communication with the bureaucracy in the home country of the student is difficult.
- The school no longer exists.
- Information from the Washington, D.C., home country embassy of the student is very difficult to obtain.

If a transcript’s validity is suspect and cannot be verified after trying all possible means (e.g., phone calls, Websites, mail), a counselor may determine transcript validity by **verifying that the performance of the student matches what is on the transcript**. If this is done consistently, it can be a very effective method. This is how it works:

The granting of credits can be withheld until the teachers have a chance to thoroughly evaluate the student. After sufficient time (this could take several weeks of classroom performance and observation), a determination on whether to grant credits (and at what level) can be made by asking the teachers if they agree that the student has attended “x” amount of years outside the country.

After several weeks, teachers can usually say very clearly if a student has had the level of education that is reflected in the transcript. The counselor needs to be sure to **document the determination by the teachers in writing**.

The result may not be something the student agrees with or even understands. The counselor can help facilitate the acceptance of this method of verification by scheduling meetings with the students, teachers and families in a timely fashion. The counselor should also have a translator available to communicate the issues as clearly as possible.

- ✓ **Remember this is a life-impacting decision and needs to be made with care.**

Translate the Transcript

How does the counselor determine the number of credits?

Credits should be given based on approximate clock hours of the courses. Each given credit should follow the school district's graduation credit requirements. For example, mathematics is taken one time every day for the whole year. In districts that give one credit for mathematics requirement, this student would be given one credit for mathematics. In districts that give three credits for a class, the student would be given three credits for mathematics.

How does the counselor determine which courses get the credit?

Courses are divided into two groups: **Core** and **Electives**. **Core courses include:**

- ✓ Mathematics
- ✓ Social Studies
- ✓ Sciences
- ✓ English

Mathematics: Most countries have integrated mathematics, so assigning specific credits will be a challenge. There are two ways of assigning mathematics credits:

1. Research the mathematics curriculum of the country.
2. Administer a mathematics assessment.

Sciences: Most transcripts will list Chemistry or Physics and credits can be assigned accordingly.

Social studies: Many countries may have a class called World History (or a similar name) and credit for that course can be assigned accordingly. Sometimes there are other classes called Civics or Government. These courses should be assigned as electives because these courses are not U.S. Civics and U.S. Government.

English: Many transcripts will have a class called English, but English credits should not be assigned to this class. This English course should be assigned as an elective credit because the English course is similar to the U.S. foreign language course and not the traditional English course (i.e., American Literature or English Composition).

Because the names of the classes are very different in other countries, the best way for entering credits taken in another country may be to list the classes generically in the transcript such as: "Social Studies, Math, English, Science, Physical Education, Health."

This way is clear, simple and offers maximum flexibility. Many of the English Language Learner students are transient, and an unusual course name that is understood by the original counselor may not be understood by a counselor in another building or district (or even a different counselor in the same building).

It is important to remember to hold students harmless for credits taken in another country. If they are being granted a year of valid credit from outside of the country, they should be granted credit in the same courses that a regular education student would have taken during their 9th grade year.

In some cases, there will not be a specific course called **Physical Education** or **Health** offered in the student's home country and would not show up on their out-of-country transcript. In fact, if it does show up, that may be a sign of an invalid transcript. But because of the "hold harmless" approach, the counselor may determine that Physical Education and Health should be listed on the transcript.

- ✓ **If this procedure is not done, recordkeeping three or four years down the road could get very complicated, and it could slow the student's graduation process.**

Most colleges are very flexible when it comes to accepting which course the student has had or not and how they are labeled if the counselor takes the time to explain any questions about the transcript to the college admission's office. It may take a phone call or letter to the college from the counselor or a particular teacher, but that is part of the advocacy that counselors can do to help and support the students.

What grading scale should the counselor use?

One option is for the counselor to use the grading scale from the school or country that issued the transcript. For example, two schools may use a 100-point grading scale, but grade breakdown may be different. In the United States, the traditional grading scale breakdown is 100-90 percent is an A, 89-80 percent is a B, 79-70 percent is a C, 69-60 percent is a D, and below 60 percent is failing.

In **Liberia**, schools also use a 100-point grading scale, but breakdown of the letter grades is different. The scale used here is 100-90 percent is an A, 89-80 percent is a B, 79-73 percent is a C, 72-70 percent is a D, and 69 percent and below is considered failing.

A second and easier option is to only grant a **Credit or No Credit** for courses taken out of the country. This may end up being the fairest way to assign a grading scale, since many of the out-of-country systems are very hard to interpret.

- ✓ **The result of this method is that the GPA of the student would be determined only by the courses taken in the U.S. school.**

What if the transcript is in another language?

- Ask the family to interpret the document. Verify that information with other sources.
- Hire a reliable translator to assist with the document.
- Seek assistance from people or organizations familiar with the language and educational system of the country (e.g., embassy, professors, non-profit groups, district employees). Remember to protect the privacy of the student.

What can be done if no records/transcripts are available or do not exist?

Because of the refugee status of many students, it may be impossible for the student to obtain a transcript. This puts the counselor and student in a very difficult position. The counselor may decide to not grant any credits from Outside the Country, or use an alternative system to grant credits. An alternative system like this does not currently exist in most school districts, but ideally, granting credits on a performance basis could be considered in cases where a student has clearly and obviously had a high level of previous education.

What follows is an example of how this process works, using the four components of transcript validation and translation described above:

- ✓ When the student registers, he/she would take a battery of subject tests in their home language to determine how many credits could be granted.
- ✓ Based on initial assessment, students are placed in the appropriate level classes and credits could be awarded later on based on three factors: placement level, student performance and teacher recommendation.

This procedure has been used in rare circumstances and has proven to be effective and most beneficial to the student involved. **Teacher cooperation, administration support and documentation by the counselor are all key components.**

Interview the Family and Student

The counselor meets with the student, his family and the interpreter. Together they complete the **Counselor Intake Form**. From the interview process, the following information is obtained:

1. The student completed 10th grade.
2. The grading scale ranges from 10-0, but the breakdown of the grading scale was not provided.
3. A list of translated names of courses is provided.
4. Letter “z” means pass.

Research the Educational System of the Country

The counselor needs to verify what was said at the interview as well as find additional information to confirm that the transcript is authentic. The counselor asks:

1. What is the grading scale?
2. What are the names of those classes?
3. What are the clock hours of the classes?

4. What is the academic calendar of the country?
5. Does the date on the transcript match what the student said?
6. What does the symbol **Z** used in the transcript mean?

Evaluate the Transcript

Through research the following is confirmed:

1. The grading scale is based on a 10-point system. The breakdown is:
 - 10-9: A
 - 8-7: B
 - 6-5: C
 - 4-0: F
2. Course names and clock hours were verified as correct.
3. The academic year is from September to July.
4. The date on the transcript matches what the student said. The academic year ended on July 2008. The student came to the school district in September 2008.
5. The symbol **Z** does mean pass.

Translate the Transcript

Enough accurate information now exists to proceed with the translation.

- First, the counselor translated the class names for 9th and 10th grade to English equivalencies.
- Second, letter grades are assigned with the 10-point grading system used in Belarus. For example, in 9th grade, all the 8 and 7 points will receive a B and all 6 and 5 points will receive a C. The course with the **Z** will be a passing grade, P.
- Third, credits are assigned.

In a seven-period day, **each course is about 45-50 minutes long**. If the course is held every day for a whole year, then the student attending the course would receive **one credit**. If the course is held every other day for a whole year, then the student attending the course would receive one-half credit. If one applies this same concept to the Belarus educational system with regards to clock hours, classes that are held five times a week should be equivalent to one credit. Courses that are held two or three times per week should be equivalent to one-half a credit. Courses that meet once a week can be awarded one-quarter or one-fifth credit.

Based upon the research, the counselor looked at how often the courses were held and *converted those clock hours into credits based on the seven-period day*. Therefore, classes with weekly clock hours of four or five are given one credit, two to three are given one-half of a credit, and one clock hour is given one-fourth of a credit.

- ✓ **Remember that this does vary from district to district and the counselors will most likely be familiar with how to proceed in all the various cases.**

Below is the result of the translation:

9th Grade		
Course	Grade	Credit
Belarusian Language / Literature	C	1.00
Russian Language	C	0.50
World Literature	B-	0.50
Foreign Language	F	0.00
Mathematics	C-	1.00
Information Science	C	0.25
History of Belarus	B-	0.25
World History	B-	0.25
Man & Society	B-	0.25
Geography	B-	0.50
Biology	B-	0.50
Physics	C	0.50
Chemistry	C	0.50
P.E.	Pass	0.50
Labor Training	A-	0.50
Total Credit		7.00
10th Grade		
Course	Grade	Credit
Belarusian Language / Literature	C+	1.00
Russian Language	C	0.25
World Literature	B	0.50
Foreign Language	C-	0.50
Mathematics	C	1.00
History of Belarus	B-	0.25
World History	B	0.50
Man & Society	B	0.25
Geography	B-	0.50
Biology	B-	0.50
Physics	C	0.50
Chemistry	C	0.50
P.E.	Pass	0.50
Labor Training	B-	0.50
Elective	B	0.50
Total		7.75
TOTAL CREDITS		14.75

Note: The counselor combined course 1 and course 2 from the transcript and called it one course, Belarusian Language/Literature.

What does an invalid transcript look like?

In this case study, translation steps will be described in detail to show how one counselor discovered a falsified transcript from a high school in the **Republic of Kenya** (shown below).

ED/B 100 (Rev.)



REPUBLIC OF KENYA
MINISTRY OF EDUCATION
EASTLEIGH HIGH SCHOOL
P.BOX 68652, NAIROBI - KENYA

SECONDARY SCHOOL OF TRANSCRIPT

NAME: _____ D.O.B: 01/01/1990

<u>SUBJECT</u>	<u>FORM 1 (ONE)2001 FORM 2 (TWO)</u>		<u>REMARK</u>
ENGLISH	B	B	Very Good
KISWAHILI	A	B+	Excellent
SCIENCE	B	B+	Good
BIOLOGY	A	B+	Excellent
PHYSICS	C	B	Good
CHMISTRY	B	B-	Good
MATHS	A	B	Very Good
I.R.E	A	B+	Excellent
GYM	A	A	Excellent
BUSINESS EDU.	A	A	Excellent
ECONOMY	B	B+	Good
COMP. PROGRAMMING	B	A	Excellent
COMP. NETWORKING	B+	A	Excellent
COMP.MAINTENANCE	B+	A	Excellent
WORLD HISTORY	B	B+	Good
PHYSICAL EDUCATION	A	A	Excellent
DRAWING	A	B	Very Good
ARABIC	B	B+	Good

HEAD TEACHER COMMENTS

HE WAS AN INDUSTRIOUS, RESPONSIBLE AND POLITE BOY. A DILIGENT HEADBOYTHESCHOOL AND A MEMBER OF DRAMA CLUB.

Pupil's Signature

Date of Issue 28th JULY 2006

HEADMISTRESS
SIGN
EASLEIGH HIGH SCHOOL
P.O.BOX 68652, NAIROBI KENYA
[Signature]
Head teacher

This Certificate was issued without any erasure or alteration whatsoever

Below is the four-step process used by the counselor with the Kenyan transcript. You will see how he discovered that the transcript was invalid by following these steps.

Interview the Family and Student

The counselor was unable to meet with the student so he did not complete the **Counselor Intake Form**. The student said he had completed 10th grade. He submitted the transcript sample after attending the local school district for two terms.

Research the Educational System of the Country

After reviewing the transcript, the following questions were asked:

- What does Form 1 or Form 2 mean? What grade level are these Forms?
- Under subject, what is I.R.E. and what is taught in the course?
- What types of mathematics are studied in Form 1 and Form 2?
- Why is there a course called GYM and another called Physical Education?
- What grading system is used in Kenya?

Evaluate the Transcript

Research the educational system of Kenya in order to have a better idea of what is on the transcript. After the research, answers to the above questions are:

- Form 1 is 9th grade and Form 2 is 10th grade.
- I.R.E. stands for Islamic Religious Education.
- Mathematics is integrated, all topics are studied.
- The counselor was unable to find a course called GYM.
- The grading scale used should be a percentage scale based on 100 points.

As he examined the transcript closer, more questions arose. He then asked:

- On an official transcript, why don't the courses should have complete names?
- Why does the heading of Form 1 have a date and Form 2 does not?
- Why is the address of the school different on the letter heading and the seal stamp?
- Why are there misspelled word(s) on the transcript (e.g., chmistry)?
- Why is grading on the transcript not what the research showed?
- Did the Ministry of Education issue the transcript or did the school issue the transcript?
- Why is Kenya's coat of arms on the transcript header? Where is the school's logo?

The counselor continued to research and evaluate the transcript in order to find sufficient information to translate the transcript (step 4). In this case, he did not have sufficient information.

For additional assistance, he e-mailed the Ministry of Education, sent a letter to the school requesting more information, and called the Kenyan Embassy in the United States. In this case, the Kenyan Embassy was best able to assist with his questions. As it turned out, initial suspicions proved correct. **The consulate stated that due to the many errors, the transcript is a fake.**

Translate the Transcript

No translation was needed due to the fact that the transcript was **invalid**. The counselor talked with the student and explained the many errors on the transcript. The student accepted the decision that the transcript was **invalid** and that no credit would be awarded.

What resources are available to help with the translation process?

The following resources will assist with the research and translation of transcripts:

[Central Intelligence Agency Website](https://www.cia.gov/library/publications/the-world-factbook/) has valuable information about foreign countries (https://www.cia.gov/library/publications/the-world-factbook/).

[List of Washington, D.C. embassies](http://www.embassy.org/embassies/) by Stapleton-Gray and Associates, Inc. (http://www.embassy.org/embassies/).

[New York City of Department of Education](http://www.nassauboces.org/cit/NCLB/Docs/Evaltxt.pdf) document on evaluating foreign transcripts. (http://www.nassauboces.org/cit/NCLB/Docs/Evaltxt.pdf)

[The National Collegiate Athletic Association](http://www.ncaa.org/) information on high school equivalent certificates/diplomas (www.ncaa.org/).

[The World Bank Website](http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/0,,pagePK:180619~theSitePK:136917,00.html) contains educational information about certain countries (http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/0,,pagePK:180619~theSitePK:136917,00.html).

[World Educational Services](http://www.wes.org/ca/wedb/ecountrylist.htm) provides educational profiles of countries (http://www.wes.org/ca/wedb/ecountrylist.htm).

Section 6

Postsecondary Resources, Career Investigation, Graduation Pathways and College Pathways

This section contains questions that students might ask counselors, and a set of questions that counselors might have themselves about graduation pathways and career options for refugee students.

Counselor-generated questions:

1. [What are the links to laws and services that support undocumented students transitioning into post-secondary institutions?](#)
2. [What is career development?](#)
3. [What is a career field?](#)
4. [What information does a career assessment yield?](#)
5. [What are the different career fields, clusters and pathways?](#)
6. [Where can I find career information resources?](#)

Student-generated questions:

7. [Am I eligible for financial aid?](#)
8. [How do I apply for financial aid?](#)
9. [What is TOEFL, MELAB, ACT, SAT, CLEP?](#)
10. [How do I work with admission counselors and what can they do for me?](#)
11. [What is postsecondary training?](#)
12. [Where can I get academic support at a postsecondary setting?](#)
13. [What are the high school graduate requirements in Minnesota?](#)
14. [How can I prepare for a career?](#)
15. [Are there printed materials that can assist me in help with the career process?](#)

16. [Can I get college credit while in high school?](#)
17. [How can the school counselor assist me in the career process?](#)
18. [Who can I contact for more information?](#)

Section 6

Postsecondary Resources, Career Investigation, Graduation Pathways and College Pathways

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Counselor-generated questions:

What are the links to laws and services that support undocumented students transitioning into postsecondary institutions?

A federal law passed in 1996 prohibits undocumented student from receiving higher education benefits based on residence in a state unless the benefit is available in the same amount, duration and scope to any U.S. citizen or national. Under this law, undocumented students living in Minnesota are ineligible for resident tuition rates.

- ✓ **Nonresident tuition rates at most public colleges and universities in Minnesota are up to twice the resident rate of tuition.**

Minnesota state law does not establish resident and nonresident tuition rates or eligibility criteria for resident and nonresident rates. Minnesota law does establish criteria for payment of state appropriations to the governing boards of the **University of Minnesota** and **Minnesota State Colleges and Universities** (MnSCU). These criteria are based on Minnesota residency and include:

- Students who reside in the state for one or more calendar years before applying for admission.
- Dependent students with a parent or guardian who resides in the state at the time of application.
- Minnesota residents who were temporarily away from the state without establishing residency elsewhere.
- Migrant farm workers in Minnesota over a period of two years immediately prior to admission or their dependents.
- Persons who relocated to Minnesota for employment or their dependents and spouses.

Source: [View full text of U.S.C. § 1623 on the Office of the Revisor Website](http://www.revisor.leg.state.mn.us/stats/135A/031.html) (<http://www.revisor.leg.state.mn.us/stats/135A/031.html>).

What is career development?

Career development should be a **systematic approach to gain information on career options**. Included in this should be **transition services to assist students** to achieve their goals of:

- ✓ Training.
- ✓ Education.
- ✓ Employment.
- ✓ Independent living.

What information does a career assessment yield?

- Measures current level, of a student's strengths and skills.
- Identifies where the student will require transition planning.
- Identifies areas where additional information may need to be collected.

What is a career field?

Career fields are used as the organizing structure for the 16 career clusters and 81 pathways. The six career fields represent the broadest aggregation of careers. Students are normally exposed to career field exploration in middle school and early high school. **Career ladders** help people learn about job options available within a **Career Pathway**. **Programs of Study** are sets of aligned programs and curricula that begin at the high school level and continue through college and university certificate, diploma and degree programs. [View Programs of Study on the Minnesota Colleges and Universities \(MnSCU\) Website](http://www.programsofstudy.project.mnscu.edu/) (http://www.programsofstudy.project.mnscu.edu/).

What are the different career fields, clusters and pathways?



Visit the [Minnesota Department of Education Website](http://education.state.mn.us/MDE/Academic_Excellence/College_Career_Ready/Career_Plan_Res/index.html) for more information on careers.
 (http://education.state.mn.us/MDE/Academic_Excellence/College_Career_Ready/Career_Plan_Res/index.html)

Where can I find career information resources?

Your high school counselor and career center is a great place to begin. Here are others:

The Minnesota Career Information System (www.mncis.intocareers.org) offers a wealth of career, educational and labor market information.

[ISEEK](http://www.iseek.org) (www.iseek.org) is a comprehensive career, education, and job resource specific to Minnesota.

[Get Ready For College](http://www.getreadyforcollege.org) (www.getreadyforcollege.org) is part of MnSCU. This site provides students with financial aid programs and information to help them gain access to postsecondary education.

[Minnesota State Colleges and Universities](http://www.mnscu.edu) (www.mnscu.edu) is the largest single provider of higher education in the state of Minnesota. It's 32 institutions include 25 two-year colleges and 7 state universities.

[College.gov](http://www.college.gov) (www.college.gov) is the go-to source for information and resources about planning, preparing and paying for postsecondary education.

[Career Voyages](http://www.careervoyages.gov) (www.careervoyages.gov), developed by the U.S. Department of Labor and the U.S. Department of Education, is designed to provide information on in-demand occupations along with the skills and education needed to attain those jobs.

[Minnesota Work Force Centers](http://www.mnwfc.org) (www.mnwfc.org). The Minnesota Department of Employment and Economic Development (DEED) is the state's principal economic development agency.

[Minnesota Parents Know](http://mnparentsknow.info/) (<http://mnparentsknow.info/>) is a comprehensive Website that provides trusted parenting information, resources and activities to help children grow, develop and learn from birth through high school.

[Project C3 \(C3MN\)](http://www.c3mn.org/) (<http://www.c3mn.org/>) has an interactive resource map to connect youth, families and professionals to local opportunities that can help transition age youth be more successful after high school.

[Minnesota Career Fields: Clusters and Pathways](http://www.mnpos.com) (www.mnpos.com). The information on this site is intended to help explain the combinations of courses, currently available at schools, to provide the best preparation for the education/career direction the student would like to explore. It also offers some idea of program/majors in the pathways at various colleges and universities.

[Minnesota Careers Parent Guide](http://www.iseek.org/parents/mncareersparents.html) (www.iseek.org/parents/mncareersparents.html) provides information and activities to help parents, guardians and mentors of young people understand the changing worlds of education and work. It can be used to assist parents in taking an active role in their child's career exploration and understand the realities of today's labor market.

[Minnesota Help Information](http://www.minnesotahelp.info) (www.minnesotahelp.info) includes links to State of Minnesota government agency Websites, other states and federal agencies, nonprofit organizations and private businesses.

Student-generated questions

Once students begin to explore their options, their questions may become more specifically targeted toward gaining entrance to a postsecondary institution. Here are some examples:

Am I eligible for financial aid?

Federal financial aid is provided to eligible undergraduate postsecondary students who are **U.S. citizens or eligible noncitizens**. Eligible noncitizens are:

- U.S. Nationals.
- Permanent U.S. residents with an alien registration receipt card (a green card).
- Persons granted refugee, asylum, indefinite or humanitarian parole, Cuban-Haitian entrant, or conditional entrant (pre-1980).
- Individuals possessing a valid Social Security number.

Source: Higher Education Act of 1965, Title IV, Part A, Subpart 1, as amended.

Minnesota financial aid, through the state grant program, is provided to eligible undergraduate postsecondary students who meet the federal residency requirements and the definition of resident student in state law. To be eligible for a state grant, a Minnesota student must meet one of the following residency criteria:

- Reside in Minnesota for 12 months or more without being enrolled at a postsecondary institution for more than five credits in a term.
- Be a dependent student whose parent or guardian lives in the state at the time of application.
- Be a graduate of a Minnesota high school who resided in Minnesota while attending high school.
- Earned a high school equivalency certificate in Minnesota after residing in the state for at least one year.

How do I apply for financial aid?

The **Free Application for Federal Student Aid** (FAFSA) is the first step in the financial aid process. This can be used to apply for federal student financial aid, such as the **Pell Grant, student loans, and college work-study**. [Visit the FAFSA Website](http://www.fafsa.ed.gov/index.htm) (<http://www.fafsa.ed.gov/index.htm>).

What is TOEFL, MELAB, ACT, SAT, CLEP?

- The **Test of English as a Foreign Language** (TOEFL) test is the most widely accepted English-language test in the world. No matter where you want to study, the TOEFL test can help get you there.
- The **Michigan English Language Assessment Battery** (MELAB) evaluates advanced-level English language competence of adult non-native speakers of English.
- The **American College Test** (ACT) assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice tests cover four skill areas: English, mathematics, reading and science. The **Writing Test**, which is optional, measures skill in planning and writing a short essay.
- The **Scholastic Assessment Test** (SAT) is a standardized test for college admissions in the United States.
- The **College-Level Examination Program** (CLEP) is a College Board program that allows students to accelerate their education by **skipping introductory college-level courses in subjects they have already mastered** through general academic instruction, significant independent study, extracurricular work or volunteerism.

How do I work with admission counselors and what can they do for me?

Each postsecondary institution has an admissions counselor. **The mission of Minnesota Association for College Admissions Counselors (MACAC) is to help students and families in the transition to postsecondary education and to provide development and support to its members.**

What is postsecondary training?

Postsecondary training is any type of education/training that occurs after one completes high school. This could include 2- and 4-year schools, including colleges and universities, technical schools, apprenticeships or on-the-job training programs.

Where can I get academic support at a postsecondary setting?

All postsecondary institutions have a Support Service Center where students can obtain added supports in their academic programming.

What are the high school graduation requirements in Minnesota?

Students must successfully complete the following high-school-level course credits for graduation:

- Four credits of language arts.
- Three credits of mathematics, encompassing at least **algebra, geometry, statistics** and probability sufficient to satisfy the academic standard.
- Three credits of science, including at least one credit in biology.
- Three and one-half credits of social studies, encompassing at least United States history, geography, government and citizenship, world history and economics or three credits of social studies encompassing at least United States history, geography, government and citizenship and world history, and one-half credit of economics taught in a school's social studies, agriculture education or business department.
- One credit in the arts.
- Minimum of seven elective course credits.

A course credit is equivalent to a student successfully completing an academic year of study or a student mastering the applicable subject matter, as determined by the local school district.

Minnesota Statutes section 120B.024, is amended to read:

- An agriculture science course may fulfill a science credit requirement in addition to the specified science credits in biology and chemistry or physics as defined under **question 8, clause 3**.
- A career and technical education course may fulfill a science, mathematics or arts credit requirement in addition to the specified science, mathematics, or arts credits as defined under **question 8, clause 2, 3, or 5**.

[Visit the MDE Academic Standards page for more information](http://education.state.mn.us/MDE/Academic_Excellence/Academic_Standards/index.html)

(http://education.state.mn.us/MDE/Academic_Excellence/Academic_Standards/index.html).

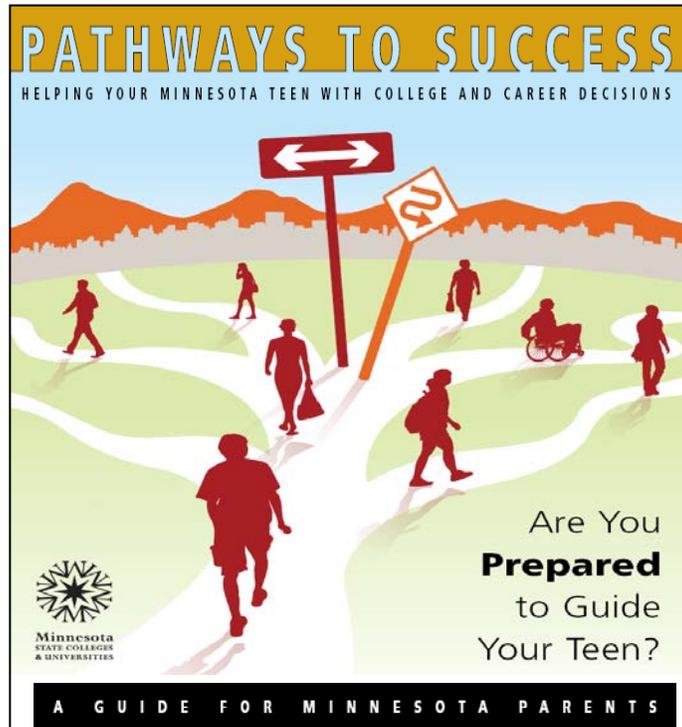
How can I prepare for a career?

Visit the [MDE Career Plan Website](http://education.state.mn.us/MDE/Academic_Excellence/College_Career_Readi/Career_Plan_Res/index.html) (http://education.state.mn.us/MDE/Academic_Excellence/College_Career_Readi/Career_Plan_Res/index.html).



Are there printed materials that can help me with the career-planning process?

“Pathways to Success” is a parent’s magazine that can walk you through the entire process and provide excellent references. This publication is available in: Somali, Hmong, Spanish and English. [Visit the MnSCU Website for more information](http://www.programsofstudy.project.mnscu.edu/index.asp?Type=B_BASIC&SEC={3181FC41-7E88-462A-B947-7FC86A753501}) (http://www.programsofstudy.project.mnscu.edu/index.asp?Type=B_BASIC&SEC={3181FC41-7E88-462A-B947-7FC86A753501}).



Can I get college credit while in high school?

Yes, there are several programs that provide college credit for high school students.

- Advanced Placement.
- International Baccalaureate.
- Career and Technical Education.
- Project Lead the Way.
- Other postsecondary enrollment options.

[View the College and Career Readiness Website](http://education.state.mn.us/MDE/Academic_Excellence/College_Career_Readiness/index.html) (http://education.state.mn.us/MDE/Academic_Excellence/College_Career_Readiness/index.html).

How can the school counselor assist me in the career process?

School counselors use a variety of data points to develop appropriate graduation pathways for students. In addition to interpreting transcripts, reviewing student records and conducting student interviews, counselors may need to **administer informal content assessments** to make decisions on which courses a student might be most successful.

Who can I contact for more information?

Your school counselor would be the first, best place. For information regarding school counseling programs or additional counseling resources, contact:

Michelle Kamenov

Phone: 651-582-8434

Email: michelle.kamenov@state.mn.us

Al Hauge

Phone: 651-582-8409

Email: al.hauge@state.mn.us

Counselors: It is important that students are made aware of postsecondary programs which are specifically geared toward English Learners. Certain programs have many levels of social and academic support and school counselors can be very helpful in communicating information about those programs to the student, for example:

- **Minneapolis Community and Technical College (MCTC)** has a whole range of remedial courses for English Learners and they also have many student groups which **offer support to students of different cultural backgrounds.**
- The **University of Minnesota** has a program called **Commanding English** which offers extra support to English Learners students during their freshman year and allows the student to receive full academic credit while moving at a slower pace.

There are several other programs in the region which also have significant support programs for ELs. These programs are evolving so the best way to keep current is to **contact the admissions offices of the particular school a student is interested in attending to see what they offer.**

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Appendix

Working Graduation Pathway for English Learners

9 th GRADE	
1 st SEMESTER	2 nd SEMESTER
1. English I	1. English I
2. World History	2. World History
3. Science	3. Science
4. Math	4. Math
5. Foundations of Fitness I or elective	5. Foundations of Fitness I or elective
6. Elective	6. Elective
7. Potential Elective	7. Potential Elective

10 th GRADE	
1 st SEMESTER	2 nd SEMESTER
1. English II	1. English II
2. US History	2. US History
3. Science	3. Science
4. Math	4. Math
5. Foundations of Fitness II or Health	5. Foundations of Fitness II or Health
6. Elective	6. Elective
7. Potential Elective	7. Potential Elective

11 th GRADE	
1 st SEMESTER	2 nd SEMESTER
1. English III	1. English III
2. Economics or Geography	2. Economics or Geography
3. Science	3. Science
4. Math	4. Math
5. Elective	5. Elective
6. Elective	6. Elective
7. Potential Elective	7. Potential Elective

12 th GRADE	
1 st SEMESTER	2 nd SEMESTER
1. English IV	1. English IV
2. Government or Elective	2. Government or Elective
3. Elective	3. Elective
4. Elective	4. Elective
5. Elective	5. Elective
6. Elective	6. Elective
7. Potential Elective	7. Potential Elective

Rochester Public School, Mayo High School

Completed: Reading (semester) _____ Fine Arts (year) _____ Speech (semester) _____
 GRAD Writing (9th grade) _____ GRAD Reading (10th grade) _____
 GRAD Math (11th grade) _____

Working Graduation Pathway Level 1

9 th GRADE	
1 st SEMESTER	2 nd SEMESTER
1. ELL level 1 _____	1. ELL level 1 _____
2. ELL level 1 writing _____	2. ELL level writing 1 _____
3. ELL level 1 reading _____	3. ELL level 1 reading _____
4. Math _____	4. Math _____
5. PE 9 _____	5. Auto and Home Care _____
6. Fine Art _____	6. Fine Art _____
7. Word Processing 1 _____	7. Word Processing 2 _____

10 th GRADE	
1 st SEMESTER	2 nd SEMESTER
1. ELL level 2 _____	1. ELL level 2 _____
2. ELL level 2 writing _____	2. ELL level 2 writing _____
3. Physical Science _____	3. Science _____
4. Algebra 1 _____	4. Algebra 1 _____
5. Foundations of Fitness II _____	5. Health _____
6. ELL level 2 reading _____	6. ELL level 2 reading _____
7. Algebra 1 support _____	7. Algebra 1 support _____

11 th GRADE	
1 st SEMESTER	2 nd SEMESTER
1. ELL level 3 writing _____	1. ELL level 3 writing _____
2. World History 9 _____	2. World History 9 _____
3. Biology _____	3. Biology _____
4. Geometry _____	4. Geometry _____
5. Human Geography _____	5. Speech _____
6. English III: World Literature _____	6. English III: World Literature _____
7. Elective/study hall _____	7. Elective/study hall _____

12 th GRADE	
1 st SEMESTER	2 nd SEMESTER
1. ELL level 4 reading _____	1. ELL level 4 reading _____
2. US history _____	2. US history _____
3. ELL level 4 writing _____	3. ELL level 4 writing _____
4. Chemistry _____	4. Chemistry _____
5. Algebra 2 _____	5. Algebra 2 _____
6. Economics _____	6. US Government _____
7. Elective/study hall _____	7. Elective/study hall _____

If at all possible, sign students up for summer school for a year worth of social studies (e.g., world history or U.S. history to lighten up the load during the regular school year, especially during the 11th and 12th grade).

Completed: GRAD Writing Test (9th) _____ GRAD Reading Test (10th) _____
GRAD Math Test (11th) _____

Working Graduation Plan Blank

9 th GRADE	
1 st SEMESTER	2 nd SEMESTER
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____

10 th GRADE	
1 st SEMESTER	2 nd SEMESTER
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____

11 th GRADE	
1 st SEMESTER	2 nd SEMESTER
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____

12 th GRADE	
1 st SEMESTER	2 nd SEMESTER
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____

Completed: GRAD Writing Test (9th) _____ GRAD Reading Test (10th) _____
GRAD Math Test (11th) _____

Anoka-Hennepin ISD#11

Secondary Mathematics Assessment for English Learners

Name _____ Date _____

Calculators **may not** be used for the section.

Part I

(1)
$$\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$$

(2)
$$\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$$

(3)
$$\begin{array}{r} 10 \\ + 1 \\ \hline \end{array}$$

(4)
$$\begin{array}{r} 13 \\ + 12 \\ \hline \end{array}$$

(5)
$$\begin{array}{r} 4 \\ - 4 \\ \hline \end{array}$$

(6)
$$\begin{array}{r} 12 \\ - 9 \\ \hline \end{array}$$

(7)
$$\begin{array}{r} 20 \\ - 11 \\ \hline \end{array}$$

(8)
$$\begin{array}{r} 14 \\ - 5 \\ \hline \end{array}$$

(9)
$$\begin{array}{r} 3 \\ \times 2 \\ \hline \end{array}$$

(10)
$$\begin{array}{r} 9 \\ \times 5 \\ \hline \end{array}$$

(11)
$$\begin{array}{r} 7 \\ \times 3 \\ \hline \end{array}$$

(12)
$$\begin{array}{r} 12 \\ \times 1 \\ \hline \end{array}$$

(13) $12 \div 4 =$

(14) $63 \div 9 =$

(15) $50 \div 10 =$

(16) $64 \div 8 =$

(17)
$$\begin{array}{r} 217 \\ - 65 \\ \hline \end{array}$$

(18)
$$\begin{array}{r} 704 \\ + 654 \\ \hline \end{array}$$

(19)
$$\begin{array}{r} 7.25 \\ \times .8 \\ \hline \end{array}$$

(20)
$$\begin{array}{r} \$9.05 \\ - 1.29 \\ \hline \end{array}$$

(21)
$$\begin{array}{r} 96 \\ \times 3 \\ \hline \end{array}$$

Score _____

Part 2 Attempted: YES NO

Name _____ Date _____

Calculators may be used for this section.

Part 2

(1) $-2 + -4 =$ _____

(2) $.1 =$ _____%

(3) $\frac{1}{2} =$ _____%

(4) 1, 2, 4, 8, _____

(5) 3 yards = _____ feet

(6) 500 cm = _____ meters

(7) $25 \div 2 =$ _____

(8) $33,985 \div 5 =$ _____

(9) $\frac{1}{8} + \frac{5}{8} =$ _____

(10) $\frac{1}{4} + \frac{1}{2} =$ _____

(11) $\frac{2}{7} \times \frac{4}{5} =$ _____

(12) $\frac{3}{8} \div \frac{1}{2} =$ _____

Score _____

(HS only) Part 3 Attempted: YES NO

Name _____ Date _____

Calculators may be used for this section.

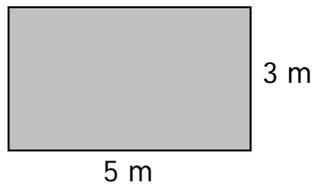
Part 3 – HS Only

Find the area and perimeter of the following rectangle.

(1) Area = _____ Formula: $a = l \times w$

(2) Perimeter = _____ Formula: $p = 2l + 2w$

m = meters

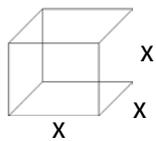


Find the volume and surface area of the following cube.

(3) Volume = _____ Formula: $V = l \times w \times h$

(4) Surface Area = _____ Formula: $SA = 6x^2$

$x = 3$ cm



(5) $x = 3, y = 7, xy =$ _____

(6) $y = 3x - 4$

if $y = 5$, $x =$ _____

(7) $2(3 + 6 \div 3) + 4 \times 5 =$ _____

(8) $\sqrt{36} =$ _____

Part 3 Score _____

Refugee Interrupted Former Schooling Questionnaire

Refugee Interrupted Former Schooling Questionnaire

Adapted from SIFE, NYC Department of Education

This questionnaire will provide additional information of students' background and schooling experiences.

Interviewer's Name and Title:

Date of Interview: _____ Location of Interview: _____

Student Identification Information

Student's Name (First, Middle, Last)

Date of Birth

Age

Gender

Student's School

Grade Level

Part 1: Student's Native Language Information

Note to interviewers: Read aloud the following questions with the student and fill in the answers; print clearly and do not abbreviate answers. During the interview, if a student does not respond to a given question, you may use prompts to help the student provide an answer. It is important to make this a conversation between you and the student rather than a formal interview.

1) a. What is your first name? _____

b. What is your last name? _____

2) a. How old are you? _____ b. What is your date of birth? ____/____/____
month day year

3) a. In what country were you born? _____

b. In what city or town? _____

4) What was the first language that you learned in your home as a child?

5) a. What other languages, if any, have you learned?

b. Which language are you most comfortable using?

*This is what will be the student's native language.

Part 2: Family and Home Background

Interviewer: I'd like to ask you some questions about your family and your home.

1) Who do you currently live with? (circle all that apply)

MOTHER FATHER SIBLING(S) AUNT(S) UNCLE(S) GRANDPARENT(S) COUSIN(S)

OTHER _____

2) a. Do any of the people you live with now speak English? (circle one)

YES NO I DON'T KNOW

b. (If yes) Do you speak English with any of them? (circle one)

YES NO

3) a. Of all the people that you live with now, who has the highest level of education? _____

b. What is his or her highest level of education? (circle one)

PRIMARY SECONDARY COLLEGE / GRADUATE I DON'T
SCHOOL SCHOOL UNIVERSITY SCHOOL KNOW

c. In which language(s) was his or her education? _____

d. In what other language(s) does he or she read or write?

4) a. Does anyone in your family currently live in your home country? (circle one)

YES NO I DON'T KNOW

b. (If yes) Of all your family living in your home country, who has the highest level of education?

c. What is his or her highest level of education? (circle one)

PRIMARY SECONDARY COLLEGE / GRADUATE I DON'T
SCHOOL SCHOOL UNIVERSITY SCHOOL KNOW

d. In which language(s) was his or her education? _____

e. In what other language(s) can he or she read or write?

5) Do a lot of people speak English in the neighborhood where you are currently living? (circle one) YES NO I DON'T KNOW

6) Do a lot of people speak your language in the neighborhood where you are living now? (circle one) YES NO I DON'T KNOW

Refugee Interrupted Former Schooling Questionnaire

Adapted from SIFE, NYC Department of Education

Part 3: Educational History of Formal School Experiences

Student's Name (First, Middle, Last)					Date of Birth	Age	
When you were...	In what country were you living?	Did you go to school for most of that school year?	(if yes) Was your school in a refugee camp?	(If yes) Was your school in a city or town? What was the name of the city or town?	(If yes) In what language(s) were the lessons given?	(If yes) What other language(s), if any, did you study that year?	(If no) Did you study outside of school that year?
5 - 6							
6 - 7							
7 - 8							
8 - 9							
9 - 10							
10 - 11							
11 - 12							
12 - 13							
13 - 14							
14 - 15							
15 - 16							
16 - 17							
17 - 18							
18 - 19							
19 - 20							