



Newcomer RTI Support Services Planning Guide

Universal Supports - Institutional Transformative Change (Tier 1)

Ensuring existing school-wide programs & events are multicultural, multilingual, & inclusive; Creation of ongoing, year-round system to welcome, orientate, & assess all newcomer immigrant students & families

School Culture: Developing a school community with values as well as physical, emotional, & academic spaces that are inclusive of all cultural & language backgrounds

- ★ Creating welcoming & culturally accessible facilities:
 - ✓ Multilingual Entrance & Hallway Signs
 - ✓ Multilingual & Multicultural Representation in Hallways & Classroom
- ★ Ensuring school-wide events are accessible & inclusive, including outreach to EL classrooms & celebration/recognition of cultural holidays:
 - ✓ Assemblies
 - ✓ Lunchtime Activities
 - ✓ P.A. Announcements
 - ✓ Health Events
 - ✓ School Spirit Events
 - ✓ Ramadan, Lunar New Year, Central American Independence Day, etc.
- ★ Adherence to & Promotion of Sanctuary City Ordinance
- ★ Commitment to recruiting, hiring, & retaining multilingual staff at all levels
- ★ Staff Training:
 - ✓ Cultural Competency & Humility
 - ✓ Stress & Legal Status
 - ✓ Communicating Across Languages or to English Learners
 - ✓ Immigrant Youth & Police Contact
 - ✓ Experiences & Needs of Newcomers

New Family Orientations: Creating process for informational meetings, in primary language or with interpreter, with one or more families to explain school policies & programs, complete forms, answer questions, & build relationships

- ★ Information Folders:
 - ✓ District & School Site Calendar
 - ✓ Bell Schedule
 - ✓ School Map
 - ✓ Emergency Card
 - ✓ Free/Reduced Lunch
 - ✓ School Policies & Expectations
 - ✓ School Program Information & Consents
 - ✓ School Survival 101 (*e.g., lockers, cafeteria lines, passing period, hall pass, etc.*)
 - ✓ Clipper Card Application
- ★ Conducting school tour & staff introductions, if possible
- ★ Utilizing “Buddy Systems”:
 - ✓ Peer Buddy
 - ✓ Classroom Buddy
 - ✓ 1st Day Shadow Buddy
 - ✓ Caregiver Buddy
- ★ Process for notifying relevant staff of new arrivals
- ★ Supporting teachers in creating classroom process for welcoming newcomers
 - ✓ Welcoming Circle
 - ✓ Classroom Behavior Expectations
 - ✓ Classroom “Buddy”



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Intake, Assessment, & Referrals: Coordinated effort among teachers & support staff to create timely process for enhancing understanding of student's history, strengths, & needs

- ★ Protocol for disseminating information & forms to designated staff
- ★ Forms (*See Appendices*):
 - ✓ Family Intake
 - ✓ Educational History Inventory
 - ✓ Family Reunification
 - ✓ Legal Survey

Family Engagement Strategies: Multicultural approach to family work

- ★ Recognition of cultural diversity & cultural misunderstandings:
 - ✓ Acculturation Stages
 - ✓ Concepts of Time
 - ✓ Literacy Levels
 - ✓ Pace of Communication
 - ✓ Knowledge of School Systems
 - ✓ Family Structures
 - ✓ Family & Educational Values
- ★ Ensuring translation & interpretation services; translating important family materials & forms; training all staff in appropriate use of interpreters
- ★ Conducting meetings in student &/or family's primary language with interpretation for English speaking staff, when possible
- ★ Rotating primary language at meetings where multiple languages are spoken
- ★ Offering culturally relevant parent workshops, classes, & celebratory events
- ★ Creating process for caregiver programming feedback (*i.e., needs surveys & evaluations*)

Social Support Programs: Ensuring school programs are inclusive of newcomers

- ★ Equitable access to relevant programming, including creation of outreach methods, materials, programs, & services that are relevant & inclusive of all students
 - ✓ GSAs
 - ✓ Peer Resources (Mediation)
 - ✓ Youth Outreach Workers
 - ✓ Mentoring for Success
 - ✓ School Governance
 - ✓ Athletic Department
 - ✓ ExCEL Afterschool & Beacon
 - ✓ College & Career
 - ✓ Wellness/School Social Worker
 - ✓ Restorative Practices
- ★ Offering on-site services by culturally & linguistically appropriate community-based organizations
 - ✓ Individual & Group Therapy
 - ✓ Case Management
 - ✓ Classroom Presentation
 - ✓ Legal Clinics
 - ✓ Health Education
 - ✓ Parenting Workshops
 - ✓ Consultations
 - ✓ Tutoring



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Small Group Supports - Interpersonal Change (Tier 2)

Creation of programs & events to allow space for language & culturally specific socializing & integration; Ensuring current programming is equitably accessible to newcomers & inclusive of their specific needs

Ongoing New Student Check-Ins: 15-20 minute language specific check-ins for newcomers on school-based social & academic support services; Frequency dependent on enrollment; Can be facilitated by any or all social support programs & staff

Clubs & Support Groups: Encouraging & creating culturally specific student clubs; Open, ongoing, & language specific support groups (lunchtime)

Workshops: Language specific pullout workshops on various topics related to newcomer needs

- ✓ Reproductive Health
- ✓ Legal “Know Your Rights”
- ✓ General Health Education
- ✓ Family Reunification
- ✓ Psychoeducation
- ✓ College & Career
- ✓ Community Programs

Immigration Status Supports: Recognition of impact of legal status & immigration court proceedings on ability to access education

- ✓ Legal Referrals
- ✓ Legal Clinics
- ✓ Legal Education

Enhanced Individualized Supports - Personal Change (Tier 3)

Increasing equitable service delivery through strategic individualized service planning; Considering specific needs, context, & acculturation process of newcomers; Building on strengths

Newcomer Student Meetings: Creating a space for staff &/or EL teachers to discuss specific high need newcomers (*i.e., separate or more equitable SAP/SST process*)

- ★ Utilizing previous Intervention Tiers as mechanisms for assessment to inform referrals & services
 - ✓ Methods for identifying need
 - ✓ Consideration of acculturation process
 - ✓ Literacy Supports for Students with Interrupted Formal Education (SIFE)
- ★ Creating tools for gathering data
 - ✓ Suspension & Failure Rates
 - ✓ GPA & Attendance
 - ✓ Social & Academic Acculturation Scales
 - ✓ Family Engagement
- ★ Recognizing specific challenges of newcomers
 - ✓ Immigration Status
 - ✓ Court Appointments
 - ✓ Student Employment
 - ✓ SIFE
 - ✓ Family Reunification
 - ✓ Trauma
 - ✓ Undiagnosed Special Ed Needs
 - ✓ Transitional Age Youth



Newcomer RTI Support Services Planning Guide

- ★ Equitable Interventions: Willingness to offer strategies “outside the box” as a means of ensuring equitable access to education
 - ✓ Flexible Scheduling
 - ✓ Delaying Class Schedule
 - ✓ Reframing “Academic Success”
 - ✓ Consideration of Acculturation Stage
 - ✓ Home Visits

IEPs & 504s: Adherence to Lau Plan directives; Understanding of differences between language acquisition & acculturation challenges, & learning disabilities

Family Reunification: Creating programs & referrals, as well as staff awareness, for families reunifying after several years of separation

Individual Interventions: Availability of linguistic & culturally specific intensive behavioral health services on-site or through community referrals

- ✓ Crisis intervention
 - ✓ Individual Therapy
 - ✓ Family Therapy
 - ✓ Health Screenings (Vision & Hearing)
 - ✓ Insurance Enrollment
 - ✓ Pregnancy & Parenting Support
 - ✓ Case management
 - ✓ Psychiatric Evaluations
 - ✓ Medication Assistance
- ★ Staff is trained in cultural healing practices & expressions
 - ★ Comprehensive protocol is in place for crisis intervention & support for students whose language needs are difficult to meet

Support Groups: Availability of linguistic & culturally specific behavioral health groups around topics specific to issues impacting newcomers on-site or in the community referral

- ✓ Acculturation Process
- ✓ Grief & Loss
- ✓ Substance Abuse
- ✓ Trauma
- ✓ Family Reunification
- ✓ Anxiety
- ✓ Depression

Community Connections & Referrals: Understanding importance of connecting newcomer families to culturally & linguistically capable community programs; Emphasizing necessity of building social networks

- ★ Awareness of the challenges in navigating community programs
 - ✓ Transportation Needs
 - ✓ Work Schedules
 - ✓ Lack of Trust
 - ✓ Lack of System Knowledge
 - ✓ Language Access
 - ✓ Fear of State Repression
- ★ Deliberate effort to ensure clarity about referral, process, point person, & location; Create feedback loop to confirm referral connection



Refugee and Immigrant Online Resources

Racial Equity

- Research and article on the [State of Black Immigrants](#) from the [Black Alliance for Just Immigration](#)

Sanctuary Support

This is a wonderful website with a plethora of resources for all things immigrant and refugee related: [Informed Immigrant](#)
In particular, explore their [Resource Library](#).

This website offers information specific to non-citizens, including questions to see if they qualify for some kind of immigration relief: [Immi.org](#)

City of SF [Immigrant Support Hub](#)

More websites for undocumented/non-citizens:

- [United We Dream](#)
- [UndocuBlack Network](#)

Sanctuary School Workshops

[San Francisco Immigrant Legal and Education Network](#) (SFILEN) helps coordinate a lot of the Rapid Response networks in the Bay Area. In addition to publications and other resources, they have some capacity to offer Know Your Rights and other related trainings:

- [SFILEN SFUSD Speaker Request Form](#)

[Legal Services for Children](#) is also available for school site training:

- [LSC Training Request Form](#)

[Immigrants Rising](#) primarily supports undocumented young people access higher education. They offer trainings for staff, students, and caregivers. Their list of trainings and the request form is available on their website.

Newcomers and Refugee/Asylee Support in Schools

These offer more school related supports and resources for immigrant ELLs.

- [Colorin Colorado](#)
- [Bridging Refugee Youth and Children Services](#)
- [Californians Together](#)

Websites for college and career resources for undocumented/non-citizens

- [Immigrants Rising](#) and [We Are The Dream](#)



Refugee and Immigrant Online Resources

Videos and Movies:

- [Which Way Home](#) (Feature Length Documentary - Trailers)
- [Life of an Unaccompanied Minor in L.A.](#) (Short Doc)
- [Undocumented and Awkward](#) (YouTube Series)
- [Immigration at Southern Border](#) (Vox Investigative Series)
- [Llevate Mis Amores](#) (YouTube Feature)
- [Children on The Run in Central America](#) (UNHCR Video)

Frontline Documentaries:

- [Separated: Children at the Border](#)
- [Trafficked in America](#)

San Francisco Public Library Free Online Video Streaming ([Kanopy](#))

- [Breathin': The Eddy Zheng Story](#)

Once you're on the website, you can find several documentaries about immigrants and immigration.

Understanding & Supporting the Newcomer Journey



School Social Worker

Land Acknowledgment



 **SOGOREA TE LAND TRUST**
LED BY URBAN INDIGENOUS WOMEN

Whose
Land Am I on?
Text - City, State:
(907) 312-5085

Learning
For
Justice



Workshop Aspirations

- ★ Racial Equity & Newcomer Framing
- ★ RISE-SF & Newcomer Overview
- ★ Understanding the Journey
- ★ Supporting the Journey
- ★ Resources & Closing



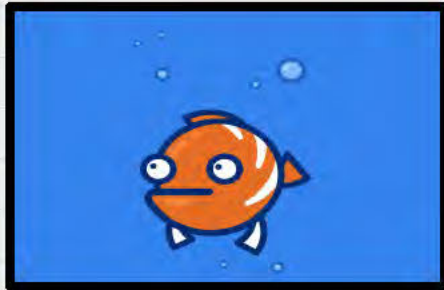


New Kid
in Town

“The longer you swim in a CULTURE,
the more INVISIBLE it becomes.”

Anti-Racism

Active, conscious,
& non-neutral
process of...



changing systems,
structures, policies,
practices, &
attitudes...

so that power is
redistributed &
shared equitably.

The heart of an
anti-racist system
is personal &
professional, & has
system-wide
accountability.



Areas of Focus

Newcomer Programming

Sanctuary Education

Services

Capacity & Competency
Building

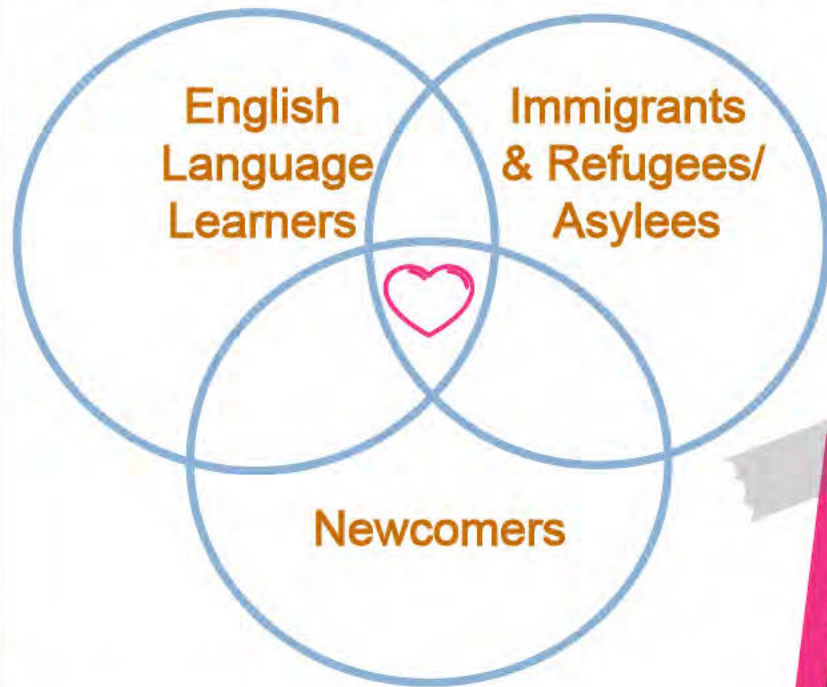
Linkage & Referrals

Values

Ensuring Equity

Culture as Strength

Making Spaces BRAVE



Critically
Conscious
Language

Newcomers at SFUSD

SFUSD Definition

- ★ In U.S. for ≤ 5 years
- ★ English Language Learners (ELLs)
- ★ Born in the U.S. or Abroad

Demographics

- ★ Spanish, Chinese, Arabic, Tagalog, & Vietnamese
- ★ Impacts of Globalization
- ★ Distinguished by Migration Context

Family
Choice
District

ES

Edwin &
Anita Lee
(Chinese)

Mission
Ed Center
(Spanish)

MS

Francisco
Everett

Vis Valley

HS

Galileo

Lincoln

Mission

SFI

Marshall

El Camino

Understanding the Journey

Migration Context

- ★ Demographics & Life in Country
- ★ Access to Services & Education
- ★ Reason for Migration
- ★ Family Separation & Reunification
- ★ Leaving Process & Physical Journey
- ★ Class & Status Change
- ★ Distance from Culture & Community



The Central American Journey



Process of Acculturation

Grief & Loss

Context &
Variables

Internal & External
Resources

CULTURE SHOCK

stress, anger,
depression,
isolation, regret

**INITIAL
ADJUSTMENT**

integration,
community,
academic
engagement

HONEYMOON

excited, idealistic,
hopeful

INTEGRATION

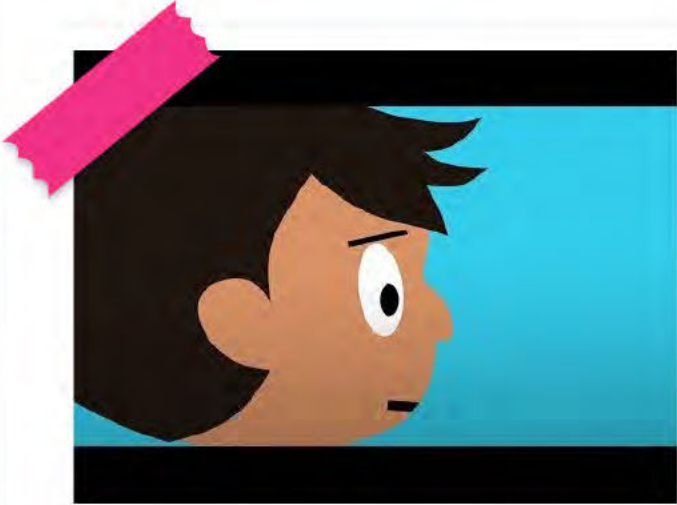
attachment,
comfort, pride

Seeking Asylum



Children on the Run in Central America,
(UNICEF, 2017).

Unaccompanied Youth



This is what happens to unaccompanied minors who cross the US Mexico border (YouTube: City & State, 2019)



"Which Way Home" (2009)

Asylum Surge



Mayor Adams says 30% of current asylum seekers are children, (YouTube: CBS New York, August 9, 2023).



Migrant encampments surge at border as asylum process bottlenecks, (YouTube: ABC News, December 8, 2023)

Acculturation

End at 2:30 mark



The Journey of Newcomer Children, (YouTube: Newcomer Center of Peel Channel, 2016)



Unaccompanied Youth



*The Life of an Unaccompanied Minor
in L.A.*, (Los Angeles Times, 2016)

Head
Heart
Hands

Thoughts



Questions

Hopes



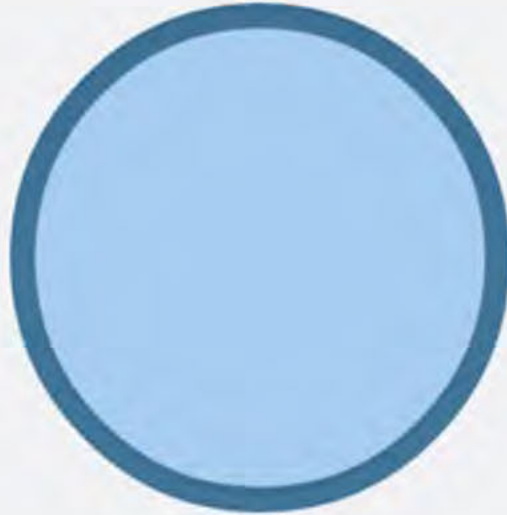
Struggles



Calls To Action

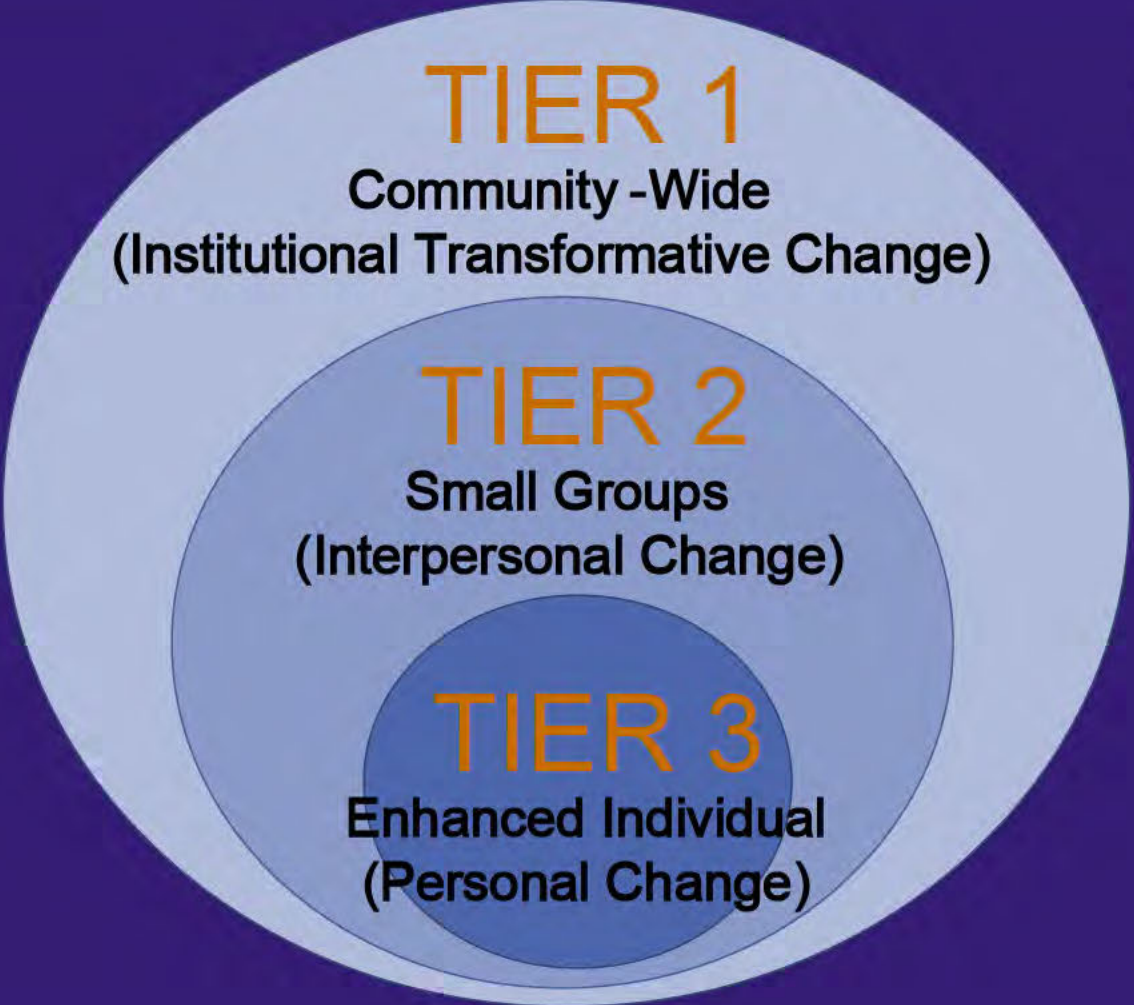


Break



Kurious Kitten





Response
to
Intervention

Creating Transformative Change

- ★ Multicultural Welcoming & New Family Orientations
- ★ School Culture
 - School-Wide Programming & Events
 - Inclusive Curriculum &

Recruitment & Inclusion

School Governance & Leadership

Language & Cultural Equity

Small Group Supports

- ★ Newcomer Clubs
 - ★ Leadership & “Ambassadors”
 - ★ Literacy & Tutoring
- 

Supporting Acculturation

Cultural Sharing (Foods & Cultural Celebrations)

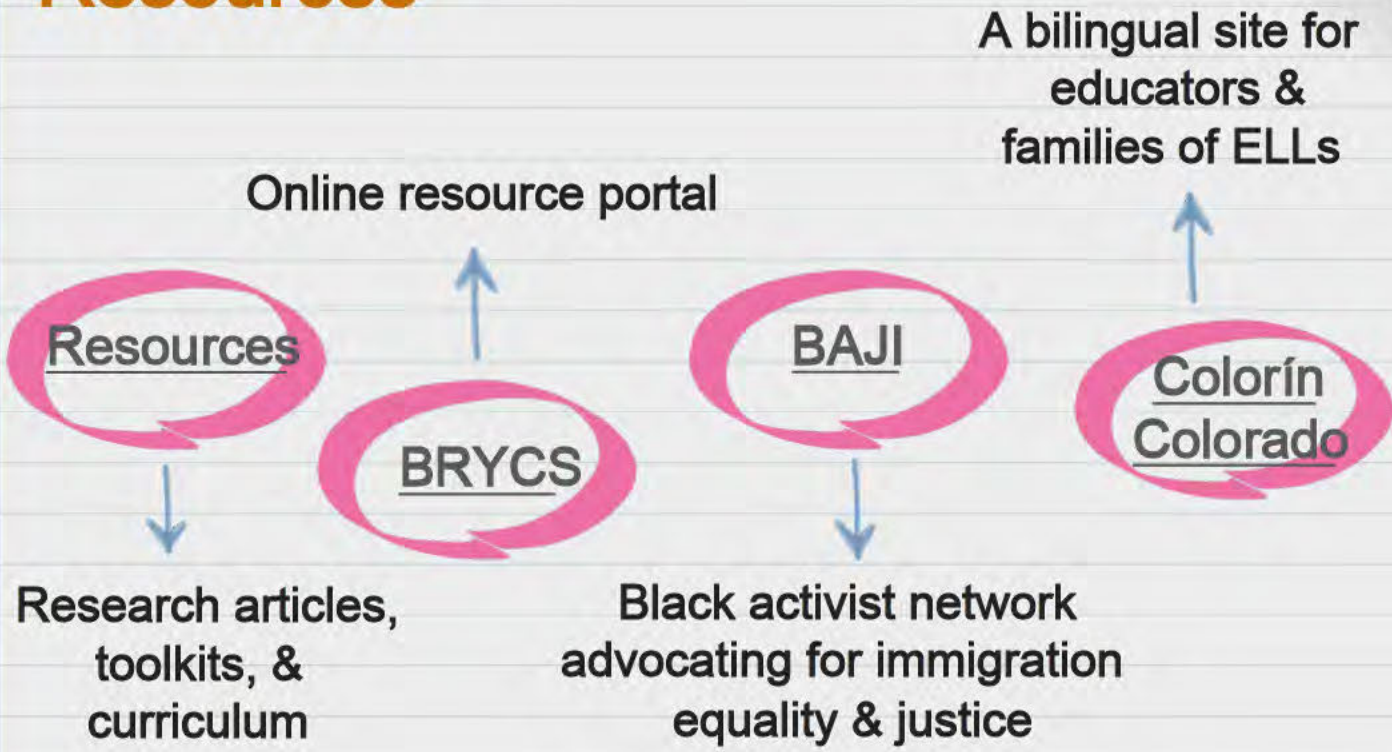
Primary Language & EL Acquisition

“Survival” Skills

Kollaborative Kittens



Resources





RISE-SF

REFUGEE AND IMMIGRANT SUPPORTS IN EDUCATION



Evaluations



BUILDING SANCTUARY



Angelina Romano



LAND ACKNOWLEDGMENT



WORKSHOP ASPIRATIONS

01

RACIAL EQUITY
FRAMING



BREAK

02

SANCTUARY
OVERVIEW

03

TRUTH *ISH* ABOUT
SANCTUARY

04

SANCTUARY IN
ACTION

SANCTUARY FOR ALL



[RAICES YouTube](#)

SANCTUARY STATE & CITY



PUBLIC HEALTH & SAFETY



ACCESS TO SERVICES



LIMITED SCOPE

SANCTUARY SCHOOL DISTRICT



RIGHT TO EDUCATION



ACCESS TO PROGRAMS & SERVICES



MISSION & VALUES

SANCTUARY SELVES



PERSONAL INVENTORY
Accountability & Humility



TRANSFORMATIVE JUSTICE
Shared Liberation & Abolitionist Frame



ACTIVE STANCE
Center Youth/Families
Safe vs Safer/Braver
Ally vs Accomplice

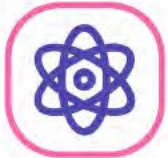
THE TRUTH *ISH* ABOUT SANCTUARY



TRUE



FALSE



IT'S COMPLICATED

PICK A SIDE

THINK or SHARE

**ICEis allowed in San
Francisco.**

TRUE

As agents of the federal government, ICE may conduct operations in San Francisco.

The Sanctuary City Ordinance & the U.S. Constitution offer some level of protection, but not total.

THINK or SHARE:
What are some situations where law enforcement would come on campus?

**SFPD cannot
cooperate with ICE.**

FALSE

SFPD should not ask about immigration status, nor make active holds for ICE.

With the proper paperwork, SFPD may cooperate with ICE to detain an individual.

Outside of work duties, any individual can contact ICE.



ICE agents must wear
identifiable clothing.

IT'S COMPLICATED

Purportedly for safety reasons, ICE officials can decide to hide their identity. They are required to have something that identifies them as law enforcement- not necessarily ICE & they are supposed to identify themselves when interacting with a person.

There are many cases of ICE agents purposefully tricking individuals.



**ICEis allowed on
SFUSD property.**

IT'S COMPLICATED

Historically, ICE has refrained from conducting arrests in “sensitive areas,” such as hospitals, churches, & schools.

Agents may enter school property, & we can also take measures to keep our community safe.

While a warrant is needed to conduct a search, officials can claim “exigent circumstances” - if there is imminent danger or possible loss of evidence to enter.



ICE agents have never
come on to a SFUSD
school before.

IT'S COMPLICATED

While we have no confirmed recent incidents, it is possible there has been an ICE agent on campus (e.g., a caregiver, relative, or volunteer).

For this reason, it is always important to be diligent about our visitor & volunteer policies, & be protective of student information.

**SFUSD will never turn
over a student or their
information to ICE.**

FALSE

SFUSD's Legal Dept. will determine if we must disclose records or allow a search or an arrest because of a valid court order, search warrant, or subpoena.

SFUSD staff may ask a student or caregiver about immigration status.

TRUE

Staff may ask about status to provide appropriate information, resources, & services.

Students are never required to answer these questions to receive services.

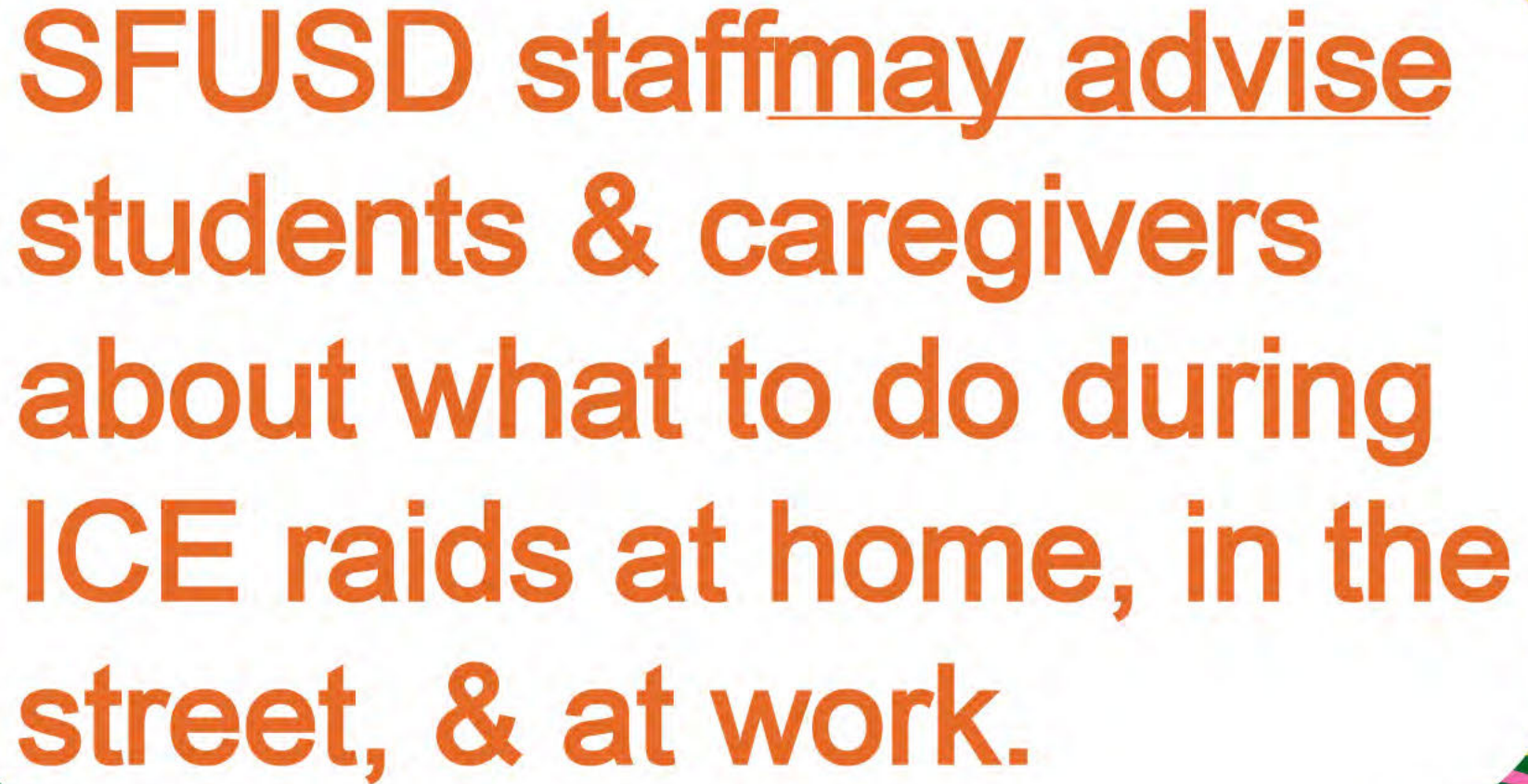


**SFUSD staffis allowed
to write down
student's immigration
information.**

TRUE

Staff are allowed to write about a student's immigration status, though there is never any need to do so. Many schools have figured out ways to “talk around it.”

THINK or SHARE:
What other student information can place students in danger of detention &/or deportation?



**SFUSD staff may advise
students & caregivers
about what to do during
ICE raids at home, in the
street, & at work.**

IT'S COMPLICATED

SFUSD encourages staff NOT to give legal advice. Several community and national organizations have videos, websites, handouts, & information regarding rights with law enforcement.

It's important to keep families at the center & follow their lead.

**“Sanctuary” at SFUSD
only refers to laws in
place to protect
immigrants.**

FALSE

At SFUSD, Sanctuary is a policy, a process, & an aspiration. It requires daily commitments & personal reflection.

It is something we struggle to achieve in & outside of the classroom—through our policies, curriculums, interventions, events, & interactions with each other.

It is not the law.

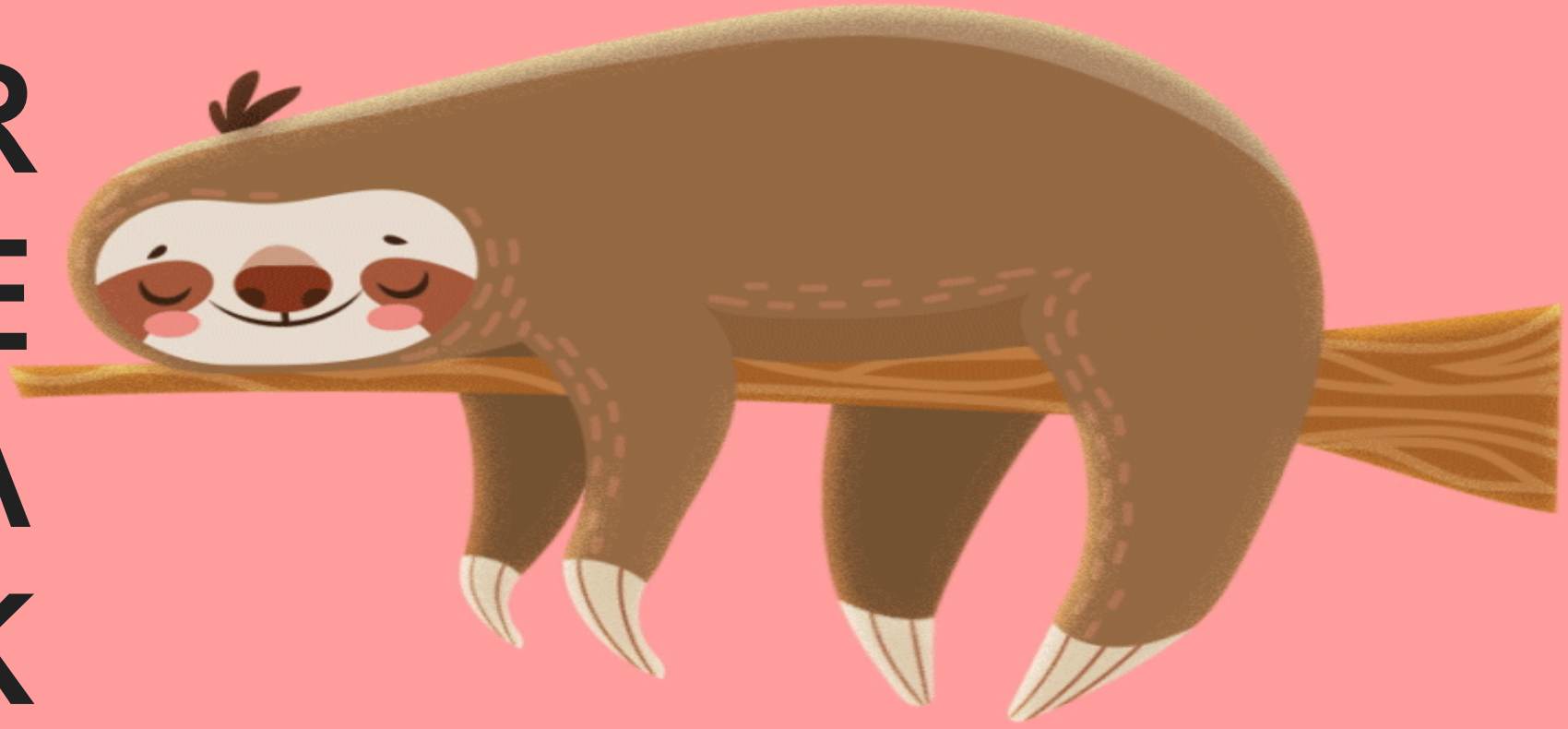
SANCTUARY FOR ALL



TURN & SHARE (2:31):

How might this institutionalized belief impact students, staff, &/or school culture? What are some remedies?

B
R
E
A
K



SANCTUARY IN ACTION



LAW ENFORCEMENT CONTACT
ICE Protocol & SFPD

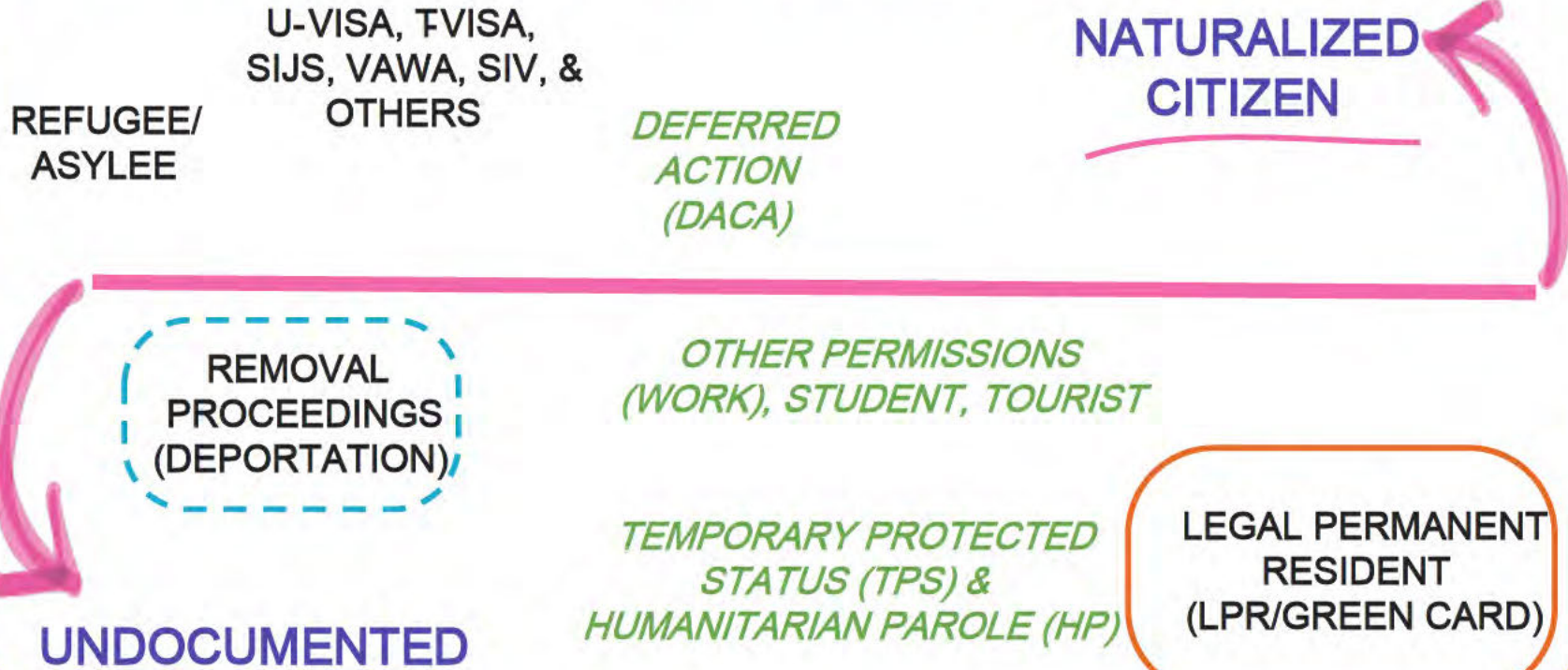


TRANSFORMATIVE PRACTICES
Restorative & Healing Centered



ABOLITIONIST FRAME
Relational Trust & Education

SPECTRUM OF underDOCUMENTATION



IMPACTS OF underDOCUMENTATION

DISCRIMINATION/
BULLYING

LACK OF
CLARITY

FINANCES

FAMILIAL
SEPARATION

MENTAL
HEALTH

IDENTITY &
BELONGING

WORK
AUTHORIZATION

CAREER
OPTIONS

NON-LATINX &
INTERSECTIONAL
EXPERIENCES

CARCERAL SOCIETY
(FEAR, MONITORING,
EXPLOITATION)

RESOURCE & LEGAL
VIGILANCE

MULTIGENERATIONA
L STRUGGLES

DIFFICULT
CONVERSATIONS

POSTSECONDARY
ACCESS

SANCTUARY IN ACTION



SCHOOL CLIMATE
Visibility & Accountability



CLASSROOM CLIMATE
Curriculum & Instruction



YOUTH/FAMILY ENGAGEMENT
Peer Groups & Education

EDUCATION & DEFENSE



RAPID RESPONSE

(415) 200-1548



WORKSHOPS

Education for ALL
ACLU Videos



MAKE A PLAN

Incarceration
Preparedness



CHECK ON RELIEF FIND AN ATTORNEY

Adjustment of
Status



Avoid Fraud



RESOURCES

College & Career

WHAT COMES UP



HEAD

Thoughts & Questions



HEART

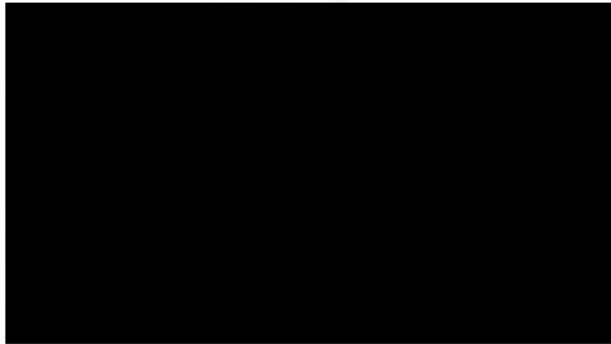
Feelings, Struggles, & Hope



HANDS

Calls to Action

THANK YOU!



EVALUATION
S

