Chapter 10: Considerations for Educating Refugees

To all the survivors out there, I want them to know that we are stronger and more resilient than we ever knew. We survived, that should be enough, but it isn't. We must work hard to become whole again, to fill our soul with love and inspiration, to live the life that was intended for us before it was disrupted by war and horrors and help rebuild a world that is better than the one, we had just left.

—LOUNG UNG, AUTHOR, ACTIVIST AND SURVIVOR OF CAMBODIAN KILLING FIELDS

10.1 Overview and Background

Refugee Arrivals by Country of Nationality: FY 2016 to 2018
(Ranked by 2018 country of nationality)

Country of nationality	2016		2017		2018	
	Number	Percent	Number	Percent	Number	Percent
Total	84,988	100.0	53,691	100.0	22,405	100.0
Dem. Rep. Congo	16,370	19.3	9,377	17.5	7,878	35.2
Burma	12,347	14.5	5,078	9.5	3,555	15.9
Ukraine	2,543	3.0	4,264	7.9	2,635	11.8
Bhutan	5,817	6.8	3,550	6.6	2,228	9.9
Eritrea	1,949	2.3	1,917	3.6	1,269	5.7
Afghanistan	2,737	3.2	1,311	2.4	805	3.6
El Salvador	364	0.4	1,124	2.1	725	3.2
Pakistan	545	0.6	346	0.6	441	2.0
Russia	462	0.5	377	0.7	437	2.0
Ethiopia	1,131	1.3	766	1.4	376	1.7
All other countries, including unknown.	40,723	47.9	25,581	47.6	2,056	9.2

Source: U.S. Department of State.

Little research focuses exclusively on refugee education; most is based generally on the needs of Multilingual Learners (MLs). However, as a growing number of schools enroll refugees from around the world, understanding the unique circumstances they face and the implications of their backgrounds on their ongoing education becomes increasingly important. Each year, after consultation with Congress, the U.S. Department of State and refugee-related agencies, the President signs a Presidential Determination regarding the number of refugees to be resettled in the U.S. In 2016, 84,988 refugees were resettled in the U.S. and in FFY 2017, 53,691 refugees were resettled in the U.S. Under the Refugee Act, the President consults with Congress to establish an overall refugee admissions ceiling and regional allocations before the beginning of each fiscal year. In 2018, the refugee ceiling was decreased to 45,000 of which 22,405 (50 percent) were admitted. This was a 59 percent decrease from the previous year and a 47 percent decrease from the 2016 allocation. For 2019, the administration cut the number of admissions even more to 30,000. For FY 2020, the administration further cut the number of refugee admissions to 18,000.

Since fall 2021, Colorado has welcomed many newcomers, primarily Afghans, Ukrainians, and Cubans, though newcomers from 40+ additional countries have also arrived during this time. From October 2021 through September 2022, Colorado has welcomed more than 2,700 Afghans. Displaced Ukrainians and others who last habitually resided in Ukraine who were granted Humanitarian Parole have been arriving since Spring 2022. More than 500 Ukrainians have already arrived in Colorado and an estimated 1,000-2,000 Ukrainians will arrive in Colorado from Spring 2022 through Fall of 2023.

The United Nations High Commissioner for Refugees (UNHCR) defines a refugee as the following: *A refugee is a considered to be someone who is unable or unwilling to return to their country of origin owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion.* This definition was created at the United Nations Convention Relating to the Status of Refugees in 1951 as a response to displaced people resulting from World War II. When the United States ratified the Refugee Act of 1980 following the end of the Vietnam War, it developed an infrastructure to resettle refugees and began processing Southeast Asians for relocation to the U.S. It was at this time that a significant number of refugees began arriving in this country.

Since its inception, refugee resettlement has often reflected the geographic areas experiencing major conflicts around the world, particularly locations where sub-groups have been persecuted. In recent years the leading countries of nationality for individuals admitted as refugees were the Democratic Republic of the Congo (35 percent), Burma (16 percent), Ukraine (12 percent), Bhutan (10 percent), and Eritrea (six percent). These top five countries made up 78 percent of total refugee admissions.

Challenges to the Family Unit

There are many special considerations for educators to take into account when working with refugee children and their parents. War and persecution inflict a heavy toll on families. Refugee families may become separated due to the chaos of war and by death. According to the U.S. Department of State, internationally, more than three-quarters of refugees admitted to the United States in 2018 were under 35 years of age, and three out of seven were children. Refugees tend to be relatively younger than the native-born population, with a median age of 20 years for those arriving in 2018, compared to a median age of 38 years for the native-born population. This has significant implications on families' financial stability and often results in young people bearing responsibility for providing for themselves and their families.

Separation from parents and caregivers makes children and youth especially vulnerable to violence, discrimination, and gender explicit violations; in some areas of the world, they risk being coerced into participating in military actions, and they may be subject to abuse and abduction.

View more information about Humanitarian Need for Refugees

Resettlement Services

The Office of Refugee Resettlement (ORR) funds the initial resettlement of refugees, which typically consists of 4–8 months of intensive services upon their arrival. Through ORR, the Colorado Department of Human Services oversees resettlement programs for refugees in Colorado. This includes working with resettlement agencies such as Lutheran Family Services Rocky Mountains with offices in Greeley, Colorado Springs, and Denver; the African Community Center (services available to all refugees), and International Rescue Committee, Jewish Family Services, and U.S. Committee for Refugees and Immigrants to ensure refugees receive case management to find employment, enroll children in school and secure a place to live. Refugees also receive short-term cash assistance to pay for some of their basic needs like food, and many attend pre-employment and ESL classes. Refugee resettlement agencies around the country consistently report that despite this focused support, most refugees experience a level of culture shock upon arrival, which abates over time as they become accustomed to their new life. Depending on their level of education, employment history and trauma, refugees will adjust to life here at various rates (Adkins & Dunn, 2003).

For more information, visit The Refugee Integration Survey and Evaluation (RISE)

For more information, visit Office of Refugee Resettlement

For more data and information, visit Colorado Refugee Services Program

Educational Backgrounds and Cultural Factors

Refugee students come from a variety of educational backgrounds, as do their families. Some refugees tend to be highly educated, others may have languished in schools in refugee camps where training was minimal or non-existent (Trumbull & Elise, 2000). Some are highly motivated to learn, such as the 'Lost Boys from Sudan', who became an international story; others like the Somali Bantu may struggle because they have so little experience with education (Somali Bantu Association, 2009). Keep in mind , however, that student and their families may not always share the same beliefs as their cultural group.

Refugees represent a wide variety of cultures, with a wide range of perspectives on education and experiences with schools (Adkins & Dunn, 2003). The International Rescue Committee suggests, Somalis, for instance, may have spent time in religious schools, while other groups may be more likely to have experienced a secular approach. In some cultures, education for boys rather than girls may be prioritized. When there are perceived financial barriers to education such as paying for uniforms, books or fees, girls may be less likely to be enrolled in school. Teenage girls may be at risk for being removed from school to help with the caretaking of younger siblings or a disabled family member. Occasionally, young girls may be pressured into early marriages that greatly limit their education. Students may also come from settings where class participation was not emphasized; rather, types of learning such as rote memorization were the norm.

Some refugee children have resided in camps for long periods of time, perhaps their entire lives. Most have interrupted educations and have been unable to attend school on a regular basis and benefit from a high quality, structured curriculum (Bond and Giddens, 2007). They may have not received educational opportunities, with some younger children never having attended school.

By the end of 2017, there were more than 25.4 million refugees around the world and more than 52% were children. Among them, 7.4 million were school age; only 4 million or 61% of refugee children attend primary school, compared to 92% of children globally.

Source: UNHCR

It is in this context that refugee children first arrive in American schools. Schools offer refugee children a chance of normalcy, in what has likely been a very chaotic life (Heck, 2005). In fact, one reason international work continues to focus on developing schools for displaced children is because there is recognition that schools in refugee camps provide children a critical chance of developing a routine and a sense of the familiar, even when the other circumstances in their lives feel chaotic and unpredictable.

Working with refugees over the past 20 years, Spring Institute for Intercultural Learning's experience has been that most refugee parents, no matter their country of origin, harbor great hopes for their children and understand that education is the key to building a better life. After the challenges of war and persecution, many will be very motivated to build a new life and take advantages of the new opportunities education affords. Others may be overwhelmed by trying to survive and meet basic needs. Taking the time to learn about specific cultural norms around education is an important first step to helping refugee students succeed in school (Adkins & Dunn, 2003).

10.2 Refugee Migrants

While there is a structured process for distributing refugees for resettlement in communities across the country, like all people, refugees have the freedom to move across states. In recent years, an increasing number of refugees have been drawn to work in industries considered agricultural in nature, especially meatpacking. While historically refugees have been resettled in urban areas, where there were organizations and programs existing to help them, increasingly refugees have chosen to move to more rural areas of the country for employment opportunities. In particular, a growing number of jobs have opened in the meatpacking industry, where wages tend to be significantly higher than the entry-level service jobs refugees have traditionally been hired into. Some are actively recruited from other states by meatpacking companies, while others move through word-of-mouth.

This unplanned resettlement has proven challenging to states without resettlement infrastructure established in rural areas. Northern Colorado has experienced influxes of refugees because of meatpacking jobs, and both communities have worked diligently to help integrate these newcomers.

Schools should recognize that families that have worked in the agricultural sector, including meatpacking, at any time over the past year could be considered migrant. They could qualify for special migrant services, but because they are not the traditional migrant population, they may not know about these programs. Rural districts, schools, and public charter schools that have not worked with refugee families before may face a steep learning curve, but there are many resources for professional development that can prove helpful.

10.3 Professional Development

Many teachers may receive refugee children in their classrooms and have little familiarity of the backgrounds from which they come. There are resources available to educators to help them understand the backgrounds of new refugee groups.

Organizations that specialize in issues related to refugee education include:

- Office of Refugee Resettlement offers tools and materials, learning opportunities, research, and technical assistance on resettlement-related topics.
- Center for Applied Linguistics provides research on language use, learning and effecting teaching methods, with a significant focus on immigrants and refugees.
- Bridging Refugee Youth and Children's Services focuses on information to and collaboration among services providers in order to strengthen services to refugee families.
- Refugee & Migrant Education Network shares information between refugee communities and educators.
- The National Child Traumatic Stress Network improves care and access to services for traumatized children, with resources available related to refugees.
- Spring Institute for Intercultural Learning provides training and consulting in English language acquisition, mental health issues and refugee integration.

Learning about the histories and cultures from which students come will go a long way in strengthening teacher–student–parent communications and will help in the adaptation of teaching strategies to meet individual students' needs. Many students come from highly complex backgrounds, and the more teachers can understand the nuances of their culture and history, the better the chances of personally connecting with their students (Adkins & Dunn, 2003). While the teachers who most consistently interact with refugee students may be more likely to receive training related to different refugee groups, a more proactive approach engages all school personnel in theseprofessional development opportunities. Because many different staff will interact with a refugee student during the school year, these professional development opportunities can benefit front office staff, administrators, and teachers from a wide variety of disciplines. Such opportunities are an important way to educate staff about the backgrounds of students and to explore the implications on instruction and parent involvement (Abbate-Vaughn, 2006).

10.4 Parent Involvement

In their initial resettlement, most refugee parents will be extremely overwhelmed by the U.S. school system. Their competing needs for employment, housing, food, and self-sufficiency mean that engaging with the school system on their children's behalf is neither a priority nor well understood. Most refugees do not originate from countries where parents were expected to play a role in school. Different cultures have different expectations and view behavior in a variety of ways, so they may not understand U.S. cultural norms regarding how to make and keep school appointments, discipline their children, and participate in school. Rather, they consider school the purview of teachers, who they greatly respect and do not question. Those from countries that required paid tuition may not have a long history with school. Many will see education as the key to future opportunity for their children, but they may not understand the role that they can play in this process (Lese and Robbins, 1994).

Language is usually the greatest barrier for parents, many of whom rely on their children to interpret across an array of community settings including schools; this adds to family pressures as children gain more power in the family and parents are increasingly reliant on them. Parents who depend on their children to interpret for them in the school setting are at a major disadvantage, as students may not fully share all information with their parents, especially information that about their own negative behaviors or academic performance. Students are not allowed to serve as translators in school settings; this puts that child in an adult situation and is not appropriate in most circumstance and may be illegal in some situations. Schools should provide appropriate translators for school-to-parent meetings or other correspondence.

Many cultures struggle with the concept of parent engagement. Typically, teachers and school staff are regarded as the ultimate experts. Ideas of being a partner or having a critical role in their child's education can be confusing (Trumbell & Elise, 2000). Helping refugee parents develop relationships with their children's teachers and key staff like principals is important.

Perhaps most fundamental to student success is the support schools can offer just by gaining the trust of the community, family, and students. Through mutual respect and an understanding of expected roles and responsibilities, parents will be much more likely to be engaged.

Questions to consider, developed by Spring Institute for Intercultural Learning, include:

- Do parents know the expectations for their role in the school?
- Is there a heavy reliance on the child or other community resources to communicate?
- How accurate are the interpreters and translators who are being used?
- How can one-on-one relationships be established at the school?
- How can the school create and support events that bring different ethnic communities together?
- Can volunteers mentor families?
- Are home visits and parent nights being employed?
- Have cultural exchanges been considered?

Schools should begin utilizing positive communication strategies with newcomer parents beginning from enrollment. Just understanding the level of education, a child comes with can be difficult when there may be no written transcripts or when those documents are not in English. Language interpretation and translation becomes very important for these early encounters to proceed well and should be considered at all points of parent–educator interaction.

Schools should carefully examine their communication strategies with parents to make sure they are appropriate. For instance, for some parents too much information can be challenging to process. Therefore, schools should try to communicate a manageable amount of information to refugee families so that it is not so voluminous that it becomes overwhelming. Also, direct communication from school personnel, such as a personal phone call, helps begin to build a trusted relationship over time and lays a solid foundation for ongoing parent involvement. This also tends to be far more effective than more passive forms such as sending home written flyers (BRYCS, 2008). Most importantly, schools should be communicating in a language that is most easily understood by the parent/guardian.

While these strategies involve resources on the part of the school that are often in short supply, communicating with refugee parents requires additional work and creative strategies. Some innovative schools employ cultural brokers who may be of the same ethnic group as the refugees but are bilingual and can help educators understand some of the cultural barriers to be overcome. While they work with the students in the classroom during the day and supplement the teacher's instruction, they also can assist with outreach to parents.

Schools may want to consider creating a parent advisory group for newcomers. Such a group can be an ongoing resource to help school personnel understand the cultural issues around schooling, can inform them of any community concerns that are arising, and can help be a voice for the school in the community.

Explore opportunities to promote adult English as a Secondary Language (ESL) or family literacy. Refugees quickly recognize that they will need English skills to succeed in the U.S. in the long term. Schools that offer ESL programming for parents, and incorporate additional family literacy instruction for children, can build the groundwork for parent engagement and parenting. Adult students often build treasured relationships with their ESL instructors, who can help them understand their role in the school and in their children's education.

10.5 Social-Emotional Health

By definition, refugees have come to this country because of their well-founded fear of persecution. Many have witnessed horrible atrocities in their countries of origin, to family, friends, and neighbors. They may suffer from post-traumatic stress disorder and may have mental health issues that have never been admitted, diagnosed or treated (Rosseau, 1996). Indeed, in most of these cultures the stigma associated with mental health needs is much stronger than in the United States, so children experiencing mental health challenges are unlikely to have their mental health needs recognized and addressed. In order to promote refugees' longer-term academic achievement, schools must address social and emotional health issues as they arise. They need to be aware of the school's mental health referral process so that refugee students have access to the best mental health resources possible (Aronowitz, 1984).

Refugee students may reveal their level of trauma in the art room, through the pictures that they draw. They may demonstrate their histories through the stories they tell. They may have challenges bonding with students and teachers. Educators need to be patient and understanding and work to build their relationships with refugee students and their parents over time.

Educators should be aware that refugee students may be in classrooms with students from countries or ethnic groups with which there are long histories of conflict. Even when students do not feel animosity toward each other, there is a strong possibility that their parents harbor hostilities. For example, refugees from Burma come from many different ethnic groups that have been pitted against each other by the Mynmar government. The ethnic Karen, the largest group resettled in Colorado, historically feel animosity toward the ethnic Burmese, and vice versa, due to ongoing conflict, perceived injustices, and a strong sense of distrust. Educators should be aware that these dynamics can impact the classroom.

Refugees report challenges from bullying, teasing and discrimination in schools. Because they look and behave differently than their peers, they can be targets of these unhealthy behaviors. They may experience bullying from US born peers, as well as from other refugees who are more acculturated and have been enrolled in the school for longer periods of time. One promising method for building positive peer relationships is to provide refugee students opportunities to participate in electives and after-school activities, including sports, music, and clubs. These programs can help students realize their similarities in a fun and less structured way than the classroom typically offers.

One successful strategy that is increasingly used to initially strengthen refugee students' bond with the school is the use of the newcomer programs. These are particularly useful with families and children with limited to no education. Newcomer programs give families time and space to adapt to their new environment more gradually than they would typically. They have an opportunity to succeed because newcomer schools and programs are equipped with resources that refugee families need, like basic skills, how to navigate the school system, and intensive instruction on learning English. Usually, students remain in these centers only a short time and then are mainstreamed into the regular school system (BRYCS, 2008).

Other suggestions for strengthening the social-emotional health of refugee students include:

- Take the time to learn about refugee students as individuals, recognizing that families may be under stress;
- Make mental health referrals as needed;
- Learn about community resources that families in need can be referred;
- Find ways to celebrate cultural diversity daily so that students feel respected and that they belong. This includes respecting their background, culture, race and knowledge;
- Whenever possible, connect subjects and lesson plans to students' prior knowledge or experience;
- Be prepared to listen and support families through a variety of communication methods such as: drawing, singing, talking, writing, and role playing (Szente & Hoot, 2006).

10.6 Implications on Assessment

For educators trying to assess the language abilities and content knowledge of refugee students, assessment can be a great challenge. First, refugees may not have transcripts available, and when they do, they may need to be translated into English in order to be understood. Traditional assessments are not available in Burmese, Nepali, or Somali, for instance. Teachers therefore tend to rely on more informal assessments (Hamilton & Moore, 2004).

Researching the typical educational backgrounds from which a particular refugee student comes from is a simple first step. Using interpreters or cultural brokers to talk with students in their home languages will help with more accurate assessments that aren't based solely on observation (ibid).

It is important to also recognize that while assessing students soon after their initial arrival may be required, it can be an extremely frustrating experience for all involved. A more open assessment process may prove less frustrating to new students. For example, one could use pictures to assess background knowledge in subject areas instead of using words, collect a writing sample (even if it is in the students' home language), and/or assess over a longer period of time.

Supporting assessment through regular class activities may strengthen the testing process. If there is a need to make accommodations in testing, ensure that the learner understands the methods through practice (BRYCS, 2008).

- Find out common interests of students to adapt standards and curriculum to support dynamic education
- Support language development through practices like sheltered English and active listening
- Expose learners to language and increase opportunities through signs, environmental texts, and word games
- Keep students engaged in learning by building off of what they know, using materials appropriate to their age and incorporating a buddy system to enhance learning experiences

Assessment practices vary across cultures and tests can be culturally biased. Helping families and children understand how assessments are used in education is fundamental.

10.7 Coordination and Collaboration Among Programs

Meeting the needs of refugee students is perhaps best accomplished by the active involvement of a diverse array of community organizations and stakeholders. As specific ethnic groups become more settled, community leaders who tend to have the respect and trust of the ethnic community may become more apparent. For instance, in many Somali communities there is a group of Somali elders who other members of the community may look to for guidance in cultural and community issues. Schools that reach out to engage and hear from these elders will be better positioned to meet the needs of the refugee children who attend school. Elders may be much more inclined to share concerns with the school than an individual parent might be.

Some refugee groups create self-help organizations to help newer arrivals with basic transportation, interpretation or meeting basic needs such as food and clothing. These organizations can also be places for schools to build relationships and to help promote stronger communication between the school and the target refugee community.

In Colorado, many communities have developed immigrant integration collaboratives, which are coalitions of immigrants, refugees, mainstream organizations, and community-based organizations that are working together to promote the inclusion of newcomers. Such collaboratives are also strong avenues for working proactively to engage the community on education issues that impact refugees. More information is available at The Colorado Trust: A Healthy Equity Foundation (www.coloradotrust.org) as well as, the *Immigrant Integration Resource Guide* which can be found on the Resource web page (www.cde.state.co.us/cde_english/elau_pubsresources) of the Office of Culturally and Linguistically Diverse Education at the Colorado Department of Education.

Finally, there are service providers in most communities that may not be led by refugees but certainly have expertise and connections to the refugee community. Schools can seek their guidance to learn more about refugee groups and to find referrals and connections to key refugees from the community who may helpful resources as educators continue to strive to help refugee students make the most of their new opportunities.

For more information about the U.S. Refugee Resettlement Program, visit www.acf.hhs.gov/orr/resource/the-us-refugee-resettlement-program-an-overview

For more information about online resources for newcomer parents and youth at BRYCS: Refugee Portal, visit brycs.org/refugee-portal/

Website Resources

ORR General Statistics about Refugees

Colorado Refugee Services Programs

Colorado Benefits Assistance

The 1951 Refugee Convention

International Rescue Committee

Immigrant & Refugee Center of Northern Colorado

Dropout Prevention and Student Re-Engagement Office at CDE

District to District BRYCS Tools

US-Mexico School Course Equivalency

Binational Initiative Resources

(See Appendix J)

Appendix J
Culturally Responsive Environments

Cultural Differences Can Mean Different Norms for Classroom Behavior

Example: Some cultures consider it disrespectful to ask questions of teachers.

Implication: Multilingual Learner (ML) students may not be comfortable participating in class discussions and activities.

Make sure students understand the hidden as well as obvious classroom rules and become familiar with the culture(s) of your students.

Cultural Differences Can Affect Students' Understanding of Content

New knowledge is built on what is known; reading research shows comprehension is a result of the words on the page and the reader's background knowledge. Students may not understand the text because they lack background knowledge. Provide students with additional explanations and examples.

Cultural Differences Can Affect Interactions with Others

Various cultures have different ways of showing interest, respect, and appreciation.

Examples:

1) Students may show respect by not looking at a person which may be interpreted as disrespect in the U.S.

2) In some cultures, public praise is not given; a quiet word is more appropriate.

One Way to Understand Your Students

Meet informally; use translators if needed, with a small group of MLs. Have students share what they would like to tell teachers to make learning easier. Record ideas to share with others anonymously. Be sensitive to student reactions while helping other students do the same.

Questions to Ask

- What was school like in your country?
- How can teachers help you learn and understand?
- Do your parents understand the work and school papers you bring home?
- What has helped you feel comfortable and relaxed at school, and what has not?

Adapted from the ELEN Toolkit, 2nd Edition 2007.

Ten Things the Mainstream Teacher Can Do Today to Improve Instruction for ML Students

1. Enunciate clearly, but do not raise your voice. Add gestures, point directly to objects, or draw pictures when appropriate.
2. Write clearly and legibly, and print—many MLs have difficulty reading cursive.
3. Develop and maintain routines. Use clear and consistent signals for classroom instructions.
4. Repeat information and review it frequently. If a student does not understand, try rephrasing or paraphrasing in shorter sentences and simpler syntax. Check often for understanding, but do not ask, "Do you understand?" Instead, have students demonstrate their learning in order to show comprehension.
5. Try to avoid idioms and slang words.
6. Present new information within the context of known information.
7. Announce the lesson's objectives and activities, and list instructions step-by-step.
8. Present information in a variety of ways.
9. Provide frequent summations of the salient points of a lesson and always emphasize key vocabulary words.
10. Recognize student success overtly and frequently, but also be aware that in some cultures overt, individual praise is considered inappropriate and can therefore be embarrassing or confusing to the student.

Adapted from: Reed, B. and Railsback, J. (2003). Strategies and resources for mainstream teachers of English learners. Portland, OR: Northwest Regional Educational Laboratory.

In the classroom, teachers can take several steps to encourage success for all students

- Acknowledging the contributions of all students. Students of certain cultural backgrounds may be accustomed to having their questions or input dismissed. Each response is an opportunity for teachers to build deeper understanding.
- Connecting the classroom to the real world. Students are more likely to engage if they are interested in the material and can relate to it. Teachers can incorporate more familiar touchstones into lesson plans and ask students to reflect on the connections between their schoolwork and their everyday lives.
- Using consistent body language with all students. Teachers unconsciously exhibit more favorable body language towards students that remind them of themselves. For students who have felt marginalized because of their cultural backgrounds, positive nonverbal communication can have an important effect on engagement.
- Having students work together in diverse groups. Collaborative activities can promote equality among peers, encourage students to participate, and open up opportunities for learning.
- Welcoming student feedback throughout the year. Although teachers try to be vigilant, it can be difficult to know if you are meeting each student's needs. Opening the lines of communication directly with students can provide vital information to better support students.

Adapted from: Regional Educational Laboratory Program (2017)