

STUDENT NAME: \_\_\_\_\_ STARTING DATE: \_\_\_\_\_

# ORIENTATION CHECKLIST - NEW MULTILINGUAL STUDENT

PREPARATION BEFORE THE STUDENT’S FIRST DAY <i>(Guidance, Admin, ESOL Staff...)</i>		
Task	Completed by	Notes
Communicate re: transportation to/from school		
Email to inform main office staff for Day #1 Welcome <i>*Name, pronunciation, plan for when they arrive</i>		
Find same-language buddy (if possible) or student ambassador trained to support new students		
Create a temporary “Shadow Schedule” <i>(If appropriate, simplify and translate paper copy.)</i>		
Email staff who will host student in classes on Day #1 <i>*Write 1 paragraph to introduce the student with focus on interests, assests, and level of language support needs.</i>		
Find and organize school forms and releases <i>*Translate if not yet done. (See <u>Language Access Plan</u>)</i>		
Communicate with members of the “Welcome Team” <i>(admin, school nurse, social workers, classroom teachers and others) to provide Day #1 plan for the student (greeting, tour, schedule, lunch, dismissal)</i>		

Resource adapted by Jenny Lunt, Multilingual Learner Teacher Leader Fellow, 2024-2025

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# ORIENTATION CHECKLIST - NEW MULTILINGUAL STUDENT

## Day #1 or 2 Checklist with Student (& admin, guidance, teachers)

Task	Completed by	Notes
<b>School tour</b> <i>Ex: main office, nurse, bathrooms, cafeteria, guidance, gym, library, computer support, homeroom, class locations</i>		
<b>Slideshow / hard copy of essential school information with images and translation if appropriate</b> <i>Ex: key school rules, calendar, schedule, staff photo, technology expectations, snow days., sport/club options</i>		
<b>iPad / Chromebook from Tech staff</b> <i>(logins/passwords)</i>		
<b>Find and access Locker / Homeroom</b> <i>*Near language buddy / ambassador if possible</i>		
<b>Explain temporary Shadow Schedule &amp; plan for the day</b> <i>*Include lunch plan, dismissal info</i>		
<b>Introduce to student ambassador with Shadow Schedule and review plan for lunch and dismissal</b>		
<b>Make notes about preferences for related arts, electives, clubs or sports (gathered during first day)</b>		

Resource adapted by Jenny Lunt, Multilingual Learner Teacher Leader Fellow, 2024-2025

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# ORIENTATION CHECKLIST - NEW MULTILINGUAL STUDENT

## Assessment for Support in Placement *(Guidance, ESOL Staff)*

Assessments (if applicable)	Completed by	Notes
WIDA Screener (by trained staff member)		
Review prior language testing from past schools		
Review transcripts or documentation from past schools		
First Language Writing Sample (handwritten)		
English Writing Sample (handwritten) ( <u>WIDA Rubric</u> )		
Math skills assessment (translated or English)		
ESOL Level Placement Assessment		
English Spelling Inventory		

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# ORIENTATION CHECKLIST - NEW MULTILINGUAL STUDENT

## Communication and Follow Ups *(Educators and Family Members)*

Task	Completed by	Notes
<b>Follow up with student after first day, week, month</b> <i>*Questions, concerns, challenge level, additional interests in clubs, sports and other school community involvement</i>		
<b>Finalize student’s schedule, provide new copy to student</b>		
<b>Follow up with family (using translator if appropriate)</b> <i>*ESOL programming and schedule, math placement, homework expectations, upcoming school events</i>		
<b>Follow up with classroom teachers</b> <i>*Gather questions, concerns. Share scaffolding resources.</i>		
<b>Follow up with social workers and additional staff</b> <i>*Share teacher observations, concerns from family</i>		
<b>Follow up with MTSS/ Special Education staff</b> <i>(If need indicated by intake process, see <u>Resources for Multilingual Learners with Disabilities</u>)</i>		