



Support for Evacuees

Article:

['I hope we'll get through this': the Ukrainian refugees arriving in Tijuana](#)

Jo Napolitano in Tijuana for the 74

Potential Professional Learning Opportunities

[Immigrant Connections](#)

[English Learner Portal](#)

To support districts experiencing an influx of evacuees, the Multilingual Learner Program Team (MLPT) collaborated with Charleston County School District and Horry County Schools to provide the following resources to support districts throughout the state. The South Carolina Department of Education's MLPT appreciates the collaboration with both districts.

The South Carolina Multilingual Learner Program (MLP) complies with Title III, Part A of the ESEA, as amended by ESSA. The MLP provides various educational services to multilingual learners (MLs), previously known as English learners (ELs) or Limited English Proficient (LEP) and immigrant children and youth who speak languages other than English.

Federal law requires state and local education agencies to provide children with equal access to public education. Federal guidelines further require parents/guardians of students with a language other than English indicated on the Home Language Survey questions of the South Carolina [Enrollment Survey \(ES\)](#) to receive notification of the student's enrollment in a language instruction educational program (LIEP) within the first thirty (30) calendar days of school or from a later enrollment date. Additionally, students who enroll after the start of the school year should be identified within the first two (2) weeks, or fourteen (14) calendar days, of enrollment to ensure students are receiving the appropriate services within a timely manner [Sec.3113(b)(2)]. States cannot constitutionally deny students a free public education on account of their immigration status (*Plyler v Doe*). Additionally, the Civil Rights Act of 1964 requires that multilingual learners and their families must be provided translation and interpretation services to the extent needed to help them understand the enrollment process and to be enrolled in school promptly.

Refugee, or evacuee, students may not possess all the required enrollment documentation requested. Local education agencies should review their list of documents used to establish residency or enrollment and ensure that any requested documents would not unlawfully bar an evacuee student. Also, it is important to note that some evacuees may be considered "displaced" and therefore identified as homeless for the purposes of enrollment. Regardless, school districts should ensure that each child is able to enroll in the same, appropriate education programs as their peers.

[The Department of Social Services of South Carolina](#) defines a refugee as:

Refugees are people who flee from their country of origin and are unable to return because of a well-founded fear of persecution because of: race; religion; nationality; membership in a particular social group; or political opinion. Refugees come from all parts of the world, and represent various nationalities, origins, and cultures. A refugee is different from an immigrant. Although both are foreign-born individuals, an immigrant voluntarily leaves his/her country of origin. A refugee is someone who is forced to flee from his/her country due to persecution and/or oppression.

Afghan Evacuees

- [K-12 Resources for Afghan Evacuees](#)
- [Supporting Afghan Students in Schools & Youth Programs the United States](#)
- [Afghan Immigrants in the United States](#)
- [How Schools Can Partner with Afghan Refugee Families](#)
[Lessons from the Field: Supporting the SEL Needs of Afghan and Other Newcomer Students](#)
[Recording](#)

Cultural Adjustment Considerations

For Afghans, aspects of life in the U.S. may be new and present challenges in their cultural adjustment. In some Afghan communities, men expect their wives to stay home and continue to do their job as they did back before. On the other hand, some women want to exercise their rights, enjoy their freedom, and participate actively in society, creating confusion and tension. Furthermore, Afghan evacuees may have never interacted with people from different ethnic and racial backgrounds other than those from their own country.

Tips:

- Be aware of the history of Afghanistan, the current events that led to their displacement, and their basic values and cultural practices.
- Build trust and create an open dialogue around possible challenges related to differences in social and family life in the United States. To do this, use active listening and give space for Afghans to share their perspectives.
- Practice patience and be mindful of different communication styles. It will take some time before Afghans feel comfortable in their new environment and acclimate to the norms and customs of the United States.
- Include diversity and inclusion activities during Cultural Orientation and ask Afghans how these concepts may affect them. These sessions should be a safe space for refugees to explore themes of culture, identity, and preconceptions without fear of judgment. See the [Cultural Adjustment Activity Bank](#) for ideas.

Country & Language Information

- [Working with Afghans: Afghan Background](#)
- [CIA World Factbook: Afghanistan](#)
- [Language Fact Sheet](#)
- [Dari/Pashto Phrasebook](#)

- [Afghan Resource Center](#)
- [U.S. Cultural Orientation Videos: Dari](#)

Culture/Traditions/Religion

- [You Are Welcome Here: Supporting the Social and Emotional Health of Newcomer Immigrant Students](#)

Consider cultural and religious practices

Bathroom Norms

- Men do not stand to use the bathroom. Therefore, they may not know how to use a urinal or be uncomfortable using one. Consider allowing them access to a private or gender neutral facility to use the bathroom.

Classroom Arrangements/Seating Considerations

- In Afghanistan, typically boys and girls do not sit together or interact/work together. This is a very big change for students coming to the United States where boys and girls work together and interact on a regular basis. To help ease your new students into this, please gauge their comfortability working with the opposite gender. If your new student is uncomfortable working with the opposite gender, please make arrangements for him/her to work in same gender partners or work groups.

Literacy and Reading

- The literacy level in Iran is much higher (84% overall, 83% for women) than in Afghanistan (38% overall, 24% for women). Consider carefully how useful written material is for an Afghan audience and how else you might disseminate information. ([Source](#))

Religion

Ramadan

- Ramadan 2022 Dates: April 2 - May 2
- Eid al-Fitr 2022 Dates: May 2 - May 3

Wudu

One of the pillars of Islam is that Muslims pray five times a day. Before those prayers, they are expected to perform a purification ritual called Wudu, requiring that they wash their faces, hands, arms, and feet.

- Provide a safe space for prayer and access to appropriate facilities for Wudu

[Guide to Understanding Halal Foods](#)

Resources to Support Evacuees from Any Country

Resources for Parents/Families

- [Share 8 Great Reading Tips with Families \(in 16 languages\)](#)
- [U.S. Cultural Orientation Videos: Pashto](#)
- [Supporting Your Child in School \(Lesson Plan for Parents\)](#)
- [Office of Refugee Resettlement \(Federal\)](#)

Ukrainian Evacuees

- [Refugee Resettlement FAQ](#)
- [Talking and Teaching About the Refugee Crisis in Ukraine and Beyond](#)
- [Voices of the Ukrainian Community](#)
- [Ukrainian Refugees Arriving in Tijuana](#)