

SUPPORTING UKRAINIAN NEWCOMER STUDENTS AND THEIR FAMILIES IN ALBERTA SCHOOLS



The Alberta
Teachers' Association



Additional Languages
and Intercultural
Council of the ATA



**Additional Languages
and Intercultural Council**
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Introduction

On February 24, 2022, after an eight-year war against Ukraine, mostly confined to the east, the Russian military launched a full-scale invasion of the country. All regions of Ukraine have been affected, with major hostilities at multiple points of the southern and eastern front lines of Ukraine, as well as in the capital, Kyiv. The war has caused a humanitarian crisis, and according to the United Nations High Commissioner for Refugees (UNHCR), more than 5.1 million Ukrainians are internally displaced, and more than 6.2 million people have fled the country in search of safety (UNHCR 2023a).

From March 2022 to July 2023, the Government of Canada introduced the Canada-Ukraine authorization for emergency travel (CUAET) to help Ukrainians find safety. The special authorization enabled Ukrainian nationals free, three-year temporary status in Canada, allowing them to work, study and stay in Canada until it is safe to return home. As of June 16, 2023, Alberta school jurisdictions welcomed more than 5,550 displaced Ukrainian students (Alberta Education 2023). Ukrainian students and their families continue to come to the province, with more expected to arrive.

As teachers in Alberta, you have long welcomed newcomers to your classrooms and schools. The circumstances of the displacement of Ukrainian students and their families are distinctive and have resulted in unique and specific challenges and opportunities in your classrooms and schools. This resource is intended

to help you support Ukrainian newcomer students and their families by

- developing your understanding of the circumstances of recently arrived students and their families and the challenges they may face;
- offering considerations in working with students and their families;
- developing your understanding of the Ukrainian education system and the probable previous educational experiences of your students;
- helping you to understand trauma and its role in your students' experiences, including the emotional and cognitive impacts of forced migration and other traumatic experiences; and
- providing practical strategies, tools and resources to support you in attending to the needs of Ukrainian newcomer students and their families.

The displaced Ukrainian newcomer students in your class bring so much richness to your classroom and school. They are here because of the war, but you can help ensure that they are not identified by that alone.

Note: The situation in Ukraine and for Ukrainians abroad is dynamic. Available information is changing rapidly. The information and links in this resource are up to date at the time of publication, but some may change as the war continues and ends.

Did You Know?

- Ukrainian language and culture education has been a part of Alberta schools since 1902.
- The first provincial curriculum for Ukrainian as a second language in Alberta schools was introduced in 1956.
- Approximately 27 per cent of Ukrainian-Canadians live in Alberta (Stick and Feng 2022), and more than 29,500 Albertans report Ukrainian to be their mother tongue (Government of Alberta 2017).
- Alberta and Lviv became sister provinces in 2005.
- In celebration of 125 years of Ukrainian immigration to Canada, 2016–2017 was declared Alberta’s Year of the Ukrainian-Canadian.
- Passed in 2016, the *Ukrainian-Canadian Heritage Day Act* designates September 7 as Ukrainian-Canadian Heritage Day.
- Edmonton has the largest Ukrainian population of any Canadian city.
- In Alberta, Ukrainian language programming includes bilingual programs, where in addition to language arts (K–12), Ukrainian is used for instruction in other subjects up to 50 per cent of the school day; and language and culture courses, where Ukrainian is studied to develop communication skills, intercultural and strategic competence, and an appreciation of Ukrainian culture (Alberta Education 2018).



Ukrainian Immigration to Canada

Historical accounts differ slightly in the exact years that waves of Ukrainian immigrants arrived in Canada and how many waves there have been. Below is a brief overview of the large-scale migration of Ukrainians to Canada.

First Wave (1891–1914)

Our province's strong connection with Ukraine dates back to the 1890s when the first Ukrainians arrived in Canada. Enticed by the Canadian government's promise of a quarter section of farmland for \$10, approximately 150,000 immigrants from western Ukraine (primarily the regions of Galicia and Bukovyna) landed in Canada between 1891 and 1914, most settling in Manitoba, Saskatchewan and Alberta (Stick and Feng 2022). Homesteaders had contracts stating that they had to clear, cultivate and maintain their allotted 160 acres of land before receiving the title deed for their property. The Ukrainian immigrants in this, the largest wave of Ukrainian immigration to date, contributed to the formation of the province of Alberta and its rapid growth. The first Ukrainian immigrants settled northeast of Edmonton, in what became known as the Ukrainian Bloc Settlement in East Central Alberta (Provincial Archives of Alberta 2018, 7).

Second Wave (1922–1939)

Leading up to and when Ukraine became part of the Soviet Union, many Ukrainians sought refuge in

Canada fearful of another war, escaping oppression, harsh economic and political conditions and famine. Most settled in established Ukrainian communities in Ontario, Manitoba, Saskatchewan and Alberta (Ukrainian World Congress 2022).

Third Wave (1947–1952)

The end of World War II saw the arrival of large numbers of Ukrainians, again primarily as refugees. Many had been deported from Ukraine to work in Nazi labour camps or held in prisoner-of-war camps outside of Ukraine. Most Ukrainian immigrants in Alberta of this era settled in Edmonton, Calgary and Lethbridge. Around the same time, many descendants of the first Ukrainian immigrants migrated to Edmonton for the opportunities that the urban centre offered (Ukrainian Canadian Congress, nd).

Fourth Wave (Post-1991)

After the declaration of Ukrainian independence in 1991 and the collapse of the Soviet Union, Canada saw a steady increase in the number of Ukrainian immigrants. Up until the invasion of Ukraine in February 2022, the fourth immigration was the most recent documented wave (Toronto Ukrainian Genealogy Group, nd).



About Ukraine

Geography and Economy

Ukraine is Europe's second-largest country, with an estimated population of 36.7 million (United Nations Population Fund, nd). This number has decreased and continues to fluctuate because of migration caused by the war. The word *Ukraine* means “borderland” or “bordering country.” Ukraine is bordered on the south by the Black Sea and the Sea of Azov and shares borders with the countries of Belarus, Hungary, Moldova, Poland, Romania, Russia and Slovakia.

The capital city of Ukraine is Kyiv. Kharkiv, Dnipro, Odesa, Lviv and Donetsk are other main cities. The country is divided into 24 *oblasts* (provinces), one autonomous republic (Autonomous Republic of Crimea, illegally occupied by Russia in 2014) and two cities with special status (Kyiv and Sevastopol). Each

Alberta Connection

Alberta is part of the Ukrainian Catholic Eparchy of Edmonton, the centre of the Ukrainian Catholic Mission in Alberta. According to its website, it serves “25,000 faithful in 81 parishes and missions throughout Alberta, from Lethbridge in the south, to Manning in the north, and Lloydminster in the east” (Edmonton Eparchy, nd).

oblast is divided into three to eight *raions* (districts), further divided into *hromady* (communities). *Hromady* are classified as urban, settlement or rural. Most Ukrainians live in urban areas.

Much of Ukraine is flat, fertile land. However, some regions have various geographical features, including grasslands, marshlands, forests and two mountain ranges: the west's Carpathian Mountains and the south's Crimean Mountains. Two main rivers flow through Ukraine: the Dnipro, Ukraine's longest and Europe's fourth longest, and the Dnistro in the east.

The service sector accounts for the most significant part of Ukraine's economy. This sector includes health, education, finance, trade, transportation, government and tourism. Manufacturing, mining and agriculture are also essential components of the economy. Ukraine is one of the world's leading exporters of wheat, corn and sunflower oil, earning it the nickname “the breadbasket of Europe.”

People and Culture

Ukrainians as a national ethnic group comprise more than 75 per cent of the country's population. National minorities include Russians, Belarusians, Moldovans, Crimean Tatars, Bulgarians, Poles, Hungarians and others.

Ukraine's ancient traditions are richly embedded in its culture. Distinct literature, philosophy, art, music,

dance, theatre, film, architecture, museums, cuisine and other cultural entities foster a unique and flourishing Ukrainian cultural pride and identity spanning centuries and continents. Ukraine has 8 UNESCO World Heritage Sites, with 16 sites on its tentative list for nomination. As a result of the war, the city of Odesa has been included in the UNESCO List of World Heritage in Danger (UNESCO 2023). Five cultural practices have been included in the UNESCO List of Intangible Cultural Heritage in Need of Urgent Safeguarding including Ukrainian borscht cooking, which was added in 2022, after the Russian invasion (UNESCO 2022b).

Language

Ukraine is a linguistically diverse country. Ukrainian is the only official language, but many people are fluent in Ukrainian and Russian because of the previous Union of Soviet Socialist Republic (USSR)'s russification policy. About 3 per cent of the population speaks Crimean Tatar, Polish, Moldovan, Hungarian, Romanian or one of the other three dozen languages spoken in Ukrainian homes. Children from ethnic minorities may be taught in their native language during primary school alongside Ukrainian. Many students learn English in middle school, but most Ukrainian students arriving in Alberta need English language support.

Religion

Ukraine has rich religious diversity. Most religious Ukrainians are members of the Orthodox Church of Ukraine, a branch of Christianity. Its influence can be seen in architecture and in the political and educational systems. Other religions have a long history in Ukraine, including Ukrainian Greek Catholic, Roman Catholic, Protestantism, Judaism, Islam, Pentecostal, Baptist, Buddhist and others.

Public Holidays in Ukraine

- New Year's Day (January 1)
- International Women's Day (March 8)
- Easter (moveable)
- Pentecost (moveable)
- Labour Day (May 1)
- Day of Remembrance and Victory over Nazism in World War II (May 8)
- Constitution Day (June 28)
- Statehood Day (July 15)
- Day of the National Flag of Ukraine (August 23)
- Independence Day of Ukraine (August 24)
- Defender of Ukraine Day (October 1)
- Ukrainian Armed Forces Day (December 6)
- Christmas (December 25*)

*Note: As of September 1, 2023, Ukraine follows the Revised Julian Calendar. Although all parishes in Ukraine will be following the "new calendar," not all parishes in Canada will be following the changes and may observe Christmas on January 7.



A Brief History of Ukraine

In the fifth century, Slavic tribes arrived in the area we know as Ukraine, and later came the Varangians, Viking invaders. In the ninth century, a powerful empire called Kyivan Rus was established, and Kyiv became eastern Europe's political and cultural centre, twice the size of Paris at the time. In 1187, the name of the country, Ukraine, was first mentioned in the Chronicles. At the beginning of the 1200s, Tatar and Mongolian troops ruined Kyivan Rus on their way to Europe.

Lithuania, Poland, Ukrainian Cossacks/Kozaks*

In the 1300s, The Great Lithuanian Principality controlled the largest part of the region we know as Ukraine. The most outstanding Ukrainian figure of that time was Kostiantin Ozstrozhsii, who raised education and soldiery to a high level.

The Ukrainian territories came under Polish occupation in the 1500s. At this time, many Ukrainians were forced to become serfs and farm the land. A Ukrainian military force called the Ukrainian Cossacks/Kozaks, was created in rebellion. Cossacks/Kozaks organized their own states (Siches). The leaders of the Cossack/Kozak states were called *Hetman*. In 1654, during the war with Poland, Ukrainian Hetman, Bogdan Khmelnitskii, decided to join the Russian Empire on the principles of independence for Ukraine.

*Cossack = English variation; Kozak = Ukrainian transliteration

Russian Rule

In the mid-17th century, the Ukrainian Cossacks/Kozaks sought the support of the Russian Tsar to gain independence from Poland. However, it didn't lead to a clear-cut victory over the Polish-Lithuanian Commonwealth. While this uprising distanced the Ukrainian Cossacks/Kozaks from the Polish-Lithuanian Commonwealth, it made them subject to the Tsardom of Russia.

In the late 1700s, the Russian Empire annexed Ukraine and the Crimean Khanate, destroying all previous agreements about freedom for the territories of Ukraine. Russian Empress Catherine II destroyed all Cossack/Kozak states and forced inhabitants to leave to remote territories of Russia and Turkey. Meanwhile, the Russian state banned Ukrainian language, education and culture.

Soviet Control

Between 1918 and 1921, Ukraine became an independent country, but by 1922, parts of present-day Ukraine were taken over by the new Soviet Union. In the late 1920s, Ukraine's cultural autonomy was under attack and in an effort by the Soviet state to collectivize agriculture, Ukrainian farmers were forced to relinquish their land. Entire areas were placed on deny lists and prevented from receiving food. In 1932–1933, millions of Ukrainians died from this manufactured famine,

known as the Holodomor (“extermination by means of starvation” in Ukrainian). The Soviet Union denied that the Holodomor occurred and concealed and destroyed information about the annihilation of the Ukrainian people.

As of August 1, 2023, three international organizations and 28 countries have recognized the Holodomor as a genocide of the Ukrainian people. In 1983, Edmonton, Alberta, became the site of the world’s first public monument memorializing the atrocities suffered by Ukrainians during the Holodomor. On November 4, 2008, the Alberta government passed the *Ukrainian Famine and Genocide (Holodomor) Memorial Day Act*, which designates the fourth Saturday in November as Ukrainian Famine and Genocide (Holodomor) Memorial Day (Government of Alberta 2008).

World War II (1939–1945)

In 1941, Ukraine was occupied by Germany, and heavy battles were carried out throughout the territory. More than 600,000 Ukrainian Jews were murdered by the Nazis, along with millions of other Ukrainians. Ukraine was liberated with the defeat of Nazi Germany and the end of World War II in 1945.

Independence

The *Act of Declaration of Independence of Ukraine* was ratified by the Supreme Soviet of the Ukrainian SSR on August 24, 1991. On December 1 of the same year, the citizens of Ukraine voted overwhelmingly for independence from the Soviet state in a referendum. A democratic constitution was adopted in 1996.



Forced Migration and Displacement

The war in Ukraine has caused the forced migration of millions of Ukrainians. While each family's journey to safety is different, there are commonalities: life became so difficult at home that they had to escape, there is no timeline for a safe return, it is unknown what they will return to, and their hearts are still in Ukraine.

Imagine one morning waking to a new reality. Explosions reverberate across the city. Black smoke billows in the distance. The sound of air raid sirens ring, signalling to you and your family to get to the nearest subway station, which is now a bomb shelter, not knowing how long you'll have to stay underground. Soon, you become aware that your life and safety are in imminent danger. You must flee or risk the worst. Other families have already packed their cars, and heavy traffic fills the main roads heading west with the fiercest hostilities in the east, centre and south. Your family decides to take an evacuation train, but you don't know exactly where you are going. You arrive in a town you have never been, greeted by volunteers at the train station who take you to a school, now a collective centre, a temporary shelter for displaced people like you. Your life has changed instantly—you've left your home, lost your job and income, and are separated from loved ones.

Scenarios like this have played out for millions of Ukrainians. If you are reading this resource, you likely teach a student who has lived through a similar situation. Some of your students

- left Ukraine immediately and saw minimal conflict;
- witnessed violence, bombing and casualties;

- spent time in underground shelters for hours, days or weeks;
- have been detained;
- moved within Ukraine and/or spent time in other countries before arriving in Alberta, after leaving everything behind; and
- have loved ones, including fathers, brothers, uncles, grandparents and cousins still in Ukraine.

Internally Displaced People

Internally displaced persons (IDPs) are defined by the United Nations as “persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or to avoid the effects of armed conflict, situations of generalized violence ... and who have not crossed an internationally recognized border” (United Nations Human Rights Office of the High Commissioner, nd). In the lead-up to and after the invasion of Ukraine by Russia, many families sought refuge in the country's western regions. Some of them were IDPs after the Russian invasion of Crimea and Eastern Ukraine in 2014. Some Ukrainian newcomer students in your class and their families may have been some of the millions of internally displaced people (IDPs) within Ukraine before leaving the country.

The Four Lives of Displaced Ukrainian Nationals

We all have stories of migration. What is yours? Perhaps you and your ancestors made the journey to Alberta from afar. Perhaps your migration was from a rural area to an urban one. Or maybe it was a smaller scale move to a different neighbourhood. Across generations and time, migration stories often have commonalities. How does your migration story compare to those of the Ukrainian newcomer students in your class? How can you seek to understand their experiences?

- Dangerous and exhausting migration, economic hardship and discrimination
- Separation from family members
- Time spent in temporary shelters within the country or in host countries
- Time living with host families while parents/caregivers searched for a job

Life 1: Premigration

Period in Ukraine before forced migration

- Your students' experiences will likely differ depending on which region of Ukraine they are from. Families who fled eastern Ukraine in the oblasts bordering Russia may have had very different experiences than those from central and western regions of Ukraine.
- They may have witnessed or experienced violence, persecution, war, poverty, starvation or the death or disappearance of family members.

Life 2: Migration

Period between leaving home and resettlement, and what Ukrainian newcomer students may have experienced

- Limited formal schooling or interrupted schooling following COVID-19 online schooling

Life 3: Temporary Resettlement

Temporary Resettlement

Period during which a newcomer begins to adjust to and integrate into the new community

- Uncertainty about the future return to Ukraine
- Adverse experiences during premigration and migration, combined with postresettlement fear, sadness, anger or frustration, may intensify mental health issues
- Acculturation issues or stressors
- Language barriers
- Unable to make long-term plans

Life 4: Return to Ukraine and Resettlement

Period during which families will return to Ukraine



- Uncertainty about where in Ukraine they will return to
- Uncertainty about what they will return to (damaged or destroyed homes, communities, infrastructure and so on)
- Economic uncertainty

A People in Flux

The newly arrived Ukrainian students in your class share some characteristics of refugees. Still, they are not in Canada as refugees and, as such, have not received the same support as refugee claimants receive. The Canadian Council for Refugees (2010) defines a refugee as “a person who is forced to flee from persecution and who is located outside of their home country.” It also notes that “once a refugee has become a citizen of another country (such as Canada), they are no longer a refugee.”

Canada-Ukraine Authorization for Emergency Travel

The Canada-Ukraine authorization for emergency travel (CUAET) is a measure that “offers Ukrainians and their family members free, extended temporary status and allows them to work, study and stay in Canada ... CUAET is for Ukrainians and their family members who want to come to Canada temporarily due to the crisis resulting from President Putin’s invasion of Ukraine, and then return home when it is safe to do so.

It is not a refugee immigration stream” (Immigration, Refugees and Citizenship Canada 2022).

As of August 19, 2023, under the CUAET program, 875,105 individual applications were approved and 175,729 people had arrived in Canada (Government of Canada 2023). More newcomer Ukrainians may continue to arrive in Canada as applications submitted before the CUAET deadline are processed and as the situation in Ukraine evolves.

How Is CUAET Different from Canadian Refugee Programs?

CUAET is different from policies and programs that have been offered to date in Canada to people displaced by war and armed conflicts. In the past, people fleeing countries impacted by war were offered refugee status leading to permanent residency via an immigration program that supported language learning, resettlement and financial assistance.

During their stay in Canada, CUAET visa holders are eligible for provincial health benefits, may seek employment and attend school. However, the CUAET measure offers temporary status with the intent that Ukrainian newcomers are temporary visitors who will depart Canada when circumstances in their home country are deemed safe. This temporary status is having an impact on the way newcomer Ukrainians to Canada are adjusting to their life in Canada and planning for their and their children’s future.



Will Ukrainian Newcomers Return to Ukraine?

In a study conducted by the United Nations High Commissioner for Refugees (UNHCR) May 4–29, 2023, in Poland, Moldova, Romania and Slovakia and released in July 2023, it is posited that 76 per cent of Ukrainians, who left Ukraine after February 24, 2022, plan to return to Ukraine when it becomes safe to do so (UNHCR 2023b). Another sociological study conducted July 4–11, 2023, in Europe and released on September 4, 2023, concludes that 49 per cent of Ukrainians, who left Ukraine after February 24, 2022, plan to return to Ukraine when it becomes safe to do

so (Rating Lab 2023). The difference in results may be due to the countries of temporary residence where the surveys were conducted. In the second study, a wider geography was used including Germany, France and the Scandinavian countries.

At this time, similar interviews and data collection have not been conducted in Canada. However, there is reason to presume that Ukrainian newcomers to Canada have similar views as their European counterparts since the status of Ukrainian newcomers in Europe, as in Canada, is temporary. As a result, approximately anywhere between 45 and 75 per cent of Ukrainian newcomers in Canada may intend to return to Ukraine sometime in the future.



Family Separation

How well have you had a chance to get to know the Ukrainian newcomer students and their families? The following information may help you to understand who they are as individuals and as a community of newcomers. Appendix A: Sample Student Information Form is a bilingual form you can use to learn more about the Ukrainian newcomer students in your class.

Some of your students' families may have left Ukraine as a family unit in the days and weeks leading up to the war. Some Ukrainian families temporarily lived and worked in Europe and decided to migrate to Canada instead of going back to Ukraine. These families usually have both parents here in Alberta.

Many Ukrainian newcomer students are separated from close family members. There are various reasons for this. Almost immediately after Russia invaded, Ukraine implemented martial law. The declaration of martial law prohibits men aged 18–60 from leaving the country unless they have at least three children or work in specific strategic sectors (Gettleman and Pronczuk 2022) or have health limitations. This is why many Ukrainians who arrive in Alberta are women with children and dependants, such as elderly family members. Some students left both parents behind and live in Canada with their grandparents or other relatives.

Other reasons for family separation are individuals who chose to stay in Ukraine because of patriotism, health limitations, playing the role of caregivers to elderly family members, providing government service, limited funds, property ownership, employment, lifestyle one is used to, not knowing additional languages. In some cases, family separation is due to loved ones that perished in the war.



Common Challenges and Stressors Experienced by Ukrainian Newcomers

Ukrainian newcomer families choose Canada as a destination primarily to secure safety and opportunities for their children. Alberta schools offer a welcoming, safe, respectful and caring environment for all newcomers. Nevertheless, transitioning to a new way of life poses numerous challenges.

As soon as a family arrives in Alberta they need to find affordable housing and a job. If they do not speak English, there is a language barrier making these tasks more difficult to navigate. It is common for Ukrainian professionals to take on low-skilled jobs because their experience and/or education are not recognized by employers in Alberta, especially if they do not speak English. Parents/caregivers may also need to find child care, which is expensive, even after provincial child care subsidies. They do not qualify for the Canada child benefit until they have lived in Canada for 18 months.

As newly arrived Ukrainians build their lives in Alberta, they continue to worry about their family, friends and pets staying in Ukraine. Not only do they miss their life before the war but also feel guilty about being in a safer place. It is common for children to come to Alberta with their mothers; sometimes they are here with their grandparents. As a result, they may experience separation anxiety. These students would benefit from having a safe person to talk with at school.

Moving to a new country because of the war in Ukraine is different from immigration. Ukrainian newcomer families did not have an opportunity to plan and prepare for this transition. This may result in an identity crisis and responsibility to re-learn what one

knows (norms, values, social customs, politics, health care, food, transportation, clothing, climate, education system and so on). Independent and established in Ukraine, newcomers may experience frustration and guilt for having to rely on volunteers and/or social services here in Alberta. Feelings of grief and loss may be felt, not only in relation to loved ones, but also to places, social roles, social connections, social status, routines and dreams.

Understanding Alberta's education system may also be a challenging learning experience for newcomer families, as there are many differences between schools in Alberta and Ukraine. For example, recreational and food programs are funded by schools in Ukraine. Therefore, newcomer parents/caregivers will benefit from information on after-school activities, their costs and nutrition (for example, what to pack for snack and lunch, bringing a water bottle). Continuing a favourite and familiar activity or practice from Ukraine can be beneficial for a Ukrainian newcomer student adapting to life in your community.

It is common for Ukrainian parents/caregivers to define their children's success in terms of academic accomplishments. They do not tend to include the concept of well-being. Teachers may need to teach students and their parents/caregivers how schools here strive to provide a balance between academic, social-emotional and physical well-being, while still maintaining high academic standards.

Many newcomer families face challenges with school transportation, including bus delays, considerable

distances and associated fees. Consequently, they enrol their children in community schools. In some instances, these schools may not have access to specialized supports, such as an English as an additional language teacher. In such cases, school administrators can explore partnerships with nearby schools to address this need. Partnerships between community schools can benefit many students, not just the Ukrainian newcomers.

Due to language barriers and busy work and study schedules, parents/caregivers frequently struggle to engage as fully in school life as they desire. Managing information from multiple teachers can be particularly challenging, and the language barrier aggravates this difficulty. Some parents/caregivers have turned to social media and communication apps to exchange information. There is a need for teachers and administrators to establish effective ways to connect all Ukrainian newcomer parents/caregivers and facilitate mutual support and the sharing of reliable information, possibly through networking initiatives and social media.

Parents/caregivers of children with disabilities experience additional financial hardship because they do not qualify for government financial support. As you develop trusting relationships with Ukrainian newcomer families, be sure to connect them to appropriate supports within your school jurisdiction and community as soon as possible.

Students adapt more successfully to a new environment when they experience care, a sense of belonging, language proficiency, presence of friends and a clear understanding of expectations. This supportive environment is driven by their strong connections within a school community. Parents/caregivers appreciate how caring, patient and kind school staff are toward both them and their children. Additionally, parents/caregivers value how teachers dedicate time to explain concepts to students when needed and are open for casual conversations. These observations show the importance of an inclusive and supportive school community in contributing to the success of their children in Alberta schools.



Dual Learning: Ukraine and Alberta

The situation with Ukrainian newcomer students in Alberta and in the world is unique and unprecedented in both legal and educational aspects. From a legal standpoint, there appears to be no documented historical evidence where refugees or displaced persons were given temporary status in a country with access to education, employment and medical services for the duration of the armed conflict in their country of citizenship, with the expectation that they will return to their country of origin once the armed conflict is over. From an educational perspective, the swiftly evolving opportunities available through distance, online and hybrid learning have created opportunities for families that want to maintain home ties during their forced stay outside Ukraine and are encouraging their children to continue doing school work assigned in their home schools in Ukraine.

This unprecedented situation has created unique challenges for

- the countries accepting Ukrainian displaced persons, who are not on a permanent residency or citizenship track;
- the Ukrainian authorities who need to establish incentives and mechanisms for the return of their citizens; and
- the Ukrainian citizens themselves, who have become temporarily displaced and must adjust and plan for their and their children's future.

How Is Temporary Status in Canada Impacting Students?

The temporary status offered by CUAET and the fact that a significant number of Ukrainian newcomers may be considering returning to Ukraine in the future is having a direct impact on the lives and education of Ukrainian newcomer students. Despite the nine-hour difference between Alberta and Ukraine, there is evidence that students are continuing with their studies in Ukraine through online learning in addition to attending regular classes and activities in schools in Alberta and other provinces in Canada. Informal queries among teachers have confirmed this.

Why Are Ukrainian Newcomer Students Doing Online Learning?

Ukrainian newcomer students are continuing their Ukrainian learning online because during the 2021/22 and 2022/23 school years, students who became displaced after Russia's full-scale invasion of Ukraine continued to be registered in their schools and were expected to continue their studies online.

Online and distance learning were facilitated by the fact that with the introduction of the New Ukrainian School, all Ministry of Education approved textbooks became available online (Ukraine, State Scientific Institution 2003). Currently, as new textbooks receive



the rating “recommended,” they are uploaded and made available. This makes access to teaching and learning resources readily accessible for teachers, parents/ caregivers and students.

In many schools, online teaching was already in place due to the COVID-19 pandemic. After February 2022, due to safety concerns, many schools in Ukraine continued online learning for all their students. In March–April 2022, various government-recognized online schools were created via a volunteer network, facilitated by international partners and donors. Additionally, the system of online educational support for Grades 1–11 was greatly expanded during the 2022/23 school year (Ukraine, Ministry of Education, *The All-Ukrainian Online School*). Students were able to benefit from such resources and support regardless of where they were living.

Will This System of Dual Education Continue, or Will There Be Changes?

The availability of distance and online learning has led to dual education—when displaced students are attending school in their country of temporary residence and continuing to complete online assignments for their schools in Ukraine. For Ukrainians who plan to return to Ukraine, this was deemed necessary because of legislation that mandates compulsory testing for all students who enter the education system in Ukraine after an extended absence or after moving to Ukraine from a different country. As a result of such testing, students are placed in grades according to test results and are not necessarily age appropriate. Parents/ caregivers who plan on returning to Ukraine in the future need to ensure that their children will successfully complete the tests and be able to continue their studies at the age-appropriate grade level.

Following the appointment of Oksen Lisovyi as minister of education on March 21, 2023, various changes to this system of dual education were initiated.

On April 14, 2023, the minister of education, Ukraine, announced that a process of review would be proposed to determine how to lessen the required workload on displaced students who were learning in the countries of their temporary residency and continuing a full-scale online program in Ukraine

(Barsukova 2023). This was followed up on May 15, 2023, with a Ministry of Education, Ukraine Directive No 563 (Ukraine, Ministry of Education 2023b)—currently active, which states that

- all students upon return to Ukraine have the right to be registered in the school they attended prior to their displacement or any other school of their choice on Ukraine’s territory;
- parents/legal guardians may apply for their child to be enrolled in a specific school and such an application must be accepted;
- students will be assigned to grades according to submitted school records from the institutions they temporarily attended during their displacement;
- students will be required to undergo testing in subjects that were not covered in the country of their temporary residence; and
- if students attended a school in the country of their temporary residence and at the same time participated in an accredited program of Ukrainian studies, they will not need to undergo any additional testing.

What Changes Is Ukraine Implementing for the 2023/24 School Year?

On August 15, 2023, it was announced that the Cabinet of Ministers of Ukraine would be proposing changes to the requirements for displaced students. The goal of such changes would be to lessen the student workload, but at the same time give opportunities for students to maintain contacts with Ukraine by introducing a “Ukrainian component.”

Directive No 1014 issued on August 18, 2023, outlined the educational program requirements for the “Ukrainian component” that will be mandatory for all displaced students planning to return to Ukraine (Ukraine, Ministry of Education 2023a). The requirements include participation in either online, home-schooling or hybrid forms of learning. The Directive outlines:

The number of hours that students will be required to put in with a Ukraine-certified teacher:

Grade	Contact hours with teacher	Total per week
Grade 1	6 contact lessons at 35 min each	3.5 hrs/week
Grades 2–4	6 contact lessons at 40 min each	4 hrs/week
Grades 5–7	6 contact lessons at 45 min each	4.5 hrs/week
Grade 8	7 contact lessons at 45 min each	5.25 hrs/week
Grades 9–11	8 contact lessons at 45 min each	6 hrs/week

The approved teaching-learning programs, curriculum materials and subject areas:

Grade	Ukr Lang	Ukr Lit	Social Studies	History	Civics/Law	Geography	Military
Grades 1–4	√	√	√				
Grades 5–7	√	√		√			
Grade 8	√	√		√		√	
Grade 9	√	√			√	√	
Grade 10	√	√		√	√		√
Grade 11	√	√		√		√	√

All students will be required to go through an evaluation process to establish their levels of achievement and to receive a certificate of completion. This certificate will be required to enrol and continue at the age-appropriate level on the student’s return to Ukraine. Ukraine-certified teachers participating in the teaching of displaced students residing outside the borders of Ukraine will receive financial compensation for their work according to the standard salary grid approved in Ukraine.

A subsequent Directive No 1022 issued on August 21, 2023, outlined the mechanisms for creating online and hybrid classes with the requirement that there must be a minimum of 15 students in each class (Ukraine, Ministry of Education 2023b). Both Directives came into force on September 5, 2023.

Does This Mean Ukrainian Newcomer Students Will Continue to Have Online Learning?

Yes, many Ukrainian newcomer students will continue to participate in online, distance and hybrid learning, as well as attend daily classes in Canadian schools.

If the students are in Canada on CUAET visa, they are in Canada as temporary visitors. This means that they will return to Ukraine when their parents/caregivers deem it safe to do so. Since on return to Ukraine these students will want to continue their education in Ukraine, they must adhere to the requirements established by the Ministry of Education, Ukraine.

At the time of publication, for students who have resided outside Ukraine to be enrolled in school in an age-appropriate class on their return to Ukraine, parents/caregivers will need to present

- a report card or achievement report issued in the country where they were temporarily residing and
- a “Ukrainian component” certificate issued by a Ukraine-certified institution.

Alternatively, students can undergo a series of formal tests to establish their competency levels in the compulsory subjects of the students’ age-appropriate grade levels and be placed in the class that corresponds to the test results.



Education in Ukraine

Ukraine has a robust educational system, and according to UNESCO, has an adult literacy rate of 100 per cent (UNESCO 2022a). There are several key differences between schools in Ukraine and schools in Canada. These differences may affect how you work with recently arrived Ukrainian students and the information you share with parents/caregivers.

An Overview of Ukrainian Schools

Implementing educational change began during the 2018/19 school year and was followed by COVID-19 (2019–2022) and now the war (2022–present). A current need to focus on critical issues of war, death and displacement has sidelined some of these reforms in some parts of Ukraine.

Currently, all schools in Ukraine either already have or are being fitted with underground shelters, which are used when air raid alerts sound. All children and all staff must be in such a shelter for the duration of the alert. Since such alerts are broadcast via various apps, students and parents/caregivers can follow them in real time, including those in Alberta. This may add stress for Ukrainians in Canada whose family members remain in Ukraine.

Schools in Ukraine are more hierarchical and formal. Teachers are usually addressed by their name and patronymic and the formal second person pronoun (“ви” [vy]—same as *vous* in French). The last name and the titles Mr, Ms, Mrs or Miss are not used.¹ Teachers

address students by the informal second person (“ти” [ty]—same as *toi* in French).

In most schools, two students sit behind one desk, and desks are lined up in rows. In some schools, there is still a podium (elevated section) at the front of the classroom, and the teacher stands there when teaching. Students are expected to stand up when answering a question. When a teacher, principal or guest enters the classroom during a lesson, students must stand up and greet the visitor.

Students in Ukraine attend school with classmates in the same class for their entire school careers. Even in schools with more children, once a child is placed in a class, that child remains in that class. In Grades 1–4, students are taught by the same teacher for four years. In Grades 5–11, students have multiple teachers where different teachers teach different subjects. A homeroom teacher is assigned in Grade 5 and remains with the class until graduation.

At the higher secondary level (currently, Grades 10–11) schools in Ukraine, no elective classes are offered. In larger cities, there are opportunities for students to transfer to schools that offer science, arts/humanities or technological programs. Once a student has chosen a program, all courses are fixed. Ukrainian newcomer parents/caregivers and students may need help understanding terms like *core subjects* and *options*, which are all equally important.

Teaching methodologies in Ukraine continue to emphasize rote learning and developing reading, spelling, grammar and memory skills instead of the

problem-solving, critical thinking and writing skills we try to focus on here. Group work is rarely used. Students are not encouraged to ask questions in class; this is the role of the teacher. They may struggle to apply their knowledge to real-life situations. Take time to explain to students and parents/caregivers the various methods of teaching and learning used in your classroom.

Parents in Ukraine are involved in supervising homework and test/exam preparation. Hiring a tutor to help with mastering the required program is a common and acceptable practice in Ukraine.

Schools have regular parent–teacher meetings. Traditionally, these involved the teacher standing before the parents and reading every student’s mark (Tytysh and Viktoriya 2018). This is no longer done. The New Ukrainian School has now mandated parent–teacher one-on-one interviews. However, many parents/caregivers and grandparents in Canada may remember when grades were publicly announced, and everyone heard everyone’s marks.

Evaluation is based on numerical grades (12–10 is excellent; 9–7 good; 6–4 satisfactory; 3–1 unsatisfactory (fail). Marks are entered in each student’s journal (either paper or electronic) daily. Testing is often oral and not written. Written tests tend to focus on form (sentence structure, use of commas, content-specific vocabulary

and so on) rather than ideas and arguments. Therefore, newcomer students from Ukraine may need to adjust to the assessment practices in Alberta schools to understand what is expected of them.

Changes in this evaluation system are being introduced in line with the reforms being implemented with the New Ukrainian School (Ukraine, Ministry of Education 2020). A formative assessment system is currently being implemented in Grades 1–4 (Ukraine, Ministry of Education, “Answers to Asked Questions”). This system is being extended to Grades 5–6 in the 2023/24 school year (Ukraine, Ministry of Education 2022a). However, due to travel and disruptions, students from Ukraine in Alberta and their parents/caregivers might not have been exposed to these reforms. Therefore, additional work may need to be done with parents/caregivers to explain the difference between formative and summative (outcome-based) evaluation systems.

At the end of secondary school, students write compulsory tests for admittance to Ukraine’s higher education institutions (that is, universities and academies). Due to many displaced students, additional centres were set up outside Ukraine (including in Alberta and Ontario, Canada) where students can write the tests and submit documents for university entrance (Ukraine, Ministry of Education 2022b).



The Ukrainian School System and Curriculum

Universal 11-year education is mandatory in Ukraine. Schooling is completed in three stages. With the introduction of the New Ukrainian School, all students

who entered Grade 1 in September 2018 will complete a compulsory 12-year education.

Level	Grades	Curriculum Overview
Primary School	1–4	<ul style="list-style-type: none"> • Reading and writing in Ukrainian • Math • Nature study • Art • Music • Physical training • Foreign language (English, German, French, Spanish)
Basic School	5–9	<p>In addition to the above, subjects are added as students progress through the grades.</p> <p>Grade 5</p> <ul style="list-style-type: none"> • Ukrainian language and literature • Foreign languages (English, German, French or Spanish) and literature • Math and computer science • Ukrainian history • Nature study • Music • Art • Physical training • Household arts • Health <p>Grade 6</p> <ul style="list-style-type: none"> • World history, geography, biology <p>Grade 7</p> <ul style="list-style-type: none"> • Physics <p>Grade 8</p> <ul style="list-style-type: none"> • Chemistry
Upper School	9–11/12	The curriculum includes more sophisticated subjects and allows for greater individual choice of disciplines.

- School begins on September 1.
- Students attend classes Monday to Friday
- Students can attend school during various time frames, including in some large cities, where there might not be enough room in schools for all the students and there is a “second shift” (*druha zmina*) when some students attend in the afternoon and evening.

- Classes last 35–45 minutes.
- A typical class has 25–30 students.

There are several school breaks during the school year:

- Fall break (one week in October)
- Winter break (two weeks December–January)
- Spring break (one week in March)



What Is it Like to Be a Student in Ukraine?

There is a greater amount of homework in Ukraine compared with Alberta. This difference may be related to the way subjects are structured, with some subjects in Alberta being more consolidated, while in Ukraine, they are divided into separate disciplines (for instance, science in Alberta compared with biology, chemistry and physics in Ukraine).

- Penmanship's accuracy and condition are assessed and often given the same value as the actual assignment or test.
- Homework is assigned every day, including in early grades.
- Once a week, one hour is dedicated to a “*vykhovna hodyna*,” the educational hour. This is when students prepare for upcoming celebrations and special events.
- Ukrainian students do not use lockers. They carry their school bags or leave them in their homerooms.
- The principal is a disciplinarian, and students fear a phone call home to parents/caregivers about inappropriate behaviour as students generally fear parents/caregivers.
- It is common for students to be allowed to play unsupervised in the hallways or outside on the playground during breaks, so you may need to explain the standard expectation in Alberta schools to move through the school quietly or in a lineup.
- It is common for boys to shake hands and girls to hug on the first meeting.
- Students remain with the same cohort throughout their schooling and become close-knit. You may need to explain to students and parents/caregivers that students may have a new class and teacher each year. Since this is not the norm in Ukraine, they may think that being put in a new class is due to a problem.
- Students like to help each other, and it is common for them to “help each other” by copying off others during tests, using cheat notes, and phones and smart watches “to help.”
- Gender roles are becoming more equal in schools now than in the past.
- Bullying can be an issue, and it is common for students to laugh at or ridicule unpopular students.
- The use of phones is permitted in the hallways.
- Extracurricular activities are common at school at a low cost.



Cultural Pieces for Educators to Know

- Often, students may talk or explain something in a loud voice and emotionally, which may seem like they are arguing or having a verbal fight.
- Fights between students are common, and parents teach students to fight back to defend themselves.
- Individuals may be direct in telling other people into their faces what they think of them. It might seem impolite even when that is not the intention.
- There is no concept of personal space and touching each other is common.
- There is no such thing as a field trip form in Ukraine, so it is important to explain it to parents/caregivers.
- Messenger apps such as FB Messenger, Viber and Telegram are preferred modes of communication between teachers and parents/caregivers, often in group chats.
- Parents/caregivers are not used to making appointments with a teacher or principal and may arrive unannounced and ask for a meeting when they see the teacher.
- Ukrainian students may find sitting on the floor for an assembly or other activity unusual because sitting on the floor or ground or even putting a bag or purse there is not commonplace.
- Friends commonly pop in anytime on each other for a visit without inquiring about a person's availability.
- Parents/caregivers may be afraid of cold weather and

want to ensure that their small children are always wearing toques and gloves and are buttoned-up to prevent them from getting sick. It is a common belief that drafts cause head colds.

- Ukrainian language in the diaspora differs from the literary Ukrainian language, as it has some archaic words and the influence of an English accent.

Differentiated Programming and Supports in Ukraine

Special education services in Ukraine have only become part of the school system in Ukraine within the last decade. Currently, special education services (Ukraine, Ministry of Education, Inclusive Education, nd) are available to students requiring them. Although there remains a stigma attached to special education in Ukraine, the realities of war are rapidly changing these views. Individuals with physical, intellectual and psychological needs are more likely to ask for and receive assistance. However, you may find that many parents/caregivers are still reluctant to approve special learning support, services or programming out of concern that a stigma may become attached to their child.

If specialized learning support, services or programming are recommended for one of your Ukrainian newcomer students, take extra time to meet with parents/caregivers to explain the support available to their child(ren) through Alberta schools, being sensitive to their concerns.

- Review the options for support and services.
- Describe the roles of the specialized staff in your school and school jurisdiction (for example, speech language pathologist, occupational therapist and so on) and, if possible, involve these staff in your meeting.
- Emphasize that their child's teacher will collaborate with specialized staff to meet their child's individual needs, and their child will continue to learn alongside peers and participate in classroom and schoolwide activities.
- Explain the process of educational assessments. Introduce your student and their family to the individual(s) who will conduct the assessment before it takes place.
- Plan follow-up meetings so parents/caregivers can ask questions and better understand the process, options and recommendations.
- Ensure that the student and their family know beforehand if the child will receive individual or small-group instruction, when it will happen and what to expect. Students and parents/caregivers may perceive this as a punitive action otherwise.

Resource: *Making a Difference: Meeting Diverse Learning Needs with Differentiated Instruction* (Alberta Education 2010b) provides information about and strategies for differentiating instruction with specific ideas for students with disabilities, English language learners and students who are gifted.

The Role of Parents in Education in Ukraine

Ukrainian parents are used to being engaged in their children's schooling. Schools foster partnerships with parents with frequent communication, interaction and collaboration, often via messenger apps and group chats. They rarely use e-mails. Parents influence the teaching and educational decision-making processes in Ukrainian schools. It is common for parents to bring suggestions to and raise issues with teachers and administrators with the expectation that they will resolve them together.

How do you involve Ukrainian newcomer parents/caregivers in your classroom and school?



Trauma and Trauma-Informed Practice

Most Ukrainians do not talk about trauma, PTSD and depression for two reasons. One is cultural: caring about their psychological wounds and talking about one's grief or loss of a loved one is not common practice among Ukrainians. In fact, I struggled to find the Ukrainian word for *grieving*. At the same time, Ukrainians have generational trauma from Holodomor...; people were not allowed to talk about it in order to process it after it was over. So, processing trauma verbally and intentionally does not happen naturally.

—Kobzar et al 2022

Definition of Trauma

According to the Merriam Webster online dictionary, *trauma* “is the Greek word for wound.” Although the Greeks used the term only for physical injuries, nowadays trauma is just as likely to refer to emotional wounds. Trauma is the experience of and response to an exceptionally negative event.

Trauma-Informed Practice

Teachers are not mental health practitioners, yet schools are often the first place the mental health needs of students are identified. As Silverman (2020,11) affirms, “if we want our newcomer students to feel valued and have a sense of belonging in our classrooms, we must engage in trauma-informed practice”.

The heart of trauma-informed practice is providing a safe, welcoming and respectful environment for both learners and staff. As the authors of the Clinic Community Health Centre's *Trauma-Informed* toolkit (Bolton et al 2013, 16) state,

A trauma-informed service provider, system and organization:

- Realizes the widespread impact of trauma and understands potential paths for healing;
- Recognizes the signs and symptoms of trauma [in students, staff and others involved in the school]; and
- Responds by fully integrating knowledge about trauma into policies, procedures, practices and settings.

Being a trauma-informed teacher does not mean that you must treat your students' symptoms of trauma. Rather, being a trauma-informed teacher means that you are aware of the prevalence of trauma among students and how trauma can affect them. It means that you can recognize the signs and symptoms of trauma, as well as trauma responses. It means that you seek to understand the unique needs of your students affected by trauma in a compassionate way and that you can integrate your knowledge of trauma into your teaching practice to create a safe, supportive and regulated learning environment.

The checklist for trauma-informed practice in Appendix B is a tool to help you identify the elements of trauma-informed practice you excel in, as well as

potential challenges and areas for growth. It covers the following areas: understanding trauma, classroom strategies and assessment, social-emotional learning and relationship strategies, communication, family and community partnerships and self-care.

Who Experiences Trauma

Traumatic events are a normal part of the human experience, but as stated in *The Trauma-Informed Toolkit* (Bolton et al 2013, 9): “It is not the event that determines whether something is traumatic to someone, but the individual’s experience of the event and the meaning they make of it. Those who feel supported after the event (through family, friends, spiritual connections, etc.) and who had a chance to talk about and process the traumatic event are often able to integrate the experience into their lives, like any other experience.”

When using a trauma-informed approach, remember that no two individuals experience events in the same way or at the same time. The Ukrainian newcomer students in your class have likely experienced multiple traumatic events and losses in their migration experience and may be ongoing. You may not be a therapist or trained medical professional, but knowing about trauma can help you to notice signs and symptoms and when to involve other professionals to support you and your students.

Types of Trauma

Traumatic Stress

- Occurs when an overwhelming experience temporarily makes it difficult to cope and adjust
- Does not typically impact one’s long-term quality of life

Post-Traumatic Stress Disorder (PTSD)

- A mental health condition triggered by witnessing or experiencing a traumatic event
- Interferes with day-to-day life
- Symptoms may include but are not limited to

intrusive memories, nightmares, severe anxiety and uncontrollable thoughts about the event; avoidance of thinking or talking about the event; re-enacting the traumatic event through play; hopelessness and negativity; difficulty sleeping and concentrating, frequent mood changes, feeling detached

- Symptoms do not go away and may intensify

Delayed Post-Traumatic Stress Disorder (PTSD)

- Occurs at least six months and sometimes years after a traumatic event

Sources of Trauma

Trauma can result from different experiences, and Ukrainian newcomer students may have experienced trauma and continue to experience it from one or several sources:

- War and violence (experiencing, witnessing and hearing about it)
- Loss and grief
- Discrimination or racism
- Poverty or economic instability
- Abuse
- Accident or illness
- Neglect

Loss and Grief

The Ukrainian newcomer students in your class and their families likely have experienced and continue to experience loss and grief on a large scale. Losses and potential losses may include the following:

- Family loss and separation
- Community loss (violence, witnessing violence, losing trust in authority figures, imprisonment, sexual assault, torture, postmigration acculturation stressors, loss of supports)
- Neighbourhood loss (of home, of country)
- Cultural loss

- Vulnerability (including ongoing conflict and violence)
- Fear of the unknown
- Loss of identity (changing roles, language barriers, loss of recognition, employment, housing, financial stressors) (MTIEC nd)

Read more about it here:

Loss, Grief, Stress and Trauma: An Introduction

Mary-Catherine Bailey-McKenna for the Calgary Board of Education

www.teachingrefugees.com/docs/Loss-Grief-Stress-and-Trauma-An-Introduction.pdf

Signs of Trauma

Some people show signs of trauma and others do not. Signs of trauma can be evident in health, cognition, relationships and behaviour.

Relationships

- Clingy and compliant
- Attachment difficulties; avoids engaging with others
- Conflictual relationships
- Difficulty building relationships
- Social isolation
- Distrust and suspicious of others

Behaviour

- Compliance (robotic, detached)
- Aggression (against self and others)
- Defiance
- Disassociation (doesn't react, seems "spaced out")
- Impulsive and destructive behaviours
- Irritability

- Rigid or chaotic behaviour
- Tantrums
- Startled easily
- Swearing
- Drawing violent scenes, weapons, tanks
- Playing war games

Cognition

- Constant alertness
- Hyperarousal or hypervigilance
- Difficulty paying attention
- Difficulty understanding cause and effect
- Difficulty self-regulating
- Forgetfulness
- Anger
- Lack of self-understanding
- Troubling thoughts

Health

- Mental stress
- Depression
- Difficulty sleeping
- Weight loss or gain
- Compromised immune system
- Psychosomatic symptoms (mental health difficulties that present as physical difficulties, such as headaches or stomach aches)

Read more about it here:

To learn more and to see sample strategies, see the article in the tool kit:

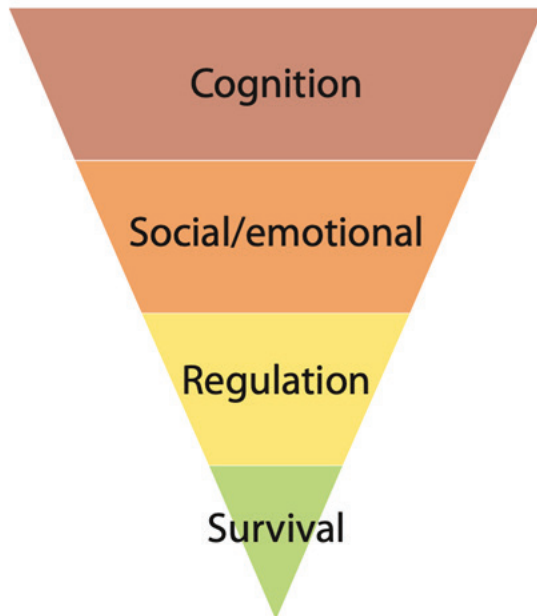
"Cues and Strategies: What Does Fear Look Like and What Can We Do?" www.teachingrefugees.com/docs/What-Does-Fear-Look-Like.pdf

The Effects of Trauma on Memory, Learning and Behaviour

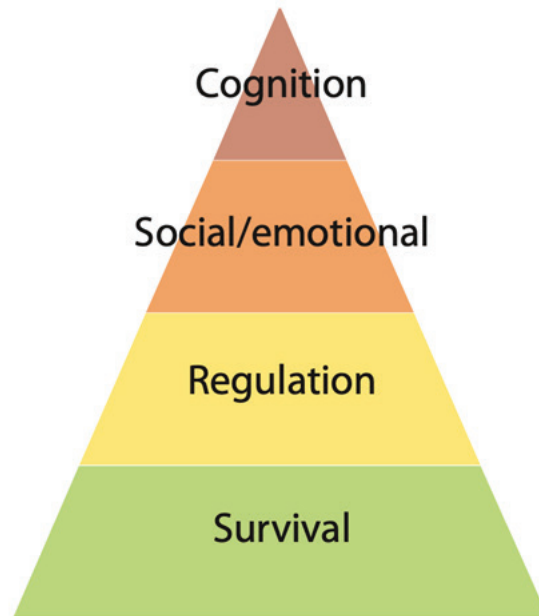
Traumatic experiences have a profound impact on several areas of functioning. Childhood trauma affects the organization of the brain, and prolonged activation of stress hormones in early childhood can reduce

neuroconnections in the areas of the brain dedicated to learning and reasoning at the time when new connections should be developing.

Typical Development



Developmental Trauma



Adapted with permission from Mary Beth Holt and Emily Jordan (Ohio Department of Education).

After a series of traumas and losses, some of your Ukrainian newcomer students may be functioning at a primal level in fight-flight-freeze mode. Many signs of trauma can be misread in the classroom as misbehaviour or as signs of a learning disability. Ask yourself the following questions:

- Why is this student acting this way?
- What is this student reacting to?
- What does this student need?
- How can I connect with this student before correcting the behaviour?

Triggers in the Classroom and School

Some Ukrainian newcomer students may still be in survival mode, even if they don't appear to be. Triggers are stimuli that cause one to recall and respond to past trauma, even though there is no real danger. Below are some examples:

- Unexpected loud sounds, including sirens, alarms and bells
- Fire and lockdown drills
- Evacuation procedures

- People wearing uniforms
- An unfamiliar adult in the classroom
- Separation from a parent, caregiver or sibling
- Airplanes
- Sound of fireworks
- Smells that can bring traumatic memories back
- Images of destruction

Look around your classroom and school. Use all your senses to identify potential triggers for Ukrainian newcomer students. How can you mitigate their effects?

Your welcoming, caring and safe classroom with predictable routines will help alleviate the impact of potential triggers. Other strategies to try:

- Inform or warn students of any potential triggers in the school environment.
- Advise students and parents/caregivers about upcoming fire and lockdown drills.
- Explain changes to the usual routine.

- Have a plan for managing a situation where a student responds to a trigger. Your plan may include a quiet, calm space within or outside of the classroom for the student to spend time, hanging out with a trusted staff member, fidget toys or an artistic means of expression.

Relationships Matter

As an educator, one of the most important things that you can do to support Ukrainian newcomer students and their families is to connect and cultivate trusting relationships and a sense of safety. Using a trauma-informed approach in your classroom and school is one way to nurture connection, provide hope and foster resiliency in Ukrainian newcomer students. Building strong relationships takes time, but the deepest and most authentic learning happens when our students feel we care about and value who they are. Consider the ways that you already foster positive relationships in your classroom and school.

People from other cultures may view mental health differently. When talking about mental health with Ukrainian newcomer students and their families, try to be sensitive to these cultural differences.



Talking About Tough Topics

Culturally responsive practice includes letting Ukrainian newcomer students and their families know that you care about what is happening in Ukraine and that you are available to listen and to support them.

Do not put students on the spot and ask them to speak about the war in Ukraine, either in front of the class or in private.

Our families have no obligation to speak on behalf of an entire population. We can't expect them to inform us about things that ... we should probably already know about. The most important thing is ensuring they feel welcome and have a safe space to share their story if and when they choose to.

—David Kauffman, Executive Director for Multilingual Education in Austin Independent School District



Strategies to Use in the Classroom and School

Using these strategies can help the Ukrainian newcomers in your class as well as other students.

Making Connections

It is important that the Ukrainian newcomer students in your class feel like they are safe, that they belong and are socially connected.

This can be an opportunity to

- plan informal activities to help your students to get to know each other. Sharing your own personal stories and experiences can help build empathy;
- take time to facilitate positive social connections between Ukrainian newcomers and other students during learning activities and at break times;
- match newcomers with a buddy who is patient, will enjoy showing them around and will include them in their social activities;
- introduce the students to important people in your school (for example, administrators, support staff, custodial staff and so on) and create opportunities for them to visit these helpers regularly so they can begin to build relationships. Visiting school staff can also give Ukrainian newcomer students a break from the rigour of the classroom and be beneficial to students' emotional well-being.

Try This . . .

These activities can be adapted for students of any age to create and strengthen connections and foster a sense of belonging in your classroom.

Ukrainian Signs

Invite Ukrainian students to help choose phrases and create motivating signs to post around the classroom and school. This can be an opportunity for Ukrainian students to teach their peers new words, phrases and cultural symbols. Appendix C: Activities to Foster Ukrainian Newcomer Students' Sense of Belonging has lesson ideas and projects to help make students feel comfortable and connected.

Important Photos

Ask students to share a photo or drawing of themselves and to explain why it is important to them. Students can use an app, such as Flip (formerly Flipgrid), to post a picture and talk about why it is important to them. The activity can be extended by creating a display (for example, digital photo album, digital collage, poem or short video) focused on a hobby, interest or talent.



Finding Commonalities

Materials

- One sheet of newsprint for each group
 - Markers
1. Break into small groups of three to five.
 2. Have each group designate a recorder by finding out whose birthday is next.
 3. Tell students that this is a competition among groups to see who can come up with the longest list. The topic of the list is “things we all have in common.” Give examples, such as brown eyes, like to read mysteries.
 4. Choose a signal. Tell students that when you give the signal, they can begin brainstorming a list of everything they have in common with one another. Tell them they’ll have five minutes and to continue adding to the list until you give the signal again.
 5. Give them five minutes.
 6. Ask groups to count then share the number of commonalities they discovered and establish the winning group.
 7. You may wish to have groups share some or all of their commonalities with the class.

Adapted with permission from “Activities to Foster a Sense of Belonging,” by ACT for Youth Center for Community Action (nd), available on www.actforyouth.net/resources/ipelinclusive-3-activities-belonging.pdf.

Have You Ever?

Materials

- A prepared list of simple questions appropriate to your students that begin with “Have you ever...” (for example, Have you ever gone camping? Have you ever slept until noon?)
1. Have participants form two lines facing each other.
 2. Decide which side of the space will be the yes side and which will be the no side.
 3. You will ask a series of questions, “Have you ever...?” If participants answer yes to the question, direct them

to go to the yes side of the space. If their answer to the question is no, direct them to the opposite side of the space.

4. Before you start, encourage students to notice the responses of their peers.
5. Ask the questions.
6. Debrief what they learned about themselves and each other.

Adapted with permission from “Activities to Foster a Sense of Belonging,” by ACT for Youth Center for Community Action, available on www.actforyouth.net/resources/ipelinclusive-3-activities-belonging.pdf.

Class Quilt

Materials

- My Quilt Square template (Appendix D)
 - Colouring tools
 - Scissors
 - Tape
 - Coloured construction paper
1. Give each student a copy of the template and have them write or draw or a combination of both to fill in the four corner squares. Encourage the use of Ukrainian. Additional decoration can be made in the blank rectangles at the sides of the template.
 2. Have students cut out the quilt square (as a whole, not as individual pieces).
 3. Mount quilt squares on coloured construction paper and tape the sheets together to form a “quilt.”
 4. Display it in the classroom. Discuss how each quilt square is different, but together they create something truly special—just like the students in the class.



I Wish My Teacher/Classmates Knew . . .

Materials

- A copy each of the “I wish my teacher/classmates knew . . .” templates for each student (Appendix E)
1. Consider completing the templates yourself and sharing them with your students to model the activity.
 2. Invite students to complete the sentence starter on each template.
 3. Encourage students with limited proficiency in English to write their responses in Ukrainian. Afterward, they can use a translation site or Ukrainian speaker to help transfer their words to English.

This activity is an excellent way for you to get to know your students and can be an activity you use throughout the school year. The “I wish my teacher knew . . .” template is meant to be shared with the teacher(s) only. Decide how you will share the “I wish my classmates knew . . .” templates (for example, individual students sharing with the class, partner sharing, bulletin board display and so on).

Feelings of Control

So much in the lives of Ukrainian newcomer students and their families has been out of control since the start of the war in Ukraine. Lack of control can cause anxiety and toxic stress.

This can be an opportunity to

- create and enhance structure within your classroom. Structure offers students comfort and predictability and fosters a sense of safety. Establish routines and post daily schedules. Provide students with a translated copy of the daily schedule (or visual schedule) for them to refer to as needed;
- provide visuals to reduce language barriers and help students to feel more independent.

Try This . . .

These activities can be adapted for students of any age to help Ukrainian newcomer students feel a sense of control in your classroom.

Gratitude Practices

Expressing gratitude can help your students focus on the here and now, among other benefits, increase one’s sense of self-control (Allen 2018).

- Introduce the concept of gratitude by using an age-appropriate story or video or by modelling it.
- Post words and phrases associated with gratitude in English and Ukrainian (for example, Thank you, I am thankful for . . ., I appreciate . . . and so on).
- Create gratitude journals and provide gratitude prompts. Invite students to respond to the prompt with words, drawings or a combination of both.
- Plan time for students to regularly engage in a gratitude practice, daily if possible.

When teaching about gratitude, try to do so in a culturally responsive way. This means being aware that not all cultures express their gratitude in the same way. As described in *Thanks! A Strengths-Based Gratitude Curriculum for Tweens and Teens* (Greater Good Science Center, nd), “In some cultures, and contexts, verbal expressions of gratitude are common, while in others a gesture, a reciprocal act of kindness or caring, a simple or elaborate ritual, or giving a small token or gift may be seen as more appropriate. How gratitude is expressed to another might differ depending on how familiar one is with the other person. Gratitude may also be expressed differently to a peer... Welcoming discussion of these and other differences in the classroom will deepen students’ understanding of gratitude” (p 7).

Start small. It may be difficult for some of your students to articulate anything they are grateful for. Avoid saying things like, “It will be OK, look on the bright side,” and instead acknowledge that it may be hard to think of something to be grateful for. Listening and validating their feelings will help them to build trust and resilience.

Greater Good Science Center at University of California, Berkeley's resource *Nurturing Gratitude From the Inside Out: 30 Activities for Grades K–8* (Fountain et al 2017) includes evidence-based information about the benefits of practising gratitude and has ready-to-use activities for students in kindergarten to Grade 8. Many of the activities can be adapted for Grades 9–12.

Grounding Activities

Difficult feelings and thoughts may affect the Ukrainian newcomer students in your class, and the result may be challenging behaviours. Stress can make it difficult for students to engage. Grounding activities can help your students practise focusing their attention on one thing and can help them manage their stress better.

This can be an opportunity to

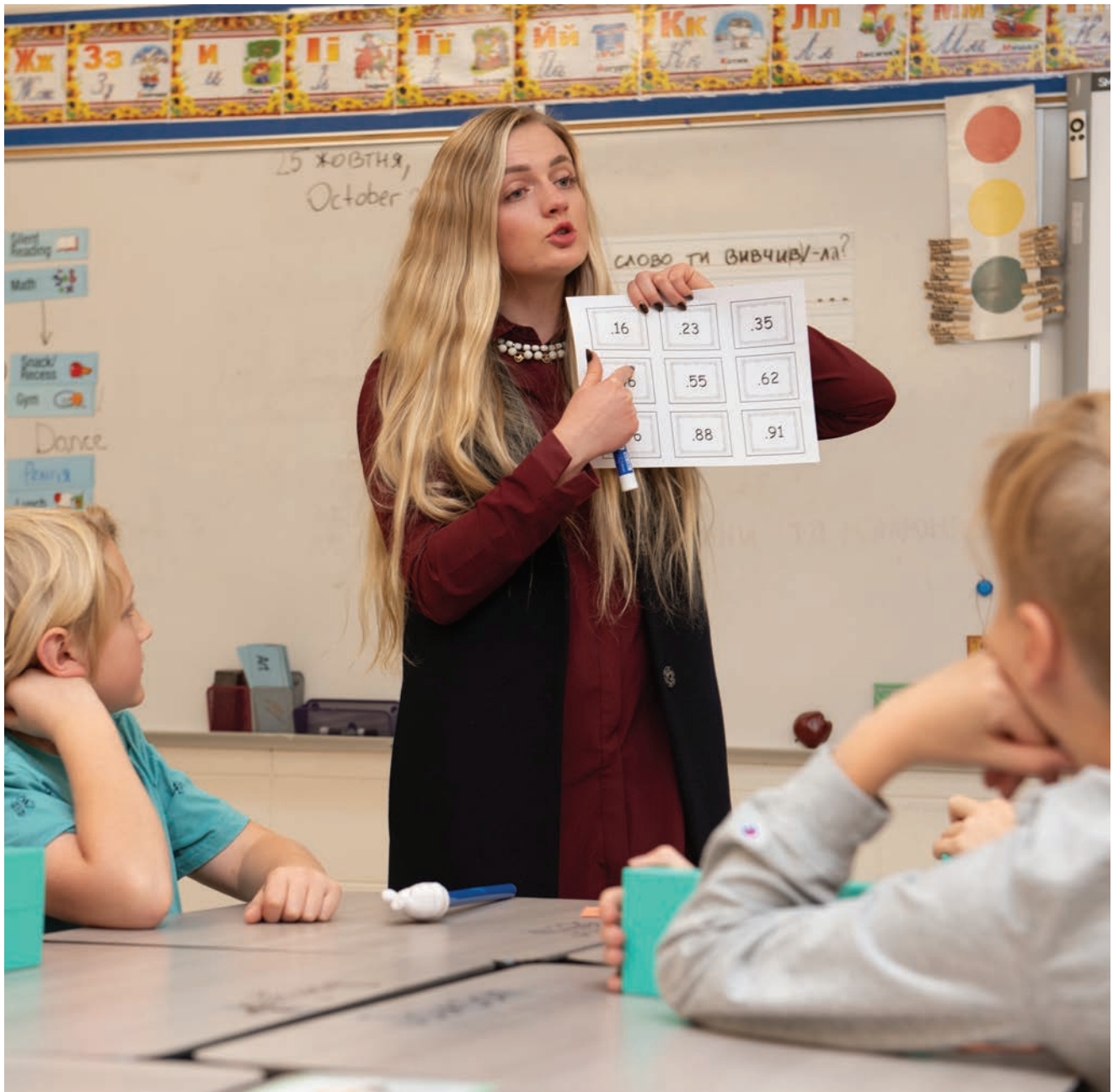
- incorporate regular guided grounding exercises into the school day. These are quick, simple actions that encourage students of any age to focus. For example, you might tell your students to do one or all of these actions:
 - Slowly push your feet into the floor.
 - Slowly stretch your arms above your head. Slowly press your hands together.
 - Notice where you are. What are five things you can see? Hear? Smell?
 - Touch something within your reach. Notice what it feels like under your fingers.
 - Notice the air as it flows in and out of your nostrils.
- Brain breaks are a meaningful way to help students regain their grounding. These are short mental breaks for unblocking stress and activating different brain networks (Willis 2016). Waters and Brunzell (2018) describe two types of brain breaks: escalating and de-escalating. Use an escalating brain break when students need a boost in positive emotions and a de-escalating brain break to help students focus and find calm. De-escalating brain breaks can also help students feel a sense of safety. Examples of brain break activities can be found in Appendix F. Teach students how to recognize when they need a break and encourage them to advocate for themselves by asking for a break when needed.



Learning English

You may find that some of your Ukrainian newcomer students have a good foundation in the English language. Others have limited or no proficiency. Try to see your students' multilingualism as an asset that can extend learning and encourage engagement in classroom activities.

- Engage early in thorough language assessments (informal and formal), identifying student strengths and areas for growth. The new *Alberta K–12 English as an Additional Language Proficiency Benchmarks (Benchmarks 2.0)* (Alberta Education 2023) and English as an additional language (EAL) support staff within your school jurisdiction can support you.
- Alberta Education's "Characteristics of English Language Learners" (2010a) is an excellent resource that can support you as you differentiate programming for your Ukrainian newcomer students. This resource also provides support in communicating language learning progress.
- Alberta Education's (2023) Supporting English Language Learners website has benchmarks, strategies and resources for teachers, including I Can Statements for English language learners, writing samples, videos, information on organizing for instruction, encouraging the use of home languages, understanding the acquisition of English as an additional language, assessment tools and strategies for English language learners and research and resources. The Organizing for Learning section has effective organization and support practices for English language learners, timetabling suggestions for elementary, junior and high schools and a Sample High School Pathways Table chart.
- Use visuals and written supports as often as possible. Picture prompts, sentence starters, a reading and writing buddy, a list of keywords, guiding questions and graphic organizers can help students with written tasks. Appendix G: Visual Supports has ready-to-use visuals to get you started and can be adapted for any age.
- Appendix H lists common Ukrainian words and phrases and their English counterparts.
- Explicitly preteach and reinforce subject-specific vocabulary and check often for understanding.
- The Government of Alberta's guide, *Working with Young Children Who Are Learning English as a New Language* (Alberta Education 2009) has information about the early stages of learning language, developing and maintaining the home language, engaging families and communities, creating a supportive learning environment, and language learning activities. The guide is specific to early childhood, but much of the information is applicable to older students as well.
- The Alberta Regional Professional Development Consortia's *EAL Toolkit* has an abundance of resources to help teachers support English language learners. Visit <https://sites.google.com/erlc.ca/ell/home> to access these resources.



The Silent Period

Have any of the Ukrainian newcomer students in your class stayed silent? It is common for language learners to go through a silent period, even if they have a foundation in the language of your classroom. Trauma can prolong the silent period. Create opportunities for your students to participate in speaking activities with you and individual peers before larger groups. Do not force them or put them on the spot.

The Rate of Second Language Acquisition

Research shows that it can take between five to seven years (and sometimes longer) to learn a new language proficiently.



Using Ukrainian to Learn in the English Classroom

It may seem counterintuitive to encourage Ukrainian newcomer students to speak and write in Ukrainian when you are trying to help them learn English. But incorporating Ukrainian into learning activities can enhance student learning. As a teacher, you do not have to be able to speak Ukrainian to make space for its use in your classroom. Your Ukrainian students can learn English while relying on their heritage language. Consider which learning activities students can complete in Ukrainian.

Cooperative learning activities can support language acquisition. Form groups intentionally, depending on the learning outcome. If you want to provide students with time to practise targeted skills in English, then match Ukrainian students with proficient English speakers who can model and support learning. If the task is more content-driven, consider grouping Ukrainian speakers together and allowing them to work in Ukrainian. You may be concerned that students will be off task and you won't know, but as with your other students, you will likely be able to tell from body language and noise level when this is the case. Set parameters and put scaffolds in place (for example, simple discussion questions, top 10 lists and so on) for reporting at the end of a group activity.

Try This . . .

- Carefully explain how the group activity will work, its purpose, their role and key vocabulary.
- Assign group members specific roles for group work (for example, reporter, recorder, timekeeper, materials manager and so on). A student's role should match



their language proficiency and should change as their proficiency increases.

- Monitor participation. It's easy for language learners to get lost in the mix during cooperative learning. If you notice an imbalance in participation, bring it to the group's attention and ask them how they can even out the participation.
- Be aware that language learners may try to engage with their English-speaking peers, but their peers may not engage with them. If you notice this, try to facilitate interactions where possible.

Structure Discussions—The QSSSA Method

The Question-Signal-Stem-Share-Assess (QSSSA) method can be a useful tool to provide structure for all students during collaborative work.

Q: Question: Give students an open-ended question to discuss with their group.

Examples: *After reading the chapter, what surprised you the most? Based on the science experiment, what can you conclude?*

S: Signal: Individual students take time to think about their response then signal when they are ready (for example, thumbs up, muscle flex and so on).

S: Stem: Provide a sentence stem to use to answer the question. Rehearse how to say the stem and include word lists, visual supports and so on, if possible.

Examples: *What surprised me most was ... / Based on the experiment, I can conclude _____ because ...*

S: Share: Students share their responses within their group (using the stem).

A: Assess: The teacher circulates, listening to responses and/or invites students to share their responses with the class. Alternatively, students write their responses.

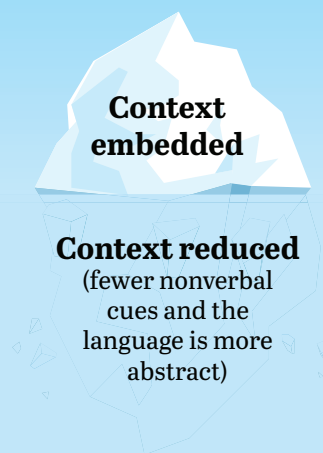
BICS and CALP

Most second language learners become adept in basic interpersonal communication skills (BICS) within one to two years. This means that they can navigate social conversations with their peers quite easily and chat about things in their everyday environment. It is common to mistake this conversational proficiency for language mastery. The high level of BICS does not result in academic success, despite the appearance of these learners being fluent or almost fluent in English.

Until learners reach a high level of cognitive academic language proficiency, they will likely experience academic difficulty. CALP takes five to seven years to develop. "This type of language is substantially different from the English we use in everyday spoken interactions and it is, therefore, not only a lot more difficult to understand, it is also much more challenging for ESL students to carry over and produce that language in their written assignments or 'to use' during discussions" (Meyers 1993).

Source: Ontario Ministry of Education (2013)

Cummins's Iceberg Theory



BICS Basic Interpersonal Communication Skills

The language necessary for day-to-day living, including conversations with friends, informal interaction

CALP Cognitive Academic Language Proficiency

The language necessary to understand and discuss content in the classroom

Ukrainian Newcomers in Bilingual Classrooms

Alberta school jurisdictions have several Ukrainian bilingual programs and schools (see Appendix I). Teachers in these classrooms face the unique situation where there are students who are Ukrainian language learners alongside their Ukrainian newcomer peers who speak the language fluently.

Try pairing up fluent Ukrainian speakers with Ukrainian bilingual students to read aloud in Ukrainian. Not only is this a good way to introduce Ukrainian newcomer students to the concept of peer-led groups, but they will also gain confidence in a leadership role and a sense of accomplishment. Your bilingual students will benefit from hearing proficient speakers.

Helpful Resources

Students can access stories at various levels with the option to change the language from English to Ukrainian at Storybooks Canada (<https://storybookscanada.ca/stories/uk/>) and Indigenous Storybooks (<https://indigenoustorybooks.ca/stories/uk/>).

Students can watch mini-lessons on a variety of topics in Ukrainian on these YouTube channels:

- Learning.UA (elementary)
www.youtube.com/@Learningua/featured
- Ukrainian School Online (junior high and high school)
www.youtube.com/@user-cu2je9cb2x/videos
- Wordle in Ukrainian

https://webpen.com.ua/pages/Pravopys_Holosnyh/Alternation_Spelling_e,u.html

- Spelling practice in Ukrainian
https://webpen.com.ua/pages/Pravopys_Holosnyh/Alternation_Spelling_e,u.html
- Online Ukrainian platform to learn Ukrainian
SpeakUkraine.net
- Textbooks and workbooks (Grades 1–4) in Ukrainian
<https://nushub.org.ua/resource/komplekty-posibnykiv-dlya-1-4-klasiv-4-komplekty/>

Did you know?

Ukrainian high school students who arrived in Alberta after February 2022 may challenge Ukrainian Language and Culture 10-20-30 exams rather than taking the courses and earn up to 15 high school credits. Readiness for a Ukrainian language course challenge is determined by a high school principal in consultation with the student, parents/caregivers and the teacher of the course. The challenge process must be administered by an Alberta certificated teacher who has expertise in Ukrainian language and culture. For more information, speak to your school administrator and visit Alberta Education's website (www.alberta.ca/education-guide-course-challenge).

How Can School Administrators Help?

As a school administrator, you are an essential support for teachers, staff and Ukrainian newcomer students and their families. Here are some ways you make a difference.

- Familiarize yourself with knowledge of the unique complexities and needs of Ukrainian newcomer students and their families, and the challenges and issues associated with settlement and trauma-informed practices.
- Look for growth opportunities for yourself and your staff, such as training and collaboration.
 - Network with other administrators around the province to find out what others are doing to support students.
 - See Appendix J: ATA Workshops and Presentations for professional development opportunities offered by the Alberta Teachers' Association that can support your work with Ukrainian newcomer students.
- Create a strong and supportive team of teachers. Not all teachers have Ukrainian newcomer students in their class, but all teachers have a role in supporting students and their families. Ask teachers what knowledge and resources they need. Check in often and reassess the needs regularly.
- Lead, coach and support teachers to facilitate individual and team well-being and proactive responses to challenges.
- Be visible. Host informal activities like coffee with the principal to give parents and caregivers an opportunity to get to know you, ask questions and share stories.
- Engage Ukrainian newcomer parents and caregivers in various ways (that is, in person, via e-mail, phone applications and videos posted to your school's portal, offer informal English conversation circles, host in-person information events after school or in the evening with childcare, invite partners from settlement and community agencies to the school to meet with parents and caregivers, encourage parents and caregivers to join the school council and volunteer on field trips and so on).
- Adopt a strength-based approach when working with the Ukrainian newcomer students and their families, recognizing and leveraging the unique talents and strengths of individual students.
- Establish relationships with local community service providers and find out how their referral processes work. (See Appendix K: Find Help in Alberta.)
- Make referrals to agencies, programs or services internal and external to your school division, including providing support to referral appointments when needed.
 - Create a simple handbook for parents and caregivers with information specific to your school. Include visuals and have it translated into Ukrainian, if possible. This would be a good opportunity to invite parents/caregivers to volunteer to translate information. Include the information below:
 - School hours, school calendar, holidays

- Routines like which doors to enter/exit, where to wait at drop-off/pick-up times
- School bus drop-off/pick-up routines
- Making appointments with the teacher/administrator(s)
- What happens in inclement weather
- How to create an account and use the school/jurisdiction's online portal to access important information;
- Typical school fees and how to pay them

This information may already be on your school's website. If so, consider hosting a meeting with Ukrainian newcomer parents and caregivers to show them the site and answer any questions.

Appendix L is an example of an orientation guide to Alberta schools.

For the most up-to-date information, contact the special language advisor for Ukrainian language and culture, Nataliia Naiavko, at nataliia.naiavko@gov.ab.ca or at education-ukrainians@gov.ab.ca.

Did you know?

- An overview of Ukraine's high school curriculum has been translated to English. Alberta Education has shared the translations widely with all school jurisdictions in Alberta. Additional information can be found on Alberta Education's International Language Advisors webpage, (www.alberta.ca/international-language-advisors) which is updated regularly.
- Ukrainian university entrance exam writing sites are available in Alberta. The information on the exam (3HO/HMT) will soon be available on the Ukrainian Center for Educational Quality Assessment (UCEQA) webpage (<https://testportal.gov.ua/en/>). High school students need to register here (<https://testportal.gov.ua/en/>) and select the country and place where they want to take a test (Edmonton, Canada). The date, time and the site address will be available in the students' personal accounts on the testportal.gov.ua platform (which is maintained by Ukraine). There were three testing sites in Canada in summer 2023: Edmonton, Toronto, Moncton. There were 130 registered students in 2023. A testing centre is planned for Edmonton again in 2024.

It Takes a Village: Where Can You Go When You Need Help?

When working with Ukrainian newcomer students and their families, you can access support in your school, in your school jurisdiction, from the Alberta Teachers' Association (ATA), from the provincial government and from your community. Also, try to determine whether families are connected to settlement, mental health and primary health services, as well as whether they are familiar with the community services in your area.

Who Can Support You in Your School?

School Administration

Your school administration is an essential part of your support network. They can support you in developing a plan for individual students and groups of students, engaging with families and linking you to resources in your school jurisdiction. Don't wait for your administrators to ask how things are going—let them know what you and your students need.

Additionally, your school may have some of the following multidisciplinary team members who can support you and Ukrainian newcomer students and their families:

Family School Liaison Worker

Family school liaison workers (FSLW) fulfill an important role within the school environment.

FSLWs support student well-being and academics by cultivating relationships between staff, students, families and community organizations. These home-school connections may include home visits, referrals to community service providers and support for school staff.

School Counsellor

In Alberta, school counsellors are certificated teachers who have received additional professional development or graduate-level training to help students with their personal and social development, academic progress, and health and well-being. School counsellors can provide the following supports to you, Ukrainian newcomer students and their families:

- Teacher consultation
- Mental health education for teachers, administrators, students and parents/caregivers
- Individual and group counselling
- Screening or assessments to identify at-risk students for program development or referral purposes
- Coordination of services in minor and major crises
- Coordination of wraparound services with community agencies
- Links to other families and to school and community resources
- Career information



EAL Designate or Lead Teacher

Many schools have an English as an additional language designate or lead teacher who has expertise that can help you and Ukrainian newcomer students with language learning strategies and activities.

Learning Coach

School-based learning coaches are certificated teachers with specialized knowledge of inclusive instructional practices. A learning coach can provide specialized professional development to you and your staff, helping to build your capacity in providing universal and targeted supports to the Ukrainian newcomer students in your classroom.

Who Can Support You in Your School Jurisdiction?

Learning Supports Personnel

Every school jurisdiction in Alberta has supports in place for newcomers to Canada and for those affected by trauma. Ask your administrator which specialized staff in your school jurisdiction can support you and Ukrainian newcomer students and their families. Specialized staff may include the following:

- Diversity and learning support advisors (DLSAs)
- Interpreters and translators
- English language learning (ELL) coordinators
- Inclusive programming consultants
- School-based settlement workers
- Intercultural liaisons and consultants
- Learning support teachers
- Psychologists
- Mental health therapists
- Board certified behaviour analysts
- Therapeutic assistant or emotional behavioural specialist

- Learning assistance coordinators (LACs)
- Family school liaison workers (FSLWs) (not school-based)
- Speech language pathologists
- Physical therapists
- Occupational therapists

Your school administrators can help you find the best way to access the support of your school jurisdiction's learning supports personnel. These specialized staff can support you in the following various ways:

- Facilitating sessions with teachers, parents/caregivers
- Providing professional learning on culturally responsive practices
- Identifying, developing and sharing inclusive programming strategies
- Assisting with the Alberta K–12 ESL Proficiency Benchmarks
- Conducting classroom consultations and specialized student assessments
- Organizing coordinated services with school-based services, health professionals and community partners

EAL Reception Centres

Many school jurisdictions have English as an additional language (EAL) reception or intake centres with staff that can support Ukrainian newcomer students and their families when they first arrive. During a family interview (usually in the family's first language), information is gathered about a student's background, learning experiences, and strengths and abilities. Language abilities are also assessed. This information can help you to support your students. Families may also be given an initial orientation to public education in Alberta, interpreting and translating support and information and referrals to community organizations.

Ask parents/caregivers if they have visited a reception centre. If they have not, speak to your school administration about helping the family arrange an appointment.

Outside Service Providers

Many school jurisdictions partner with outside service providers that can offer school-based support for Ukrainian newcomer students. Staff at these immigrant-serving agencies may include the following people, some of whom may speak Ukrainian:

- School-based settlement support workers
- Family liaison support workers
- Multicultural workers or intercultural liaisons
- Educational cultural brokers

Speak with your school administration or central office staff about which agencies your school jurisdiction collaborates with and how to access supports for Ukrainian newcomer students and their families.

Who Can Support You Provincially?

The Alberta Teachers' Association

Specialist Councils

The Additional Languages and Intercultural Council (ALIC) (<https://slic.teachers.ab.ca/Pages/Home.aspx>) and the English as a Second Language Council (ESLC) (www.eslcata.com/) offer useful information and resources that can support your work with Ukrainian newcomer students. Visit their websites and attend their annual conferences, workshops and seminars.

Active membership in the ATA includes one no-cost membership in a specialist council of your choice. To choose your membership, log in at www.teachers.ab.ca and click on the Specialist councils link under the Professional development tab.

Workshops and Presentations

The ATA offers Association members various activity-based professional development workshops and presentations that can support you in your work with Ukrainian newcomer students. See Appendix J: ATA Workshops and Presentations for detailed information.

DEHR Committee

The ATA's Diversity, Equity and Human Rights (DEHR) Committee promotes diversity, equity

and human rights in Alberta schools. The DEHR Committee produces many resources relevant to working with refugee students and their families.

For more information, go to www.teachers.ab.ca > Advocacy > Diversity, Equity and Human Rights. Printed copies of publications can be ordered, free of charge, by submitting an online request form (https://teachers.ab.ca/sites/default/files/2023-06/PD-225_DEHR-ResourcesRequestForm-2023-05-24-ReaderExtended.pdf).

Publications

The ATA has published several resources related to working with newcomer students and their families, such as *Supporting the Mental Health of Alberta's Refugee Students* (2020); a series developed in partnership with the Canadian Multicultural Education Foundation (CMEF) on working with immigrant students and families (<https://teachers.ab.ca/advocacy/diversity-equity-and-human-rights-dehr>); and *Learning Together: Public Education in Alberta* (2009), which is available in Ukrainian.

For more information, go to www.teachers.ab.ca > Advocacy > Diversity, Equity and Human Rights. All resources are available to download for free and printed copies can be ordered, free of charge, by submitting an online request form at <https://legacy.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Albertas-Education-System/Order%20Form.pdf>.

ATA Library

The ATA library can connect you to a broad range of information to support your work with Ukrainian newcomer students. The library has a large collection of professional development materials for teachers in both French and English. Borrowing is restricted to ATA members, associate members, life members and ATA staff. All materials are loaned by mail (with return postage prepaid) for one month. Visit www.library.teachers.ab.ca/Presto/home/home.aspx and start exploring.

Alberta Government

Support for Ukrainian Evacuees

www.alberta.ca/support-for-ukrainians.aspx

This website has comprehensive information in English and Ukrainian about government programs and

services to help Ukrainian evacuees resettle and integrate into Alberta, including the following:

- Schools and education
- Supports and services
- Resources for women and girls
- Housing and accommodation
- Financial support and banking
- Health care services and insurance
- Working in Alberta
- Child care
- Settlement agencies
- English language services
- Driver's licences and identification cards
- Other supports and resources

Ukraine Help Line

Call the Ukraine Help Line at 1-888-701-1101 to find provincial supports and services in English, Ukrainian and Russian.

AHS Support for Ukraine

www.albertahealthservices.ca/asu/page17932.aspx

Alberta Education

www.alberta.ca/education

Alberta Education provides a variety of information and resources on its website.

Supporting Displaced Ukrainian Students and their Families: Education Perspective (2023)

www.alberta.ca/system/files/custom_downloaded_images/educ-supporting-displaced-ukrainian-students.pdf

Alberta Education Special Language Advisor

alberta.ca/international-education.aspx

www.alberta.ca/international-language-advisors#ed-language-contact

How language advisors help:

- Support and develop language and cultural programs
- Advise teachers and schools on a variety of topics related to language and cultural programs
- Organize, plan and support professional development sessions, educational exchanges and school partnerships

Connect with the Ukrainian language advisor:

Hours: 8:15 AM to 4:30 PM (open Monday to Friday, closed statutory holidays)

Phone: 780-422-3245

Toll free: 310-0000 before the phone number (in Alberta)

E-mail: nataliia.naiavko@gov.ab.ca

Education in Alberta (2022) (an overview of the education system)

<https://open.alberta.ca/dataset/932b33a1-e22c-4ade-b57a-c79ca114e2ff/resource/ea0d0ecc-cf91-4964-afde-d581991aa27f/download/edc-education-in-alberta.pdf>

Specific information and supports for educators:

- Inclusive education
www.alberta.ca/inclusive-education
 - Information and resources on topics including the principles of inclusive education, implementing a continuum of supports and services, Universal Design for Learning
 - Trauma-informed practice
www.alberta.ca/trauma-informed-practice
 - Includes an overview of trauma-informed practice, foundational ideas, examples and resources
 - Positive behaviour supports
www.alberta.ca/positive-behaviour-supports
 - Includes an overview of positive behaviour supports, foundational ideas, examples and resources
 - Social-Emotional Learning
www.alberta.ca/social-emotional-learning
- Tools for Parents and Caregivers
- My Child's Learning
www.learnalberta.ca/content/mychildslearning/
 - This tool can help parents/caregivers discover what their child is learning, how they're assessed and what resources are available to help them be successful from kindergarten to Grade 12.
 - New to Alberta's Schools?
www.learnalberta.ca/content/mychildslearning/parenttipsheets.html
 - Parent tip sheets
 - K–12 Provincial Assessment
www.alberta.ca/k-12-provincial-assessment

- o Information about early years assessments, Student Learning Assessments (SLAs), Provincial Achievement Tests (PATs) and diploma exams.
- LearnAlberta.ca
<https://curriculum.learnalberta.ca/home/en>
 - o A platform for teachers, parents, students and other education partners.

Who Can Support You in Your Community?

Consulate General of Ukraine in Edmonton

https://edmonton.mfa.gov.ua/engc_cae@mfa.gov.ua/en
780-425-3217

Edmonton and Area

Edmonton Mennonite Centre for Newcomers
<https://emcn.ab.ca/>

Ukrainian Canadian Social Services
<https://ucssedmonton.ca/services/>
Edmonton
1-780-471-4477

Multicultural Health Brokers
<https://mchb.org/>

Edmonton Immigrant Services Association
www.eisa-edmonton.org/

Calgary and Area

Calgary Catholic Immigration Society
www.ccisab.ca/
www.ccisab.ca/support-for-arrivals-from-ukraine.html
1-403-262-2006

Rural and Mid-Size Centre Relocation Program

- Working together with nonprofits and municipalities across the province to match and support Ukrainians in moving to rural to mid-size centres

Centre for Newcomers (CFN)
www.centrefornewcomers.ca/

Provincewide

Catholic Social Services
www.cssalberta.ca/

- Settlement Supports for Ukrainians Arriving in Alberta
<https://newcomers.cssalberta.ca/Settlement-Supports/Settlement-Supports-for-Ukrainians>
- *Welcome to Edmonton: An Orientation Guidebook for Newcomers to Canada* (2023)
https://cssalberta.ca/Portals/CSS/Documents/WelcomeToEdmontonGuide_May-2023.pdf?ver=akoG3sWoP6lBiVWJzbQKg%3d%3d

Brooks and County Immigration Services
<https://bcis-brooks.ca/>

Grande Prairie Centre for Newcomers
www.gpcn.ca/

Refugee Resettlement Agencies

- Refugee resettlement agencies across Alberta are excellent resources for Ukrainian newcomers. They provide support in the form of interpretation, translation, information, referrals, cultural brokering, paraprofessional counselling and more. These agencies can also provide teachers with information on how to best support newcomer students. To find refugee resettlement agencies in your region, visit the Alberta Association of Immigrant Serving Agencies (AAISA) directory of member agencies at <https://aaisa.ca/membership-directory/>.

Crisis Phone Numbers (24/7)

Health Link
Alberta Health Services
811

Mental Health Help Line
Alberta Health Services
1-877-303-2642 (toll free)

Addiction Help Line
Alberta Health Services
1-866-332-2322 (toll free)

Kids Help Phone
1-800-668-6868 (toll free)
www.kidshelpphone.ca (online chat)
Text CONNECT to 686868

Jasper Settlement Services
www.facebook.com/jaspersettlementservices/?modal=admin_todo_tour

Lethbridge Family Services
www.lfsfamily.ca/content.php?p=home

Ukraine Settlement Services
www.lfsfamily.ca/content.php?is=101

Medicine Hat
Saamis Immigration Services Association (SISA)
www.saamisimmigration.ca/

Red Deer and Central Alberta
Care for Newcomers, formerly the Central Alberta
Refugee Effort (CARE)
www.carefornewcomers.ca/about-us

Newcomer Interagency Network
Wood Buffalo Local Immigration Partnership
www.newcomers-yymm.ca/

Online Resources

The Ukrainian Canadian Congress (UCC)
www.ucc.ca

Ukrainian Canadian Congress—Alberta Provincial
Council (UCC-APC)
<https://uatoabinfo.ca/en/>

Central Alberta Ukrainian Association (CAUA)
www.facebook.com/groups/701152207559382/

Ukrainians in Alberta
<https://ukrainiansinalberta.ca/>

Multicultural Mental Health Resource Centre
(MMHRC)
<https://multiculturalmentalhealth.ca/>

Government of Canada Immigration measures and
support for Ukrainians and their families
[www.canada.ca/en/immigration-refugees-citizenship/
services/immigrate-canada/ukraine-measures.html](http://www.canada.ca/en/immigration-refugees-citizenship/services/immigrate-canada/ukraine-measures.html)

Ukrainian Organizations in Alberta

University of Alberta Canadian Institute of Ukrainian
Studies
www.ualberta.ca/canadian-institute-of-ukrainian-studies/index.html
cious@ualberta.ca

University of Alberta Ukrainian Language Education
Centre
www.ualberta.ca/canadian-institute-of-ukrainian-studies/centres-and-programs/ulec/index.html

Alberta Council for the Ukrainian Arts
<https://acuarts.ca/>

- Alberta Council for the Ukrainian Arts (ACUA) is a nonprofit Ukrainian arts organization. It is the mandate of ACUA to facilitate and encourage greater appreciation and awareness of the Ukrainian arts and their cultural significance to the greater Alberta community.

Ukrainian Museum of Canada, Alberta Branch
(Edmonton)
<https://umcalberta.org/>
info@umcalberta.org

Alberta Foundation for Ukrainian Education Society
(AFUES)
<https://afues.ca/>

This list is not exhaustive.

Appendixes

Appendix A: Sample Student Information Form

Зразок інформаційної форми учня/учениці

Please complete this form and return it to your child's school.

Будь ласка, заповніть цю форму та поверніть її до школи вашої дитини.

Has your child attended school before? If yes, where and for how long?

Ваша дитина раніше відвідувала школу? Якщо так, то де і як довго?

Has your child had instruction in English? If yes, where and for how long?

У них було навчання англійською? Якщо так, то де і як довго?

Where did your child live before arriving in Canada?

Де жила ваша дитина до приїзду в Канаду?

When did your child arrive in Alberta? From where?

Коли ви прибули до Альберти? Звідки?



Does your child have any health conditions the school should know about? Circle Yes/No.

Чи є у вашої дитини будь-які захворювання, про які школа повинна знати? Обведіть Так Ні.

Does your child have any life-threatening allergies? Circle Yes/No.

Чи є у вашої дитини потенційно загрозові життю алергії? Обведіть Так Ні.

Please describe your child's health conditions or allergies.

Опишіть, будь ласка, захворювання чи алергії вашої дитини.

Does your child have any dietary restrictions? If yes, what are the restrictions?

Чи є у вашої дитини якісь обмеження в харчуванні? Якщо так, то які обмеження?

Would you be willing to volunteer or participate in school or classroom activities? Circle Yes/No.

Чи хотіли б ви стати волонтером/брати участь у заходах школи/класу? Обведіть Так Ні.

What type of support would be useful for your family? Check all that apply.

- English translation services
- Information on housing
- Information on health
- Other _____

Яка підтримка була б корисною для вашої родини? Позначте все, що підходить.

- Послуги перекладу англійською
- Інформація про житло
- Інформація про здоров'я
- Інше _____



Appendix B: Checklist for Trauma-Informed Practice

Understanding Trauma

	Yes	Somewhat	Not yet
Am I aware of the high prevalence of trauma, and can I recognize common trauma-related symptoms?			
Do I recognize and avoid practices that may be retraumatizing?			
When working with students, do I consider the question “What happened to you?” rather than “What’s wrong with you?”			
Do I understand the function of students’ challenging behaviours (such as rage, self-injury or substance misuse)?			
Am I comfortable with not knowing everything about trauma?			

Classroom Strategies and Assessment

	Yes	Somewhat	Not yet
Do I encourage my students’ strengths and interests and incorporate them into my teaching?			
Do I offer choice and control to students by involving them in the design of their program plans?			
Are the goals for the achievement of my students who have been affected by traumatic experiences consistent with my goals for the rest of the class?			
Do I communicate expectations to my students in clear, concise and positive ways?			
Do I present information and assess learning using multiple approaches?			
Do I create opportunities for my students to learn how to plan and follow through on assignments?			

Social-Emotional Learning and Relationship Strategies

	Yes	Somewhat	Not yet
Do I structure activities in predictable and emotionally safe ways so that students feel safe to express emotions and are encouraged to take risks to try something new?			
Do I encourage and model self-regulation?			
Do I create opportunities for my students to practise self-regulation and tempering of behaviours?			
Do I know how to build authentic, caring and trusting relationships with students?			
Am I willing to connect emotionally with students and understand where they are coming from?			
Do I create opportunities for my students to learn how to interact effectively with others?			
Do I provide opportunities for students to form and strengthen relationships with their peers?			



Communication

	Yes	Somewhat	Not yet
Am I an active listener?			
Am I able to talk openly with students if they bring up a topic?			
Do I respond to my students with nonjudgmental language?			
Do I show my students compassion and empathy rather than pity?			
Am I willing to allow students to participate in coming up with solutions or ideas?			
Am I willing to learn from students? (“What can this student teach me?”)			

Family and Community Partnerships

	Yes	Somewhat	Not yet
Do I use a variety of ways to engage and build relationships with families?			
Am I flexible when selecting times and places for meeting with parents?			
Do I access the services of my school jurisdiction’s cultural consultants to help with interpreting and translating materials?			

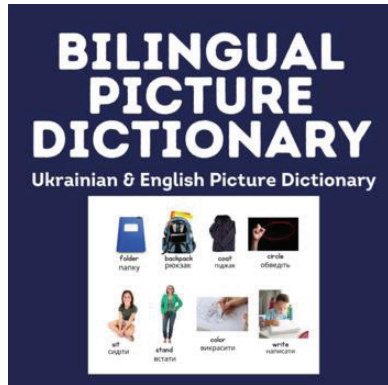
Self-Care

	Yes	Somewhat	Not yet
Am I aware of compassion fatigue and its symptoms?			
Am I aware of when I am feeling emotionally overwhelmed, and do I take steps to mitigate the feeling?			
Do I have various strategies to alleviate stress?			
Do I have a network of support (such as family and close friends)?			



Appendix C: Activities to Foster Ukrainian Newcomer Students' Sense of Belonging

The following resources are available in English from TPT (www.teacherspayteachers.com) for \$5 or less.



Bilingual Picture Dictionary (Ukrainian and English)

www.teacherspayteachers.com/Product/Picture-Dictionary-Ukrainian-English-ELL-Newcomer-8965038

Students who cannot read Ukrainian will still benefit from print recognition with Ukrainian and English. This picture dictionary is great for giving directions and helping newcomer students express their wants and needs.



Stand with Ukraine Bookmarks and More

www.teacherspayteachers.com/Product/Stand-with-Ukraine-Bookmarks-More-100-of-Proceeds-Donated-to-Relief-7848941

This resource includes bookmarks for colouring, an acrostic poem template and colouring pages. All proceeds will be donated to an organization working to help the people of Ukraine.



Ukraine Coloring Bookmarks

www.teacherspayteachers.com/Product/Ukraine-Activity-Coloring-Resource-Bookmarks-Art-Russia-Lesson-History-No-Prep-8135837

This resource includes 10 bookmarks for colouring.



Peace Craft: Sunflower Ukrainian Flag

www.teacherspayteachers.com/Product/Peace-Craft-Sunflower-Ukrainian-Flag-We-Stand-With-Ukraine-Solidarity-Flower-Art-8022696

This resource offers a template for creating a beautiful sunflower in the colours of the Ukrainian flag, for a classroom or bulletin board decoration.

My Sunflower Bravery Coloring Page



My Sunflower Bravery Coloring Page

www.teacherspayteachers.com/Product/My-Sunflower-Bravery-Coloring-Page-War-in-Ukraine-7825675

Each petal on this colouring page contains a question about bravery. This can be used as a standalone activity or as part of a discussion about bravery and fear.



Peace Craft: We Stand with Ukraine

www.teacherspayteachers.com/Product/Peace-Craft-Ukrainian-Flag-We-Stand-With-Ukraine-Solidarity-Stop-Russia-War-8031043

This resource offers a template for a beautiful and easy-to-make craft for showing solidarity with Ukraine.



“We Stand with Ukraine” Group Poster

www.teacherspayteachers.com/Product/100-of-Proceeds-Donated-to-Relief-Efforts-We-Stand-with-Ukraine-Group-Poster-7818476

In this collaborative project, each student is given one page to colour. Then, all the pages are assembled to create a large poster. All proceeds will go to UNICEF’s Ukraine emergency response to help children and their families.



Ukraine Coloring Sheets

www.teacherspayteachers.com/Product/Ukraine-Coloring-Sheets-Peace-for-Ukraine-We-Stand-with-Ukraine-7840601

This resource includes nine colouring sheets for students to show their support for Ukraine.



Peace for Ukraine Coloring Pages

www.teacherspayteachers.com/Product/Peace-for-Ukraine-Coloring-Pages-FREEBIE--7874900

This resource includes 15 colouring pages for students to show their support for Ukraine.

My New Friend is a Refugee: A Social Story



My New Friend Is a Refugee: A Social Story (K-3)

www.teacherspayteachers.com/Product/My-New-Friend-is-a-Refugee-A-Social-Story-War-in-Ukraine-7836965

This flipbook social story in three parts focuses on friendship and allows students to colour.

My New Friend is a Refugee: A Social Story



My New Friend Is a Refugee: A Social Story (Grades 4-6)

www.teacherspayteachers.com/Product/My-New-Friend-is-a-Refugee-A-Social-Story-War-in-Ukraine-7837116

This flipbook social story in four parts focuses on friendship and what it means to be a refugee.

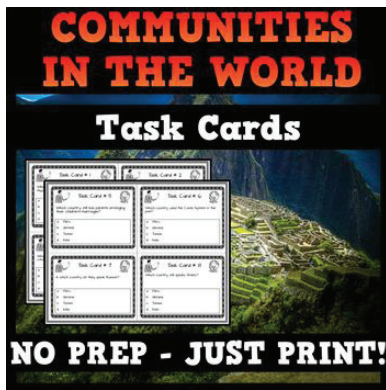


Ukraine Reading Comprehension: All About Ukraine Article and Activity

www.teacherspayteachers.com/Product/Ukraine-Reading-Comprehension-All-About-Ukraine-Article-Activity-7847555

This resource will give students a general overview of Ukraine and its history, as well as practice in reading and analyzing an informational text. All proceeds will go to Save the Children, a charitable organization delivering essential aid to children in Ukraine.





Communities in the World Task Cards (Grade 3)

www.teacherspayteachers.com/Product/Alberta-Communities-in-the-World-Task-Cards-Grade-3-4817490

These task cards offer a fun way for students to review information about four communities in the world—Peru, Ukraine, India and Tunisia. The questions align with Alberta’s Grade 3 curriculum.

Standing Up for Freedom: Churchill’s Speeches in the Context of the War in Ukraine



For this project, you will assume the role of Winston Churchill and analyze some of his most famous speeches. Your assignment will be to carefully read and analyze Churchill’s speeches, and to use that analysis to rewrite the speeches for a modern audience, specifically addressing the ongoing conflict in Ukraine.

To complete the project, you will need to select a few of Churchill’s speeches, such as his “We Shall Fight on the Beaches” speech or his “Iron Curtain” speech. You will then need to carefully read and analyze the speeches, paying attention to their key themes, arguments, and rhetorical devices. Based on that analysis, you will rewrite the speeches in your own words, updating the content and language to reflect the current situation in Ukraine.

In addition to the rewritten speeches, you will also be required to write a brief reflection on the process of analyzing and adapting Churchill’s speeches. This reflection should include your thoughts on the challenges and opportunities of adapting historical speeches for a modern audience, and on the relevance and effectiveness of Churchill’s speeches in today’s world.

Overall, this project will require critical thinking, rhetorical analysis, writing skills, and the ability to adapt historical material for a modern audience. It will also provide an opportunity for you to gain a deeper understanding of Churchill’s speeches and their enduring significance, and to explore the challenges and complexities of current events in Ukraine.

Standing Up for Freedom: Churchill’s Speeches in the Context of the War in Ukraine (Grades 9–12)

www.teacherspayteachers.com/Product/Standing-Up-for-Freedom-Churchills-Speeches-in-the-Context-of-the-War-in-Ukrai-8890641

This resource allows students to experience the power of words and the challenges of leadership through analyzing Winston Churchill’s speeches and then adapting them for the war in Ukraine.

Russia-Ukraine crisis: Zelensky’s address in full.

“Today I initiated a phone call with the president of the Russian Federation. The result was silence. Though the silence should be in Donbas. That’s why I want to address today the people of Russia. I am addressing you not as a president, I am addressing you as a citizen of Ukraine.

More than 2,000km of the common border is dividing us. Along this border your troops are stationed, almost 200,000 soldiers, thousands of military vehicles. Your leaders approved them to make a step forward, to the territory of another country. And this step can be the beginning of a big war on the European continent.”

We know for sure that we don’t need the war. Not a Cold War, not a hot war. Not a hybrid one. But if we’ll be attacked by the [enemy] troops, if they try to take our country away from us, our freedom, our lives, the lives of our children, we will defend ourselves. Not attack, but defend ourselves. And when you will be attacking us, you will see our faces, not our backs, but our faces.

The war is a big disaster, and this disaster has a high price. With every meaning of this word. People lose money, reputation, quality of life, they lose freedom. But the main thing is that people lose their loved ones, they lose themselves.

Russia–Ukraine Crisis: Zelensky’s Address in Full—Speech Analysis (Grades 6–12)

www.teacherspayteachers.com/Product/Russia-Ukraine-crisis-Zelenskyys-address-in-full-Speech-Analysis-7812489

Students will examine Ukraine president Volodymyr Zelensky’s full address from February 24, 2022, to understand the reasons behind his emotional address to his nation and to understand the conflict between Ukraine and Russia.

Appendix D: My Quilt Square Template

My Quilt Square

My favourite animal	My favourite food	
	A picture of me	
My name: _____		
My favourite activity	My favourite place	



Appendix E: “I Wish My Teacher/Classmates Knew . . .” Template

I wish my teacher knew...

I wish my classmates knew...



Appendix F: Brain Break Activities

Escalating

Partners

Rock–Paper–Scissors

Players begin with closed fists and recite, “Rock, paper, scissors!” On “scissors,” they each deliver a hand signal:

- Rock (fist) wins against scissors.
- Paper (flat hand) wins against rock.
- Scissors (fist with index and middle fingers forming a V) win against paper.

Thumb Wars

Players hook their fingers together and stick up their thumbs. The first player to hold down the other’s thumb for four seconds wins.

Hand Slap 21

Players face each other with their hands out and palms up. Partner A uses their right hand to slap Partner B’s right hand and counts by one or two. The players alternate turns. The first player to reach 21 wins.

Large Group

5–4–3–2–1

Students stand up, and the teacher instructs them to do five movements, with a descending number of repetitions (for example, “Do five jumping jacks, spin around four times, hop on one foot three times, walk around the classroom two times, and give your neighbour one high-five”).

Classroom Workout Circuit

Students do a series of movements, each for 20–60 seconds. A series may include the following:

- Jogging on the spot
- Arm circles
- Jumping on one foot
- Squats
- Jumping jacks

High-Fives

Give students 30 seconds to move around the room and give everyone else a high-five. As variations, try double high-fives, windmill high-fives and so on.

Handshakes

Students move around the room and shake the hands of three classmates and introduce themselves (even if they already know each other).

De-escalating

Partners

Cave Time

Each student sits under a desk or table with another student and chats about something from the lesson.

Mirror Image

Partners face each other. Partner A does a series of actions, such as leaning forward or backward, crouching, or hopping. Partner B mimics the actions. After one minute, they switch roles.

Large Group or Individual

Thumb and Pinky

On their left hand, students have their thumb up and their fingers tucked in. On their right hand, they have their pinky finger out and their thumb and other fingers tucked in.

They then switch so that their left hand has the pinky finger out and the thumb and other fingers tucked in, and their right hand has the thumb up and fingers tucked in.

They repeat this, trying to increase their speed.

As a variation, students put their fists together, point the index finger on one hand and stick out the thumb on the other hand. They then switch and repeat.



Ear/Nose Touch

With their right hand, students touch their nose, and their left hand touches their right ear. They then switch so that their left hand touches their nose, and their right hand touches their left ear. They repeat this, trying to increase their speed.

Thinking Caps

Students use their thumb and index finger to gently tug and unroll the outer part of their ear, starting from the top and slowly moving to the lobe. They then pull the lobe gently. They repeat this three times with each ear.

Cross-Crawl

Students touch their left elbow to their right knee while their right arm sways behind them. They then touch their right elbow to their left knee, swaying their left arm behind them. Cross-crawls can be done standing or sitting.



Appendix G: Visual Supports

Communicating Needs and Emotions

The Emergency Communication Fan and the Emotions Communication Fan can help Ukrainian newcomer students learn how to ask for help and express their emotions in English.

Cut out the cards and laminate them. Punch a hole in each card. Have students assemble the fans using an O-ring.

Role-play with students to model key vocabulary and match words to the cards. For example, role-play being sad. Ask your students to point to the card that shows the emotion of sad. Model how to say, “I am sad” or “I feel sad.”

Let other staff know that students will be using the fans to help them communicate. Share with staff how you model phrases for students.

Important Places in the School

Use the School Labelling Worksheet to help Ukrainian newcomer students learn about places in the school.

Give students a map of the school and take them on a tour. Use labels to match places on the tour with images on the worksheet. Students can create their own maps and attach the labels.

Model key vocabulary and provide opportunities for students to use the labels regularly.

Instructions and Routines

Instruction flash cards help students learn basic vocabulary related to instructions and routines.

Expectations and Behaviour

Use the Following School Rules template and a digital device to help students learn the expectations in your classroom and the school.

Fire Alarm

Prepare students for fire drills and alarms with the Fire Alarm Instructions poster.



Emergency Communication Fan

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I need the toilet.
Мені потрібно у вбиральню.



[twinkl.com](http://www.twinkl.com)



I feel sick.
я почуваюся хворим.



[twinkl.com](http://www.twinkl.com)



I was sick.
Я був хворий.



[twinkl.com](http://www.twinkl.com)



I have a headache.
У мене болить голова.



[twinkl.com](http://www.twinkl.com)



I have stomach ache.
У мене болить живіт.



[twinkl.com](http://www.twinkl.com)



I'm bleeding.
У мене кровотеча.



[twinkl.com](http://www.twinkl.com)




visit [twinkl.com](http://www.twinkl.com)




Emotions Communication Fan


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happy
Щасливий



twinkl.com




excited
Схвильований



twinkl.com



confused
Розгублений




twinkl.com




sad
Сумний




twinkl.com




tired
Стомлений



twinkl.com



worried
Стурбований



twinkl.com














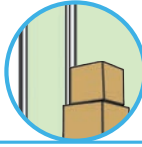



School Labelling Worksheet

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School Labelling Worksheet

Діяльність шкільного маркування

				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



visit [twinkl.com](http://www.twinkl.com)



Instruction Flash Cards

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line up
ставати в чергу



draw
малювати



hands up
руки вгору



count
рахувати



play
грати



eat
їсти



write
писати



sit
сидіти



visit [twinkl.com](http://www.twinkl.com)



Following School Rules

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Stick in pictures of you following the school rules.
Приклейте фотографії, на яких ви дотримуетесь шкільних правил.

Stick a photo here
Приклейте сюди фото

Stick a photo here
Приклейте сюди фото

Following School Rules

Дотримуючись шкільних правил



twinkl

twinkl

Fire Alarm Instructions

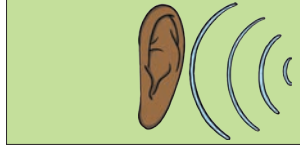

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If you hear the fire alarm...
Якщо ви чуєте пожежну сигналізацію...




Stop.
Зупинись.




Look and listen.
Дивись і слухай.



Walk calmly.
Ходити спокійно.




Line up.
Вишикуйтеся.




Silence.
Тиша.




Do not...
Не треба...




talk
розмовляти




run
бігти



push
штовхати



stop to get anything
зупиняйтесь, щоб щось отримати



Appendix H: Common Ukrainian Words and Phrases

English	Ukrainian	Pronunciation
Welcome	Вітаю	Vitayu
Yes	Так	Tak
No	Ні	Ni
Please	Прошу	Proshu
Thank you	Дякую	Dyakuyu
You are welcome	Будь ласка	Bud' laska
Hello	Привіт	Pryvit
Goodbye	До побачення	Do pobachennya
Do you understand?	Чи Ви розумієте? (polite) Чи ти розумієш? (informal)	Chy Vy rozumiyete? Chy ty rozumiyesh?
How are you?	Як Ви? (polite) Як ти? (informal)	Yak ty? Yak Vy?
Sit down, please	Прошу сісти	Proshu sisty
Listen	Слухайте (polite) Слухай (informal)	Sluhayte Sluhay
Are you OK?	Чи Ви в порядку? (polite) Чи ти в порядку?(informal)	Chy Vy v poryadku? Chy ty v poryadku?
Very good	Дуже добре	Duzhe dobre
Correct	Правильно	Pravyl'no
Homework	Домашня робота	Domashnya robota
Teacher	Учитель (male) Учителька (female)	Uchytel' Uchytel'ka
Excuse me	Перепрошую	Pereproshuyu



I'm sorry	Вибачте (polite) Вибач (informal)	Vybachte Vybach
What is your name?	Як Ви називаєтесь? (polite) Як ти називаєшся? (informal)	Yak Vy nazyvayetes'? Yak ty nazyvayeshsya?

Additional Resources

The following resources for communicating with Ukrainian newcomer students are available from TPT (www.teacherspayteachers.com) for less than \$10.

Ukrainian–English Communication Cards for ELL Newcomer Students
www.teacherspayteachers.com/Product/Ukrainian-English-Communication-Cards-for-ELL-Newcomer-Students-9240369/

Visual Schedule and Daily Routine Cards for Ukrainian Refugee Students
www.teacherspayteachers.com/Product/Visual-Schedule-Daily-Routine-Cards-for-Ukrainian-Refugee-Students-ESL-ELL-EFL-8401429/

English–Ukrainian Basic Vocabulary to Communicate in Class
www.teacherspayteachers.com/Product/ESL-English-Ukrainian-Basic-vocabulary-to-communicate-in-class-8062399/



Appendix I: Ukrainian-Language Programs in Alberta Schools

Compiled from Alberta Education's Ukrainian Language Program School List, July 2023 (www.alberta.ca/system/files/custom_downloaded_images/lbr-ukrainian-language-programs-school-list.pdf) and the Osvita education portal (<https://osvita.webyva.com>).

Edmonton

School	School jurisdiction	Contact information	Type of programming
St Matthew Catholic Elementary School (K–6)	Edmonton Catholic School Division	780-473-6575 stmatthew@ecsd.net www.stmatthew.ecsd.net	Bilingual (up to 50 per cent instruction in Ukrainian)
St Martin Catholic Elementary School (K–6)	Edmonton Catholic School Division	780-434-4848 stmartin@ecsd.net www.stmartin.ecsd.net	Bilingual (up to 50 per cent instruction in Ukrainian)
St Brendan Catholic Elementary/Junior High School (7–9)	Edmonton Catholic School Division	780-466-1281 stbrendan@ecsd.net www.stbrendan.ecsd.net	Bilingual (up to 50 per cent instruction in Ukrainian)
Austin O'Brien Catholic High School (10–12)	Edmonton Catholic School Division	780-466-3161 austino'brien@ecsd.net www.austino'brien.ecsd.net	5 high school credits in each of Ukrainian Language Arts 10, 20 and 30
Ivan Franko School of Ukrainian Studies/Курси Українознавства ім. Івана Франка/ (7–12)	Private (Society of Ukrainian Studies)	780-476-7529 www.facebook.com/ IvanFrankoSchoolCommunity/	Heritage language school (Ukrainian Saturday school) Provincial credit courses, three-year program: Ukrainian Language and Culture 1089, 2089 and 3089
Ridna Shkola Ukrainian Heritage Language School of Edmonton (K–5)	Private	780-710-1709 www.facebook.com/people/ Ridna-Shkola-Ukrainian- Heritage-Language-School-of- Edmonton/100057458229786/	Heritage language school (Ukrainian Saturday school) Ukrainian immersion

Calgary

School	School jurisdiction	Contact information	Type of programming
Calgary Ukrainian School at Assumption /Рідна Школа при Парафії Успення (ages 6–12)	Private	www.facebook.com/groups/UkrainianSchool/	Heritage language school (Ukrainian Saturday school) Ukrainian language and culture courses
St Vladimir's Ridna Shkola	Private	403-547-7090	Heritage language school (Ukrainian Saturday School) Ukrainian language and culture courses

Elsewhere in Alberta

School and location	School jurisdiction	Contact information	Type of programming
St Nicholas Catholic School (K–4) (Sherwood Park)	Elk Island Catholic School Division	780-467-3633 https://stn.eics.ab.ca	Bilingual
St Theresa Catholic School (5–8) (Sherwood Park)	Elk Island Catholic School Division	780-464-4001 https://stt.eics.ab.ca	Language arts and Christian ethics in Ukrainian
Archbishop Jordan Catholic High School (10–12) (Sherwood Park)	Elk Island Catholic School Division	780-467-2121 https://abj.eics.ab.ca	Language arts in Ukrainian
A L Horton Elementary School (K–6) (Vegreville)	Elk Island Public Schools	780-632-3113 www.alhorton.ca	Bilingual



Appendix J: ATA Workshops and Presentations

To book an ATA workshop or arrange a presentation, contact Professional Development at 1-800-232-7208 (toll free in Alberta) or pdworkshops@ata.ab.ca. For more information, visit www.teachers.ab.ca > Professional Development > Workshops and Presentations.

Building Relationships to Motivate, Engage and Encourage Students

Positive and effective relationships between teachers and students are the foundation of good teaching and learning. You can't teach them if you can't reach them. What strategies can you implement to develop strong and powerful relationships with your students? This workshop covers techniques that are easy to integrate into your everyday interactions with students: communicating positive expectations, giving feedback in a constructive way, developing pride, demonstrating caring, and creating safe and happy environments for all to grow and thrive in! (Also offered in French.)

Culturally Responsive Teaching

This workshop explores approaches for examining beliefs, attitudes, policies, structures and practices to enable schools to effectively work cross-culturally. Participants will learn how to develop a greater capacity to engage in cultural self-assessment and become more conscious of the dynamics of intercultural interactions. (Also offered in French.)

Trauma-Informed Practice—Safe, Supportive and Self-Regulated Classrooms

Participants in this interactive workshop will receive information and tools to help them provide safe, supportive and self-regulated environments for students who have experienced trauma. After providing background information on trauma and its effects on the child and adolescent brain, the workshop will share how to create trauma-informed environments and how to build students' resilience and self-regulation skills.

Working with Parents to Promote Student Success

This workshop addresses the question, How can teachers nurture and sustain positive relationships with

parents to reinforce their mutual goal—to ensure that all students are successful in school? It will focus on how teachers can build strong relationships with parents, undertake successful approaches for communicating with and involving parents, understand that varied parenting styles exist and learn strategies for reframing interactions with challenging parents.

The Power of Play—Engaging Learners of All Ages

Play fosters creativity, independence, problem solving and ownership in learning. This workshop will provide you with ways to successfully incorporate play into any class and give you ideas to use in your next lesson.

Addressing Diverse Learning Needs in Classrooms

While many classrooms have effectively integrated students with learning disabilities, teachers and educational assistants still strive to improve the learning environment and programming for these students. This workshop will help participants become more knowledgeable about how to identify, plan for and respond to students with mild or moderate learning disabilities.

Building Compassion Resilience (Series)

Compassion resilience is “the ability to maintain our physical, emotional and mental well-being . . . while compassionately identifying and addressing the stressors that are barriers to learning for students” (Compassion Resilience Toolkit for Schools, <https://eliminatestigma.org/compassion-resilience-toolkit/schools/what-is-compassion-resilience/>). The best way to build this resilience is to develop excellent self-care strategies. This interactive workshop can be facilitated over a series of sessions. Throughout the sessions, participants are given strategies for developing their own professional self-care plan.



Care and Connect—Social and Emotional Learning (Series)

Now, more than ever, there is a need to look at practices and systems that nurture the social and emotional health of all members of the school community. This workshop was developed to enhance the social-emotional skills of adults in a school environment so that they can more effectively model and teach social and emotional learning (SEL) to students. This interactive workshop can be facilitated over a series of sessions in which participants will learn and apply practical, powerful strategies to enhance social and emotional competence in themselves and their students. (Also offered in French.)

Mental Health 101

Similar to first aid training, this workshop will give teachers the basic information they need to identify and help students who may be experiencing mental health issues. Going beyond the classroom, the skills acquired will also help teachers understand the feelings they and their colleagues may experience at times. Participants will leave with practical strategies and interventions to promote positive mental health. (Also offered in French.)

Recognizing and Addressing Anxiety in Schools

School staff are increasingly challenged to support people with all levels of anxiety and related behaviours. This workshop will provide information about the most common anxiety disorders, examine how these disorders affect people and share strategies for helping those affected to cope and manage.

Regulation and Resilience: Supporting Students with Challenging Behaviour

Join us for an interactive and empowering workshop that explores strategies for supporting students through challenging behaviours. This session focuses on approaches that cultivate student resilience, as well as strategies to support our own resilience as we respond to challenging moments of student behaviour. Through activities, discussion and reflection, we will explore a variety of techniques for both supporting students with challenging behaviour and caring for our own well-being.

Winning Strategies for Classrooms

Alberta schools are founded on the concept that all students can learn, regardless of their abilities. When teachers plan for and use effective learning strategies designed to help struggling learners, they also support many other students. This workshop will give teachers tools and strategies that can be used at any grade level with all types of students. Engaging, interesting and active, this session will give participants ideas to incorporate into lessons immediately for positive results.



Appendix K: Find Help in Alberta

Adapted from *Ukrainians in Alberta* (<https://ukrainiansinalberta.ca/i-need-help/>).

Edmonton

Agency name	Contact information	Services offered in Ukrainian or Russian	Employment support	Housing support	Language support	Translation and interpretation support	Childcare support	Youth services	Senior services	Health and mental health support	Disabilities services
Boys and Girls Clubs Big Brothers Big Sisters of Edmonton and Area (BGCBigS)	780-424-8181 communications@bgcbigs.ca https://bgcbigs.ca	Through interpreter						✓			
Action for Healthy Communities (AHC)	780-944-4687 communications@a4hc.ca https://a4hc.ca	✓	✓	✓	✓	✓		✓	✓	✓	✓
Edmonton Mennonite Centre for Newcomers (EMCN)	780-424-7709 info@emcn.ab.ca https://emcn.ab.ca	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Bredin Centre for Career Advancement	780-425-3730 bredin@bredin.ca www.bredin.ca		✓		✓						
Catholic Social Services	780-432-1137 ukrainianresponse@cssalberta.ca www.cssalberta.ca	✓	✓	✓		✓			✓	✓	✓
Alberta Immigrant Women and Children Centre (AIWCC)	780-756-1175 info@aiwcc.ca https://aiwcc.ca		✓	✓	✓	✓	✓	✓	✓	✓	✓
The Today Centre	780-455-6880 info@thetodaycentre.ca www.thetodaycentre.ca										
Indo-Canadian Women's Association (ICWA)	780-490-0477 info@icwaedmonton.org https://icwaedmonton.org								✓		
Metro Continuing Education	780-428-1111 metro@epsb.ca www.metrocontinuingeducation.ca				✓		✓				
NorQuest College	780-644-6000 info@norquest.ca www.norquest.ca	Through interpreter	✓	✓	✓	✓	✓			✓	✓
EmployAbilities	780-423-4106 employ@employabilities.ab.ca https://employabilities.ab.ca		✓					✓		✓	✓

One World...One Centre (Edmonton Catholic Schools)	780-441-6060 www.ecsd.net/new-to-canada/	✓			✓	✓						
Cultural Connections Institute–The Learning Exchange (CCI-LEX)	780-944-0792 info@cci-lex.ca https://cci-lex.ca				✓							
Changing Together: A Centre for Immigrant Women	780-421-0175 info@changingtogether.com https://changingtogether.com											
Edmonton Immigrant Services Association (EISA)	780-474-8445 info@eisa-edmonton.org www.eisa-edmonton.org											
ASSIST Community Services Centre	780-429-3111 info@assistcsc.org https://assistcsc.org	✓		✓	✓	✓	✓	✓	✓			
Language Instruction for Newcomers to Canada (LINC) (NorQuest College)	LINC@norquest.ca www.norquest.ca/programs-and-courses/programs/language-instruction-for-newcomers-to-canada/	✓			✓	✓	✓					
Solomon College	780-431-1515 info@solomoncollege.ca https://solomoncollege.ca				✓							

Calgary

Agency name	Contact information	Services offered in Ukrainian or Russian	Employment support	Housing support	Language support	Translation and interpretation support	Childcare support	Youth services	Senior services	Health and mental health support	Disabilities services
YW Calgary	403-263-1550 ywca@ywcalgary.ca www.ywcalgary.ca			✓	✓		✓			✓	
Centre for Newcomers	403-569-3325 info@centrefornewcomers.ca www.centrefornewcomers.ca	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Trellis Society	403-219-3477 www.growwithtrellis.ca		✓	✓	✓		✓	✓	✓	✓	
Immigrant Services Calgary	403-265-1120 info@immigrantservicescalgary.ca www.immigrantservicescalgary.ca	✓	✓	✓	✓	✓			✓		
Portail de l'Immigrant Association (PIA)	403-668-0299 https://pia-calgary.ca	✓		✓		✓		✓		✓	



Calgary Immigrant Women's Association (CIWA)	403-263-4414 reception@ciwa-online.com https://ciwa-online.com	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Calgary Bridge Foundation for Youth (CBFY)	403-230-7745 https://cbfy.ca	✓	✓		✓	✓		✓		✓		
Gateway	403-265-1120 contact@gatewayconnects.ca www.gatewayconnects.ca	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Calgary Catholic Immigration Society (CCIS)	403-262-2006 contact@ccisab.ca www.ccisab.ca	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Equilibrium School	403-283-1111 school@equilibrium.ab.ca www.equilibrium.ab.ca				✓							
Bow Valley College	403-410-1400 info@bowvalleycollege.ca https://bowvalleycollege.ca		✓		✓						✓	✓
Agapé Language Centre	403-516-1846 contact@agapelanguagecentre.com https://agapelanguagecentre.com				✓							
Maple Leaf Academy	403-262-8851 maple@mapleleafacademy.com https://mapleleafacademy.com				✓					✓		
Women in Need Society (WINS)	403-255-5102 info@winsyyc.ca www.winsyyc.ca		✓	✓	✓				✓	✓	✓	
Making Changes Association	403-262-5776 info@makingchangesassociation.ca www.makingchangesassociation.ca		✓						✓			



Elsewhere in Alberta

Agency name	Location of services	Contact information	Services offered in Ukrainian or Russian	Employment support	Housing support	Language support	Translation and interpretation support	Childcare support	Youth services	Senior services	Health and mental health support	Disabilities services
Care for Newcomers	Red Deer	403-346-8818 admin@carefornewcomers.ca www.carefornewcomers.ca	Through interpreter	✓		✓	✓	✓	✓		✓	
Saamis Immigration Services Association (SISA)	Medicine Hat	403-504-1188 info@saamisimmigration.ca https://saamisimmigration.ca				✓	✓		✓	✓		
Keyano College	Fort McMurray	780-791-4800 www.keyano.ca				✓		✓				
Lethbridge Family Services—Immigrant Services	Lethbridge	403-320-1589 https://lfsfamily.ca/content.php?p=immigrant_services	Through interpreter	✓		✓	✓	✓	✓	✓	✓	✓
Flexibility Learning Systems	Lethbridge	403-320-2057 flexilearning@shaw.ca https://flexibilitylearning.ca		✓		✓						
Adult Basic Literacy Education (ABLE) (Medicine Hat College, Brooks Campus)	Brooks	587-816-0532 ablebrooks@mhc.ab.ca www.adultliteracyeducation.com				✓						
Brooks and County Immigration Services (BCIS)	Brooks, Hanna, Taber, Drumheller, Medicine Hat	403-362-0404 info@bcis-brooks.ca www.bcis-brooks.ca		✓		✓	✓		✓			
Brooks Community Adult Learning Council	Brooks	403-362-5372 bcalc@brooksllearning.ca http://brooksllearning.ca		✓		✓						



Grande Prairie Council for Lifelong Learning	Grande Prairie	780-539-6077 lifelongadmin@gppsd.ab.ca https://gpcll.com		✓		✓							
Foothills Community Immigrant Services (FCIS)	High River, Okotoks	403-652-5325 (High River office) 403-938-4699 (Okotoks office)		✓		✓	✓		✓				
Rocky View Immigrant Services (RVIS)	Strathmore, Cochrane, Airdrie, Chestermere	403-604-2377		✓		✓	✓		✓				
Willow Creek Immigrant Services (WCIS)	Claresholm	403-973-5583		✓		✓	✓		✓				
Catholic Social Services	Lloydminster	780-875-9084 janet.hawryluk@cssalberta.ca https://business.lloydminsterchamber.com/list/member/catholic-social-services-54079	Through interpreter	✓	✓		✓		✓	✓	✓		
Kneehill Adult Learning and Newcomer Services	Three Hills	403-443-5556 admin@kals3hills.ca www.kals3hills.ca	✓	✓		✓	✓						
Taber Adult Learning	Taber	403-223-1169 registration@taberadultlearning.com https://taberadultlearning.com		✓		✓	✓	✓	✓	✓	✓		
Settlement Services in the Bow Valley (Town of Banff)	Banff, Lake Louise, Kananaskis, Canmore	403-762-1144 settlement.programmer@banff.ca https://banff.ca/167/Settlement-Services-in-the-Bow-Valley/	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Talent Pool	Western Canada	403-750-0439 www.talentpoolcanada.com		✓									



Appendix L: Parent Orientation Guide to Alberta Schools

School–Home Communication

Спілкування між школою і домом

Parent–Teacher Interviews

- Parents and teachers are partners in the student’s education.
- An interview is a chance to discuss your child’s progress in school.
- The school can provide a translator, or you can bring someone you trust to interpret for you.
- An interview is usually 15 minutes long.



Зустріч батьків і вчителів

- Батьки та вчителі є партнерами у навчанні дитини.
- Зустріч – це можливість обговорити успіхи вашої дитини в школі.
- Школа може надати перекладача або ви можете запросити когось, кому довіряєте, щоб перекладали для вас.
- Зустріч зазвичай триває 15 хвилин.

Letters and Phone Calls from School

- You might hear from the school when there are important forms for you to sign.
- You might hear from the school when they have concerns about your child, or when your child is absent from school and the office hasn’t heard from you.



Листи/телефонні дзвінки зі школи

- Ви можете почути від школи коли є важливі форми, які ви повинні підписати.
- вони хвилюються щодо вашої дитини або ваша дитина відсутня в школі, і офіс не знає причини.

School Fees

- Parents need to pay for bus fees, textbooks and other learning supplies.
- If you can’t afford to pay these fees, you can talk to the school, and your child can still go to school.
- You may not have to pay all the fees if you have money problems.



Плата за навчання

- Батьки повинні платити за автобус, підручники та інше шкільне приладдя.
- Якщо ви не маєте змоги платити, ви можете поговорити зі школою, і ваша дитина все одно зможе ходити до школи.
- Можливо, вам не доведеться платити, якщо у вас проблеми з грошима.



Textbooks

- Students don't always get a textbook for every subject.
- Students keep assigned textbooks for the school year.
- Students must return textbooks at the end of the year in good condition. If they do not, they will have to pay for the textbook.



Підручники

- Учні не завжди отримують підручник з кожного предмету.
- Учні зберігають задані підручники на навчальний рік.
- Вони повинні повернути підручники в кінці року в належному стані. Якщо ні, то доведеться заплатити за підручник.

Other Learning Tools

- Students use binders to organize learning materials and carry them into the classroom. Students are encouraged to organize their binders regularly.
- Although a computer at home can be helpful to your child's learning, your child is not required to have a personal laptop or other devices (such as a tablet or cellphone).



Інші засоби навчання

- Учні використовують папки, щоб систематизувати навчальні матеріали та носити їх у клас. Учні заохочують регулярно впорядковувати свої видруківки.
- Хоча комп'ютер удома допомагає вашій дитині навчатися, їй не обов'язково мати персональний ноутбук чи інші пристрої, такі як планшет чи мобільний телефон.

Teaching Styles

- Students do not just memorize facts.
- Teachers encourage creative thinking and questions.
- Students often work in groups to complete assignments and projects.



Стили викладання

- Учні не просто запам'ятовують факти.
- Вчителі заохочують творче мислення та запитання.
- Учні часто працюють у групах, щоб виконати завдання та проекти.

English-Language Learning (ELL)

- ELL students need up to seven years to become academically successful in English.
- Students may access additional ELL help outside school for free in a public library or community church.



Вивчення англійської мови (ELL)

- Учні ELL потрібно до семи років, щоб успішно володіти англійською мовою.
- Учні можуть отримати додаткову безкоштовну допомогу з ELL поза школою в публічній бібліотеці чи громадській церкві.



Discipline at Home

- Physical punishment is illegal at school and at home.
- Parents set limits at home, and children must take responsibility for their mistakes.



Дисципліна вдома

- Фізичні покарання заборонені як у школі, так і вдома.
- Батьки встановлюють обмеження вдома, а діти повинні відповідати за свої помилки.

Family Responsibilities

- Children are encouraged to share family chores, such as housecleaning, lawn mowing and snow shovelling.
- It's illegal to keep children at home to babysit younger siblings on school days.



Сімейні обов'язки

- Дітей заохочують брати участь у сімейних справах, таких як прибирання кімнат, догляд газону та прибирання снігу.
- Це незаконно залишати дітей вдома, щоб вони нянчили молодших братів і сестер під час школи.

Get to Know Your Child's School

- Get to know your child's teacher(s), the school principal and the office staff.
- Attend parent–student–teacher meetings.
- Attend school events, information sessions and concerts.
- Join the school council. The school council is a group of mostly parents that advises the school on important issues.
- Explore the school's website.
- Ask the school how you can get involved and volunteer in the school.
- Volunteer to go on field trips and help the teacher.



Познайомтеся зі школою вашої дитини

- Познайомтеся з учителем(ями) вашої дитини, директором школи та офісним персоналом.
- Відвідайте батьківські збори.
- Відвідайте шкільні заходи, інформаційні сесії та концерти.
- Приєднайтеся до шкільної ради. Рада – це група батьків, яка консулює школу з важливих питань.
- Перегляньте веб-сайт школи.
- Запитайте в школи, як ви можете взяти участь і, можливо, стати волонтером у школі.
- Зголошуйтеся волонтерити на екскурсіях та допомагати вчителю.



Attendance

- Students must attend school daily until they are 17 years old.
- School administration must report problems with attendance to a special board.
- If your child can't go to school, phone the school.



Відвідуваність

- Учні повинні відвідувати школу щодня до 17 років.
- Адміністрація школи повинна повідомляти про проблеми з відвідуваністю спеціальну комісію.
- Якщо ваша дитина не може прийти до школи, зателефонуйте до школи.

Serious Offences

- Fighting, bullying, smoking and skipping school are considered serious.
- Repeated or serious problems may result in the student being suspended from school.



Серйозні правопорушення

- Бійки, знущання, паління та пропуски школи вважаються серйозними.
- Повторні або серйозні проблеми можуть призвести до відсторонення учня від школи.

Illegal Activity

- Drugs are illegal in Canada. The use of alcohol is illegal at school. If your child uses, sells or possesses drugs, the police will be called. Parents will be called to meet with the police at school.
- Illegal involvement with gangs (groups of people who move drugs or commit crimes) will be dealt with at the school by a police officer. Parents will be called immediately.
- If a student breaks the law, they will be suspended and possibly removed from the school.
- If a student is fined, the parent is responsible for paying the fine.



Незаконна діяльність

- Наркотики заборонені в Канаді. Вживання алкоголю в школі заборонено. Якщо ваша дитина вживає, продає або зберігає наркотики, буде викликана поліція. Батьків викличуть на зустріч з поліцією в школі.
- Поліція в школі розглядає незаконну участь у бандах (групи людей, які переміщують наркотики або вчиняють злочини). Батькам негайно повідомляють про це.
- Якщо учень порушує закон, його буде відсторонено від навчання та, можливо, виключено зі школи.
- Якщо учня оштрафовано, відповідальність за сплату штрафу несуть батьки.

Personal Belongings

- Students carry their books in a backpack.
- Students bring a healthy lunch and snacks to school in their backpack.
- Parents should check their child's backpack for important papers and homework assignments from school.



Особисті речі

- Діти носять свої книги в рюкзаку.
- Діти приносять здоровий обід і закуски до школи в своєму рюкзаку.
- Батьки повинні перевірити рюкзак на наявність важливих документів і домашніх завдань зі школи.

Movement in School

- Students in Grade 6 or younger keep their backpacks and coats in a coatroom in the classroom.
- Students in Grade 6 or younger stay in one room most of the day.
- Grades 7–12 students have lockers for their belongings.
- Grades 7–12 students go from room to room for different classes. Teachers usually stay in one classroom.



Рутину у школі

- Учні К–6 класів зберігають свої рюкзаки та куртки в гардеробі в класі.
- Більшу частину дня учні К–6 класу залишаються в одному класі.
- Учні 7-12 класів мають шафки для речей.
- Учні ходять з класу в клас для різних класів. Вчителі зазвичай залишаються в одному класі.

Prepare for Class

- Students are responsible for getting to each class on time.
- Students come to school before classes start.
- Students must come to class with their books and homework ready.
- If students don't understand something, they should ask the teacher for help. Teachers want them to ask questions.



Підготуватися до занять

- Учні несуть відповідальність за те, щоб вчасно приходити на кожне заняття.
- Діти приходять до школи перед початком уроків.
- Учні повинні приходити на заняття з готовими підручниками та домашніми завданнями.
- Якщо учні чогось не розуміють, вони повинні звернутися за допомогою до вчителя. Вчителі заохочують учнів ставити запитання.

Homework

- Students use an agenda to write down their homework. Please check your child's agenda for assignments.
- Your child should do homework every day. They should work on large assignments over a few days or sometimes weeks.
- Not all homework is for marks. If there is no assigned homework, your child should review notes or read.
- If you can't help your child with homework, check to see if the school has a homework club.
- Some communities also provide homework clubs.



Домашня робота

- Учні використовують щоденник для запису домашнього завдання. Перегляньте щоденник, щоб побачити їхні завдання.
- Ваша дитина повинна виконувати домашнє завдання щодня. Вони повинні працювати над великими завданнями протягом кількох днів або іноді тижнів.
- Не всі домашні завдання для оцінок. Якщо немає домашнього завдання, ваша дитина повинна переглядати нотатки або читати.
- Якщо ви не можете допомогти своїй дитині з домашнім завданням, перевірте, чи є в школі гурток для домашнього завдання.
- Деякі шкільні громади також пропонують клуби домашніх завдань.

School Timetable

- From Grade 7 on, when the school year begins, you will get a schedule that your child must follow.
- The schedule tells you what time each class starts and where the classrooms are. Teachers will help students understand the schedule.



Шкільний розклад

- З 7 класу, коли починається школа, ви отримаєте розклад, якого ваша дитина повинна дотримуватися.
- У розкладі вказано, о котрій годині починається кожне заняття та де знаходяться класи. Викладачі допомагають учням зрозуміти розклад.

Questions to Ask Your Child at the End of a School Day

- What happened at school today?
- Did your teacher give you a paper for me?
- What did you like best today?
- Did you have fun?
- What do you have for homework?



Запитання, які варто поставити своїй дитині в кінці навчального дня

- Що відбувалось сьогодні в школі?
- Чи твій учитель дав тобі якісь форми для батьків?
- Що тобі найбільше сподобалось сьогодні?
- Тобі було весело?
- Що у тебе є домашнє завдання?

Going to Bed and Waking Up

- Your child should use a clock, not the sun, to know when to go to bed and get up.
- Sometimes schools are closed or school buses do not run if the weather is bad. Listen to the morning weather report on the radio or TV.



Режим сну

- Щоб знати, коли лягати спати і вставати, дитина повинна користуватися годинником, а не сонцем.
- Іноді школи можуть бути закриті або шкільні автобуси можуть не курсувати, якщо погода погана. Слухайте ранковий прогноз погоди по радіо чи телебаченню.

Recreational Activities

- Recreational activities (such as sports, arts and crafts, outdoor adventures, and social games) allow people of all ages to develop important psychosocial skills and attributes.
- Explore the recreational programs available in your area.



Рекреаційні заходи

- Розважальна діяльність, така як спорт, мистецтво, пригоди на свіжому повітрі та ігри, надають дітям будь-якого віку численні можливості для розвитку важливих психосоціальних навичок і якостей.
- Ознайомтеся з місцевими програмами, доступними у вашому регіоні.

Health

- If your child has a fever or a disease that other students could catch (such as measles or chicken pox), keep the child at home.
- Take your child to the dentist every six months.
- Have your child's eyes tested every year.
- Take your child for a checkup with the doctor every year.



Здоров'я

- Якщо у вашої дитини лихоманка або хвороба, якою можуть заразитися інші учні, наприклад кір чи вітряна віспа, залиште дитину вдома.
- Водіть дитину кожні півроку до стоматолога.
- Щороку перевіряйте зір вашої дитини.
- Щороку водіть дитину на огляд до лікаря.

School Programs

Шкільні програми

Special Programming

- If a student does not achieve well in Grades 1–5, special programming is available to help them catch up and succeed.
- If the school asks for special programming for your child, you should ask why. The purpose is to help your child catch up.
- If special testing is required, you will be asked to sign consent forms. The testing is necessary and will assist the school in correctly assessing your child.



Спеціальна програма

- Якщо учень погано встигає в класах з 1 по 5, доступне спеціальне програмування, яке допоможе учню наздогнати та досягти успіху.
- Якщо школа вимагає спеціального програмування для вашої дитини, ви повинні запитати, чому. Мета — допомогти вашій дитині.
- Якщо потрібне спеціальне тестування, вас попросять підписати форми згоди. Тестування є необхідним і допоможе школі правильно оцінити вашу дитину.

Provincial Testing

- In Alberta, provincial testing takes place in the spring for Grades 6, 9 and 12.
- The Grade 9 test marks help decide the student's high school courses.
- The Grade 12 test marks are used for postsecondary entrance.
- Marks of 75 per cent or higher mean that your child has more academic options.



Провінційні тести

- В Альберті провінційні іспити проводяться навесні в 6, 9 і 12 класах.
- Тестові оцінки за 9 клас допомагають визначити курси середньої школи.
- Тестові бали за 12 клас використовуються для вступу до коледжу чи університету.
- Оцінки 75 відсотків або вище означають, що ваша дитина має більше академічних можливостей.



Types of Assessment

- Written assessments (writing assignments and exams)
- Oral assessments
- Group work
- Presentations
- Peer assessments (students assess each other)
- Self-evaluations (students assess their own work)



Види оцінювання

- Письмове оцінювання (письмові завдання та іспити)
- Усне оцінювання
- Групова робота
- Презентації
- Взаємооцінювання (учні оцінюють один одного)
- Самооцінювання (учні оцінюють свою роботу)

Expectations

- Students are not ranked in the classroom. Teachers do not compare students in the classroom.
- Teachers ask students to achieve to the best of their ability and a little beyond.



Очікування

- У класі учні не діляться на різні рівні досягнення. Вчителі не порівнюють дітей у класі.
- Вчителі просять учнів досягти максимуму своїх можливостей і більше.

What Is Taught

- All of Alberta uses a standard curriculum. The curriculum is completed over 12 years of school.
- All students are expected to take English language arts, social studies, sciences, mathematics, physical education and optional courses.
- Students are expected to be competent in the level of the curriculum for each year.



Що навчають

- Вся Альберта має стандартну навчальну програму. Його закінчують за 12 років навчання.
- Очікується, що всі діти вивчатимуть англійську мову, суспільствознавство, природничі науки, математику, фізкультуру та факультативні курси.
- Очікується, що діти будуть компетентні на цьому рівні навчальної програми кожного року.

Reporting

- You will receive report cards several times a year. The report cards include marks and comments from the teacher about your child. If you have questions, contact the school.
- Talk to your child about the report card. Then sign it and send it back to the school (if your school requires this).
- At the end of June, you will receive the final report card.



Звітність про навчання учнів

- Ви будете отримувати табелі кілька разів на рік. У них є оцінки та коментарі вчителя про вашу дитину. Якщо у вас є питання, звертайтеся до школи.
- Поговоріть з дитиною про табель. Потім підпишіть його та надішліть назад до школи, якщо ваша школа цього вимагає.
- Наприкінці червня ви отримаєте копію підсумкового табеля.

Aim High

- In senior high school, each course is worth credits. Graduating students must have at least 100 credits. This means that they must take 25–30 courses over three years.
- Courses include English language arts, social studies, sciences, math, physical education, career and life management, and options.



Цілься високо

- У старшій школі кожен курс оцінюється у кредитах. Випускники повинні мати не менше 100 кредитів. Це означає, що вони повинні пройти 25–30 курсів протягом трьох років.
- Курси включають англійську мову, суспільствознавство, природничі науки, математику, фізичне виховання, керування кар'єрою та життям, та інші.

College and University

- Students can complete high school diploma requirements in high school or as adults at a community college.
- Students need at least a 70 per cent average in five academic subjects for postsecondary entrance.
- English Language Arts 30-1 is an entrance requirement for many postsecondary programs.



Коледж і університет

- Учні можуть отримати диплом про середню освіту в середній школі або, будучи дорослими, у коледжі.
- Для вступу до коледжу студенти повинні мати середній бал з п'яти навчальних предметів не менше 70%.
- Англійська 30.1 використовується як одна з вступних вимог до багатьох програм коледжу.

Paying for College and University

- College and university fees cost several thousand dollars per year. Textbooks and other materials are also expensive.
- Students can work part-time and go to school part-time. Students can also apply for scholarships and loans to help cover tuition fees.



Оплата коледжу та університету

- Плата за коледж та університет коштує кілька тисяч доларів на рік. Підручники та інші матеріали також дуже дорогі.
- Учні можуть працювати неповний робочий день і ходити до школи неповний робочий день. Студенти також можуть подати заявку на стипендії та позики, щоб допомогти покрити плату за навчання.



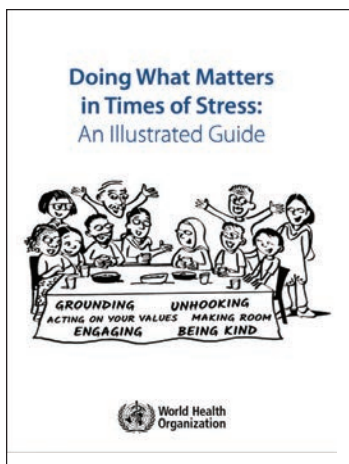
Appendix M: Resources for Supporting Ukrainian Newcomer Students

Doing What Matters in Times of Stress: An Illustrated Guide

World Health Organization, 2020

The World Health Organization's *Doing What Matters in Times of Stress: An Illustrated Guide* is a stress-management guide that includes evidence-based information and practical skills for dealing with adversity. This resource is useful for teachers, students, and parents or caregivers.

Doing What Matters in Times of Stress is available in both English and Ukrainian at www.who.int/publications/i/item/9789240003927/.



New Ukrainian School Hub

<https://nushub.org>

Launched in 2022, the New Ukrainian School Hub provides information, resources and knowledge for displaced Ukrainians (in Ukrainian and English). The hub provides access to supplemental educational technology, Ukrainian online learning platforms and local educational resources.

OomRoom Ukrainian Learning Network

<http://oomroom.com>

OomRoom is a resource hub for supporting Ukrainian as a second language teaching and learning in the Canadian context. It has sections for teachers, students and parents.

Appendix N: English-Language Books on Ukrainian Themes

Elementary

Baba's Babushka: Magical Ukrainian Adventures

by Marion Mutala; illustrated by Amber Rees, Wendy Siemens and Olha Tkachenko

Your Nickel's Worth Publishing, 2020

Bottle of Grain: A Holodomor Story

by Rhea Good; illustrated by Natalie Warner

Independently published, 2020

Добраніч, малий танцюристе! = Good Night, My Little Dancer!

by Nadia Prokorchuk; illustrated by Volodymyr Povoroznyk

Independently published, 2020

How War Changed Rondo

by Romana Romanyshyn and Andriy Lesiv; translated by Oksana Lushchevska

Enchanted Lion Books, 2021

A Kid's Guide to Decorating Ukrainian Easter Eggs

by Natalie Perchyshyn

Ukrainian Gift Shop, 2000

The Mitten (Ukrainian folk tale)

retold by Alvin Tresselt; illustrated by Yaroslava Surmach-Mills

HarperCollins, 1989

My First Pysanka: Symbols My Baba Taught Me

by Joan Brander

Baba's Beeswax, 2018

Pysanky Promise

by Cathy Witbeck

Calico Barn, 2018

Pysanky on Paper: An Activity Book for Children

by Joan Brander

Bluenose Press, 1997

"Secret of the Glass Mountain" and Other Folktales from Ukraine

translated and retold by Maria Zemko Tetro and Joseph A Tetro; illustrated by Dzvinka Zagajska and Olesya Sikora

Winter Light Books, 2013

The Easter Surprise (Sweet Pea and Friends)

by John Churchman and Jennifer Churchman

Little, Brown, 2019

Pan Kotsky: Ukrainian Children's Folktale

retold and illustrated by Maria Loun

Xlibris US, 2005

Ukrainian Christmas for Children

by Tanya Dzulynsky

Plast, nd

<https://assets.tcdsb.org/communityrelations/2372149/ukrainian-christmas-for-children.pdf>.



Building Bridges: A Tale of Two Countries and the Students Who Connected Them

written and illustrated by students at St Demetrius Catholic School

Independently published, 2023

<https://stdemetriusonline.square.site/product/book/226/>

Building Bridges: A Tale of Two Countries and the Students Who Connected Them is a compilation of personal stories and illustrations created by students in a Grades 5/6 class at St Demetrius Catholic School, in Toronto. It documents the experiences and challenges of Ukrainian newcomer students as they navigate the complex and often daunting process of leaving their homes and starting a new life in a new country.

Ukrainian Folk Tales Series

Little Big Me, owned by author and illustrator Olha Tkachenko, publishes a series of bilingual picture books retelling Ukrainian folk tales.

The Turnip

retold by Ivan Franko; illustrated by Olha Tkachenko

Little Big Me, 2018

Kolobok (The Small Round Bun)

retold and illustrated by Olha Tkachenko

Little Big Me, 2017

Sirko

retold and illustrated by Olha Tkachenko

Little Big Me, 2020

The Ear of Wheat

retold and illustrated by Olha Tkachenko

Little Big Me, 2017

The Mitten

retold and illustrated by Olha Tkachenko

Little Big Me, 2018

Junior and Senior High

Trypillia, Ancient Ukraine

by Tanya Dzulynsky

Plast, 2008

A History of Ukraine: A Short Course (4th ed)

by Oleksandr Palii

A-BA-BA-HA-LA-MA-HA, 2021

Mykhailyk, the Cossack Orderly

by Maria Pryhara; translated from the Ukrainian by Viktor Kotolupov; illustrated by Katerina Shtanko and Olexiy Shtanko

Dnipro, 1990

Bottle of Grain: A Holodomor Story

by Rhea Good; illustrated by Natalie Warner

Independently published, 2020

A Kid's Guide to Decorating Ukrainian Easter Eggs

by Natalie Perchyshyn

Ukrainian Gift Shop, 2000

How War Changed Rondo

by Romana Romanyshyn and Andriy Lesiv; translated by Oksana Lushchevska

Enchanted Lion Books, 2021

Ukraine: An Illustrated History

by Paul Robert Magocsi

University of Toronto Press, 2014

Ukraine: A History (4th ed)

by Orest Subtelny

University of Toronto Press, 2009

Trypilian Civilization

by Andrew Gregorovich

Forum, 2009

Holodomor in Ukraine: The Genocidal Famine, 1932–1933: Learning Materials for Teachers and Students

by Valentina Kuryliw

Canadian Institute of Ukrainian Studies Press, 2018

#madeinukraine: Shop, Eat, Travel (2nd ed)

by Yuliia Savostina, Lala Tarapakina and Julia Ogorodnyk; translated by Olga Shepel and Iryna Tsybulska

SAMMIT-BOOK Publishing, 2019

Stones Under the Scythe

by Olha Mak; translated by Vera Kaczmarek

iUniverse, 2011

Shkoliarka z peredmistia [Schoolgirl from the suburbs]

by Oksana Dumanska

Svit dytyny, 2008

Traitors Among Us

by Marsha Forchuk Skrypuch

Scholastic Canada, 2021

Trapped in Hitler's Web

by Marsha Forchuk Skrypuch

Scholastic Canada, 2020

The War Below (previously published as *Underground Soldier*)

by Marsha Forchuk Skrypuch

Scholastic Canada, 2018

Winterkill

by Marsha Forchuk Skrypuch

Scholastic Canada, 2022

Historical Fiction by Marsha Forchuk Skrypuch

Multi-award-winning Ukrainian Canadian author Marsha Forchuk Skrypuch writes about young people caught in difficult situations during epic world events.

Don't Tell the Nazis (previously published as *Don't Tell the Enemy*)

by Marsha Forchuk Skrypuch

Scholastic Canada, 2019

Making Bombs for Hitler

by Marsha Forchuk Skrypuch

Scholastic Canada, 2012

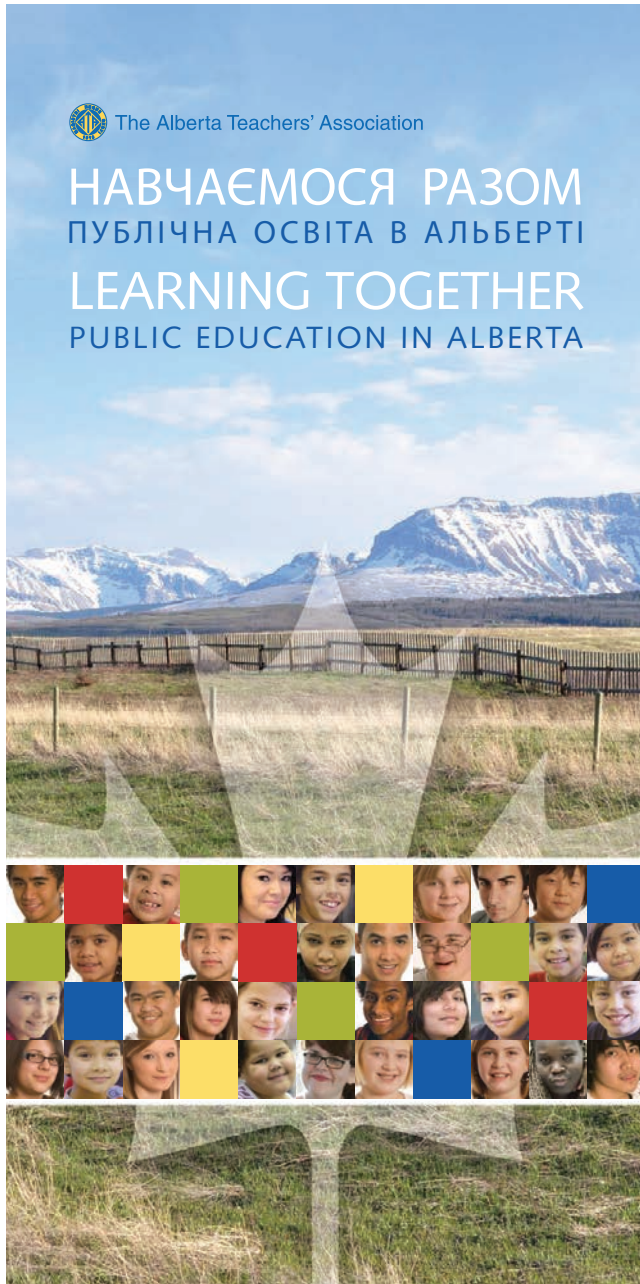
Stolen Girl (previously published as *Stolen Child*)

by Marsha Forchuk Skrypuch

Scholastic Canada, 2019



Appendix O: Learning Together—Public Education in Alberta



Ласкаво просимо до Альберти

В Альберті ми визнаємо важливість і цінність нашого багатокультурного суспільства. Ми пишаємося її людьми різного расового й культурного походження і віримо, що ця різноманітність примножує багатогранність життя в Альберті.

Діти Альберти вивчають цінності багатокультурності через нашу інклюзивну публічну систему освіти.

Публічна система освіти Альберти відкрита для всіх учнів. Ми інтегруємо нових канадців і вітаємо культурну відмінність, яку вони привносять у нашу публічну систему освіти.

Освіта в Альберті

Згідно з законом, діти, які живуть в Альберті, повинні відвідувати школу у віці від 6 до 16 років. Уряд має забезпечити безкоштовну й загальнодоступну освіту кожній дитині у віці до 20 років до 12 класу. Загальна освіта надається через публічну систему освіти.





Публічна освіта

В Альберті батьки надають перевагу публічній освіті над приватною і домашньою. Понад 92 відсотка учнів відвідують школу в публічній системі освіти.

Публічна освіта в Альберті складається із трьох типів шкіл:

- *публічна* – загальна освіта, доступна по всій провінції
- *separatna* – римо-католицька й протестантська освіта, доступна в окремих регіонах провінції
- *франкофонна* – публічна освіта, спеціально спрямована на підтримання французької мови, культури й ідентичності

Публічна освіта

- приймає всіх учнів
- повністю фінансується за рахунок платників податків Альберти
- не повинна брати плату за навчання
 - окремі школи можуть вимагати плату за спеціальні програми
- управляється демократично обраними місцевими шкільними радами
- повинна дотримуватися ухваленого провінцією навчального плану
 - учням надається можливість отримати атестат зрілості і вступити до технічних інститутів, коледжів та університетів
- наймає на працю атестованих учителів, які є членами Товариства учителів Альберти
 - учителі мають дотримуватися високих стандартів професійної поведінки й практики

Альберта пишається своєю зразковою публічною системою освіти, яка пропонує високоякісні програми й послуги всім дітям і молоді Альберти. Жителі Альберти визнають публічну освіту як публічний вклад задля добробуту кожного.



3

Вибір у публічній освіті

В публічній системі освіти Альберти ви можете вибрати школу, яка б найкраще відповідала навчальним потребам вашої дитини. Батьки можуть вирішувати, до якої школи їхні діти хотіли б ходити, і можуть вибирати школу, яка пропонує широку низку програм та послуг.

Програми з англійської як додаткової мови (АДМ) наявні в багатьох школах для учнів, які вивчають англійську мову. Програми з АДМ також допомагають учням вивчати норми й звичаї життя в Канаді. Публічні школи мають достатній рівень кваліфікації й досвіду в наданні зразкової освіти з АДМ.

Деякі школи також пропонують програми з мови, культури й релігії, завдяки яким ваша дитина може продовжити отримувати знання про свою батьківщину. Визнання культурної своєрідності нових канадців — це вагомая цінність для Альберти, яку поділяють усі її мешканці.

Школи також пропонують програми з посиленням вивчення окремих предметів, таких як мистецтво, спорт, наука, розвиток академічних здібностей та лідерських якостей. Деякі школи навіть пропонують альтернативне навчальне середовище, як-от із посиленням самонавчанням або класами для дівчат.

Через вашу місцеву шкільну раду ви можете більше дізнатися про програми, наявні у вашій околиці. Список шкільних правлінь подано на сс. 6 і 7 даної брошури.



4



Реєстрація вашої дитини

Ви можете порадитися із представниками ради місцевої публічної, сепаратної чи франкофонної школи, яка школа найкраще підходить вашій дитині (див. сс. 6 і 7).

Прийнявши рішення, ви маєте піти прямо до школи, щоб зареєструвати вашу дитину. Вам буде потрібно привести вашу дитину, перекладача (при необхідності) та принести нижчеподані документи або ті з них, які маєте:

- ідентифікаційні документи: паспорт, свідоцтво про народження або документи, які засвідчують статус постійного резидента Канади
- шкільні документи з вашої країни: таблиці успішності, описи предметів, зразки шкільних робіт
- Довідки про імунізація вашої дитини

Директор школи допоможе вам визначити, до якого класу піде ваша дитина.



5

Юрисдикції шкіл Альберти

Ради публічних шкіл

Північна Альберта

Fort McMurray Public School District No 2833	780-799-7900
Fort Vermillion School Division No 52	780-927-3766
Northland School Division No 61	780-624-2060
Peace River School Division No 10	780-624-3601

Північно-центральна Альберта

Aspen View Schools Regional Division No 19	780-675-7080
Grande Prairie Public School District No 2357	780-532-4491
Grande Yellowhead Regional Division No 35	780-723-4471
High Prairie School Division No 48	780-523-3337
Northern Gateway Regional Division No 10	780-778-2800
Northern Lights School Division No 69	780-826-3145
Peace Wapiti School Division No 76	780-532-8133
Pembina Hills Regional Division No 7	780-674-8500

Едмонтон і околиці

Battle River School Division No 31	780-672-6131
Black Gold Regional Division No 18	780-955-6025
Edmonton School District No 7	780-429-8000
Elk Island Public Schools Regional Division No 14	780-464-3477
Greater St. Albert Catholic Regional Division No 29	780-459-7711
Parkland School Division No 70	780-963-4010
Sturgeon School Division No 24	780-939-4341

Центральна Альберта

Buffalo Trail Public Schools Regional Division No 28	780-842-6144
Chinook's Edge School Division No 73	403-227-7070
Red Deer Public School District No 104	403-343-1405
St Paul Education Regional Division No 1	780-645-3323
Wetaskiwin Regional Division No 11	780-352-6018
Wild Rose School Division No 66	403-845-3376
Wolf Creek School Division No 72	403-783-3473

Калгарі й околиці

Calgary School District No 19	403-294-8211
Canadian Rockies Regional Division No 12	403-609-6072
Foothills School Division No 38	403-652-3001
Golden Hills School Division No 75	403-934-5121
Rocky View School Division No 41	403-250-1504

Південна Альберта

Clearview School Division No 71	403-742-3331
Grasslands Regional Division No 6	403-793-6700
Horizon School Division No 67	403-223-3547
Lethbridge School District No 51	403-380-5301
Livingstone Range School Division No 68	403-625-3356
Medicine Hat School District No 76	403-528-6700
Palliser Regional Division No 26	403-328-4111
Prairie Land Regional Division No 25	403-854-4481
Prairie Rose School Division No 8	403-527-5516
Westwind School Division No 74	403-653-4991

6

Ради сепаратних шкіл

Північна Альберта

Fort McMurray Roman Catholic Separate School District No 32	780-799-5700
Grande Prairie Roman Catholic Separate School District No 28	780-532-3013
Holy Family Catholic Regional Division No 37	780-624-3956
Lakeland Roman Catholic Separate School District No 150	780-826-3764
Living Waters Catholic Regional Division No 42	780-778-5666

Едмонтон і околиці

Edmonton Catholic Separate School District No 7	780-441-6000
Evergreen Catholic Separate Regional Division No 2	780-962-5627
St Albert Protestant Separate School District No 6	780-460-3712

Центральна Альберта

East Central Alberta Catholic Separate Schools Regional Division No 16	780-842-3992
Elk Island Catholic Separate Regional Division No 41	780-467-8896
Red Deer Catholic Regional Division No 39	403-343-1055
St Thomas Aquinas Roman Catholic Separate Regional Division No 38	780-986-2500

Калгарі й південна Альберта

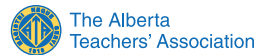
Calgary RC Separate School District No 1	403-500-2000
Christ the Redeemer Catholic Separate Regional Division No 3	403-938-2659
Holy Spirit Roman Catholic Separate Regional Division No 4	403-327-9555
Medicine Hat Catholic Separate Regional Division No 20	403-527-2292

Ради франкофонних шкіл

East Central Francophone Education Region No 3	780-645-3888
Greater North Central Francophone Education Region No 2	780-468-6440
Greater Southern Public Francophone Education Region No 4	403-686-6998
Greater Southern Separate Catholic Francophone Education Region No 4	403-685-9881
Northwest Francophone Education Region No 1	780-624-8855

Повний список усіх шкільних рад із лінками до їхніх веб-сторінок можна знайти на www.teachers.ab.ca/Quick%20Links/Jurisdictions/.

7



Note

1. Some schools in Lviv are introducing a form of address that is common within the Ukrainian-Canadian community, which involves the title Pan (Mr) or Pani (Ms, Mrs, Miss) and the teacher's first name. In Lviv, the students are reacting favourably, although the parental reaction is mixed.



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Understanding Through Six-Word Stories

Alberta teachers and educational professionals, some of whom are Ukrainian, were asked to write six-word stories based on their experiences working with Ukrainian newcomer students and their families.

A child with old man's eyes.

My piece in foreign jigsaw puzzle.

Supporting students, heartbreaking. Emotions let out.

Empathetic eyes. Listening ears. Love heart.

Observations with eyes. Supports to help.

We made it to Canada! We're safe ...

I'm doing great! How's my hamster?

Home destroyed. Unfamiliar culture. Relearning everything.

Never planned. No choice left. Canada ...

Make your home away from home.

