

HELPING ELL STUDENTS FIND THEIR WAY

2023

CURRENT NUMBERS

2017-2019

9-12: 155

50 new registrants

46 in Newcomers cohort

2018-2019

9-12: 202

89 new registrants

(9th:11, 10th:8, 11th:17, 12th:17)

40 in Newcomers cohort

Total number of bilingual students according to powerschool as of 5/22 is :

224 LEP Students

2020 current number of students is 131

2022: there are 1,000 bilingual students at this district

Please note: ORR makes considerable effort to provide precise and timely data to the public, but adjustments occasionally occur following review and reconciliation. The FY2014 release data posted in the chart below were updated on March 13, 2015. The FY2015 release data were updated May 9, 2016. The FY2017 release data were updated May 22, 2018. The FY2018 release data were updated December 3, 2019. Questions may be addressed to ORR directly, at (202) 401-9246.

Unaccompanied Children Release Data

STATE	TOTAL NUMBER OF UC RELEASED TO SPONSORS IN FY15 (OCT. 2014 — SEPT. 2015)	TOTAL NUMBER OF UC RELEASED TO SPONSORS IN FY16 (OCT. 2015 — SEPT. 2016)	TOTAL NUMBER OF UC RELEASED TO SPONSORS IN FY17 (OCT. 2016 — SEPT. 2017)*	TOTAL NUMBER OF UC RELEASED TO SPONSORS IN FY18 (OCT. 2017 — SEPT. 2018)*	TOTAL NUMBER OF UC RELEASED TO SPONSORS IN FY19 (OCT. 2018 — SEPT. 2019)	TOTAL NUMBER OF UC RELEASED TO SPONSORS IN FY20 (OCT. 2019 — SEPT. 2020)*	TOTAL NUMBER OF UC RELEASED TO SPONSORS IN FY21 (OCT. 2020 — SEPT. 2021)*	TOTAL NUMBER OF UC RELEASED TO SPONSORS IN FY22 (OCT. 2021 — SEPT. 2022)	TOTAL NUMBER OF UC RELEASED TO SPONSORS IN FY22 (OCT. 2022 — OCT. 2022)
All	6,630	6,776	5,920	7,220	6,111	6,177	6,216	6,276	6,277
New Jersey	1,462	2,637	2,268	1,877	4,236	921	5,911	6,648	524
New Mexico	19	65	46	43	89	34	116	141	7
New York	2,630	4,985	3,938	2,845	6,367	1,663	8,534	8,543	674
North Carolina	844	1,493	1,290	1,110	2,522	610	4,249	4,888	380



<https://www.northjersey.com/story/news/new-jersey/2021/06/22/us-mexico-border-unaccompanied-minors-immigration-nj/7016194002/>

A glimpse in the life of local students

MY EXPERIENCE WORKING AT A LOCAL HIGH SCHOOL

The difference from the last 3 years at Morristown High School. This year there were 88 new comer registrants as of March 25, 2019. In 2017/2018 there were 51 new registrants.

The trend continues to project higher numbers for 2019 school year.

For 2020 the increase was higher than expected.

EFFECTS ON TEACHERS AND STAFF



Trying to accommodate this rising trend has been taxing on current resources. Class sizes have increased, behavior management is more challenging with students struggling academically and emotionally. Gaps in education for newly arrived students also creates difficulties.

The school nurses have additional work in educating, reviewing health documents, and securing public health by ensuring new students have the appropriate vaccines to begin school.

EFFECT CONTINUED....



Guidance counselors have limited options in trying to place students in already crowded electives and limited options to place students in classes that may be most beneficial based on their educational needs. Currently, there only 2 levels for placement. Newcomer or level 1, due to educational gaps.

No prior educational records are available for most new comer students to help them obtain additional credits towards their diploma. No records regarding educational assessments or disabilities.

CONCERNS FOR STUDENTS

Student concerns range in severity. They begin with the most basic and extend into greater overall needs.

Medical/vaccines: Some students arrive without needed vaccines to begin school. They may have received some while in detention centers but need linkage, education, and support for additional care. Students may come with untreated conditions or chronic conditions which require monitoring by a doctor. Ex. student with seizure disorder untreated for several months. Community wellness coordination

CONCERNS CONTINUE:

Large majority of bilingual students/newcomers qualify or receive free or reduced lunch. Their families have reduced incomes or come from single parent homes. Some newcomers are hesitant in applying for any assistance due to fears it may impact their immigration case.

Lack of resources, poverty, language barriers, limited resources, limited access to medical care, legal concerns, risk or deportation, inability to work, high risk of being trafficked, limited supports, living with new/unknown family members....

CONCERN FOR STUDENTS CONTINUED....

Aging out students initiative for flex program and follow through when initiative was in danger of being dropped.

Limited ability to connect with additional school supports or services needed despite apparent need.

College bound students - increasing supports, assistance for HESA applications and essay writing/prep for Accuplacer testing. College visits and coordination

WHAT CAN WE DO?



WHAT IS A BILINGUAL SUCCESS COUNSELOR?

Since starting in March part time, the needs have become clearer to me in what's needed in the role.

Part 1:

New student registrant: assist with setting up WIDA testing with teachers, coordination with the nurse and guidance department, assisting with laptop, wifi, locker, school tour, lunch forms, power school registration, family contact and education on attendance policy.

*Current need to train to administer WIDA testing as a backup for two teachers currently administering.

ADDITIONAL RESPONSIBILITIES:

Provide supportive mental health counseling:

Students referred by cohort, guidance, or administration to provide outreach, follow up, collaboration, support, referral, community resources, family involvement, CST referral, DCP&P, and or legal resources.

*Referrals range from newcomers to bilingual students current need outweighs hours available. Local resources have waiting list for bilingual counselors. Limited supports available and limited family resources to obtain outside services.

GOALS OF COUNSELOR:

Bridging with guidance to improve outcomes.

Reduce Truancy

Reduce Drop-out rate

Provide linkage for aging out students

Early intervention and supportive counseling

Earlier recognition-provide teacher education to identify concerns earlier.

Conduct group sessions as needed in classroom

Educate students on available community resources

Observe/participate in classroom as requested by cohort team

UNIQUE NEEDS DISCOVERED:

Working with students who have come as unaccompanied minors presents needs not seen with other students.

Often live with a relative or family member whom they are just meeting or have never lived with in the past.

Parents back in their home countries sometimes dependent on child working and sending back money to pay for the cost associated with coming to the United States.

Community referrals take a long time to connect and students. Counselor provides support until students have connected.

UNIQUE NEEDS CONTINUED:

Relatives who have registered as sponsors are regarded as legal guardians. In cases where they no longer want to be the child's sponsor, the child will fall outside of DCP&P in regards to finding the child a foster home. They are referred to ICE by DCP&P for possible deportation.

Steps to establish appropriate sponsors has not been completed by Dept of Health and Human Services in some cases. Basic background check and signed/fingerprints are submitted but home checks are not done.

HEALTH/SAFETY OFFICE OF REFUGEE SERVICES:

HHS offers post-release services to the child and sponsor if the child was placed **within 180 days** and the placement has disrupted or is at risk of disruption.

In the event that post-release service case workers or the Help Line workers are concerned about a child's safety, they are required under state and local laws to report those concerns to local child protective services and to local law enforcement, in some instances.

<https://www.acf.hhs.gov/orr/programs/ucs/about>

Discussing a recent case with DCP&P there are no additional supports for these children post release services are overwhelmed and not available to provide supports. Additional research is needed to identify actual services HHS may offer in the future.

SOCIO-ECOLOGICAL INTERVENTION MODEL

Individual

- Educational Orientation
- Supportive academic counseling
- Individual counseling
- Parent engagement
- Early Intervention for absences, low grades

Relationship

- Bystander intervention
- Family/parent support
- Problem solving and conflict resolution
- Improve interactions with teachers, administrators, peers.

SOCIO-ECOLOGICAL INTERVENTION MODEL...CONT

Community

- Service Coordination
- Policy Development
- Community Connectedness
- PAC meetings

Society

- Policy Development
- Educational Opportunities
- Systemic Changes

EFFECTS:

Psychological distress and maladjustment

Unhealthy Coping

Feeling invisible in a new culture

Limited friendships or peer support

Increasing isolation

Increased helplessness

Increased hopelessness

discuss the signs and symptoms of the mental health issues most prevalent in adolescents through young adulthood to students