



## SUPPORTING ELL STUDENTS TO IMPROVE ATTENDANCE



Now that the spring term is here, consider the attendance pattern of our students. The attendance team should analyze each student's attendance record (NYC DOE RISA report) and identify specific patterns. The new ESSA accountability requires that we examine our ELL/MLL students' attendance to avert students' chronic absenteeism. The state classifies students as chronically absent if their attendance rate is at or below 90%. Our ELL students usually demonstrate strong attendance in school; however, some will become chronically absent for different reasons. The following provides explanations as to why ELL students are absent and details the support we can provide to overcome these challenges. Given the appropriate support and guidance, ELL/MLL students can be successful.

**Days prior to long weekends, half-days, or a day before a long vacation:** Classroom activities during these days will include project presentations, multicultural celebrations, staff vs. students sports games, etc. These events motivate your students to attend and will

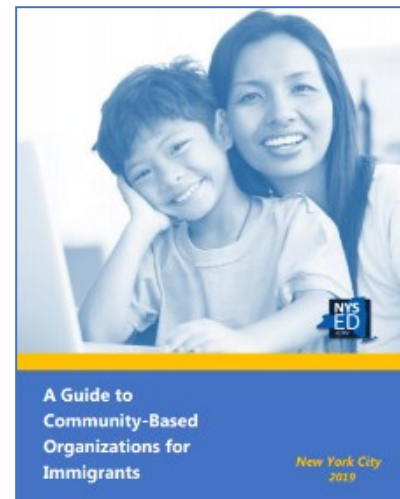
**Interviews for immigration process:** Support the student emotionally as he/she may be nervous about this process. Calm the student and provide academic information ahead of time so that he/she does not feel that much is missed from class. Assign a staff member to prepare the student the day before and/or after the interview.

**Extended vacations:** For financial reasons, some families will leave days before vacation starts and/or return days after classes have resumed. When you become aware that the family is taking an extended vacation, arrange a meeting and explain how this can affect the student's academic progress. It is important here that we do not judge the family. If ultimately they decide to go ahead and take extra days of vacation, provide academic support and materials to the student so that he/she can continue to study while away. If you are notified after vacation, meet with the family and explain how inadequate attendance affects the student academically and socially. Provide students extra supports in or after school as needed to "catch up" with the rest of the class. The goal is to discourage families from taking extended vacations, but if they do, the goal is to minimize the negative impact on the student's grades.

**Family emergencies outside the country:** Sometimes ELLs/MLLs face crises in their country of origin (illness in the family, death of a parent, etc.) These students need emotional support before they leave, and emotional and academic support when they return. Monitor students for emotional distress. Include counselors, social workers, CBOs, etc. In this process. Teachers must be informed of the situation in order for them to be sensitive to the student's needs.

**Helping relatives translate during appointments:** Work with the families. Sometimes they do not understand that offices have their own translators and they do not need to keep the student out of school to act as translators. Offer to make the call for them to find

**Job interviews:** Communicate with families to see if the student actually needs a job. Sometimes, a job may cause the students' attendance and grades to drop. If he/she must get a job, provide guidance and support. Offer to help him/her prepare for the interview. Provide emotional support and encouragement. When the student returns, provide academic support as well as emotional support if the student did not get the job. Look for signs of depression. *(Continues on page 2)*



A new catalogue was just published by New York State Education Department called "[A Guide to Community-Based Organizations for Immigrants](#)." This book lists appropriate CBOs to work with schools as they address the needs of the ELL/MLL students. It is best to start identifying the needs of the students, the monetary resources, and the space available before looking at specific CBOs. While some of them may be free or affordable, they may not be a good match. Some may be appropriate, but may require space in your school. Some may be well known, but may not be appropriate for your specific students' needs. Remember, you are asking them to come to the school and provide social and emotional support to your ELL/MLL children. Research thoroughly and ask as many questions as possible since these organizations will have an impact on your school. You may want to ask them several questions: What resources do you bring to our school? What experience do you have helping ELL/MLL students with their social-emotional needs? What experience do you have with helping parents of ELL/MLL students? What other schools do you work with? Once you know the other schools, contact them directly.

## RBE-RN News

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**Doctor's appointment:** Offer to call the doctor's office and schedule a different time for the appointment. Additionally, work with the school's health clinic, since some examinations, vaccinations, and simple procedures may be taken care of at the clinic.

**Exhaustion due to work responsibilities:** Communicate with the family to determine if the student actually needs the job. If grades and/or attendance are affected, encourage the student to reduce the number of hours worked. Suggest that the student work fewer hours. If your budget permits, recommend that the student work at the school site. The support may also be a customized program to help the student meet his/her work responsibilities.

**Frustration due to lack of academic progress:** A complete team needs to focus on this student. An academic plan and a social-emotional plan can be developed based on this student's particular situation. This effort must incorporate academic support with staff members around him/her to offer emotional support, encouragement, and monitor progress. Lack of intervention regarding this student can result in the student dropping out.



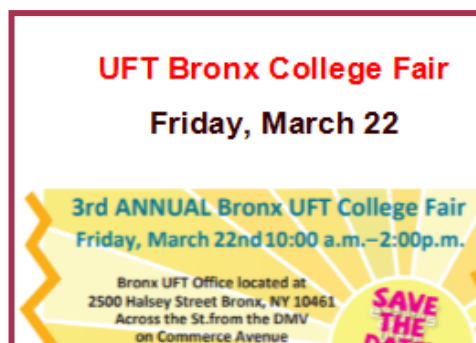
## Upcoming Events

For descriptions and registration information about these events., go to our website calendar:

[https://www.fordham.edu/info/27866/rbern\\_events](https://www.fordham.edu/info/27866/rbern_events)

- Feb. 1, 2019 - [Differentiating Instruction and Assessment for Multi-Lingual Learners.](#) (3-12)
- Feb. 6, 2019 - [Integrated ENL: Co-Teaching Models in Practice.](#) (3-12)
- Feb. 8, 2019 - [NECTFL \(Northeast Conference on the Teaching of Foreign Languages\) Conference.](#) (9-12)
- Feb. 8, 2019 - [WITS! Series for ENL, ENL 102 with a Focus on English Regents. Bilingual Teachers, Content Area Teachers working with ELLs/MLLs](#) (7-12)
- Feb. 9, 2019 - [Next Generation Learning Standards: Advanced Literacies for ELLs/MLLs](#) (K-5)
- Feb. 11, 2019 - [Long-Term ELL Institute, Series. for ENL teachers, Bilingual Teachers, Content Area Teachers working with ELLs/MLLs](#) (6-12)
- Feb. 15, 2019 - [ESSA Series](#) (K-12)
- Feb. 16, 2019 - FAFSA Completion Event and College and Career Workshops for Parents of ELLs/MLLs and Students, Collaboration with Hispanic Federation and College Goal NY. Fordham University, Rose Hill Campus, 10 a.m. - 2 p.m. (9-12)
- Feb. 25, 2019 - [Literacy Institute for High Schools - Implementing Close Reading to Support ELLs with English Regents, Part 3](#) (9-12)
- Feb. 28, 2019 - Designing Effective Programs to Increase ELL/MLL Graduation Rates. Social Emotional Issues that can Impact ELL/MLL Student Performance. (9-12)
- Feb. 28, 2019 - [Spanish Literacy Institute](#) for Teachers in Dual Language and Transitional Bilingual programs, coaches (3-8)

To register for the events below, click on the flyers.



Information and Resources

Call: (718) 817-0606, Email: [nycrbern@fordham.edu](mailto:nycrbern@fordham.edu)

Website: [NYC Regional Bilingual Education Resource Network \(RBE-RN\)](#)