INITIATIVE ON IMMIGRATION & EDUCATION
CUNY-IIE

PROFESSIONAL DEVELOPMENT MODULE

Immigration in Elementary Schools

Dina López, Ashley Busone Rodríguez, Jessica Velez Tello
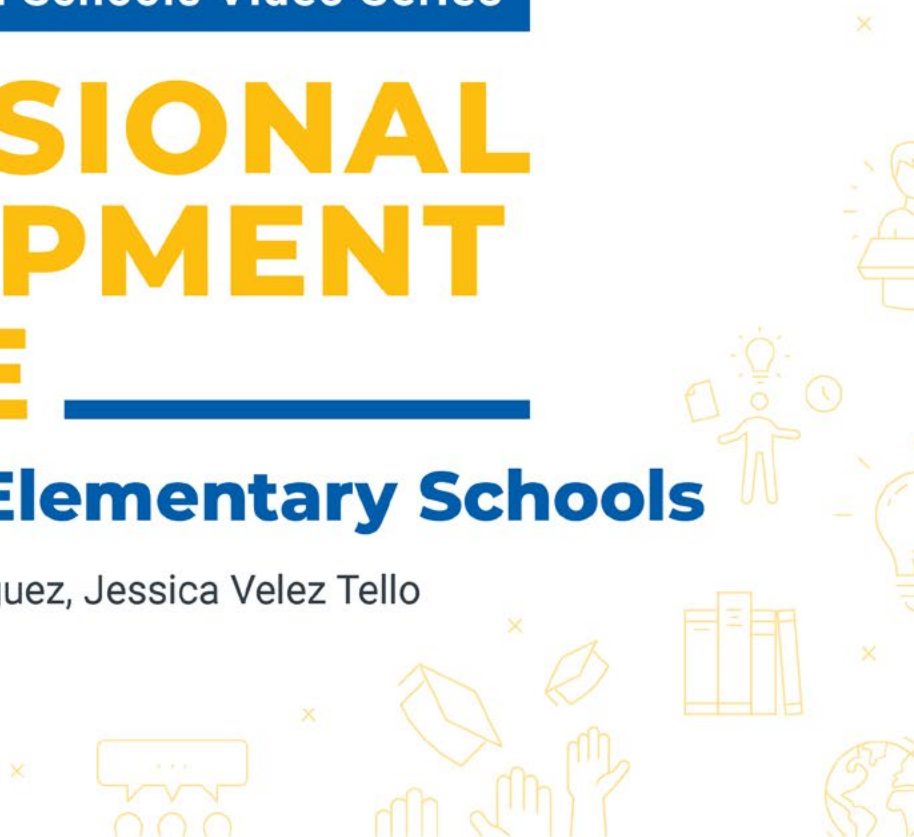
This guide was developed as part of the
City University of New York-Initiative on Immigration and Education (CUNY-IIE),
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For more information about CUNY-IIE, visit www.cuny-iie.org

Dear Educator,

Whatever your area of certification, grade level, or position, you have the power and opportunity to educate yourself, your colleagues, and your students about current immigration issues. These issues impact the freedoms, fears, hopes and futures of our students and families, and ultimately, of our nation. The City University of New York-Initiative on Immigration and Education (CUNY-IIE) aims to bring together educators, researchers, families and local leaders to **learn** about, from, and with immigrant communities, **act** in ways that center our shared humanity regardless of legal status, and **advocate** for equitable policies and opportunities. These professional development activities are one way we hope to achieve this vision.

The [Supporting Immigrants in Schools](#) video series was created in 2019, at the request of the New York State Education Department (NYSED), to show what some schools across the state are doing to respond to the current political context where immigrant communities are under attack. We hope you find these short videos insightful. But to truly effect change, the ideas the videos describe must become everyday actions in our classrooms, schools, and communities. For that reason, these four professional development modules to accompany each video have been created through the collaboration of K-12 teachers, school administrators, professors, and doctoral students.

These modules will be shared with schools and educators across New York. We are also making them available to educators nationally. The modules should not be viewed as a scripted series of professional development activities. Instead, we encourage schools to hold listening sessions with their local immigrant communities and/or to carve out spaces during class time, at family conferences and community events, to learn directly about the experiences, hopes, and fears of immigrant-origin students and families. Based on the information you collect in your own local context, the activities within the modules can be selected and modified.

We realize that time for professional development is scarce; therefore, you can take an 'à la carte' approach to the activities based on your needs and timeframe. While we have included tips for facilitation, we strongly recommend that facilitators and participants begin by reading the CUNY-IIE Guiding Principles document that follows this letter in order to ground the activities in a stance of immigrant justice.

If you use these modules, we at info@cuny-iie.org would love to hear about your actions, reactions, and your aha-moments. We thank you for taking the time to learn, listen, and educate yourself and your peers. Immigration is an issue for everyone, and we hope these professional development modules can support the learning process for schools in New York and beyond.

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Supporting Immigrants in Schools Video Series

Videos	Professional Development
Key Immigration Issues	Cecilia M. Espinosa, Bridgit Bye, Isabel Mendoza
Refugee and Immigrants in Schools	Tamara O. Alsace, Adeyinka M. Akinsulure-Smith, Gliset Colón
Immigration in Elementary Schools	Dina López, Ashley Busone Rodríguez, Jessica Velez Tello
Immigration in Secondary Schools	Daicy Diaz-Granados, Angely Li Zheng, Chaewon Park, Jennifer (Jenna) Queenan, Karen Zaino
In collaboration with Cynthia Nayeli Carvajal, Marit Dewhurst, and Tatyana Kleyn Art by **Emulsify Design**	

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CUNY-IIE
Grounding Principles

Cynthia Nayeli Carvajal, Ph.D.

City University of New York-Initiative on Immigration and Education (CUNY-IIE)

The work of CUNY-IIE is firmly grounded in a set of principles, all of which reflect several overlapping themes that inform our thinking and our work. One of our primary goals is to **learn** about and understand the experience of migration, from the point of view of immigrants themselves. We seek also to be cognizant of the history of this country, which was founded with lofty ideals but in reality was built on the twin pillars of slavery and the dispossession of Native peoples. Confronting some of these ideas may feel uncomfortable at times, but we believe that discomfort is often a necessary part of learning for all of us. Lastly, as part of our goals to **act** and **advocate**, these principles address stances that educators can take as we all strive to center our shared humanity and build toward equitable policies and educational opportunities for all.

Black Immigrant Lives Matter. CUNY-IIE stands in solidarity with all those fighting for equality and justice in the Black Lives Matter movement. It is therefore important to approach this work with that sense of solidarity in mind. Although [black immigrants](#) make up the smallest percentage of immigrants in the United States, they are more likely to be targeted for deportation. By centering the lives and experiences of those who are most vulnerable, we can advocate for equality for everyone.

No one is illegal on stolen land. We believe that no person should be defined in terms of their immigration status, and we are opposed to the dehumanization of anyone through the use of the term 'illegal'. This notion is further complicated by the history of colonization in the United States. New York State resides on [lands stolen from Native people](#): Lenape, Haudenosaunee, Mohican, Abenaki, Erie, Canarsie, Rockaway, Algonquin, Merrick, Massepequas, Matinecock, Nissaquogues, Setaukets, Corchaug, Secatogue, Unkechaug, Shinnecock, Montaukett, and Mannansett.

We are not all immigrants. The fabric of the US includes not only immigrants, but also the Native Americans whose land was stolen in the creation of this country, as well as the descendants of enslaved people who were brought to this land against their will. We refrain from statements like "we are all immigrants" and "this nation was built by immigrants," because this further invisibilizes the Native people and lived realities of slavery and the Black experience in the United States.

The immigrant experience exists beyond the Latinx narrative. The rhetoric on immigrant rights in the United States often centers Latinx communities, and specifically the Mexican experience. In fact, the immigrant experience in the US encompasses many countries, races, and ethnicities. As we seek to advocate for equitable opportunities for all immigrants in the New York context, it is vitally important to recognize and make space for immigrants outside the Latinx diaspora.

Immigrants and students labeled as "English Language Learners" are not interchangeable. Approximately half of all multilingual learners in New York are US-born, many of whom grow up in multilingual homes and require additional support to learn English via bilingual education or English as a New Language (ENL) programs. In addition, many immigrants arrive from English-speaking countries and/or are already bilingual. Ideally, all students - and especially those who speak a home language other than English - will be given the opportunity to become bilingual and biliterate in school. It is important that we not conflate the two distinct (though overlapping) categories of students who are immigrant-origin with students who are categorized as English Language Learners.

The immigration experience is complicated. Reasons for migrating to the US vary among individuals and families, but leaving one's home, family, language and culture is often traumatic. And even though some immigrants come to the US for economic opportunity, financial issues may continue to be a challenge for new immigrants. Nevertheless, mainstream rhetoric upholds the narrative that immigrants are happier to be in the US than in their home country. This perception is reinforced by messages extolling assimilation and patriotism. However, in addition to other challenges, immigrants are often treated like second-class citizens or denied citizenship altogether; immigrants also experience violent laws and policing practices that often make the US a hostile space for immigrants.

Migration can be traumatic. Our work recognizes that the experience of migration through militarized borders can be difficult and painful. While there is a vibrant Migration is Beautiful movement often symbolized with the imagery of a butterfly, we must recognize that students' and community members' experiences with migration may have been traumatic. We wish to understand and recognize these experiences by incorporating mental health resources and socioemotional support in our work.

Xenophobia is systemic. Anti-immigrant discourse has blamed immigrants for a broken economy, failing schools, and for overwhelmed medical resources. [Research] has [continually] shown that immigrants don't have a negative impact on any of these services. In fact, immigrants often provide a positive impact, both socially and economically. Immigrants are vilified because

xenophobia, much like racism, is a systemic issue in the US as a result, immigrant students often have less economic mobility, attend under- resourced schools, and are provided with fewer social services.

Teaching through translanguaging is central. We believe the home language practices of immigrant-origin students, which include different languages and varieties, are a strength that must be a part of their education. Translanguaging pedagogy, which deliberately integrates flexible language practices into education, allows for students' voices and learning opportunities across programs, content areas and levels. All instruction should draw on students' many linguistic resources, regardless of whether they have been labeled as English Language Learners.

We aim to move beyond allyship to working as accomplices. Our work seeks to provide opportunities for educators to engage as allies, and to move from ally work to accomplice work. An ally engages in activism by standing with an individual or group in a marginalized community; an accomplice focuses on dismantling the structures that oppress that individual or group— and such work will be directed by the stakeholders in the marginalized group. As we continue to educate ourselves and others, our work seeks to develop allyship while also addressing and changing structures that impact immigrant students and communities.

Context Overview: Immigration in Elementary Schools

New York is one of the most culturally and linguistically diverse places in the world. Immigrants comprise 20% of the state's population and 25% of its labor force. Immigrants in New York come from more than 150 countries, (American Immigration Council, 2017).

The graph below illustrates 2014 data on immigrants as a proportion of total population by region in New York State. New York City has the highest proportion, while the Hudson Valley and Long Island regions also have sizable immigrant populations.

Figure 4
Immigrants as a Proportion of Total Population by Region, 2014
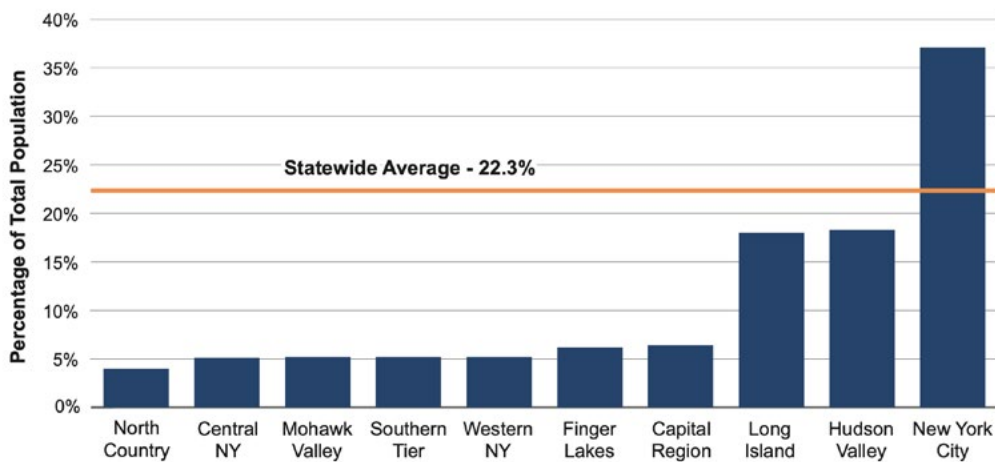
Source: U.S. Census Bureau, OSC Analysis

SOURCE: *A PORTRAIT OF IMMIGRANTS IN NEW YORK*, OFFICE OF THE NEW YORK STATE COMPTROLLER, 2016, P.6

Although only 5% of children in New York State are immigrants themselves, 37.4% of children and young adults in the state are part of immigrant households (Migration Policy Institute, 2018). Elementary teachers across New York State work with immigrant-origin children who have migrated themselves, and/or who experience transnational ties through immigrant family members.

It may be helpful to consider terminology. Immigrant students are those who were born outside the United States. Those who have arrived in the US within the past year are often called *Newcomers or Recent Arrivals* (USDOE, 2017). It is important not to conflate the identification of immigrant-origin students with students labeled as *English Language Learners* or ELLs. (We prefer the label multilingual learners or emergent bilinguals, but use ELL here to match federal policies.) Students who are labelled as ELLs have not scored Proficient on the New York State Identification Test for English Language Learners (NYSITELL).

Many US-born students at the elementary level are designated as ELLs, as they come from homes where languages other than English are spoken. In most of these homes, multiple languages, including English, are used. This dynamic use of multiple languages is called translanguaging, which refers to the fluid use of linguistic resources without regard to the boundaries created by naming distinct languages.

Unfortunately, immigrant students are often viewed from a deficit perspective, with the assumption that they are coming to school with less—less language, less knowledge, and fewer skills. For this reason, immigrant-origin students are "frequently overrepresented in special education, often due to a tendency in many districts to misdiagnose challenges in language acquisition as a form of disability" (Figueroa, 2005 as cited in Cherng et al., 2017, p.11). However, we agree with Gándara (2018), who argues for a strengths-based perspective where attributes such as resilience, multilingualism, and multiculturalism position immigrant students with characteristics that prime them for 21st century learning.

In the *Immigration in Elementary Schools video*, we see how first/second grade bilingual teacher Rebeca Madrigal uses literature to discuss current immigration issues in a developmentally appropriate way. She uses what she knows about her students to guide her choice of text, and she centers their voices, views, and experiences to facilitate a nuanced and engaged discussion.

The goal of the following professional development module is to help elementary school educators hone their skills to:

— **Understand and develop relationships with their students and families**
— **Learn about current immigration issues**
— **Use literature to teach about immigration**
— **Collaborate with community-based organizations**
— **Advocate for immigrant students and families**

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Suggested Itinerary Flowchart

How much experience do I (my staff) have working with immigrant students of immigrant origin?

Beginner to Intermediate Knowledge

Pre-watching Activity

Activity 2

Activity 1,3,4

Activity 3,6,7

Intermediate to Advance Knowledge

Pre-watching Activity

Activity 4

Activity 8

Activity 5,9

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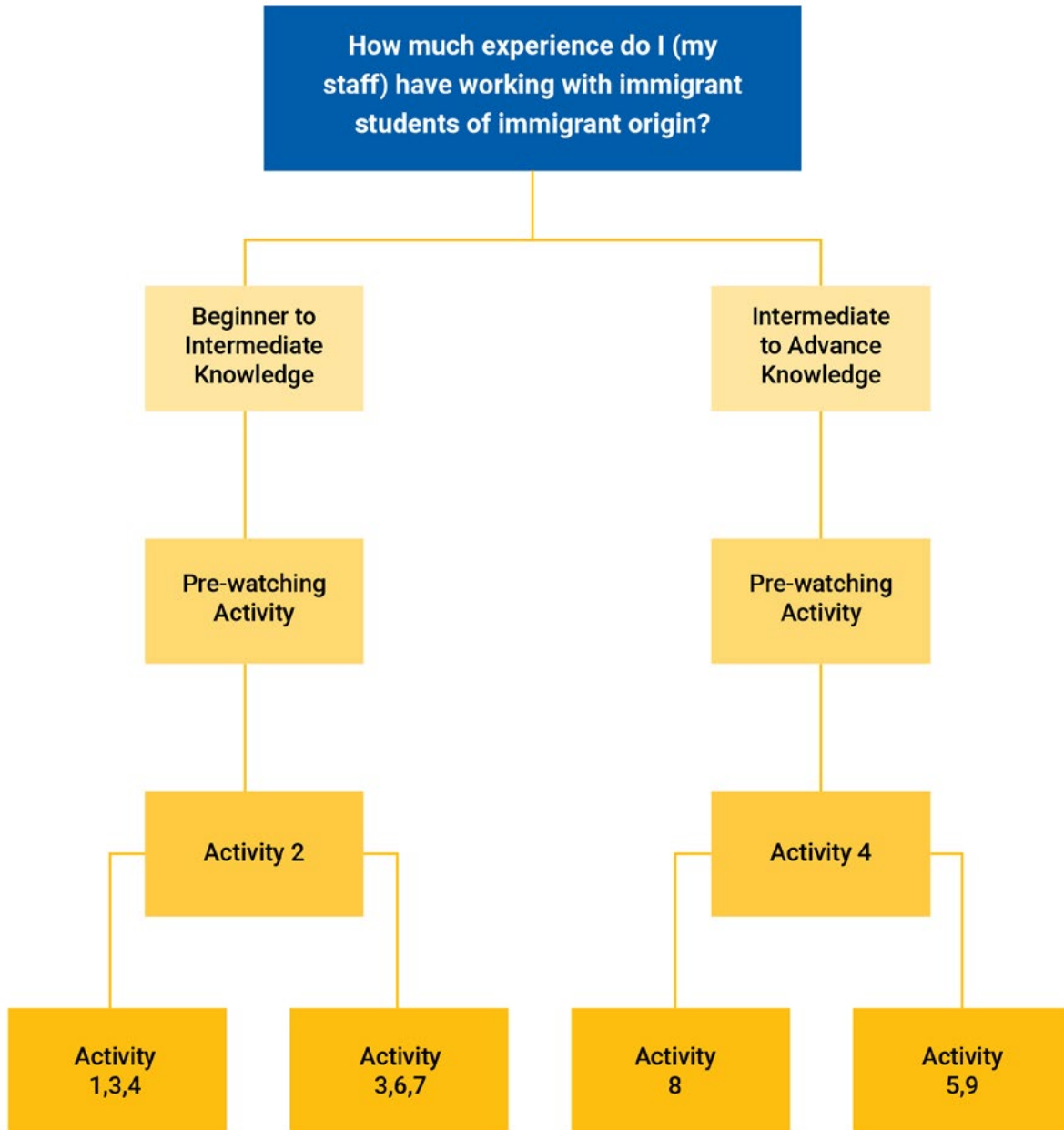
KEY

⏰	**Time Frame for Activity**
📚	**Background Knowledge Activity Requires** Introductory Intermediate Advanced
👥	**Focus of Impact** Student Faculty Classroom Family School Community
💡	**Tips for Facilitators:** Suggestions for ways to prepare for and approach the professional development activities, as well as areas to be aware of while facilitating the module.
👥	**Classroom Connections:** Possible ideas to differentiate the activity or content for classroom instruction with K-12 students.

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How Do You Connect With Your Students?

⏰ 30 minutes   📚 Introductory   👥 Faculty, Student

Overview

Research shows that understanding your students and knowing them well can strengthen your personal relationships with them, which often translates to success in the classroom environment.

Learning Goal

✓ Participants will explore their own connections with students in their classroom communities in order to form a lens through which to watch the Immigration in Elementary Schools video.

Materials for Facilitator

— Drawing materials (paper, crayons, markers, pencils)
— <u>Immigration in Elementary Schools Video</u>

Tips for facilitators

Pre-plan groups of 3-5 people or allow participants to choose groups.

Virtual accommodation: Padlet, Zoom Whiteboard, Jamboard, shared Google Slide, etc.

Procedures

— **Get on the same page by stating the purpose of the activity via the Overview and Learning Goal:** Research shows that understanding your students and knowing them well can fortify your personal relationships with them, which often translates to success in the classroom environment. During this activity, teachers will explore their own connections with students in their classroom communities in order to form a lens through which to watch *Immigration in Elementary Schools video.*

— **Give instructions:** Ask participants to imagine two students: one with whom you connect easily and one with whom you struggle to connect.
  — In order to visualize and bring them to the fore of your thinking, we'd like to ask that you engage in an artistic exercise and draw or sketch each student.

Tips for facilitators

"Connecting with" here means building rapport and developing mutual understandings.

— **Discuss** a series of questions such as
  — What makes it easy or difficult to connect with each student?
  — What might I be understanding or missing with each student?
  — What do I wish I knew more about these students?
  — Extend this thinking toward your whole class instead of just two students: which students do you easily connect with and which are more challenging for you to connect with?

— **Extend Your Thinking:** Ask educators to think about themselves as one of those students and what they wish the teacher had known about them.

Tips for facilitators

Beware of asking participants to share too much about their own personal experiences as it can be traumatic for folks to relive certain experiences.

— Closing Discussion

- — (Notes can be jotted down on chart paper for future reference):
- — What assumptions have you made about your students during this activity?
- — What do you wish you knew more about?
- — How would knowing that information help you connect or engage differently with all of the students in your classroom?
- — What are some ways in which you can get to know students better and form stronger connections?

— Task for Watching the Video

- — Watch the [Immigration in Elementary Schools Video](#)
- — As everyone watches the video, ask participants to think of and/or jot down their answers to the following questions
  - — How does the teacher in the video relate to her students?
  - — What does she know about them or not know?
  - — How does this inform her pedagogy?

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Survey your Classroom Community (Planning)

⏰ 45 minutes   📚 Introductory   👥 Student, Faculty, Family, Community, School

Overview

A survey can be a powerful way to gather information about the strengths, funds of knowledge, and backgrounds within your learning community. You may learn about unexpected talents that could make their way into the classroom space, or you may hear of challenging circumstances that you might not otherwise have known. The survey itself can take many forms but regardless of the format, the information should be utilized to build strong connections with your students and their families.

Video Educator Actions

Engage in mindful teaching about immigration [5:25]
— Learn and engage with your students, classroom, and school community through authentic literature, personal experiences, and current events
— Ask questions and invite mindful discussion about difficult topics

SOURCE: CUNY-IIE

Learning Goals

✓ Get to know their students and families at the beginning of the year or anytime new families join the learning community.

Key Terminology

— **Translanguaging:** Translanguaging centers the communication practices of bilingual or multilingual individuals, rather than viewing them from a monolingual lens. When bilinguals translanguage they use their full linguistic repertoire without regard for who/what/when/where society tells them they can speak a named language such as Garifuna or Cantonese.

— **Funds of knowledge:** The cultural practices and knowledge that are embedded in the daily practices of families (González, Moll, & Amanti, 2005). Immigrants have had their practices discounted in school settings. However, a Funds of Knowledge approach views the cultural knowledge of minoritized people as central to student learning.

Materials for Facilitator

— Basic student data, laptop, spreadsheet program such as excel or google sheets, translation software or (if available) multilingual team members who may be a teacher, parent coordinator, counselor, etc.

— Sample/skeleton survey

Tips for facilitators

We suggest this activity for beginners, as it is the most accessible and can serve as a great introduction to this module. The school might also consider reaching out to local advocacy groups on what the immigrant community wants the school to know/consider/support and get their input on how to survey the community.

Virtual accommodation: This survey could be in the form of a Google Form OR a paper form that could go home during the regular school year. In addition, schools may want to explore the use of apps such as WhatsApp or Talking Points for families to take the survey on their phones.

Procedures

— Whole Group Reflection on the Video
  - — How did the teacher's knowledge of her students seem to inform the lesson?
  - — What did the teacher do to get to know her students?
  - — What did the teacher's choice of text tell us about her knowledge of her students?
  - — What about the interview with a family member?

Tips for facilitators

Write down ideas on chart paper/board.

— Turn and Talk
  - — What do I wish my teachers and staff members knew about me when I was a student?
  - — How would that have helped me succeed?
  - — What do I need to know about my students and their families in order to better inform my own instruction?

— Brainstorm: Make a list of questions that could be asked on a student or family survey for your class.

Tips for facilitators

Decide the groups to draft survey items. Consider grouping by grade-band or language abilities for multilingual surveys. Remember to include counselors, paraprofessionals, school aides, learning specialists, cluster teachers, or anyone who works with students!

— Create: Compile the questions and format into a survey document. Translate into home languages of families. Use the template in the appendix as a starting point!

— Evaluate your survey: Analyze each question with a lens of equity and inclusivity.
  - — Might a family feel isolated by answering this question?
  - — Could a question be too personal or private for a family to share?
  - — Be sure to consider accessibility and translate the surveys into the preferred languages of each family. Also consider a phone call or home visit to complete the surveys, as some families may only be able to answer orally. In short: be sure that the questions don't close any doors. The purpose of the survey is to get to know families, not make them feel excluded or inadequate in any way.

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Tips for facilitators

Remind participants that they should NOT ask about immigration status in such a survey or in any other way.

— **Trying It Out:** Take this opportunity to practice the survey with a colleague. Ask the questions and give feedback on how it feels to answer them. Consider how you would feel about completing such a survey yourself.

— **Decide on Next steps:** Choose the option that makes the most sense for your school community and context to conduct the survey: Distribute printed or digital surveys in your school community and collect results. Determine who will be in charge of disseminating and collecting this information for use within the school community. Ensure that students only receive one survey, not multiple surveys for families with siblings. Figure out a way to share the survey results with all staff who work with that child, while keeping in mind that it may contain sensitive information.

Classroom Connections: Post workshop Interpretation and Reflection

Collect and interpret the survey data. **Discuss:** What information did you learn about your students? **Decide:** Based on what you learned, what pedagogical changes will you make in the way you interact with your families or students? Consider that your pedagogical decisions will vary largely based on what you asked in the survey. If you learned more about home languages, perhaps you can integrate translanguaging practices into your classroom. If you gathered information about important cultural traditions or celebrations, consider marking these on your class calendar and doing some whole group learning and sharing about them. If you learned that many students do not have internet access, this information will be important when you consider remote learning opportunities or homework assignments. The school might also consider reaching out to local advocacy groups on what the immigrant community wants the school to know/consider/support and get their input on how to survey the community.

Reflect on Current Immigration Issues Affecting Students and Families

⏰ 45 minutes   📚 Introductory   👥 Student, Faculty, Family, Community, School

Overview

Students are aware of current events through the news, their families, and their community and often have clarifying questions. As an educator, it's important to address any issues that may be affecting them in a structured way that allows for mindful discussion. However, this is difficult if teachers are not informed themselves. It is important for educators to learn about current immigration issues and policies, reflect on what they mean and how they can affect the school community. In addition, even if members of the school community are not directly impacted by immigration policies, learning about them will lead to empathy and the creation of mindful and supportive classroom environments.

SOURCE: LUCY NICHOLSON, REUTERS ARTICLE

Learning Goals

✓ Reflect on current immigration issues affecting students and families and brainstorm ways to learn more about these issues and address them in the classroom.

Key Terminology

— **Policy:** An official or prescribed plan or course of action set by a government or entity. Only federal policies can dictate immigration status, but state and local policies can also affect students and their families in positive and negative ways. Policies can be enforced on federal, state, and local levels.

— **New York State Dream Act:** (also known as The Senator José Peralta NYS DREAM Act): Passed in 2019, the act provides undocumented and other immigrant students access to New York State-administered grants and scholarships to support their higher education cost. It was originally written in 2010 by the New York State Youth Leadership Council in response to the failure of the Federal DREAM Act.

— **Deferred Action for Childhood Arrivals (DACA):** In 2012, the Department of Homeland Security provided temporary relief from deportation and work authorization to approximately 800,000 eligible young people allowing them to work lawfully, attend schools and live their lives without the imminent risk of deportation. DACA does not provide permanent legal status and must be renewed every two years. In 2017, the Trump administration attempted to end DACA, however a 2020 Supreme Court decision determined that the attempt to close the program was arbitrary and capricious under the Administrative Procedure Act.

Materials for Facilitator

— <u>Current event teacher checklist</u>

Procedures

— **Whole Group Reflection on Video (5 min)**
    — What immigration issues were raised and discussed in the video?
    — What do you know about these issues?
    ★ **After participants share,** ask them to reflect on the following:
    — What sources have you engaged with in developing your knowledge about these issues?
    — What lends credibility to a source?
    — How do we give different values to different forms of credibility (i.e. personal experience vs. scientific report?)
    — What happens when we value information differently?

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Write down ideas on chart paper/board. If participants are not in agreement in what makes a source credible, we suggest the following criteria, which you can share with the whole group:
  — Does it inform you about the topic?
  — Is it supported by multiple sources and facts? (personal experience is valuable, but it should be taken within context)? -
  — Does it invite you to further think and investigate the topic?

— **Small Group Work (15 min):** In groups of 3-4, discuss current immigration issues that are affecting the students and families with whom you work. How have these issues emerged? (How) have you addressed them in your class or school?
  — Create a chart and write down what you know about these issues and what you would like to know more about. **This chart** may be helpful.
  — In a third column, write down some ideas for sources of information for educators and also for students
— **Small Group Share-Out (15 min):** Small groups share out their charts. Facilitators can pull out themes, commonalities and differences among charts.
— **Reflection and Next Steps (10) min):** Whole group discussion: How might we learn more about current immigration issues and teach about them in our classrooms? How can we incorporate families in conversations and educational opportunities about current immigration issues as well?

Write down ideas on chart paper/board.

— Session ends with all participants reflecting and sharing: *What is one thing you are committed to doing in the next couple of weeks to either learn about current immigration issues or teach about current immigration issues in the classroom?*
— Come up with a plan for how you will share your progress. This can be another meeting, a shared Google Doc Reflective Journal, or a 1:1 peer meeting with a colleague to discuss what went well and what you still want to work on.

Tips for facilitators

You can share the following sources of information with participants:
- [NYSYLC](#)
- [National Immigration Law Center](#)
- [American Immigration Council](#)
- [Make the Road NY](#)
- Find resources in the [Supporting Immigrants in Schools Resource Guide.](#)

Using Authentic and Relevant Literature to Teach About Immigration

🕐 90 minutes   📖 Introductory   👥 Student, Faculty, Family, School

Overview

It's important for the whole school to come to a mutual understanding of what is authentic and relevant literature and how to use it effectively, when teaching about immigration as well as other areas. This will allow everyone to be on the same page and set the tone for the whole school.

SOURCE: COLORS OF US

Learning Goals

✓ Plan for the use of authentic and relevant texts to teach about current immigration issues.

Key Terminology

— **Authentic literature:** Texts that are created by directly-impacted authors or those from a specific background that address real-life issues as well as everyday ones. Authentic literature should also be culturally relevant and sustaining.

— **Culturally Responsive and Sustaining Pedagogy:** A framework that centers students' backgrounds and views them as strengths from which to learn. This approach teaches to become socially and politically conscious and able to view the world through multiple and critical perspectives.

— **Translanguaging:** Translanguaging centers the communication practices of bilingual or multilingual individuals, rather than viewing them from a monolingual lens. When bilinguals translanguage they use their full linguistic repertoire without regard for who/what/when/where society tells them they can speak a named language such as Garifuna or Cantonese.

Materials for Facilitator:

— Chart paper, markers
— Post-it Notes
— Books for immigration-focused read alouds (a list of age-appropriate materials on the topic of immigration is available in the Resource Guide)
— Graphic Organizer

Reference Materials:

— Using Read Alouds with Critical Literacy Literature in K-3 Classrooms

Procedures

— **Thought Experiment (15 min):** Ask each participant to jot down ideas on post-it notes for what makes a text authentic and/or relevant. Describe literature about your own experiences that seems authentic. Participants post their notes on one wall.
  — Facilitator and participants read post-it notes and look for recurring themes.
  — As a group, discuss possible criteria for what makes literature authentic and relevant.
  — Facilitator draws connections to culturally relevant texts.

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Authentic literature can be described as texts that are written by directly-impacted voices and address real-life issues as well as everyday ones. Authentic literature should also be culturally relevant and sustaining (see also: definition for culturally relevant and sustaining pedagogy). Other possible resources for this conversation

Culturally Relevant Books and Resources
Culturally Responsive Instruction
Cultural Relevance Rubric

— **Turn and Talk Reflection on Video (5 min):** With a partner, discuss the following: How did the teacher *use authentic and relevant literature* to teach about issues of immigration?

— **Whole Group Discussion (10 min):** What are your thoughts on the text that was used during the read aloud? What did you notice about how the teacher and students engaged in a discussion about the text?

Write down ideas on chart paper/board.

— **Small Group Work (30 min):** In groups of 3-4, engage in an interactive read aloud of a book about immigration.
  — One person reads aloud the text and others listen and take notes using a graphic organizer (see appendix).
  — Group engages in discussion: How does this text reflect current issues of immigration? How might this text be relevant to the experiences of your students? How might you invite students to ask questions and engage in dialogue?

Use the Supporting Immigrants in Schools Resource Guide and purchase or borrow books ahead of time.

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— **Planning for Read Alouds (30 minutes):** Use the Resource Guide and additional online references to select 2-5 immigration-focused authentic and relevant books that you can commit to reading aloud to your students. Consider the following for each book:
  — (How) does the content relate to (some of) the lived experiences of my students and their families?
  — (How) does the content relate to current immigration events?
  — (How) are different languages or translanguaging used in this book?
  — What types of questions can I ask during the read aloud to connect, deepen and extend students' understanding of immigraiton issues?
  — What follow-up activities could I use after the read aloud?

— **Reflection:**
  — Write a goal for yourself based on what you learned today and share it with the facilitator or another colleague (on chart paper, on a wall, on the table). Perhaps you want to try reading the book you planned for with a small group, or the whole class, perhaps during a family engagement session or another period of the day. Set the goal and set a date to follow up on it with yourself or your colleagues so that you can answer the following question:
    — How does authentic and relevant literature impact my students?

Classroom Connections

A teacher or staff member might commit to talking to the school librarian about creating a corner in the library or a theme basket with books about immigration. Teachers might commit to thinking about creating a culturally responsive and sustaining curriculum more broadly. They could reflect on the following questions and possibly work in teams to make structural changes to the curriculum: What values and lived experiences of our students does our curriculum reflect? How do the texts we use reflect our students and connect to the curriculum? This is a possible resource to guide those conversations: The Culturally Responsive Curriculum Scorecard.

Invite Mindful Discussion About Difficult Topics

⏰ 1+ hours planning; Practice Ongoing   📚 Intermediate, Advanced
👥 Student, Faculty, Classroom

Overview

Mindful and powerful conversations must be normalized and conducted within a structured environment so that misinformation can be curved. Often called Community Circles, these conversations give students the chance to talk about important topics without exposing themselves, their family, or their peers in unsafe ways.

SOURCE: NYCLU

Learning Goals

✓ Gain tools, experience, and confidence in facilitating conversations for their students to ask hard questions.

Key Terminology

— **Community Circles:** A restorative approach to developing trust and understanding that is rooted in indigenous practices. Generally the circle structure allows for a safe and systematic way for people to share their views or stories, where one person speaks at a time without interruption.

— **Restorative Justice:** An approach to dealing with conflicts in school and other contexts where the focus is on mediation and agreement rather than hyper-punishment and negative consequences.

Materials for Facilitator:

— [Teaching Tolerance PDF "Let's Talk"](#)
— Also consider the book Classroom Talk for Social Change by Schieble, Vetter, and Monét Martin
— [Curriculum Resource Guide](#) for films, posters, or books to introduce topic
— [Step-by-Step Guide to Community Circles in Your Elementary Classroom](#)

Tips for facilitators

We **strongly** encourage facilitators and participants to refer to the Teaching Tolerance "[Let's Talk](#)" guide on facilitating critical conversations with students. Pages 16–38 clearly outline the steps for holding these kinds of discussions, but the important work of preparing yourself and your colleagues before facilitating can be explored in the beginning of the document. We encourage you to try these steps *first* in your professional development setting among colleagues (from here on referred to as "participants"). Once you've engaged a difficult discussion together you may feel more equipped to do so with students.

Procedures

— **Reflect (See pages 4–10 of Teaching Tolerance's "Let's Talk"):** Consider that a difficult conversation could be one in which you hold a different viewpoint from your conversation partner, or one in which a sensitive topic such as racism, immigration, sexism, or classism is being discussed. What was the last difficult conversation you had? What made it difficult? What did you gain from it? How often do you have difficult conversations with friends, family members, colleagues, or students? On a scale from 1–5, how comfortable do you feel engaging in difficult conversations? (5 being extremely comfortable).

— **Plan (See pages 12–19 of Teaching Tolerance's "Let's Talk"):** Healthy discussions require planning. After your personal reflection, you should begin to thoughtfully plan how you will approach difficult topics with your students. Consider the strengths of your classroom community: who is a reflective speaker? Who is empathetic? Consider the challenges of your classroom community: who may need support in considering someone else's point of view? Who might have personal experiences that will be traumatic for them to recall? Be very conscious of what you are asking students to do and involve families whenever possible and appropriate. Some students may need a "preview" of the content such as a private conversation where you let them know that you'll be discussing X topic, and they can voice their concerns or fears to you in private. Some students may need to opt out for their own emotional safety, and appropriate accommodations should be made.

— **Generate Community Agreements:** These statements should come directly from participants or students based on a question like: "What can make us feel like we are having a helpful and kind discussion today?" Students may offer suggestions such as "We will listen to one another." or "I will leave space for others to speak." You can lead with an example of one and ask students to consider what would make them feel good and heard during a difficult conversation.

— **Discuss (See pages 23–35 of Teaching Tolerance's "Let's Talk"):** Consider showing an appropriate image or reading a book, such as Ms. Madrigal did in the film, to open the conversation and provide a jumping off point. (Check out the resource guide for a list of age-appropriate materials to start with!) This will provide a topic and structure for the conversation: it could be about anything difficult, such as racism, sexism, or immigration.
  — Be sure to gauge participants' or students emotions' throughout the conversation and provide ample opportunities for them to share their feelings and reactions. You might consider providing sentence starters to initiate talking about feelings or responding to someone else's emotions.
  — See page 31 of *Teaching Tolerance's "Let's Talk"* for "Repeat, Feel, Think, Breathe, Connect" Strategy to help students externalize emotions and practice empathy

— Reflect: (See pages 36–38 of Teaching Tolerance's "Let's Talk")

— Wrap up the discussion and summarize what you've learned together today. Consider revisiting the community agreements and evaluating whether or not they were useful and upheld during the conversation.

— Allow participants or students to share feedback about how they're feeling after the conversation, and how they hope a future discussion might go. Providing a space for them to share anonymous feedback (Google Form or sticky note on chart paper) might help inspire greater honesty.

— Come up with a closing statement to mark the end of the session but encourage further learning and growth on the topic: (Today we learned…. Today we felt… I hope that soon we will…)

Classroom Connections

After completing this activity with your colleagues (referred to in this activity as "participants"), consider implementing these same structures in your classroom. The main purpose of this activity is to take it back to the students with whom you work and open space for critical conversations.

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Plan + Host Orientation Sessions for New Families

⏰ 1 hour planning, 1 hour execution 📚 Introductory, Intermediate
👥 Family, Community, School

Overview

Orientation sessions can be a helpful first impression for new families. They are also required for families of ELLs/MLLs under CR Part 154. Including a cross-section of important stakeholders such as teachers, students, families and administration in these sessions can send a positive message of community support to a new family and student.

Video Educator Actions: [8:03]

Include families as stakeholders:

— Welcome new families while including all families in the process
— Collaborate with local organizations for legal and socio-emotional services
— Disseminate information about immigration resources to all families

SOURCE: CUNY-IIE

Learning Goals

✓ Help acclimate families to their new school environment and begin building trust and rapport.

✓ Consider how schools might adapt to better meet the needs of new families.

Materials for Facilitator

— Printed materials in home language of each family with visual aids (See the NYSED Parents' Bill of Rights and multilingual resources.)

— Tour guides

— Interpreters (Ideally these are compensated individuals who work at the school or a hired translation company. If community members or other families who speak the same language as a new family translate, try to switch them up so as not to burden people with additional labor)

— Sample Orientation Agenda

Procedures

— **Brainstorm:** Imagine you were attending a brand new school in a new country. What questions would you have about your new environment? Perhaps you have been the new person somewhere once: at school, work, in your new neighborhood… What did you look for? How did it feel? Who or what made you feel welcome?

Tips for facilitators

Chart these ideas as they come up. But remember: It's important to read the room during this activity. You may have some participants who've endured traumatic experiences related to migration. Be sure that they are not put on the spot to share or divulge information that may make them uncomfortable or vulnerable in a work environment.

— **Plan:** Refer to the Sample Orientation Agenda in the appendix and plan an agenda that will fit the needs of your school community. Consider a school tour, introducing school personnel, and distributing resources such as a school guide, map, and FAQs in home languages of each family in attendance. Include opportunities for the school to learn about new families' needs and hopes for their new learning community.

— **Post Workshop Action 1: Begin to Assemble a Team:** Assign tasks to administration, staff, and students and families who may be able to assist in these

orientations. Consider assembling a team of people who can be available once a month, or once in a while as substitutes. This team should be prepared with the necessary information to run an orientation session such as school FAQs and important safety or enrollment information but should also include students or families who may volunteer as "Buddies" (see Activity 8). Additionally, someone on the team should speak the home language of the new students and families in order to serve as an interpreter.

— **Post Workshop Action 2: Schedule:** Schedule the Orientation Session with your school administrators. Consider that they may need to happen monthly/bi-monthly and morning/afternoon/evening depending on the migration patterns in your neighborhood and the schedules of the families in your school.

Classroom Connections

Your students play a valuable role in the welcoming of new families! Consider asking them to serve as student buddies (See Activity 8) or to help put together the orientation agenda or school tour route. This could serve as a wonderful literacy lesson, a math lesson in timing or mapping, or a social-emotional connection while thinking how to best welcome a newcomer.

Plan + Conduct Home Visits for New Families

🕐 1 hour planning, 1 hour execution 📚 Introductory 👥 Student, Faculty, Family, Community

Overview

We view families in the most holistic sense, as any configuration of parents, grandparents, siblings, aunts, uncles and/or chosen family too. Home visits can be a powerful way of welcoming new families into the school community. When the gaps between school and home are made smaller, students and families can feel more comfortable interacting with staff members and integrating into the community. While each school will need to determine if home visits will work for your school community, they do serve as a helpful starting point for some schools when welcoming new families.

Learning Goals

✓ Prepare educators to help acclimate families to their new school environment and begin building trust and rapport.
✓ Give space for educators to reflect on the ways in which their school environment is/is not conducive to welcoming new families.

Key Terminology

— **English Language Learner (ELL):** A federal, bureaucratic term for students learning English. However, we refer to students as multilingual learners or emergent bilinguals in order to be more responsive to students' linguistic backgrounds that look beyond their English proficiency. It's important to note that not all students labeled as ELLs are immigrants and not all immigrants are ELLs.

Materials for Facilitator

— School directory with address and contact information for each student
— Interpreter
— Gift for new family (Such as a t-shirt, school supplies, something with a school logo on it, or something made by current students such as a bookmark or pencil box!)
— Bulletin board + printed photographs of each home visit
— Sample Family Letter About Home Visits

Procedures

— **Discuss:** Have you ever visited the home of a student in your school? What was that experience like? How did it inform your understanding of that student and their family? What do you think your student gained from that experience?

— **Form and Train a Team:** Consider the following questions: Who should be responsible for visiting new families? Who might gain from it? Who could best represent the school community and communicate with new families to help welcome them? Once identified, this group of people should be trained in how to facilitate a home visit. This training could include safety measures (always travel with a buddy), cultural and religious etiquette (some homes require shoe removal, knowledge of holidays or times of year that visits might be inappropriate), and a making plan for the visit.

— **Plan Visits:** Dr. Victoria Hunt, principal of Dos Puentes Elementary (featured in the video) suggests that carefully planning the home visits can make them much more effective. Visits typically last for only 20 minutes and are always scheduled, never a surprise. Dr. Hunt suggests that visitors should come with a questionnaire and a gift.

  — **Start with a Small Gift:** The gift can be a t-shirt, school supplies, or anything with the school logo.

  — **Questionnaire:** On the questionnaire (simply to guide the conversation), Dr. Hunt recommends asking for some anecdotal information about the family such as holidays or traditions that are important to them, and she always asks for the story of how the child got their name. These kinds of questions can help facilitate conversations that validate families' experiences and beliefs while welcoming them into a new community. Take some time now to write up a short questionnaire for the visits with 5-7 questions.

  — **Give Information:** During the visit, it can be helpful to provide information about the school, although the purpose should not be an orientation: instead it is simply to get to know and welcome a new family and to provide the child with a friendly face when they arrive at the school building. It can be a powerful and affirming experience for a new student to see their home-visitor at school!

— **Leave with a Memory:** Dr. Hunt always asks permission to take a family photograph before she leaves the home visit. These photos are then printed and featured prominently on a bulletin board inside the entrance to the school building, letting families and children know that they are welcome and important to the school community. This can also be a wonderful strategy for helping new or younger students feel a family-school connection. (You can see an example of this in the Elementary School Video!)

— **Practice Before Visiting:** Take some time now as a group to role play how the visit will go. Consider the gift, write the questionnaire, decide on which information about the school is pertinent to share. Prepare yourself to greet the family in their home language and identify the interpreter who will be available to assist on this day (either in person or by phone). Take time to research the customs and cultural traditions of the family you will be visiting to ensure that you have some background knowledge and can act appropriately.

Classroom Connections

Consider asking current students to participate by creating a gift to send new students. Perhaps they could decorate a notebook or make a card!

Implement Student or Family Buddies

⏰ 30 min planning, Ongoing   🎓 Introductory, Intermediate
👥 Student, Family, Community, School

Overview

Arriving to a new country and integrating into a new community can be challenging. Having someone to guide new families through this experience can help ease their anxieties and answer their questions, and perhaps provide the basis for a longtime friendship. Consider the strengths of your families and school community members including languages, living proximity to the school building or new family's address, and capacity for orienting new families to the school and neighborhood. Oftentimes a new family can be best helped by someone else who has gone through that experience before them.

Learning Goals

✓ Acclimate families to their new school environment and begin building trust and rapport.
✓ Reflect on the ways in which their school environment is/is not conducive to welcoming new families.

Materials for Facilitator

— School directory with address and contact information for each student;
— Interpreter or multilingual families/students
— Student Buddies Suggestions

Procedures

— **Warm up:** Briefly discuss who your "buddies" are or have been in school, work, and life. What led you to that partnership? How have they helped you or supported you in a new situation? What works or doesn't work about that partnership?

— **Brainstorm:** What could the role of a student/family buddy system in our school look like?

— **Assemble a Team:** Begin to create a list of students and families who might want to volunteer as buddies. This is a mentorship/welcoming role. Some of these students and families would ideally speak the same home language(s) as a new student or family. Begin to reach out to these families and students to see if they are interested in such a role, and discuss the responsibilities. Remember that this is a big ask: families may not have time or energy for such a role. It will help to generate a long list so that nobody feels pressured to serve, and to rotate the volunteers on a schedule. (The same family won't serve every week or month, but perhaps once every few months or so). Also remember that the students or families who are always very involved in the school community may not be the best buddies to new school members: Consider choosing students who are quieter but could handle a 1:1 responsibility, or a family who may not be able to serve in other ways but does speak the same home language as a new family.

— **Outline Responsibilities:** Gather your team members and use the appendix "Student Buddies Suggestions" to come up with a list of responsibilities that student buddies or family buddies would take on. These should be specific to your school or classroom environment and the students or families who are serving as volunteers should have ample input on these responsibilities. What do they think new families or students should know about? What kinds of experiences will they want to accompany a new student or family to? Their first day of school? A soccer game?

— **Create Partnerships:** When a new family or student enters your school community, hold a meeting to introduce them to their student or family buddy. With the list of responsibilities, the buddy should ideally be the one orienting them to the school, giving tours, answering questions, and serving as a liason to the new learning community.

Advocating for Families of Immigrant-origin while Including Families in the Process

Overview

The best resources always come from the school community. Asking for input from families is pivotal in creating resources that will actually meet the needs of the community as well as include families in a practical way. Schools often offer support to families, but need to be periodically evaluated. Many local organizations already support immigrant communities, so it's important for schools to know the resources available in their own neighborhoods and to work with these organizations rather than isolate themselves or duplicate information. Once partnerships are established, supportive projects can begin and information to families can be disseminated. This sends a positive message about welcoming immigrant families and simultaneously provides support and information to all families, regardless of their immigration status. All the above requires planning and active support, which is all part of what advocacy means.

SOURCE: FIONA_AVOCADO

Learning Goals

✓ Include family feedback in the creation and maintenance of school support services, research and collaborate with local organizations for legal and socio-emotional services, and disseminate information to families.

Key Terminology

— **Advocate:** To provide active support to an individual or group so that they receive equal rights, treatment and/or support.
— **Support Services:** Assistance provided by schools or outside organizations that supplement the academic services of a school. These can include mental health, legal counsel, food services, enrichment activities, and other supports outside the primary role of schools.
— **Immigrant-origin:** An umbrella term for students who were born in another country and those who are US-born to immigrant parents.

Materials for Facilitator:

— See separate materials for each section below.

Tips for facilitators

This educator action is divided into four parts, each estimated to take 45 minutes. You may choose to do them all at once with a different group focusing in on each part. However, we suggest the itinerary below of working through each part, as they build upon each other, and all participants would benefit from the collaboration throughout.

Part 1: Create a Survey for Family/Community Feedback on School Support Services

⏰ 45 minutes 📚 Intermediate Student, 👥 Teachers, School, Community

Learning Goal

✓ Plan and create a feedback survey that includes families in the creation/maintenance of support services to develop a culture of support and advocacy.

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Materials for Facilitator:

— Devices with internet access
— Collaborative, shareable tools such as Google Forms for creating survey
— Student data
— Sample Survey: Family/Community Feedback on School Support Services

Tips for facilitators

Pre-make groups based on grade bands or any way your school organizes students. Each group should teach roughly the same group of students. Be mindful of where cluster teachers are placed, as they are often teaching across grades. Share the sample survey to be adapted for your school's needs. Confirm with school administration about the services already available in the school before starting this activity (ex. after school)

Procedures

— **Intro activity ➔ Discussion**
　　— Ask participants to turn and talk with those near them and discuss the following: What is supportive and affirming language? How do we know?
　　— Share as a whole group
　　— Project/Share the following set of questions in the chart and ask participants to discuss which question is supportive and affirming and why?
　　— Share ideas as a whole group

Tips for facilitators

Feel free to change the format to accommodate your environment. Discussing in small groups and sharing as a whole group will allow more people to actively participate while still having a whole share of ideas. As a rule, questions that aim to support instead of point out deficiencies are the best. In the following set of questions, 1a, 2b, and 3b are the best questions. Feel free to come up with even more supportive questions.

Questions Framed in Different Ways		Which one is supportive? Why?
1a. What services can the school provide that would be useful to you?	1b. What help do you need?	
2a. What services do you use?	2b. Which school services do you currently use? (with a list)	
3a. What are your future needs?	3b. Which services would you use in the future if offered? (with a list)	

— Each group will brainstorm survey questions to be done by students' families. The surveys must include questions that are affirming, supportive, and which use appropriate language such as practiced above. Some examples include:
  — Which school services do you currently use?
  — From our current services, what could be improved?
  — What are other supports that you wish the school could provide?
  — Which services would you use in the future, if offered? (multiple choice/check format)
    — Food services
    — Childcare
    — After school programs
    — Language translation and support
    — Health services
    — Enrichment programs (literacy support, early-childhood activities, academic tutoring, reading resources, etc.)
    — Adult education
    — Counseling services
    — Immigration Legal support
    — Summer youth programs/Summer camps
    — Add any more based on your school's needs
    — Other (provide space for families to brainstorm)
— Come together as a group and share ideas from each group. As a whole group decide which questions would be best for the survey.

— Break into smaller groups once again and task each group with the following:
  — Create Survey in English using Google Forms, Survey Monkey or other surveying platform.
  — Create different translations based on home language information the school has about students already, including intake data and home surveys sent at the beginning of the year. Use the same platform as English survey.
  — Distribution task force: This group will brainstorm and come up with a plan to disseminate the surveys throughout the school. Keep in mind the following:
    — Avoid duplications. Figure out ways for families to only have to respond once as well as how information will be shared among teachers while respecting student privacy.
    — Be mindful of families' accessibility to online resources.
    — Decide if all families need to take this survey or if a focus group would be better.

Tips for facilitators

More than one group should work on translations as surveys need to go to different families. We suggest a group per language. Translations don't need to be perfect, the goal is to reach out to families and make support accessible. That is why either participants own knowledge or translating tools are recommended. In addition, this is a great opportunity to include students' multilingual knowledge as reviewers and editors. Not all families need to be surveyed. Focus groups in each grade can be used as well.

— Each group shares
  — Progress
  — What still needs to be done and how will it get accomplished?
  — How can support services feedback be used, maintained, and modified in the future?

Classroom Connections

Depending on your school's level of advocacy, an ongoing, working group can be tasked to keep monitoring support services and their efficiency.

Virtual accommodation: The survey can be created online using the tools mentioned. However, dissemination can be done in different waves.

— **Online:** for all, via email and utilizing the school's website
— **Mail:** school staff can print and mail survey for families who have yet to be reached/have not answered online
— **Phone:** for those who have not responded online or by mail, support staff will call and ask each family the survey's questions and record responses for school use
— **In person:** use pick up/drop off as a way to get families' feedback as soon as possible.

Part 2: Research Your Local Organizations

⏰ 45 minutes 📚 Introductory 👥 School, Community

SOURCE: JAMES ESTRIN, THE NEW YORK TIMES

Learning Goal

✓ Learn about local community organizations that are *already* supporting immigrant families in your school community, and work alongside them to support students and families in your school. The feedback from Part 1 is a useful guide for focused research; it will allow schools to address the most pertinent issues of the school community.

Key Terminology

— **Community-Based Organizations:** A non-profit organization built by the community and for the community. CBOs work on the local level to improve the lives of the community; members include local leaders, volunteers, and stakeholders in these organizations.

Materials for Facilitator:

— Devices with internet access
— Collaborative, shareable tools such as Google Docs
— Responses from Part 1's surveys
— Sample of Research Graphic Organizer

Tips for facilitators

Rewatch video if necessary or view the segment (5:27-8:03 is recommended) to connect to the goal of this activity. Pre-make groups based on grade bands or however your school organizes students. You can use the same groups from Part 1. It's also a good idea to identify a team leader. The graphic organizer in the appendix should be shared with all participants to prevent duplicates. Feel free to change the organizer from a chart into a more free-flowing format such as multiple large pads, visual maps, or collaborative pieces as long as it includes the same information.

Procedures

— **Intro activity → Quickwrite and Discussion:** Reflect on the following questions with the whole group. Everyone writes their individual thoughts then shares out. Create a visual map/web of ideas as participants share.

   — Make a list of the community connections you/your family/community rely on?

— Why is it important that we know the local support our school community has?

— How are we working with local organizations at the moment to support students and families? How can we work with local organizations to support students and families?

— Are the organizations the school works with supporting the community in a positive way? How can this be evaluated?

— Establish the goal for today (researching local organizations) and share the graphic organizer with the whole group

— Once in groups, go over the graphic organizer and model to give everyone a sense of what they should be looking for

— Each group will work on 1-2 organizations

— Whole group should use the same document to avoid repetition

— **Research:**

— Everyone will use a search engine to research local organizations that support the community

— Suggested key terms search: Your location + immigrant advocacy organizations, community support organization, mutual aid organizations, immigrant legal services/aid/help, family community center, community-based organizations

— If your immediate location doesn't show much information, widen the radius to your county, district, region and even state if necessary.

— Not all resources and organizations are physical. Online resources can also be supportive and should not be dismissed.

— Fill out the graphic organizer with your group and make sure you collaborate to think of new ways in which your school can form partnerships with each organization.

— Share as a whole group (5 minutes before end of session). Use the following guided questions.

    — What is something that surprised you in your research?

    — What is something you could not find and feel that is needed/missing?

        — Who can be reached to fill in these gaps?

— **Follow-up/Next steps:**

    — Once the chart is done, continue adding organizations whenever you find new ones. Encourage the whole staff to do so as well. This is a living document!

Tips for facilitators

Virtual accommodation: This activity already has built-in shareable, online materials. Use a video conferencing tool such as Google Meet, Zoom, Webex or other meeting platforms to bring the whole group together at the beginning and for share outs.

    — Applications such as Google Meet and Zoom have the ability to have breakout rooms as well, which can come in handy when each group works on their own (Schools may need premium accounts for this. Google Meet/Chat needs to be turned on for faculty use by administration).

Quick-write modification: Participants can share thoughts and reflections through other collaborative applications.

    — Padlet: Premake a padlet with questions and allow everyone to add their thoughts. Collaboration can be seen by all as virtual sticky-notes. Useful for visual mapping as well.

    — Google Doc/Shared document: Share document with everyone, one person at a time can add to the responses to make a list. The list can grow with different ideas or ideas can build upon one another.

Classroom Connections: Collaborative Tools

Collaborating for common school goals will allow teachers to model this in the classroom when students need to work together using collaborative tools. Students can also create community maps and visually represent their neighborhood and highlight resources and supports they know. Being informed and being able to rely on specific support for students will allow teachers to address issues that happen outside the classroom but affect learning and success of students.

Part 3: Reaching Out to Local Organizations

⏰ 45 minutes 🎓 Intermediate 👥 Community

SOURCE: SOUTH BRONX UNITED

Learning Goal

✓ Contact with local, and community-based organizations for possible partnerships. (Keep in mind that not all resources and organizations are physical. Online resources can also be supportive and should not be dismissed.)

Key Terminology

— **Community-Based Organizations:** A non-profit organization built by the community and for the community. CBOs work on the local level to improve the lives of the community; members include local leaders, volunteers, and stakeholders in these organizations.

Materials for Facilitator:

— Devices with internet access
— Collaborative, shareable tools such as Google Docs
— Student data
— Complete Research Graphic Organizer (Research Your Local Organizations Graphic from Part 2)
— **Email template**

Tips for facilitators

Create premade groups of 4 or allow participants to choose among themselves. Point out that you're doing this because you need to expand the support outside of the school to give students the greatest amount of support and a variety of experiences in their lives. Any group that is done should continue emailing other organizations that have not been reached. Based on time, decide if a small group should meet again to continue if necessary. It's important that all organizations are reached in order to create relationships and offer support services to families, so follow-up is necessary.

Procedures

— **Intro activity:** sharing positive experiences with school support services
  — Everyone makes two circles with equal numbers of people with an inner and outer circle where the people face each other
  — Answer the following question: were you ever part of an after school program/ in-school club when you were in school?
    — Inner circle shares first, then outer circle

- — Inner circle rotates clockwise once to a new partner
- — Answer the following question: did you or your family ever take part of school activities outside of academic work?
  - — Outer circle shares first, then inner circle
- — Outer circle rotates counterclockwise once
- — Answer the following question: what activities do you wish your students would be able to do outside of academic work? Why?
  - — Inner circle shares first, then outer circle

— Share the Research Your Local Organizations Graphic organizer from Part 2

— Assign each group an organization to contact (more research might be needed)

— Groups will work on drafting emails to these organizations. Emails should contain:
- — Greetings: your school, role, why are you writing
- — School background information
- — Students and families general demographics (ex. We have a few students who are recently arrived immigrants, we have a significant amount of recently arrived immigrants who are also Arabic speakers, etc.)
- — Possible partnership: ideas for collaboration, possible meetings/visits, invitations to events like parent teacher conferences, etc.
- — Contact person(s) from your school that can be reached (or cc them)

Tips for facilitator

You can give these criteria to participants if you want emails to be personalized. However, if time is a problem, use the email template provided in the appendix and ask participants to fill it with relevant school information.

— Review content of email among group and send

— Work on another organization when done.

Part 4: Distribute Informational Materials to Families

⏰ 45 minutes   📚 Introductory   👥 Community

Learning Goal

✓ Create packages for all families, regardless of immigration status, with important information about immigration, support services, and other resources.

Key Terminology

— **Immigration Status:** How the federal government defines the way in which a person is present in the United States. Everyone has a status such as: U.S. Citizen, Legal Permanent Resident, Asylee or Refugee, Non-Immigrant or Visa holder, Temporary Protection Status, and Undocumented.

Materials for Facilitator:

— Devices with internet access
— Collaborative, shareable tools such as Google Docs
— Student data
— Complete Research Graphic Organizer (Research Local Organizations Graphic from Part 2)

Tips for facilitators

Confirm with school administration which services are already available in the school before starting this activity (ex. after school).

Virtual accommodation: Use a video conferencing tool such as Google Meet, Zoom, Webex or other online meeting platform to bring the whole group together at the beginning and for share outs.

— Applications such as Google Meet and Zoom have the ability to have breakout rooms as well, which can come in handy when each group works on their own (Schools may need premium accounts for this. Google Meet/ Chat needs to be turned on for faculty use by administration).
— Informational packages can be created online using the tools mentioned. However, dissemination can be done in different ways:
   — **Online:** for all, via email and utilizing the school's website
   — **Mail:** school staff can print and mail informational packages for families
   — **In person:** send informational packages home with students or use pick up/drop off for younger students.

Procedures

— As a whole group brainstorm the format in which students and their families will receive informational materials about support services within and outside the school. Record answers and come to a consensus as a group.

Tips for facilitators

Some ideas may include a pamphlet, a page on the school's website, a flyer(s), a document that could be shared easily, a presentation/slide show, etc.

— Break into small groups and task each group with a section of the package/format you have chosen.
  — Introduction/Context/Message to families
  — Resources within the school
  — Resources for students outside school (such as enrichment programs)
  — Resources for families (general resources, programs, activities)
  — Specialized resources (immigration support, legal counsel, mental health, etc.)
  — Translations into students' home languages
  — Distribution task force: This group will brainstorm and come up with a plan to distribute final packages to students and families.

Tips for facilitators

Feel free to add more sections and or collapse related sections.

— Share-out: Whole group reflection
  — How did it feel to gather all this information?
  — How will this package support students and families?
  — Are there any other ideas to support students and families?

Create School-based Advocacy Videos (Planning Session)

⏰ 1hr for planning and ongoing time for videos 📚 Intermediate (Planning), Advanced (Making Videos) 👥 Student, Teachers, School, Community

Overview

In this activity, staff will plan for a school-wide project that will result in advocacy videos made by students, families, and staff for the whole school community. These videos will center immigration issues/current events related to them.

Learning Goal

✓ Develop a culture of support and advocacy through the creation of videos with the school community.

Key Terminology

— **Advocate:** To provide active support to an individual or group so that they receive equal rights, treatment and/or support.

— **Directly Impacted:** A person who has experienced a specific situation or whose background gives them first-hand knowledge.

— **Family Educational Rights and Privacy Act (FERPA):** A federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA also protects undocumented students' information from being handed over to federal officials like ICE.

Materials for Facilitator:

— Devices with internet access

— Collaborative, shareable tools such as Google Docs

— For videos: script, recording devices, video editing software (free software is available)

Tips for facilitators

Create groups by grade bands or shared class/subject is highly suggested as these videos will work best done by students that are in the same class. This activity requires periodical check-ins. Include IT personnel for support.

Procedures

— Planning Session
- **Whole Group:** Inform participants that they will be discussing the possible creation of immigration-focused videos for the school community.
  - Whole group will brainstorm what should each video contain
    - What? (format of each video: PSA informative videos, support videos, interview style, shout-outs, messages, etc.)
    - Who? (students, teachers, family members, staff, etc.)

Tips for facilitators

It's highly suggested to include students and their families in all parts of this session. While there may be constraints, it would be powerful to have older students and family representatives present during the brainstorming session.

- Create a list of topics/questions that need to be addressed in order to support students and families
- As a whole group, draft and review topics/questions using consistent and supportive language. Consider the following criteria in order to make sure topics are uplifting rather than damaging:
  - Are the topics centering students and their families in a positive way?
  - Are the topics/questions asking students to relive painful experiences instead of focusing on healing?
  - Are the videos going to create positive healing and clarify misinformation or continue to stigmatize immigrant-origin students by adding to damage-driven narratives?
  - How can the videos inform those not familiar with immigration about the issues? How can you frame immigration issues to reach the most people possible?
  - How can multiple students be involved in the creation of these videos, even if they are not necessarily impacted by immigration policies?

— How can multiple languages and translanguaging make the videos more accessible?
— Are these videos/topics going to allow for multiple people to collaborate and contribute to the welcoming message the school wants to send?

Tips for facilitators

Discuss the above criteria before moving on. Reflect on your school's ability to tackle these issues directly, and consider doing the educator actions from the beginning of this module beforehand if necessary. The videos should not ask students/families to state their immigration status or share any personal information that could potentially endanger them. This will not only abide by FERPA regulations, but also keep students and their families protected.

— Small Groups
— Break into smaller groups for each video (grade band/subject)
— Draft video content and format
— Create a simple, multi-purpose script for students/teachers/families
— Add video guidelines such as length, number of people, possible times/dates to record
— Share out with whole group and delegate/volunteer point people to be in charge of each video
— Point person will check-in with whole group, make sure deadlines are met, and review video before publishing

— Gathering Resources, Making Groups
— Next steps: video

Tips for facilitators

This will be ongoing and outside professional development time. However, create checkpoints to meet as a whole group and discuss progress and share ideas.

— Once guidelines and plans are complete and participants have been selected, you can start filming the videos
— Identify the equipment each group will use (this can also be done on smartphones or tablets if needed)

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- Create a student team with a consistent meeting place/time to go over the project (student input is very important!) Or this could become a class project.
  - Give students responsibilities and roles: interviewer, cameraperson, editor, music producer, etc.
- Allocate time for recording and inform students/families
  - Make sure all students and families have video consent signed (use school's template)
  - Record throughout a span of time (ex. 1-2 months)
- Editing: once all the videos have been submitted, work with your student team and teacher team to review and edit the video.
  - Ask the school community for tech support (there are always experts around!)
  - Have at least two different groups reviewing the video before publishing
- Publishing: share with staff before publishing to the whole community
  - Publish the videos in different places such as: the school website, upload it to school monitors/TVs, hold an assembly for all to see, send it to families electronically

- Upkeep and Update: Every year, add more videos and renew information

Activity 2: Sample/Skeleton Survey

Family Survey

Your Name: _____ Child's Name: _____

Relationship to Child (ex. Parent, grandparent): _____

E-mail Address: _____

Home Number: _____ Cell Number: _____

What are the best ways to contact you?

[ ] Phone [ ] Email [ ] Text [ ] Other: _____

Is it okay to send class updates and reminders via text? [ ] Yes [ ] No

What is/are the primary language(s) spoken at home? _____

Does your child have access to the Internet at home? [ ] Yes [ ] No

What are your goals for your child this year?

_____

_____

What do you wish teachers knew about your child that they might not know?

_____

_____

Does your family have any special celebrations or cultural traditions during the year? We would love to help them celebrate and share with their classmates! (ie: Día de los muertos, Three Kings Day, Diwali, etc.)

_____

_____

I am sure you have many skills and interests that would greatly enrich our class! Would you like to be a guest speaker? Would you like to chaperone a field trip? Please tell me if and how you would like to become involved in the classroom.

_____

_____

Encuesta Para Familias

Su nombre y apellido: _____   Nombre de su niño/a: _____

Relación (p.ej. padre, abuela, etc.): _____

Correo electrónico: _____

Teléfono de casa: _____ Teléfono celular: _____

¿Cómo prefiere que me ponga en contacto con Usted?

 [ ] Teléfono   [ ] Correo electrónico   [ ] Text   [ ] Otro: _____

¿Está bien enviar anuncios y recordatorios por mensajes de texto?   [ ] Sí   [ ] No

¿Qué idioma(s) se habla(n) primariamente en casa? _____

¿Tiene acceso al internet su niño/a?   [ ] Sí   [ ] No

¿Cuáles son sus metas para su niño/a este año?

_____

_____

¿Quisiera Usted que los maestros supieran algo más sobre su niño/a?

_____

_____

¿Tiene su familia alguna celebración o tradición cultural especial durante el año? ¡Nos gustaría apoyar a su estudiante a celebrar y compartir con sus compañeros! (p. Ej. : Día de los muertos, Día de los Tres Reyes, Diwali, etc.)

_____

_____

¡Estoy seguro que Usted tiene habilidades e intereses que enriquezcan a nuestra clase! ¿Le interesaría hablar con nuestra clase? ¿Le interesaría hacerse acompañante en algún viaje? Por favor, avíseme si y cómo quisiera involucrarse.

_____

_____

_____

Activity 4: Graphic Organizer

Planning for Authentic and Relevant Read Alouds Analysis of Book Selection					
Book Title & Author(s)	Connections to Students' Experiences	Connection to Immigration Issues	Language(s) and/or Trans-languaging	Questions for Students	Follow-up Activities

Activity 5: Step-by-Step Guide to Community Circles in Your Elementary Classroom

Community Circle Steps (starting a discussion)

1. Facilitator chooses an item to become the circle's mic (talking piece) - something the group knows is useful (smaller groups work best)

2. Ask all members to bring an item that they want to share with everyone (could be something that gives you comfort/makes you happy, etc.)

3. Put all items in the middle of the circle

4. Start building norms with the circle in a large notepad that can be used during each meeting and that can be placed in the center with everyone's items
   a. First norm: Explain the talking piece (it's a one-mic norm)
   b. Add other norms alongside group, modeling the talking piece
      i. In these circles people are always allowed to pass/return later. No one should be forced to participate and that needs to be clear.

5. First meeting:
   a. Ice breaker to learn people's names
   b. Activity to learn about each other
      i. Activity to brainstorm future discussion topics
   c. Give each circle member the chance to bring up a topic (they can facilitate that day)
   d. Closing activity that is a collective effort
      i. High-fiving all at once
      ii. Group pulse
      iii. Make up your own dance/superhero stance

6. Second meeting/Discussions
   a. Place everyone's items and norms in the middle of the circle. Review norms quickly.
   b. Ice breaker/team building exercise
   c. How is everyone? (1-5 bad to best at first with more elaboration as the group gets to know each other better)
   d. First topic

    i. Pre-made questions or allow members to freely talk about this topic, what their understanding is, how it is connected to them, possible solutions/actions.

    ii. Discussions are meant to inform and allow for open discussion. Unlike socratic seminars, it is not an academic debate.

Check out the following resources for additional research and materials:

— Restorative Justice practices for discussions/ circles
    — Defining Restorative
    — Various Restorative Justice in Schools Manuals

Activity 6: Sample Orientation Agenda

Sample Orientation Agenda

— **Setting the Stage**: As participants enter, consider asking people to make a nametag and learn how to correctly pronounce their names. If possible offer a beverage or snack as this can be very important culturally depending on the backgrounds of your participants.

— **Introductions:** Be sure that someone is able to interpret for each language group present. When you introduce yourselves, speak directly to the participants, not to the interpreter. Consider sharing your name, where you are from, and your role in the school community. Be careful not to ask participants personal questions in front of a large group. It is vital to gain trust before asking someone to share personal information.

— **School Overview:** This is a good time to share a presentation that includes lots of visuals. Be sure to have photographs of any important people or places that students and families will need to know if they cannot be present or see those places during the orientation.

— **Distribution of Materials:** Consider distributing a welcome packet with necessary school supplies, a school calendar of events, a Family or Student Handbook if you have one, and any other important information. Be sure to translate this information into the family's preferred language or have an interpreter guide them through the documents if translations are not available.

— **Tour:** If you have student or family buddy volunteers, consider asking them to serve as tour guides. Students can offer an important perspective during interactive tours. Set up the route ahead of time and plan out where that student will need to go every day. Show them a copy of the school schedule whenever possible, and help them make connections between which rooms they'll visit on which days or times.

— **Time for Questions:** Be sure to leave ample time for questions and make sure that an interpreter is available to assist during this time.

Activity 7: Sample Family Letter About Home Visits

Sample Family Letter About Home Visits

Dear Families of Kindergartners and New Students:

We are excited to start the new school year with your child! We want to welcome you to your new school and get to know each other better! If possible, we would like to schedule a visit to your home. Please note that this visit is completely optional and can be scheduled at a time of day that works best for you. Also, if you'd prefer to meet in a local public space such as a park, we are happy to arrange for that as well.

The visit will last about 20 minutes and will allow your child to get to know two adults in the building (prior to the first day of school). It will also allow us to get to know a bit about your child as well as your family. We will share any information you'd like to know about the school and us. Finally, if it's alright with you, we'd like to complete the visit by taking a family photograph that we will feature on our Family Connections bulletin board. This too, is completely optional.

If you have any questions about this visit, please contact _____ at _____ so we can provide you with additional information.

(Signature)

* Be sure to have this letter translated into the home languages of your families.

Activity 8: Student Buddies Suggestions

Student Buddies Suggestions

— Introduce yourself to your buddy! Tell them how long you have been at the school and what you like about it. Share some of your favorite things and ask about their interests, too.

— Take a tour of the school with your buddy and show them all of the important places that they'll need to visit. Don't forget the bathrooms, school office, library, classrooms for other subjects, cafeteria, nurse, etc.

— Introduce your buddy to teachers, staff members, and other people in your school. Let them know that they are a new student and ask them to tell the student a little about themselves.

— Attend a school event with your buddy like a sports event, after school club, or another activity.

— Make something for your buddy to give them on their first day of school: maybe a card, a t-shirt with your school name, or another token to welcome them.

— Eat lunch with your buddy, especially the first few days and then occasionally and introduce them to other friends.

Activity 9: Part 1

Sample Survey: Family/Community Feedback on School Support Services

Family/Community Feedback of School Support Services

* Required

Which school services you currently use? (currently offered by the school - check as many as applicable) *

☐ Food Services: breakfast and/or lunch

☐ After School programs

☐ Translator services

☐ Tutoring

☐ I don't use any school services

☐ Other:

From the above services, what could be improved?

Your answer

Which services would you use in the future if offered?(we can guide you to local resources if we don't offer them) *

☐ Food services

☐ Childcare

☐ After school programs

☐ Language translation and support

☐ Health services

☐ Enrichment programs (literacy support, early-childhood activities, academic tutoring, reading resources, etc.)

☐ Adult education

☐ Counseling services

☐ Immigration legal support

☐ Summer youth programs/summer camps

☐ Other

Activity 9: Part 2

Sample Graphic Organizer: Research Your Local Organizations

Name of Organization and website/ social media page	Is this organization already connected to the school? If yes, how? If not, how can this organization help our school?	Location (If possible, add how far is it from your school) If a resource/ organization is online-only, explicitly say so	Mission and Purpose (often found in website) Is their mission supporting the comm-unity in positive ways?	Contact Information (name, e-mail, phone number)	What are some programs/ projects that can be done with this organization? (Ex. Food bank, Adult language classes, etc.)
Model Make the Road New York	No, but they can help us to organize our own youth program by visiting the school. Also, we can contact them about legal advice for families and ask them to visit PTA meetings	White Plains, Westchester County Location 46 Waller Ave White Plains, NY 10605 About 30 minutes from our school	The organi-zation works to directly help families through legal and survival services, education programs, and community organizing	T: (914) 948-8466 Email	Adult literacy Youth School Programs

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Activity 9: Part 3

Reaching Out to Local Organizations, Email Template

Dear **organization name/contact person**,

I am role in school at school name and location/neighborhood. My school is currently evaluating the resources we have within our school and the way in which we support students and their families. Our school is rich in culture and diversity. Many of our families are of immigrant origin (**add appropriate school demographics**).

In our recent review of school support services, we noticed that there are some needs that are not being met. While we do provide **add services** that your school does have, we feel that we can do much more to support our school community, such as **add services that this organization has**.

In looking into your organization, I was pleased to learn about the work (**organization's name**) does and the consistent support you provide. I would welcome the opportunity to talk more about how my school can further support students and their families and feel that you may be able to guide us. School is the center of many of our students' lives and we hope to provide a support system than they can effectively rely on. It would be great if we could explore a possible collaboration so that families can be informed about your organization and **include viable collaboration, such as a school visit**.

If you have any resources, ideas, or would like to further talk about future possibilities, please contact:

Contact person, role in school, phone/email
*if you're the contact person explicitly say so.

We look forward to connecting with you.

Best,

Your name
Your role

AUTHOR BIOS

Ashley Busone Rodríguez, is a third grade teacher in an integrated co-teaching classroom at Dos Puentes Elementary School, a dual language bilingual school in the Washington Heights neighborhood of New York City. She holds an M.A. in Bilingual Education from The City College of New York. Prior to teaching third grade, Ashley taught English for Speakers of Other Languages for adults and teenagers in Harlem, Boston, Santiago de Chile, and Morogoro, Tanzania. Ashley has co-authored articles and curricula related to translanguaging, immigration, popular education and indigenous language education.

Dina López, Ed.D. was born in Guatemala and raised in Providence, Rhode Island. She and her family were undocumented immigrants until 1986, when they were granted amnesty as part of the 1986 Immigration Reform and Control Act (IRCA). After receiving her BA from Brown University, she worked with community-based organizations in Providence around issues of adult literacy, language education, and immigrant rights. As a Gates Millennium Scholar, Dina moved to the New York area to pursue graduate work. She received a Master's Degree in Adult Education/Literacy from Fordham University and Doctorate of Education in International Educational Development from Teachers College, Columbia University. Dina López is currently an Associate Professor in the Programs in Bilingual Education & TESOL at The City College of New York. She has written extensively about bilingual education, immigration, and literacy both in Latin American and the United States.

Jessica Velez Tello is a former NYC bilingual teacher, teaches educators at CUNY-Brooklyn College in the Bilingual Education department, and is a doctoral student in the Urban Education program at the Graduate Center. Her doctoral work explores repairing harm through student agency, culturally sustaining pedagogies, and restorative practices. Jessica is also involved in her Latinx community and advocates for community-based organizations.

SUPPORT PERSONNEL BIOS

Cynthia Nayeli Carvajal, Ph.D. is the Project Director for the CUNY Initiative on Immigration and Education. Originally from Guadalajara, Mexico, she immigrated to East Los Angeles, CA at the age of five. Her personal and professional goals are grounded in her experience as a formerly undocumented immigrant, student, and community member for twelve years of her life. Prior to this position Cynthia was the inaugural manager for the Immigrant Student Success Center at John Jay College, the first of its kind in New York State. Cynthia's academic and professional expertise centers the roles of educators in creating support systems for undocumented and immigrant students in their schools. Her field work spans across California, New York, and Arizona, providing a comparative understanding on the impact of policy and practice in politically varying states. She currently serves as a board member for the New York State Youth Leadership Council.

Marit Dewhurst, Ed.D. is the Director of Art Education and Associate Professor of Art and Museum Education at The City College of New York. She has worked as an arts educator and program coordinator in multiple arts contexts including community centers, museums, juvenile detention centers, and international development projects. Her research and teaching interests include social justice education, community-based art, youth empowerment, and the role of the arts in community development. In addition to multiple journal articles and chapters, her first book, Social Justice Art: A framework for activist art pedagogy highlights young activist artists. Her second book, Teachers Bridging Difference: Exploring identity through art describes how to use art as a tool to connect people across different sociocultural identities.

Tatyana Kleyn, Ed.D. is the Principal Investigator (PI) for the CUNY Initiative on Immigration and Education (CUNY-IIE) and Associate Professor and Director of the Bilingual Education and TESOL programs at The City College of New York. Her doctorate is in international educational development from Teachers College, Columbia University. She was a Fulbright Scholar in Oaxaca, Mexico studying return migration and Past President of the New York State Association for Bilingual Education. She served as acting co-PI and associate investigator for the CUNY New York State Initiative on Emergent Bilinguals (CUNY-NYSIEB) and is co-PI for the Multilingual Learner Project (MLP), a federal Title III grant program. Her research, films, and curricula address the intersection of immigration, education, and language. Tatyana's work in film as a producer and director includes the Living Undocumented Series, Una Vida, Dos Países: Children and Youth (Back) in Mexico and the Supporting Immigrants in Schools video series. Tatyana was an elementary school teacher in San Pedro Sula, Honduras and Atlanta, Georgia.

Resource Links

Supporting Immigrants in Schools Video Series.

Referenced on p. 3 Activity 1, p. 15, 17

https://www.cuny-iie.org/sis-videos

Emulsify Design.

Referenced on p. 5

www.emulsifydesign.com

The State of Black Immigrants.

Referenced on p. 7

http://www.stateofblackimmigrants.com/assets/sobi-fullreport-jan22.pdf

Native Land.

Referenced on p. 7

https://native-land.ca/

The Criminalization of Immigration in the United States.

Referenced on p. 8

https://www.americanimmigrationcouncil.org/research/criminalization-immigration-united-states

Building a More Dynamic Economy: The Benefits of Immigration.

Referenced on p. 8

https://www.americanprogress.org/issues/immigration/reports/2019/06/26/471497/building-dynamic-economy-benefits-immigration/

The Social Mobility of Immigrants and Their Children.

Referenced on p. 9

https://www.migrationpolicy.org/research/social-mobility-immigrants-and-their-children

The Education of Immigrant Children.

Referenced on p. 9

https://www.gse.harvard.edu/news/uk/14/12/education-immigrant-children

Opportunities for White People in the Fight for Racial Justice.
Referenced on p. 9
https://www.whiteaccomplices.org/

CUNY-IIE.
Referenced on Activity 1, p. 18, 34
www.cuny-iie.org

Trump administration to expand groups of immigrants to be deported: documents.
Referenced on Activity 3, p. 22
https://www.reuters.com/article/us-usa-immigration/trump-administration-to-expand-groups-of-immigrants-to-be-deported-documents-idUSKBN15Y01X

Current Events Teacher Checklist.
Referenced on Activity 3, p. 23
https://www.facinghistory.org/educator-resources/current-events/plan-ahead-current-events-teacher-checklist

K-W-L Chart.
Referenced on Activity 3, p. 24
https://www.facinghistory.org/sites/default/files/KWL_Chart_handout_v.final_.pdf

CUNY-IIE Supporting Immigrants in Schools Resource Guide.
Referenced on Activity 3, 4, 5 p. 25, 27, 28, 31
www.cuny-iie.org/s/SIS_ResourceGuide_Final.pdf

NYSYLC.
Referenced on Activity3 p. 25
https://www.nysylc.org/

National Immigration Law Center.
Referenced on Activity 3 p. 25
https://www.nilc.org/

American Immigration Council.
Referenced on Activity 3 p. 25
https://www.americanimmigrationcouncil.org/

Make the Road NY.

Referenced on Activity 3 p. 25, Appendix p. 68

https://maketheroadny.org/

30 Multicultural Picture Books about Immigration.

Referenced on Activity 4, p. 26

https://coloursofus.com/multicultural-picture-books-immigration/

Using Read Alouds with Critical Literacy Literature in K-3 Classrooms.

Referenced on Activity 4, p. 27

https://www.readingrockets.org/article/using-read-alouds-critical-literacy-literature-k-3-classrooms

Culturally Relevant Books and Resources.

Referenced on Activity 4, p. 28

https://www.cuny-nysieb.org/project/culturally-relevant-books-and-resources/

Culturally Responsive Instruction.

Referenced on Activity 4, p. 28

https://www.colorincolorado.org/teaching-ells/creating-welcoming-classroom/culturally-responsive-instruction

Cultural Relevance Rubric.

Referenced on Activity 4, p. 28

http://www.readwritethink.org/files/resources/lesson_images/lesson1003/CR-Rubric.pdf

The Culturally Responsive Curriculum Scorecard.

Referenced on Activity 4, p. 29

https://steinhardt.nyu.edu/metrocenter/ejroc/culturally-responsive-curriculum-scorecard

NYCLU Says President's Dehumanizing Rhetoric Not Welcome in NY.

Referenced on Activity 5, p. 30

https://www.nyclu.org/en/press-releases/nyclu-says-presidents-dehumanizing-rhetoric-not-welcome-ny

A Teaching Tolerance Guide Let's Talk!

Referenced on Activity 5, p. 31, 32

https://www.tolerance.org/magazine/publications/lets-talk

English Language Learners (ELLs) Screening, Identification, Placement, Review, and Exit Criteria.
Referenced on Activity 6, p. 32
http://www.nysed.gov/common/nysed/files/bilingual/ellidchartguidance7.1.15.pdf

Patient's Bill of Rights for New York State's English Language Learners and Multilingual Learner & ELL Parent Hotline.
Referenced on Activity 6, p. 35
http://www.nysed.gov/bilingual-ed/parents-bill-rights-new-york-states-english-language-learners-and-multilingual-learners

Mutual Aid Is An Act Of Love, Fiona Avocado.
Referenced on Activity 9, p. 42
https://www.instagram.com/p/B-W7aKLnvuY/?utm_source=ig_web_copy_link

Coronavirus in New York: How to Help.
Referenced on Activity 9, p. 47
https://www.nytimes.com/2020/03/12/nyregion/nyc-coronavirus-help-volunteer.html

Can you work as a team to meet this challenge?
Referenced in Appendix p. 63, on Activity 5, p. 32
https://www.beyondthechalkboard.org/activity/pulse/

Defining Restorative.
Referenced in Appendix p. 64, on Activity 5 p.31
https://www.iirp.edu/defining-restorative/5-2-circles

Various Restorative Justice in Schools Manuals.
Referenced in Appendix p. 64, on Activity 5 p.31
https://washtenawisd.org/sites/default/files/Restorative%20Justice%20Resources-Manuals.pdf

Family/Community Feedback of School Support Services.
Referenced in Appendix p. 44, on Activity 9, p. 67
https://docs.google.com/forms/d/e/1FAIpQLSdfMowQol3gq7sUGRfEAhM5ZpJsUSjjqwodmnId2cMfmogwqQ/viewform