



## IMMIGRANT STUDENT SUCCESS: Strategies and Tools for K-12 and Adult Educators DAY 1 CHAT LOG

- Clare Maxwell** Where is everyone tuning in from?
- Steve S.** Steve S. West Chester, PA
- Angela L.** Boston area
- Mary S.** Near Boston, Mass
- Christina F.** New York
- Ryan G.** Boston area
- Patricia E.-W.** Hi everyone from LI, NY
- Clare Maxwell** If anyone would like to share updates from the webinar on social media, please connect to us on Facebook and Twitter
- Clare Maxwell** You can tweet using #ILCwebinar
- Clare Maxwell** Please use this chat box to introduce yourselves to one another and ask questions throughout the webinar.
- Clare Maxwell** Hello everyone! My name is Clare Maxwell, assistant director of The ILC Public Education Institute.
- Clare Maxwell** Be sure to send your chats to "All Panelists and Attendees" so everyone sees them!
- Joel L.** Hello, my name is Joel L. from Lexington, Nebraska. I am as high school counselor and DACA recipient. Looking forward to this!
- Denise W.** Good morning everyone!
- Jennifer M.** Hi. I'm Jennifer M., a 5th grade teacher in Wilmette, Illinois
- Clare Maxwell** Resources will be uploaded here after the webinar:  
<https://www.ilctr.org/promoting-immigrants/ilc-workshops/educators-hub/>
- Denise W.** I'm here in New Orleans, LA
- Ryan G.** Ryan G., Waltham High School in MA

**Jatinder K.** Hi, I am Jatinder from Michigan

**Alexis D.** Hi all from Weymouth MA

**Jennifer M.** Hey, Denise...I went on your Cuba program from Tulane!

**Tamar F.-A.** Hi all! I am Tamar F.-A., I work at Upwardly Global, Chicago office

**Kiriaki M.** Good afternoon from Greece. My name is Kiriaki and I am educational coordinator of Piraeus Early Childhood Education

**Kirstin B.** Hi, I'm Kirstin B. from Columbia, SC

**Julie W.** Hi all from Needham MA

**Clare Maxwell** Access our comprehensive library of immigration research at [www.immigrationresearch.org](http://www.immigrationresearch.org)

**Morgan B.** Hi from the West End house Boys & Girls Club in Boston

**Denise W.** Hi Jennifer! Thought I recognized you ;)

**Clare Maxwell** Request a custom iDod fact sheet at <https://iir.gmu.edu/>

**Clare Maxwell** Bookmark these sites now

**Emma W.** Hi everyone! My name is Emma W. from Quincy After School Child Care Inc. in Quincy, MA

**Natalie B.** Natalie B., Grade 6 Humanities, North of Boston next to infamous Salem, MA in Marblehead

**Natalie B.** Hi, Kiriaki!

**Kiriaki M.** Hi Natalie!!!

**Chandra D.** I am Dr. Chandra D. from Kearney, Nebraska. The majority of my K-12 career has been working with immigrant and refugee students.

**Clare Maxwell** All the presentations will be uploaded here after the webinar: <https://www.ilctr.org/promoting-immigrants/ilc-workshops/educators-hub/>

**Justien M.** Hello, Justien from Tutoring Plus, Cambridge MA

**Clare Maxwell** Welcome everyone!

**Clare Maxwell** Please take a moment to vote about the current status of the DACA program

- Jennifer R.** 1950
- Ryan G.** nationalism after ww2
- Clare Maxwell** Follow us on Twitter @ilctr
- Clare Maxwell** Use #ILCwebinar to tweet about today's discussion!
- Clare Maxwell** Feel free to type in any questions you have for Sarang about immigration policy
- Clare Maxwell** How do you think the idea of being a "public charge" has affected the immigration debate?
- Janae B.** I have a client who is 2 y/o. Lives in Michigan. Currently only has emergency Medicaid (only receives medical coverage for emergent situations). Patient is in need of home healthcare, but it is not covered. If patient were to receive full Medicaid benefits would this affect future options for citizenship?
- Clare Maxwell** Those are great questions, Quiza and Janae!
- Patricia E.-W.** As mentioned, public charge has affected the immigration debate by citizens worrying how this will affect their retirement benefits.
- Clare Maxwell** Does anyone have a question about DACA?
- Robin L.** Morning. This is Robin from the Rural Women's Health Project/Family Separation in the Sunshine State project, Gainesville FL
- Shorook A.** If a person entered the country on a visa and didn't leave when the visa expired, can they still be sponsored ? Or will they have to leave the country and the apply?
- Clare Maxwell** Do we have anyone here who is working with TPS holders?
- Rachel Peric** Janae, for legal advice in Michigan, recommend reaching out to the **Michigan Immigrant Rights Center** - (734) 239-6863.
- Mary S.** Yes (Syria) - but not directly
- Clare Maxwell** Does anyone have a question about the census?
- Kirsten K.** Is the census translated or multilingual?
- Denise W.** I thought that citizenship question was not going to make it?
- Kirstin B.** What limitations for DACA students might a teacher need to be aware of (knowing that we don't know a student's status unless they tell us)...we had a situation with a out of state field study and needing information from students

that I wasn't sure how to ask.

**Libia F.** I believe so

**Shorook A.** How can we encourage others to fill out the census? There is a lot of fear and no trust of the government right now.

**Clare Maxwell** Last call for questions!

**Kirsten K.** census translated????

**Clare Maxwell** Are you interested in learning more about Sarang's work? You can find out more or get in contact at <https://miracoalition.org/about-us>

**Clare Maxwell** Hi Kirsten! We are in the Q&A period now, and I will pass that question along to our moderators

**Ashley C.** The physical form is only available in Spanish and English but there are other options via telephone

**Clare Maxwell** We will try and post resources about teaching the census to our resource list at the end of this webinar!

**Denise W.** Thank you!

**Jatinder K.** Thank you Sarang S.

**Kiriaki M.** Thank you Sarang

**Clare Maxwell** Follow us on Twitter @ilctr

**Ashley C.** Re: language access and the Census <https://www.cnn.com/2019/04/03/us/us-census-languages-trnd/index.html>

**Clare Maxwell** <http://artandremembrance.org/>

**Clare Maxwell** Some resources from Welcoming America are available at <https://www.welcomingamerica.org/content/building-welcoming-schools-0>

**Clare Maxwell** We will make resources available from Rachel Peric, Welcoming America and the Art and Remembrance project after the webinar

*The presenter asked: "How does it feel to be welcomed?"*

**Louis B.** warm and positive

**Kiriaki M.** safety

- Kirsten K.** Feels like justice and love.
- Kirstin B.** Being welcomed means feeling valued for your ideas and experiences
- Alexis D.** without judgment, loved
- Jatinder K.** Free
- Kallie-Jo H.** community
- Sabine B. D.** accepted and valued
- Mary S.** Accepted
- Tamar F.-A.** Feels like belonging
- Jennifer R.** happy relaxed
- Ashley C.** To be recognized and valued
- Janae B.** An inviting smile. Enthusiasm from others
- Shorook A.** Being welcomed means feeling safe
- Emma W.** Kind, patient, understanding
- Joel L.** valued
- Lauren H.** being celebrated for your identity(ies)
- Julie W.** accepted
- Jennifer M.** worthy
- Natalie B.** seen
- Chandra D.** Provides safety and comfort
- Graci Z.** Being welcome can minimize anxiety, build security and foster and inquisitive environment
- Kirsten K.** Being wanted and seen.
- Patricia E.-W.** Welcoming someone to include them and make them feel valued and respected.
- Carla C.-M.** active participant in the community
- Kirsten K.** justice and love

- Angela L.** Being included and considered
- Anindita D.** Feel valued and respected for who I am.... Wanted and included
- Libia F.** PART OF THE COMMUNITY
- Clare Maxwell** Any questions for Rachel? Post them here now!
- Clare Maxwell** Have you been told not to talk about immigration because it's too political?
- Clare Maxwell** I know that I have heard that many times!
- Natalie B.** Ms. Luci reminds me of Coach Luma in the Nat'l Bestseller book *Outcasts United*
- Shorook A.** I don't feel completely comfortable having a conversation about immigration publicly.
- Shorook A.** Some people aren't receptive to changing communities
- Patricia E.-W.** Not so much not to talk about immigration but students had fears about being deported, with the new administration. I had one student whose parents got deported. He came back but without his parents. I'm not sure how but I know he lives with other relatives.
- Federico Salas-Isnardi** @Clare, yes, I have heard that many times. It is too political or YOU are too political; this topic does not belong in the classroom, etc.
- Clare Maxwell** Do you all resonate with the idea of being an "upstander"?
- Shorook A.** Patricia that's so sad to hear
- Jennifer M.** I will definitely read the *Outcast* book mentioned in these comments! Thanks
- Clare Maxwell** All the presentations will be uploaded here after the webinar
- Patricia E.-W.** He had no schooling in his country—Colombia, but he was catching up during his elective classes, gym classes, and any non core classes so he could graduate from 8th grade.
- Federico Salas-Isnardi** I hope we can all identify Upstanders in our communities/states. I certainly know a few; some are teachers and some serve in other capacities.
- Libia F.** It is hard for them to talk about this issue
- Patricia E.-W.** I teach in Queens, NY which has been recently noted as the most diverse town in the US.
- Chandra D.** Upstander as a term does resonate with me as it relates to bullying and power.

- Barbara H.** I really struggle having these conversation in a rural area but one thing we were able to do this year was to display flags in our main entry area...we now display a flag representing countries of origin of our students... I had many come to me in tears and in joy seeing themselves represented noting a sense of belonging
- Clare Maxwell** [https://padlet.com/public\\_education/Coming\\_to\\_America](https://padlet.com/public_education/Coming_to_America)
- Graci Z.** Hi Barbara! You did a great job with that!
- Shorook A.** Barbbra that's a great idea. I would love to share this idea with my colleagues.
- Clare Maxwell** [https://padlet.com/public\\_education/Coming\\_to\\_America](https://padlet.com/public_education/Coming_to_America) Click the link to look at responses from the homework!
- Barbara H.** Hi @Graci !!!! Thank you
- Clare Maxwell** That way a great distinction
- Shorook A.** This image makes me feel very intimidated. I don't feel safe and I don't feel like I belong.
- Tamar F.-A.** This looks like people living their lives
- Graci Z.** The word entitlement comes to mind. The entitlement of the soldiers and how that doesn't create an welcoming environment
- Patricia E.-W.** Military state invading property. Upstander is the farmer, infiltrator is the military. Girl must be frightened.
- Kirsten K.** Aggression amidst tranquility and peace. Ultimate injustice.
- Anindita D.** This is scary... reminds of ISIS police invading home and taking away children
- Denise W.** guns are not welcoming at all
- Hana P.** I fell like things haven't changed enough - maybe not as outwardly as before, but it is till happening.
- Jatinder K.** Working under guns - scary
- Jennifer M.** The older man and her grandmother must have been terrified all while trying to look not scared at all
- Mary S.** Feeling scared and invaded
- Carla C.-M.** This feels like control and loss of freedom.
- Federico Salas-** The image reminds me of my experience going to school during the military

- Isnardi** dictatorship and going to school with armed military police at the school door and in the hallways.
- Jennifer R.** The soldiers are destroying what is trying to grow
- Alexis D.** the dehumanization of every aspect— trampling on the crops she tended. . . awful
- Anita J.** intrusion
- Chandra D.** Use of power to intimidate
- Sonia R.-S.** We have a lot of power when we unite
- Charlespippi B.** Why do we create enemies as social mythologies to support the war economy??
- Clare Maxwell** Please type in any questions to Rachel, we will have a short Q&A at the end of her presentation
- Patricia E.-W.** great resources, thank you
- Kallie-Jo H.** Are "upstander" and "welcomer" synonymous or is there a slight difference? Sorry I didn't catch that if you mentioned it. Thanks for a great presentation and these great resources!
- Tshering W.** Thank you sharing your family stories
- Alexis D.** building connections through art is such a profoundly wonderful idea. . .for all humans
- Kiriaki M.** How children who have already experienced a trauma (forced migration) react to these topics? Are stories a successful means for teaching topics that are sensitive or painful?
- Alexis D.** thank you
- Jennifer R.** I will forward this information to an art teacher. Thank you!
- Jennifer M.** Can you provide the links for Narrative 4 and the Green Card Stories she mentioned, please?
- Clare Maxwell** All the presentations will be uploaded here after the webinar:  
<https://www.ilctr.org/promoting-immigrants/ilc-workshops/educators-hub/>
- Tina K.** In our district we have newcomers enter our high school almost every day. Their stories are poignant. We read other stories about immigrants from different countries, as part of our language arts program - These are the "mirrors" - and helps with their engagement.



- Denzil Mohammed** A blog about **Narrative4**: <https://www.ilctr.org/teach-empathy-through-storytelling/>
- Clare Maxwell** What are ideas from your own work to establish a welcoming environment?
- Denzil Mohammed** **Green Card Voices**: <https://www.greencardvoices.com/>
- Alexis D.** we are creating a new course called “freshmen seminar” with the primary goal of having them collectively create a community service project for the greater good, fostering a sense of belonging for all
- Clare Maxwell** At the Immigrant Learning Center we have an International Day every year, where students can showcase their home cultures, food and music to the local community
- Patricia E.-W.** Trying to pair students with those of similar language background to enable assistance for learning the language. Using programs that translate to English. I teach Computer Science in a computer lab so am lucky enough to have access to these resources.
- Shorook A.** For the upcoming school year staff is planning on making a multicultural event
- Barbara H.** We also hosted a cultural fair representing over 30 diff countries with performances by students from central and south America, India, Bulgaria, and Marshall Islands. They shared food and boards with info about their countries. One mom told me it was the first time she felt "welcomed" in our school. It was amazing to see the engagement of typically disengaged students/families once they felt they belonged.
- Denzil Mohammed** Here's the **Building Welcoming Schools** toolkit: [https://www.welcomingamerica.org/sites/default/files/WelcomingRefugees\\_K12Toolkit.pdf](https://www.welcomingamerica.org/sites/default/files/WelcomingRefugees_K12Toolkit.pdf)
- Hana P.** We did anonymous interviews with students and parents. We then showed those interviews as an i-movie to the teachers in the district. It helped begin conversations and understanding in the schools
- Sonia R.-S.** Is this toolkit focused only for refugees?
- Anindita D.** Both immigrant and refugees
- Alane D.** I teach adult ESL. At the end of last semester I taught about the **Right to Remain Silent** and other reactions to ICE. My students said it was the most important class of the semester. I was very aware of my role as a white person empowering them... they were so grateful. To develop a lesson plan, see <https://www.aclu.org/know-your-rights>
- Kiriaki M.** In early childhood classrooms we invite immigrant or refugee families to share parts of their everyday life like preparing with students their national dish or organize a

celebration where all children are welcomed to participate

- Charlespippi B.** I teach adults ESL- We create maps and sometimes even tapestry to put in the hallway to show our diversity- I also address stereotypes and judgments. I have people close their eyes and listen to punk rock music and then I ask them what do these music players look like??? It is a girl teenage Muslim band from the countryside of Indonesia!!!!
- Chandra D.** Immigrant parents have been invited to speak to staff during a staff development event. For parents/families of high schoolers, I have organized Family Engagement activities for families who do not speak English where families come to school and learn how to access their child's grades, attendance and fees as well as lots of other events around college application process, and drug use. We created a Family Resource Center to house information from immigrant and refugees families as well as our bilingual liaisons and ELL advocate.
- Kirstin B.** In my engineering classes we purposefully group with diverse backgrounds so the students learn more from each other and recognize the skills of each other
- Natalie B.** Collaborated with Art teacher combining narratives on what is a hero with Jacob Lawrence images. Traveled to Zambia Africa and shared with educators and students Grade 6-9, too. Mukwashi School West Lusaka Zambia
- Robin L.** For one of previous comments about fear of children around deportation, please check out <https://famsepfl.org/>
- Clare Maxwell** <https://neighborhoodview.org/2019/06/27/international-day-at-the-immigrant-learning-center-celebrates-unity-and-diversity/> This is from the International Day at the Immigrant Learning Center
- Clare Maxwell** It was great to see everyone feeling so much joy
- Carla C.-M.** These are great ideas.
- Clare Maxwell** <https://www.welcomingamerica.org/content/instructors%E2%80%99-toolkit-building-bridges-across-communities>
- Clare Maxwell** Selina, its available here
- Patricia E.-W.** I worked with an organization called **Games for Change** and some students chose the theme of Immigration. Creating video games I another way of students sharing their backgrounds....etc
- Claire T.** This online gallery has all of **Esther Krinitz's** artwork and links to the lesson plans and activities. <https://www.sutori.com/story/>

- Natalie B.** Free Stories of Migration curriculum from **Project Zero**
- Kiriaki M.** Great to share Natalie
- Clare Maxwell** Natalie, we will be hearing from Liz Dawes Duraisingh and Sarah Sheya who work with Project Zero tomorrow
- Clare Maxwell** I am glad everyone is so excited about **Out of Eden Walk**: [learn.outofedenwalk.com](http://learn.outofedenwalk.com)
- Clare Maxwell** **Welcoming Week 2019**: [welcomingweek.org](http://welcomingweek.org)
- Patricia E.-W.** <http://Gamesforchange.org/studentchallenge>
- Natalie B.** Yes. Excited! Wonderful friends. I've worked with both of them at Project Zero Classroom Institute on Out of Eden Learn Platform. Kiriaki, too!
- Clare Maxwell** Any questions for Rachel?
- Clare Maxwell** We have a few minutes for a question and answer session
- Claire T.** I recommend signing up for updates from Art and Remembrance <https://artandremembrance.org/contact/sign-up-for-education-updates/> and if you are in the Baltimore/DC area the originals are on exhibit at AVAM!
- Denise W.** There are some great children's and YA books to help start some tough conversations. One I'd recommend is **Pancho Rabbit and the Coyote by Duncan Tonatiuh**
- Clare Maxwell** Denise, we will be talking more tomorrow about literature that can help student at different levels understand immigration
- Claire T.** Giving options for engagement and choices is important for trauma informed classroom.
- Clare Maxwell** Does anyone have a question about how to create welcoming communities, or what it means to be an upstander in your community?
- Claire T.** Lesson plans from A&R have everything from math connections- timelines to literary comparison T-charts. Visit the links and discover the possibilities!
- Carla C.-M.** Our school has a cultural feast every year with different foods, holds workshops for English Language Learner families, and have other programs for diversity and teacher collaboration. There is strong parental involvement in the school which is beneficial to our school community.
- Jatinder K.** Thank you Rachel.
- Denise W.** Thank you Rachel.

- Helizhabeth C.** **Safe Healing and Learning Spaces Toolkit:** <https://www.rescue.org/resource/safe-healing-and-learning-spaces-toolkit>
- Anindita D.** thank you Rachel
- Natalie B.** I use Stories of Migration theme to teach Grade 6 SS Framework and blend with ELA Standards. Important for me to reach out and pursue interdisciplinary collaboration with specialists and math/sci educators. I've pegged my classroom disciple as Cultural Literacy instead of ELA/SS—SS for Grade 6
- Patricia E.-W.** I often wonder how multicultural education can be inclusive year round rather than just a multicultural fair once a year.
- Shorook A.** Patri I wonder the same
- Clare Maxwell** The **Waking Dream** video series is streaming here <http://inationmedia.com/waking-dream/>
- Clare Maxwell** Welcome Fran Sterling and Theo Rigby
- Clare Maxwell** Any questions for Theo? Post them here now!
- Widad M.** I use **The House on Mango Street** to help students tell their own stories, and create their own books.
- Clare Maxwell** HI Widad, we will be discussing more about books and literature that helps students understand migration tomorrow!
- Charlespippi B.** We have to be careful with International Days because it could promote stereotypes, and even judgments, about particular cultures. I guess, I would create lesson plans about stereotypes and biases.
- Charlespippi B.** Yea I whole class read *The House on Mango Street*- The book was read by the author on [Esl-bits.net](http://Esl-bits.net). I put on a screen and you can read as a group- it even has slower speed or normal speed.
- Clare Maxwell** Download the dialogue guide and lesson plans at <http://inationmedia.com/waking-dream/> (scroll to the bottom of the page to download)
- Chandra D.** The anxiety and trauma that is experienced for mixed-status families is real. I know it's heightened right now and I would love to know what communities are doing to address this trauma.
- Kaitlin R.** My sister and her husband are of mixed status and it is a constant worry for us and her American born children. Naturally they are the hardest working people I know

**Tina K.** Most of my students are help with papers. We help them graduate from high school and go beyond, if they want, usually at the County College. Most get a job after graduation, but

**Tina K.** still have no papers. What is the process to help them become "legal" and eventually a citizen?

**Sonia** It is very important that we all remember that Immigrant Rights issues are not limited to the Latino community. When you translate materials please engage your community to make sure all languages are represented and available

**Clare Maxwell** Please type in any questions you have for Theo and Fran, we will have a short Q&A at the end of their presentation

**Robin L.** To address family trauma and fear, we help families to make Safety Plans and Power of Attorney's in case parents are detained. We use the tool **"5 Pasos para su seguridad" Five Safety Steps for Families**. Feel free to let me know if you would like a copy

**Janice W.** yes, Denzil...I have multiple nationalities in my Citizenship class

**Clare Maxwell** Robin, I would be happy to send out a link to participants, you can drop it in the chatbox, or send it to me at [cmaxwell@ilctr.org](mailto:cmaxwell@ilctr.org)

**Steve S.** Friends overseas constantly ask me to help them get any kind of visa to the US. I am telling them this is not a good time to come here. Is that accurate? Most are from Muslim countries and Africa.

**Chandra D.** Thank you for creating a wonderful Guide. It is very well done. I appreciate the Scope and Sequence and Standards connections.

**Kiriaki M.** I like the ideas of characters as storytellers. It helps students develop understanding that in this case might be even more powerful than empathy

**Clare Maxwell** Do you have experiences of challenging myths about immigration? What worked, or didn't work?

**Alane D.** I live in a wealthy area near DC. When my adult ESOL students leave class they get into Mercedeses and Lexuses. Most of my students have advanced degrees in their own countries and English is their 3rd, 4th, or 5th language. With so much ESOL content aimed at immigrants in difficult circumstances, one of my challenges is presenting lessons aimed at people who are comfortable at diplomatic receptions. I have to create a lot of lessons from scratch.

**Anindita D.** Just wanted to ask—is there a cost associated with using the curriculum

- Patricia E.-W.** I'm wondering if there are transcripts available for these videos so that they can be translated for ENL students.
- Clare Maxwell** The series is streaming for free, and the discussion guide is available for download at no cost at <http://inationmedia.com/waking-dream>
- Libia F.** Great questions. Most of my students are native Spanish speakers
- Tina K.** I will definitely use this information in my Bilingual Language Arts classroom. I will integrate it into a Personal Narrative unit, so they students can experience these stories, and capture them "on paper" or video. It is great to start the year by creating community this way. We meld the social and emotional with the content.
- Patricia E.-W.** I have a majority of students from Uzbekistan. I would like to translate these for them. I also have other languages but not in as many numbers.
- Kiriaki M.** This is a great museum project in Greece that challenged myths about migration <http://www.faceforward.gr/en/>
- Natalie B.** Love this!! Thank you! *Harbor Me, by Jaqueline Woodson* would be a great companion text. Makes for a safe way to discuss immigration through eyes of characters.
- Jennifer R.** Russian could also be helpful.
- Clare Maxwell** Thanks Kiriaki, does it seem as though there are similar challenges in Greece and the US
- Patricia E.-W.** Yes, Russian would be helpful
- Clare Maxwell** We will speak a lot about integrating immigration into classroom literature tomorrow! Be sure to share your recommended books on the Padlet linked in your homework.
- Kiriaki M.** Yes there are! Greece is faced with a huge migration crisis
- Clare Maxwell** Are you interested in learning more about Theo and Fran's work? You can find out more or get in contact at [inationmedia.com](http://inationmedia.com)
- Carla C.-M.** Teaching students about why some of my family members came here for a better life helps to challenge the myths about immigration. It puts people on the same page. We all want the same thing.
- Patricia E.-W.** Suggestion: make the transcript to the video accessible
- Patricia E.-W.** Teachers can then translate
- Carla C.-M.** Thanks, great teaching tool.
- Widad M.** I can help to translate the text into Arabic if you need help.

**Olusegun I.** THANK YOU FOR THE EXPRIENCE

**Clare Maxwell** You can view John's report about school districts in the age of Trump at <https://idea.gseis.ucla.edu/publications/school-and-society-in-age-of-trump/publications/files/school-and-society-in-the-age-of-trump-report>

**Clare Maxwell** Please post any questions for John here!

**Robin L.** I emailed you the "5 Pasos" Clara.

**Olusegun I.** thank you for the highly experience

**Clare Maxwell** We are so glad that you are enjoying the workshop and finding out valuable information!

**Denzil  
Mohammed** Send your comments to "All Panelists and Attendees"

**Clare Maxwell** 8/10 principals reported that students have made derogatory remarks about other racial/ethnic groups

**Clare Maxwell** How does your school or organization stack up against the findings from John's research?

**Patricia E.-W.** We promote tolerance/acceptance, but there are still many students that use racial and ethnic remarks to each other.... It's almost a norm. You have to keep on reminding them it's not acceptable...

**Jatinder K.** They are learning opposite lessons at home than schools about acceptance

**Clare Maxwell** Jatinder, do you have questions or ideas about how to address students who might not hear positive messages about immigration or diversity in their home?

**Federico  
Salas-Isnardi** Patricia: there are resources to not just "remind them it's not acceptable..." but also teach them positive behaviors. Anti-bullying education is very helpful to address these issues in the classroom.

**Patricia E.-W.** We have anti bullying and anti cyber bullying workshops but they do not always instill the message to all of the students. It's a never ending battle.

**Federico  
Salas-Isnardi** Unfortunately true. We need to be engaged constantly.

**Jatinder K.** involve their parents in schools or class activities – it's the parents who needs to learn

**Janice W.** very passionate!

**Widad M.** We promote an asset-based approach, and celebrate success regardless of how small. It might start with a particular class or topic and then expand. For example, we post

students' work in a showcase. We offer the Seal of Biliteracy of our students who show proficiency in the four domains in English and another language. We take students on field trips to the international film festival, etc.

**Patricia E.-W.** I'm not saying all students but there are those that have to be constantly reminded and have phone calls home and discipline, even after showing positive behavior.

**Clare Maxwell** Thank you to our panelists for discussing Strategies to Mitigate Immigrant Student Trauma

**Clare Maxwell** We will be taking questions from attendees, so please, type up any questions you have about addressing student trauma

**Clare Maxwell** Thank you Joanna! That's a very important question!

**Carla C.-M.** Our school has an equity team. We have training for bias system wide. In my own classroom, I deal with it head on and talk to students about issues like these. I use different books as teaching tools. Speaking with parents on these issues between student helps as well to really get to the bottom of the problem.

**Barbara H.** Fantastic information and ideas by all.... looking for ideas how to continue to break down barriers... to show how "everyone" benefits - biggest battles I face toward inclusion are those who say the work is "anti-American" and more rhetoric. So it makes me timid about some work I do and pull back in other areas to protect my students. I am thankful for ideas on how to help non-immigrants (and their families) and leaders to be OPEN to others from different countries...

**Patricia E.-W.** Kids often have voiced their concern about leaving school late because they live in a "bad neighborhood", however they feel safe in school. This is sad because they have many opportunities to stay after school for added enrichment experiences, but don't want to travel home late.

**Mary S.** Hi Carla - is your school's Equity Team using a particular training program or curriculum system wide? If so, what program?

**Jennifer R.** We must take time in our lessons in all subjects to consistently create an opportunity for students to share their experiences and cultures so that students can better understand one another.

**Tina K.** At the end of the year, we honor all of the students in our ESL/Bilingual students with "Night of the Stars". They receive different kind of awards for achievement or other categories. The students, parents, administration, etc. are invited so our students are highlighted in a positive and fun experience. We also honor our graduates.

**Barbara H.** Love that Tina, could you email details?



- Tina K.** Please let me know where to email the information and I will share the agenda/program.
- Patricia E.-W.** Tina: that is a great idea...
- Shorook A.** I like that idea Tina
- Janice W.** What about in the Adult ESL classroom?
- Carla C.-M.** Hi, Mary. We are doing Implicit Bias training in New York City. I do not know if it is available elsewhere.
- Barbara H.** We have wanted to get implicit bias training done as well. Anywhere doing that, I would also welcome those programs/info.
- Mary S.** Tina - we do something similar at our high school for all our students (trying to specially highlight students that might not be recognized for athletics/scholarship - but being things like Welcomers/Upstanders) - and this year we had many immigrant students as awardees - and their families were so honored.
- Widad M.** Tina, that's a great idea, but what about if such awards will be given to the ELs at the same ceremony that acknowledges regular education students. I think this will be more inclusive, and ELs will not feel that they are isolated, or different. Also, this way their peers will be able to see their talents as well. Just a suggestion!
- Tina K.** They are included in other ceremonies.
- Tina K.** This special acknowledgment is something that other High School departments and honor societies do. It is very successful and brings our parents to our school so they are comfortable, too.
- Clare Maxwell** Are there any questions for our panel on immigrant student trauma?
- Claire T.** Building trust in the classroom is essential. start off the school year by getting to know your students- pronouncing names, get to know family members, give opportunities to share about their home country/ culture. Make sure you have books and resources that reflect your students - if they don't exist help your student create them.
- Barbara H.** Excellent point John!
- Kiriaki M.** In early childhood environments it is equally important to offer these opportunities to parents as well
- Tina K.** I am on the Board of NJTESOL/NJBE and teach ESL and Bilingual Language Arts. I would love to continue this dialogue and continue to share information and ideas.
- Shorook A.** My professor in college really focused in on building community in the classroom. I feel like the activities in her book are very helpful in making the students comfortable and know a

little more about each other.

**Tina K.** I agree with the mental health piece. We have a Health Center available for our students, and also counselors at the school. Unfortunately, it seems impossible to get mental health services for them outside of the school. It is not covered, and also, as Theo mentioned, there is a stigma.

**Patricia E.-W.** We have great guidance counselors that help students with these issues.

**Clare Maxwell** Thank you Brandon! Are there more burning questions out there?

**Patricia E.-W.** We cannot identify who is legal or illegal. We can only identify if told directly by the student or if info is needed it will be shared to the responsible parties by the guidance counselor

**Rachel Peric** *Immigrant and Refugee Children: A guide for educators and school support staff:*  
[https://www.aft.org/sites/default/files/im\\_uac-educators-guide\\_2016.pdf](https://www.aft.org/sites/default/files/im_uac-educators-guide_2016.pdf)

**Clare Maxwell** Thank you John for that amazing point! I hope everyone out there feels like they are a person in their school or community that can be a resource for students who need to reach out across personal, not institutional, channels

**Robin L.** Schools should never pass over information about a child's status, address or family. The only way that should ever happen is that ICE or Border Patrol present a Warrant, signed by a Judge and also with a current date. It should have to go through the School District lawyer before ANY information is shared!!

**Clare Maxwell** THANK YOU PANELISTS!

**Tina K.** Incredible information. Thank you!

**Patricia E.-W.** Thank you for all of the resources shared. They are very powerful for the classroom.

**Jatinder K.** Thank you so much!

**Olusegun I.** Hi I commend on this wonderful teaching and information it is amazing

**Tshering W.** thank you very much

**Mary S.** Thank you all!

**Barbara H.** Fantastic information and resources, thank you

**Megan S.** Thank you!

**Raquel R.** Thank you!

**Tshering W.** Learned a lot

**Jennifer M.** Thank you!

**Shorook A.** Thank you very much!

**Justine O.** Thank you

**Jennifer R.** thank you for all your information and advice!

**Alexis D.** thank you

**Maria** thank you!

**Libia F.** Thank you!!!

**Clare Maxwell** You can find out more about Federico's work at <https://salas-isnardi.com/>

**Hana P.** We have begun using psychology interns from our local university to work with our immigrant population. It has helped since they are not completely neutral.

**Clare Maxwell** Please post any questions you have for Federico!

**Clare Maxwell** Do you have experiences like this, where you thought you knew someone's story, and were surprised when you learned what their tale really was?

**Clare Maxwell** you can view each other's immigration stories here  
[https://padlet.com/public\\_education/Immigration\\_Stories](https://padlet.com/public_education/Immigration_Stories)

**Olusegun I.** experience is the best teacher

**Patricia E.-W.** I mentioned earlier. I had a student that I had no idea was undocumented. He was a good student, spoke English quite well and fit in with all of the other students. He then left school and I found out that his mother was deported. He had to go back to his country where he did not attend school. This year he returned mid year and they tried to catch him up with curriculum. He returned on his own, living with other relatives here in NY

**Denzil Mohammed** Padlet: [https://padlet.com/public\\_education/Immigration\\_Stories](https://padlet.com/public_education/Immigration_Stories)

**Kallie-Jo H.** I noticed many others don't know much about their immigration history. This reflects the need Federico discussed for students and teachers to both understand the history of immigration to the US.

**Jatinder K.** How and when someone came to America?

**Olusegun I.** from Nigeria as a missionary is not easy road it take a lot

- Patricia E.-W.** It seems that there is a common theme of ditching the old ways when coming to the US, is the immigration was in the early 1900's
- Kiriaki M.** Migration is a shared story around the world. I think this is a powerful starting point to teach for migration
- Jatinder K.** Which countries they came from? What challenges they had to face?
- Alicia G.** I see a theme that the decision to leave the home country was a hard decision. Many Americans today perceive it as taking the “easy way out”.
- Clare Maxwell** A lot of us know one very specific fact about our family - maybe an ancestor who was present at a historical event, or a specific hometown, or a family recipe. We often have bits and pieces to make our stories
- Robin L.** Many with European backgrounds try to blend in. Some retain only a small portion of practices or traditions.
- Jennifer R.** Many of us have grandparents were immigrants but their story before they came here is lost.
- Shorook A.** There is definitely a common theme of leaving home countries to find a better future
- Hana P.** The immigration story often gets lost, but some are putting them back together through connections with 23 and me or Ancestry.com
- Kiriaki M.** I agree with Amira. Many immigrants wish to feel belonged and thus let go of their family stories
- Barbara H.** Yes Hana - that's how I am starting to piece mine together for a family that's been here many generations....
- Carla C.-M.** People that are a few generations in as American citizens forget that the experiences of today's immigrants are the same as their own generations back. It is just a different group of people and a different time. It is the same.
- Barbara H.** This is a great exercise!
- Jatinder K.** Yes, it is
- Clare Maxwell** Post any questions you have for Federico here!
- Alexis D.** Immigration is more difficult now, but there are also so many more avenues for helping those who are victims. for example, I wrote that my father’s mother died young, and his dad couldn’t take care of him. . . what I didn’t write was this was because he was an abusive alcoholic who beat his wife and kids. . . today, one would think there would be more help for all who think they have no voice. there are so many more ways to connect

with someone for help

**Mary S.** With regard to many of the stories mentioning people wanting to let go of their stories from before they came - that their new story began here - I've found that to be true, not only in my own family, but with many of my immigrant students - they want to be from here and not be seen as different, however I experience the reverse with the 1st and 2nd generation here after the immigration wanting to know the family story and where they have come from.

**Ilse** 100% agree with Mary Stefaney even in middle/upper class population, but particularly with Latin American.

**Clare Maxwell** Ilse and Mary made great point, and it's a big challenge for us as educators, how do we open up spaces in day to day life to celebrate other cultures, and let immigrants be proud of their past/want to preserve their culture, but not tokenize them.

**Alane D.** We rarely tell our dishonorable immigrant stories: surely I'm not the only person with a forefather who got a girl pregnant in his home country? He left for America rather than face the responsibility,

**Clare Maxwell** We have a few minutes left to hear from Federico. If you have any questions about bringing out all of our immigrant narratives, please post them now

**Carla C.-M.** I am of African American and Caribbean American (Bermuda and Puerto Rican Descent). Each branch of my family has a unique story. In class, I have often used family stories as a teaching tool.

**Ilse** I wonder about the story behind coming from Latin America and wanting to assimilate so badly such as to "hide" your language and your culture (besides, maybe, what Alane shared about parents' "dishonorable" stories...)

**Mary S.** Great point Alane - I wonder if it is because many of us may not know about such stories? I know that two of my grandfather's brother came here because it was flee to America, or else be executed or sent on a prison ship to Australia.

**Libia F.** Any ideas to apply these narratives into a Native speakers Spanish class

**Kiriaki M.** In our schools we integrate refugees. Their stories are quite different from immigrants' because they were forced to flee their countries mainly because of war. How can we find connections to those stories? How can we help Ss develop empathy instead of pity?

**Maria** Thank you!

**Mary S.** Federico mentioned students that didn't know they were undocumented - I had two student who had older siblings that are all citizens, but when it came time for them to graduate and planned to go to college/get employment, they found out at 18 they were

not documented legal citizens (and at that point the administration had already changed creating fear in doing anything about it.

**Jatinder K.** Thank you Federico.

**Graci Z.** Thank you everyone!! I gotta head out, see you tomorrow. Lots of food for thought.

**Chandra D.** Thank so much Federico. This was helpful.

**Clare Maxwell** Are you interested in learning more about Federico's work? You can find out more or get in contact at <https://salas-isnardi.com/training/>

**Shorook A.** Thank you so much!

**Libia F.** Thanks a lot!!

**Amira E.** Thank you Federico!

**Denise W.** Gracias Federico!

**Mary S.** Thank you Federico - and all the panelists and ILC!

**Anita J.** Thanks for all of the valuable information!!!!

**Widad M.** Thank you!

**Kristen K.** Muchas Gracias! I feel really inspired from all this info and resources

**Jatinder K.** Thanks much, see you tomorrow!

**Karina A.** Thank you!

**Patricia E.-W.** Thank you Federico

**Raquel R.** Thank you!

**Alexis D.** Thank you

**Shorook A.** Thank you!

**Barbara H.** THANKS!!! We appreciate your expertise and ideas shared!

**Tshering W.** thank you!

**Carla C.-M.** Thanks, very informative!

**Meaghan Y.-S.** Thank you so much! This was incredibly helpful

**Robin L.** Wonderful day of training.

**Louis B.** muchas gracias!! much appreciated information shared here today

**Tina K.** Thanks! Everything was very helpful.

**Margy M.** Thanks to Federico!

**Christina F.** Thanks! Wonderful dialogue and resources

**Federico Salas-Isnardi** The resource I mentioned when working with undocumented immigrants is **Define American:** [defineamerican.com](http://defineamerican.com)

**Kirsten K.** Thanks all - well done!

**Federico Salas-Isnardi** Define American is the non-profit founded by Jose Antonio Vargas

**Margy M.** Appreciate all the presenters and presentations. We need all the ideas and support we can get in this challenging community work.

**Janice W.** Thanks, Denzil and all panelists for the wonderful and informative presentations!

**Jatinder K.** Thank you Denzil

**Raquel R.** Thank you all!

**Barbara H.** THANK YOU Denzil!!

**Denise W.** Excellent first day of information - thank you!

**Kiriaki M.** Thank you

**Federico Salas-Isnardi** Thank you everyone. I hope I was able to share something valuable to you.

**Justine O.** Thank You Denzil

**Carla C.-M.** Thanks.

**Tshering W.** thank you

**Maria** Thank you!

**Ilse** ¡Gracias!