

The NYSABE Bilingual Times



New York University
Metropolitan Center for Research
on Equity and the Transformation of
Schools

726 Broadway, 5th Floor
New York, N.Y. 10003

WWW.NYSABE.NET

Executive Director
Nancy Villarreal de Adler

BOARD OF DIRECTORS

President

Alicia Báez-Barinas

President-elect

Eva García

Secretary

James Nieves

Treasurer

Dr. Maite Sánchez

Vice-Treasurer

Lyda Ragonese

Past President

Rebecca Elías

DELEGATE ASSEMBLY

Regional Delegates

Region I/Long Island

Janet Lovett

Priscilla Zárate

Region II/ New York City

Eva García

Luis Quan

Region III/Mid-Hudson

Adrienne Viscardi

Region IV/Central

James Nieves

Drioni Vergara

Region V/Rochester

Enid De Jesús-López

Meybhol Sapienza

Region VI/Western New York

Claribel González

Petra Mencía

Delegates-at-Large

Dr. Gliset Colón

Cynthia J. Felix

Lyda Ragonese

Dr. Maite Sánchez

Dr. Claire Sylvan

Parents-at-Large

Dr. Ivana Espinet

Dr. Kate Menken

Language Delegates

Nancy King Wang, **Chinese**

Dr. Marie Lily Cerat, **Haitian**

Dr. Miriam Eisenstein Ebsworth, **Hebrew**

Dr. Hyunjoo Kwon, **Korean**

Eliezer Hernández, **Spanish**



Alicia Báez-Barinas

A Message from the President

WELCOME

DEAR NYSABE COMMUNITY,

It is with great honor, appreciation, and joy that I humbly greet you as the 44th President of the New York State Association for Bilingual Education (NYSABE). I assume this role with immense pride and respect for those who have come before me; building a strong foundation on which we can firmly stand to advocate for ALL multilingual learners (MLLs) across the state.

On behalf of the Board of Directors, Delegate Assembly, and the Executive Director I am pleased to welcome you to the fall edition of the NYSABE Bilingual Times. We have gotten off to a wonderful start this year as we've welcomed some

new members to our Delegate Assembly and Board of Directors, whom you can read further about in this issue.

In keeping with NYSABE's objectives, this year we will focus on the following priority areas across the state in the hope that you will join us in these efforts:

Advocacy:

- Addressing the bilingual teacher shortage occurring across the state. This will involve taking a close look at certification pathways, interstate reciprocity, and the creation of programs that create teacher pipelines in districts.

(Continued on next page)

Inside this issue

- Taking an in-depth look into funding and current regulations surrounding Clinically Rich-Intensive Teacher Institutes (CR-ITI) for bilingual education and TESOL.
- Continuing to expand our work and advocacy for policy regarding emergent bilingual students.
- Strengthening our advocacy efforts at the local, state, and federal levels.

Professional Development:

- Ensuring that regional meetings offer purposeful, relevant, and enriching professional development opportunities to all our members.
- Members of the Delegate Assembly and Board of Directors will engage in multiple learning opportunities this year as we continue to remain unified in our practices and messages across the state.

Communication and Dissemination of Information

- We will continue to publish our quarterly Bilingual Times Newsletter in addition to our nationally recognized Journal (JMER).

Networking

- Strengthening our connection and collaboration with our partner organizations, members, and families.
- NYSABE has already served as a partner and collaborated on multiple events across the state and will continue to do so throughout the upcoming year. These events include one-day mini conferences, institutes, and fundraisers for our organization and students.

Leadership:

- Addressing the need to provide adequate support and professional

development to building and district administrators pertaining to bilingual education.

- This year our conference will feature a specific strand for building and district administrators.

Finally, I would like to invite each of you to our annual conference, which will take place March 19-21, 2020 at the Crowne Plaza White Plains. Our theme this year, *"Fostering Collaborative Instructional Leadership: Equity in Action,"* speaks to our commitment to creating and supporting strong teacher leaders and administrators. Through this work we will remain focused on the idea that equity demands action and a call to arms regarding the social justice issues our students are facing on a daily basis. I look forward to our work together this year, ¡P'alante Siempre!

Best Regards,

Alicia Báez-Barinas
NYSABE President, 2019-2020

A Note from the Editor

HOŞGELDİNİZ
BIENVENIDOS



Heather Homonoff Woodley, PhD

In this issue of *The Bilingual Times* we take a look inside the activism and advocacy of our diverse regions around the state and our future generations of leaders. From examples of culturally sustaining pedagogy to film series to support immigrant youth, we share stories of real practices that are making a real difference in the lives of our multilingual learners and communities. We also spotlight youth voices in this issue, specifically centered around the Climate Strike. We in NYSABE acknowledge and embrace the intersectionality of justice movements, and support the work of climate activists of all ages who are organizing and teaching about these issues

in every language. We also take time in this issue to introduce our regional and language delegates of NYSABE and our Board of Directors. NYSABE is truly a collaborative effort and each of the individuals you will meet here is dedicated to the mission of NYSABE and to being your voice at the table of leadership, so please don't hesitate to reach out to your delegates for questions or support. As we look ahead to our 2020 conference focused on equity in action and collaborative leadership, we seek to extol these same values within our own organization by prioritizing advocacy and bringing together diverse voices and experiences to strengthen our community and impact.

Sustaining Culture and Language in Buffalo and Across New York State



Tamara Alsace, PhD
NYSABE Past-President (2015-2017)

The New York State Education Department (NYSED) has recently published a framework for Culturally Responsive-Sustaining Education. The shift to “sustaining” is an important nuance that has evolved in the literature. We have moved from “tolerance” or “sensitivity” to “competence” to “responsiveness” to “sustenance”. The idea of sustaining culture and language requires a paradigm shift that would be unprecedented in urban education. The concept works to “encourage pluralism, not assimilation, and requires that differences be celebrated and maintained and that they be perceived as strengths, not deficits.” It requires that educators take a step out of the way and lift the often-unheard voices of their students.

Sustain [suh-steyn] *verb*

- uphold, affirm, or confirm the justice or validity of.
- strengthen or support physically or mentally.
- a source of strength; nourishment.
- the maintaining of someone or something in life or existence.

How, in real time, do we move towards an educational system that strengthens, supports, nourishes, affirms, and validates all members of the educational community? If we truly actualize the goals of this new framework, we will have taken some major steps in the right direction.

The framework is built on 4 Principles...

- Welcoming and affirming environment
- High expectations and rigorous instruction
- Inclusive curriculum and assessment
- Ongoing professional learning

...and is grounded in a vision of students who, “experience academic success; are socio-politically conscious and socioculturally responsive; and have a critical lens that challenges inequitable systems of access, power, and privilege.” The 4 principles that organize the State Education Department’s CR-S Framework were inspired by the high leverage strategies that emerged from the Buffalo Public Schools’ work on Culturally and Linguistically Responsive Education.

In Buffalo, the dive into this work was launched following a 2016 District-wide Urban Forum that brought together district stakeholders including community members, educators, parents and students to begin some courageous conversations around race and equity. Dr. Fatima Morrell, at that time the Assistant Superintendent for Curriculum and Instruction, was the main organizer of the event and as she listened to the students, parents, educators, and Dr.

Kriner Cash, the newly (at that time) appointed District Superintendent discuss the issues, she began to jot down some ideas for areas of focus to begin the work of addressing systemic inequities that had plagued the district throughout its history. She looked to some of the seminal literature on the topic, including Gloria Ladson-Billings’ *The Dreamkeepers* and some more contemporary literature such as the work of Dr. Christopher Emdin (*For White Folks Who Teach In the Hood and the Rest of Ya’ll too*), and the ideas for a framework really started to take shape.

The district had been cited at the time for disproportionality in classification rates and suspension rates for students of color in special education and had received funding to address the issue. They were able to get this important work started for the district by addressing that citation. They knew that the issues ran much deeper and would need to be addressed district-wide, and with assistance from experts in the field. For this reason, they reached out to the Metropolitan Center for Research on Equity and the Transformation of Schools at New York University and were connected with Dr. María Hernández, who became a partner and resource for the district.

Together with their partners from NYU, the district began an intensive process of exploring the issues, bringing together teams of educators from the schools to collectively conduct data and root cause analyses and at the same time they began inviting speakers to spark courageous conversations around race, ethnicity, language, and equity. They conducted training in recognizing and acknowledging implicit bias as a first

step in addressing inequities. The teams met once per month for two years and developed implementation plans specific to the strengths and needs of the schools' educational community.

Last year, Dr. Cash created the Office of Culturally and Linguistically Responsive Initiatives and elevated Dr. Morrell to the position of Associate Superintendent of that department. Under her leadership and laser focus on the issues, and with the engagement of other leaders and stakeholders within and outside of the district, much progress has been made.

THE FRAMEWORK IN ACTION

WELCOMING AND AFFIRMING ENVIRONMENT

One of the first steps in building an inclusive school culture is making sure that students and families feel a sense of belonging. Schools in Buffalo are working towards developing environments that reflect the cultures and languages of the students and surrounding communities. Several schools have participated in the City University of New York's New York State Initiative on Emergent Bilinguals (CUNY-NYSIEB) leadership initiative and have developed multilingual ecologies. Since the inception of the CLRT framework, this work has evolved and the Division of Multilingual Education, led by Associate Superintendent Nadia Nashir, now conducts "school ecology walks." These school visits have been implemented, "in an effort to ensure that school buildings and classrooms are reflective of ALL our students, which includes their home language" according to Director of Multilingual/Bilingual Education and current NYSABE President, Alicia Báez-Barinas. In addition, the district has Cultural Resource Specialists who speak the top languages of the students in the district and who welcome families and provide them with the information they need to

enroll and navigate the system, as well as to access the new "Talking Points" app that allows parents to communicate with the school in their own languages.

HIGH EXPECTATIONS AND RIGOROUS INSTRUCTION

According to the BPS Director of Arts Education, Michele Agosto, the gradual raising of expectations and increased rigor in instructional practices results from ongoing professional development that models what this looks like in action and continually reaffirms the expectations for teachers. An example of a practice that one would see in the classroom is the restorative circle, in which the teacher facilitates a group discussion on a social justice topic. In art class, this might involve comparing images/artwork from the civil rights era to images/artwork from the Black Lives Matter movement. After a gallery walk in which students move around the room and take notes on the images, they sit in a circle, each taking a turn with the "talking piece" (this could be any object that is passed around to give the speaker his/her turn) to express a word, thought, feeling, question, etc. about what was observed. A discussion might then ensue about why the artist/photographer might have chosen those particular images, what message was being conveyed, what artistic techniques and devices were used and why, etc. Ms. Agosto has also seen a shift via an increase in the diversity of artists studied and the types of art presented by the art teachers in the district. Similar shifts are happening in the study of music, science, mathematics, and virtually all areas. She has also seen a move towards more rigorous learning objectives that include language objectives and bilingual representations of those objectives, multilingual vocabulary lists, and multilingual ecologies in the classrooms.

INCLUSIVE CURRICULUM AND ASSESSMENT

One of the first steps in creating an inclusive, culturally sustaining curriculum was to conduct a thorough audit of the current curriculum and they found that the 9th grade ELA curriculum included no authors of color. This was a clear place to start making changes, and they decided to begin by having all freshmen read *The Other Wes Moore: One Name, Two Fates* by Wes Moore. A curriculum committee worked on developing engaging instructional activities around the book. Through a collaboration with the Pulitzer Organization, each 11th and 12th grader received a copy of the 1619 Project, and the integration of ELA with Social Studies and the revision of that curriculum began. Now students are learning about pre-Columbian history including the Taínos, Arawaks, and Caribes, the first peoples of the Caribbean, and other topics not previously covered in the curriculum. In addition, the district has continued to expand its bilingual program offerings, partnering with Dr. Sonia Soltero of DePaul University in collaboration with the RBE-RN West at Erie 1 BOCES. For some of the top languages in which the district does not currently have bilingual programs (Arabic, Burmese, Karen, Swahili and Somali) they are offering a Saturday Heritage Language Program. The district plans to add Onöndowa'ga' Gawë:nö' (Language of the People of the Great Hills, or "Seneca") language classes to the Saturday offerings during this school year.

ONGOING PROFESSIONAL LEARNING

According to Dr. Morrell and Ms. Agosto, the ongoing PD has been essential to the progress that's been made. Building strong relationships and trust among the teachers has allowed them to be more honest, open, and courageous in

tackling the complex and deeply held beliefs around race, culture, language, and equity. Addressing implicit bias head on and being honest about our biases is the only way to move forward, according to these district leaders. Ms. Agosto says this is achieved through modeling in the PD sessions what would be expected in a classroom and asking teacher to think about what they're doing and why they're doing it – being more deliberate about engaging students in rigorous and relevant content. A key component to the professional learning is the book studies that have been taking place in individual schools and via district wide offerings. The professional learning includes educators at all levels of the district, including school and central office administrators.

INCREASING IMPACT AND OUTREACH

In addition to the work happening each day in every school and in every classroom, four distinct initiatives have sprung from the work begun back in 2017:

- The My Brother's Keeper All-Male Academy takes place in 11 buildings and is a twice-weekly after-school program
- The Our Story Initiative is a project via which African-American, Latinx, and Native American students research the history and accomplishments of people like them in order to educate themselves and others and change the negative narratives created in the past (and present) by those in power.
- Scholars for Social Justice which involves youth in addressing issues of race and equity through research and action.
- Big Sister/Little Sister Dialogues is a mentoring program for young

women of color who are currently in high school. This program was launched this school year in partnership with the Uncrowned Queens Institute.

Students and educators involved in these initiatives have gone on field trips from going to see the new Harriet Tubman movie, to a lectures by luminaries such as Yusef Salaam of the "Exonerated Five" to Washington, D.C. to visit the African American Heritage Museum and other national landmarks. The infusion of multilingualism and multiculturalism is no longer an "add-on" to the curriculum that may or may not be implemented in February or other isolated snippets of time, but is the living, breathing, dynamic and MANDATORY daily work going on in the Buffalo Public Schools.

When I asked Dr. Morrell why she thinks that the CLRT/CLST initiative has been able to take hold and make unprecedented progress, she replied that the district under Dr. Cash is now "walking the walk" and has been given the

necessary resources and attention to ensure its success. He doesn't just say this is a priority, he has shown that it is by creating the Cabinet-level position of an Associate Superintendent for Cultural and Linguistically Sustaining Education. Dr. Morrell reports directly to him and he listens. He listens *and* acts, and he ensures that she has the necessary capital (human, financial, etc.) and support to positively impact this deeply rooted and complex issue in unprecedented ways. There is much work left to be done, but the Buffalo Schools are on the way to becoming a school district that embraces and nurtures diversity and one that provides equitable opportunities for their students and families to thrive. The district may finally achieve its stated mission; "Putting children and families first to ensure high academic achievement for ALL." Other school districts in New York and beyond can learn a great deal from what's happening in Buffalo and by working collaboratively to implement the New York State Framework.

RESOURCES TO SUPPORT IMPLEMENTATION

Some titles included in the revised curriculum include:

Author	Title
Allende, Isabel	<i>In the House of the Spirits</i>
Allende, Isabel	<i>City of the Beasts</i>
Alvarez, Julia.	<i>How the Garcia Girls Lost their Accents</i>
Douglass, Frederick	<i>Narrative of the Life of Frederick Douglass</i>
DuBois, W.E.B.	<i>The Souls of Black Folk</i>
Hansberry, Lorraine	<i>Raisin in the Sun</i>
Lai, Thanhha	<i>Inside Out and Back Again</i>
Park, Linda Sue	<i>A Long Walk to Water</i>
Santiago, Esmeralda	<i>When I was Puerto Rican</i>
Skloot, Rebecca	<i>The Immortal Life of Henrietta Lacks</i>
Tagore, Rabindranath	"Freedom"
Thomas, Angie	<i>On the Come Up</i>
Walker, Alice	"Women"
Walker, Joseph A.	<i>The River Niger</i>
Walls LaNier, Carlotta	<i>A Mighty Long Way: My Journey to Justice at Little Rock Central High School</i>
Primary Source Documents	
Dr. Martin Luther King, Jr.	Letter from a Birmingham Jail
Eleanor Roosevelt	On the Adoption of the Universal Declaration of Human Rights
United Nations General Assembly	Universal Declaration of Human Rights
Booker T. Washington	Atlanta Compromise Speech
Malala Yousafzai	Address to the United Nations Youth Assembly
Videos/Podcasts:	
Trail of Tears	
Warrior Tradition	
The 1619 Project	

Meet the NYSABE Board of Directors (2019-2020)



Alicia Báez-Barinas
NYSABE president

Alicia Báez-Barinas began her career at the New York City Department of Education and has more than sixteen years of experience in education. This term includes more than twelve years of service in bilingual education. While working in the South Bronx, she supported multilingual learners (MLLs) as a classroom teacher, literacy/data coach, and as an assistant principal. She coordinated the development of literacy curriculum, integrated technology to meet the needs of MLLs, facilitated numerous professional development opportunities for teachers, implemented an adult ENL program for parents, and supervised Title III Saturday programs.

Alicia returned to her hometown of Buffalo, New York more than six years ago where she proudly accepted the position of assistant principal at City Honors School. At the present time, she continues to advocate and serve MLLs in Buffalo through her current role as Director of Bilingual Education for the Division of Multilingual Education. The Division has worked collaboratively to begin reforming bilingual education in Buffalo through the establishment of a bilingual school Principal Consortium; revamping Spanish literacy instruction; facilitating multiple professional development opportunities for various stakeholders; creating a middle school program to motivate Latino students entering high school; working with community based organizations and community members to raise the graduation rate of Latino students while decreasing their rate of drop-out; and working collaboratively with SUNY College at Buffalo to assist teachers recruited from Puerto Rico in obtaining New York State Certification.



Eva García
NYSABE president-elect

Eva García is currently the Executive Director of the New York City RBE-RN at Fordham University which serves all NYC school districts. In her role as Executive Director, she works with a professional team of resource specialists delivering high quality services to educators working with multilingual learners (MLLs) in schools throughout New York City. As a state funded program, the NYC RBE-RN offers professional development opportunities for ENL, bilingual, content area teachers, administrators and counselors working with MLLs. While technical assistance and support for the implementation of *Commissioners Regulation Part 154 and Title III* is a key component of the professional services offered, the academic achievement of MLLs is at the forefront as a priority in the RBE-RN's comprehensive plan. Additionally, the RBE-RN is actively promoting an initiative supported by NYSED whose goal is to engage practitioners and stakeholders in dialogues that focus on increasing graduation rates for MLLs.

Eva holds a Master's of Science and a Master's of Education degrees from Hunter College and Columbia University, Teachers College. Prior to her retirement in 2006, she worked for the NYC Department of Education for thirty-two years, eighteen of which were dedicated to serving as a school principal. In 2007, Eva joined the BETAC team at Fordham University, and later on, she became the director of the Bronx BETAC and the NYC RBE-RN.



James Nieves Bermúdez
NYSABE Secretary

James Nieves Bermúdez grew up in the town of Hatillo, Puerto Rico. He decided to become a teacher when he was in high school. After graduating high school in 1996, James attended the University of Puerto Rico, School of Education, and majored in Spanish. During his junior year in college, he had the opportunity to be part of the Cordova Internship. He worked at the office of the Resident Commissioner of Puerto Rico in Washington DC, where he covered congressional hearings related to education. After completing his internship, he returned to Puerto Rico to finish college where he received the medal of excellence in student teaching.

James graduated from the University of Puerto Rico in May of 2002. While in Puerto Rico, James had the opportunity to interview with the Syracuse City School District and obtained a teaching job at the George W. Fowler High School. He taught all levels of Spanish, including Spanish for Spanish Speakers

and Distant Learning Spanish. In May 2009, James completed his Master's Degree at Syracuse University in the Spanish Language, Literature and Culture program. He has held many leadership roles such as department chair, building union representative, secretary of the Syracuse Teacher's Association and Coordinator of the Twilight Academy. James also had the opportunity to be part of the Teacher Advisory Council to the Commissioner of Education of New York State. In October of 2013, James received the Educator of the Year Award from the Nosotros Radio, in Syracuse, NY.

James completed his Certificate of Advance Studies at the State University of New York at Oswego in Education Leadership. In September of 2014, James had the opportunity to become Vice Principal of the Westside Academy at Blodgett. James is part of the recruitment team for the Syracuse City School District and the ELL Core Leadership Team. In July 2018, James became the Principal of Seymour Dual Language Academy where he currently works. He has been part of the Syracuse Westside community for the past 17 years.



Maite Sánchez, PhD
NYSABE Treasurer

MAITE (MARÍA TERESA) SÁNCHEZ is an Assistant Professor of Bilingual Education in the Department of Curriculum and Teaching at Hunter College. She is also Project Advisor for the CUNY-New York State Initiative for Emergent Bilinguals (CUNY-NYSIEB) (cuny-nysieb.org) where she served as its Project Director from 2012 until August 2017. Before arriving to New York, she was a Senior Research Associate at the Education Development Center (EDC) where she worked on several projects relating to issues of emergent bilinguals. For the past 14 years, Maite has conducted research, professional development, technical assistance, and evaluation studies of policies and practices for educating language minoritized students, in bilingual education, English as a New Language, and mainstream settings. Maite's research focuses on language education policy and practice, instruction for language minoritized students through bilingual education and other educational settings, translanguaging, and the experiences of novice bilingual education teachers entering the profession. Maite has served as NYSABE's Treasurer since September 2015.



Lyda Ragonese
NYSABE Vice-Treasurer

LYDA RAGONESE is the Assistant Director for the Office of English as a New Language, World Languages and Bilingual Education in the Syracuse City School District. She is a Hmong-American from Laos and is a fluent speaker of Hmong. She began her teaching career in 1993 as an English as a Second Language teacher at Franklin Elementary School before moving to Frazer K-8 School in Syracuse. She has her TESOL certification from Le Moyne College and M.A. in Reading Education from Syracuse University. After leaving the classroom, her experiences varied in the fields of student learning objectives (SLO), APPR, and was elected as the treasurer of the teacher's union in Syracuse. She has served as an adjunct professor at Le Moyne College and earned her Certificate of Advanced Studies (C.A.S.) from Syracuse University in Educational Leadership.



Rebecca Elías
NYSABE past-President

REBECCA ELÍAS feels that the field of bilingual education has deeply influenced her since she moved from Puerto Rico to the United States to attend college. She has spent her entire working life in that field. Ensuring high-quality bilingual programs, as well as programs in English as a new language, in the state of New York, has been a passion of hers for more than 20 years.

She began her career as a bilingual fifth-grade teacher in the city of Buffalo, where she gained experience developing and implementing literacy curriculum and instruction to meet the diverse needs of her students. Among the core philosophical values that have guided her approach to teaching are a belief that all children, irrespective of their background and circumstances, deserve access to authentic literature so that they can become lifelong readers and writers.

Her experience extends from teaching students in a bilingual classroom setting to working as a regional resource specialist and instructional coach. Ms. Elías provides lesson demonstrations and side-by-side coaching and implementing literacy programs in bilingual and monolingual K-12 classrooms. In her many years as an educator, Ms. Elías knows English learners achieve when given robust and highly-scaffolded learning experiences, supported in both the home and new language.

Meet the Newly Elected NYSABE Delegates (2019-2021)



Janet Suárez Lovett
NYSABE
Regional Delegate
Region I/Long Island

JANET SUÁREZ LOVETT became a bilingual teacher in 1999 at the Brentwood Union Free School District (BUFSD) in Suffolk County. She taught for seven years and then accepted a Bilingual Resource Specialist position in the BUFSD where she provided professional development to teachers, parents, and administrators.

In 2009, Ms. Suárez Lovett became the Assistant Administrative Coordinator for the Intensive Teacher Institute where she managed the grant for general education teachers seeking to obtain their bilingual extension or their English to Students of Other Languages (ESOL) certification. Ms. Suárez Lovett worked with institutions of higher education across the State of New York to ensure that teachers were receiving the preparation necessary to properly educate students learning English as a new language.

In 2014, Ms. Suárez Lovett was hired as the Coordinator of Bilingual Education & World Languages in the Hempstead Union Free School District where she continues to advocate for multilingual learners and their families. She works closely with a professional team dedicated to providing what is in the best interest of the students in the district. Currently, Ms. Suárez Lovett is a doctoral student at the University of Phoenix online program. Her passion is centered on the engagement of parents of multilingual learners. She is expected to receive her doctoral degree by the year 2020.



Priscilla Zárate
NYSABE
Regional Delegate
Region I/Long Island

PRISCILLA ZÁRATE served as Executive Director for the Division of English Language Learners and Student Support at the New York City Department of Education (NYC DOE) for two years. In this capacity, she served over 150,000 English Language Learners in 1,800 schools throughout the NYC five boroughs. Ms. Zárate led citywide initiatives including the creation, development, deployment, implementation, and monitoring of supports, resources, and services for English Language Learners (ELLs) across districts, field support offices, and schools. She implemented and expanded high quality Transitional Bilingual Education (TBE), English as a New Language (ENL), and Dual Language (DL) programs. Ms. Zárate built the capacity of superintendents, principals, assistant principals, teachers and Field Support Centers in the areas of instruction and compliance.

At the present time, Ms. Zárate is the ENL and World Languages K-12 Coordinator for the Islip Union Free School District. She is also an adjunct professor of TESOL and Bilingual Programs at Adelphi University.

Ms. Zárate currently serves as Suffolk County Hispanic Advisory Board Member for the Suffolk County Government Office of Minority Affairs under Executive County Steve Bellone. In 2013, she was recognized by the Town of Babylon and Supervisor Rich Schaffer as a "Hispanic Leader Serving and Guiding Our Nation with Pride and Honor." That same year, State Senator Phil Boyle honored her as a Hispanic Leader in the Brentwood community.

Ms. Zárate believes that "every child deserves high quality educational programs that value, respect and represent the cultural diversity and languages that students bring into their school communities."

Eva García, NYSABE Regional Delegate Region II/New York City, *see page 6.*

(Continued on next page)



Luis Quan
NYSABE
Regional Delegate
Region II/New York City

Luis Quan is devoted to ensuring that English language learners (ELLs) receive the highest quality education within an academically rigorous and culturally responsive setting. He has dedicated his career to bilingual children and their families. After graduating from Yale University, Luis started his career in the New York City Department of Education as a bilingual teacher with Teach for America. As a graduate of the Bank Street College Bilingual/ENL Teacher Leader Academy (BETLA), he coached teachers and led ELL professional development at his elementary school in The Bronx. After graduating from the Summer Principals' Academy (SPA) at Teachers College, Columbia University, Luis became Director of English Language Learners and Family Engagement for a majority of schools in District 6 and 11. In this capacity, he provided daily coaching and supervisory support at a macro-level to a cadre of ELL liaisons and parent coordinators, building capacity to support a network of 35 schools, impacting over a 1000 multilingual learners. He facilitated monthly professional development to ensure consistency and high quality instructional services for MLLs aligned to Common Core Learning Standards and developed strategic plans to address the instructional needs of the network's bilingual/ENL teachers. In

2015, Luis joined the Bronx Field Support Center (BFSC) as an ELL Services Administrator for District 9. During his time at the BFSC from 2015-17, he was responsible for addressing the instructional needs of the District 9 bilingual/ESL teachers, and all ELL classroom teachers, as well as district- and school-level goals, assessments and professional development plans. Currently, he is an Assistant Principal at Public School 73 in The Bronx, a model dual language school. He dedicates each workday to directly support teachers, families and students by supervising the dual language program and grades 3-5. Luis is also a NYSABE delegate and adjunct professor for bilingual education at the City College of New York City, Teachers College and Bank Street College of Education.

In the many roles that he has served, Luis has always been committed to ensuring educational equity and excellence for multilingual learners.



Adrienne Viscardi
NYSABE
Regional Delegate
Region III/Mid-Hudson

ADRIENNE VISCARDI is the Director of Programs for English to Speakers of Other Languages in the Bedford Central School District, where she supervises ENL programs as well as the Dual Language Bilingual Education Program. She has taught English to learners of many backgrounds, levels, and ages. Ms. Viscardi holds degrees from Wellesley College, Simmons College, and Bank Street College, and currently serves as adjunct faculty in the Graduate School of Education at Manhattanville College.

A certified trainer in the Sheltered Instruction Observation Protocol, Ms. Viscardi was named the WIDA Featured Educator for April 2013 by World-Class Instructional Design and Assessment and recognized by the Mount Kisco Latino Providers Network in 2015 for outstanding service to the community. She has addressed parents and educators at the local, state, and national levels. Ms. Viscardi sees bilingual education as a transformative force in public schools and suburban communities, where she aims to uphold excellence and equity for emergent bilinguals.

James Nieves Bermúdez, NYSABE Regional Delegate Region IV/Central *see page 6.*



Drioni Vergara
NYSABE
Regional Delegate
Region IV/Central

DRIONI VERGARA has been a Syracuse City School District teacher for the past 25 years. She is a product of the Syracuse city schools. She is a graduate of Frazer Elementary and a graduate of Henninger High School. Drioni is an English language learner and ever since she met her first ENL teacher, she knew she wanted to become a teacher. She is fluent in Spanish and English, and is currently teaching kindergarten in the Dual Language program at Delaware Primary. Drioni Vergara received her undergraduate degree from Le Moyne College and later received her Master's degree from Syracuse University. Drioni Vergara has taught sixth grade, second grade and Kindergarten. Most of her teaching career has been in bilingual classrooms and this is where she feels she has made the most impact.



Enid De Jesús López
NYSABE
Regional Delegate
Region V/Rochester

Enid De Jesús López is the Director of Transition Systems for the Rochester City School District (RCSD). She works at the Office of Student Equity and Placement supervising the Language Assessment Proficiency Center (LAPC), as well as supporting students in the Juvenile Justice and foster care systems. Enid started her career at RCSD in 2003 as a school counselor and her passion for supporting students and families led her to earn a degree in School Administration. In 2017, when Enid began working with LAPC, she worked to streamline protocols and procedures and advocate for bilingual programs and services for English Language Learners/Multilingual Learners. In 2018, she championed for additional services for SIFE students, which resulted in the implementation of the BRIDGES program through collaboration with R-BERN and district level administration. Enid is pleased to serve as a delegate of NYSABE for the Rochester region and work to strengthen the collaboration of bilingual educators.



Meybhol Sapienza
NYSABE
Regional Delegate
Region V/Rochester

Meybhol Sapienza is currently serving as an Assistant Principal at the James Monroe High School, Rochester City School District (RCSD). She has been working in Bilingual Education since 2004 and in Bilingual Special Education since 2012 at RCSD. In 2007, Meybhol became an administrator in the same district, and in 2013, she moved to building administration serving as one of the first bilingual coordinating administrators of Special Education. Meybhol was born in Nicaragua and in the early 1980s, she and her family migrated to the United States. Meybhol believes in her dual role as an advocate and educator. She is passionate and dedicated to working with multilingual students, their teachers and support staff. Meybhol strives to promote and advocate for bilingualism and bi-literacy. At the present time, she is pleased to be able to serve as a NYSABE regional delegate representing Region V/Rochester. Her goal is to strengthen the spirit of collaboration among bilingual educators.



Claribel González
NYSABE
Regional Delegate
Region VI/Western
New York

Claribel González is a resource specialist at RBE-RN West, (Regional Bilingual Education Resource Network) where she supports districts in achieving academic excellence for multilingual learners. Her love of language started at a young age as a result of her enrollment in bilingual programs in the Buffalo Public Schools.

Claribel attended the University at Buffalo where she earned a master's degree in childhood education with a bilingual extension. Her commitment to give back to the Latino community led her to begin a career as a bilingual 5th grade teacher in the Buffalo Public Schools. Claribel later took on the role as the bilingual coach for the Division of Multilingual Education in the Buffalo Public Schools where she gained experience in providing side by side coaching to teachers as well as assisting in the strengthening of the district's bilingual programs.



Petra Mencía
NYSABE
Regional Delegate
Region VI/Western
New York

Petra Mencía was born in the Bronx and raised in the Dominican Republic. She has been a bilingual special education educator and administrator for 29 years, 27 of those in the Buffalo Public School District. Petra's involvement with NYSABE began in 1992 as a graduate student at SUNY at Buffalo. Since then, Petra's experience as an educator and administrator has proven to be an asset as she has served NYSABE in a variety of ways. She has assisted with NYSABE conference registration and annual student essay contest. She has chaired the Hospitality Committee and Special Education Strand. Petra has also participated in fundraising events, mini conferences, and professional development activities in her region.

Petra has offered her unique perspective as an educator and administrator while serving on several initiatives that have advocated for the rights of multilingual learners across the region such as the Buffalo Public Schools Reading Committee, Parent Involvement, changes in C.R. Part 154 Regulations, No Child Left Behind assessments, Race to the Top, and Say Yes to Education, Buffalo. She is currently a Content Specialist for Teach for America in Buffalo.

Petra is a bilingual education product from the New York City public school system. She is a passionate advocate for the rights of multilingual learners and is confident that her efforts will positively influence their education.



Nancy King Wang
NYSABE
Chinese Language
Delegate

NANCY KING WANG worked for the New York City Department of Education (NYCDOE) for more than 30 years as an ESL teacher, a Chinese language teacher, a bilingual guidance counselor, and an assistant principal of administration. She taught in the *College Now Program* at La Guardia Community College and served as president of the Association of Chinese-English Bilingual Educators-East Coast of USA. Ms. Wang holds a Master's degree in Bilingual Education and ESL Teaching from City College, and a Master's degree in School Administration and Supervision from St. John's University. She also obtained the principal and district administrator's licenses. At the present time, Ms. King Wang works as a Resource Specialist at the Statewide Language R-BERN housed at New York University.



Marie Lily Cerat, PhD
NYSABE
Haitian Language
Delegate

MARIE LILY CERAT has a PhD in Urban Education and a Certificate in Africana Studies from the Graduate Center of the City University of New York. Through the theoretical lenses of post-colonialism and culturally responsive and sustaining pedagogy, her work examines the effects of the exclusion of Haitian language and culture in the education of Haitian learners.

Dr. Cerat has worked in the K-16 New York public education system as a classroom teacher, a staff developer and a college teacher for over 20 years. Her academic writings have appeared in *Rethinking Schools*, *the Journal of Haitian Studies*, and the *International Journal of the Sociology of Language*. In addition to her scholarly activities, Dr. Cerat has a long history of organizing within the New York Haitian community. She is the co-founder of *Haitian Women for Haitian Refugees* (HWHR), a group that was established in 1992, to provide ESL and adult literacy programs to Haitian immigrants and refugees in the Brooklyn area. Today, HWHR continues to provide educational services, and leadership training to help members advocate on their own behalf for civil, educational, social, labor/economic and immigration justice.



Miriam E. Ebsworth,
PhD
NYSABE
Hebrew Language
Delegate

Miriam Eisenstein Ebsworth is a teacher educator, researcher, and advocate in the areas of Bilingual Education, TESOL, Second Language Acquisition, and Applied Linguistics. Dr. Ebsworth is Academic Director of the English program for the families of international students at New York University, Past Director of PhD Programs in Multilingual Multicultural Studies; and co-chair of the ELL Think Tank at NYU.

Her research interests include using technology in second language pedagogy, second language academic writing, and intercultural pragmatics. She is a consultant for the UN in the continued development of Actionthroughwords, a website for English learning and has appeared in "The Three R's," a film exploring academic language and the T.V. show Public Voice Salon. Miriam is the recipient of the NYSABE Bilingual Teacher of the Year award (2018-2019), the NYU Teaching Excellence Award and the NYSTESOL Outstanding Teacher Award.



Hyunjoo Kwon, EdD
NYSABE
Korean Language
Delegate

HYUNJOO KWON is a Resource Specialist at the NYSED Language Regional Bilingual Education Resource Network at NYU. Before retiring from the NYC Department of Education, she was a bilingual teacher and LAU Coordinator at a New York City public high school. She also worked at the Asian Languages Bilingual Education Technical Assistance Center (ALBETAC) as a Resource Specialist given opportunities to reach out to various Asian communities.

Dr. Kwon has been active in supporting immigrant children's education. In collaboration with the Korean Teachers Association of New York, founded by her in 1992, she has coordinated citywide activities such as the Korean parents and Korean language teachers' workshops. She was honored with the Korean Government's Presidential Award (2003) for her leadership in leading the Korean educational community.

Dr. Kwon received a B.A. from Ewha Women's University, Seoul, Korea and an M.S. from State University of New York at Buffalo. She completed her doctoral study in educational administration at NYU Steinhardt

School of Education.



Eliezer Hernández
NYSABE
Spanish Language
Delegate

ELIEZER HERNÁNDEZ was born in Guaynabo, Puerto Rico, and raised in a bilingual, multicultural household in the South Bronx by a Dominican immigrant. After graduating from high school, he attended SUNY Oswego. He served as President of Nuestra Esperanza, the Latino Student Union, and founder of a chapter Phi Iota Alpha Latino-American Fraternity, Inc.

Mr. Hernández worked as a Spanish teacher in the Auburn Enlarged City School District for 10 years. While in Auburn, he became the Spanish Club advisor and founded the José de San Martín chapter of La Sociedad Honoraria Hispánica. He is currently serving his third term on the Auburn School Board of Education.

In 2010, Mr. Hernández joined the Syracuse City School District as an administrative intern first, and later became a vice principal at the Westside Academy@the Blodgett Middle School. In 2014, he was appointed as the principal of the Delaware Primary School where he began building a PreK-5 bilingual school in Syracuse. At the present time, he is the President of the Auburn/Cayuga County Branch of the NAACP, a member of the Harriett Tubman Center for Justice and Peace, the board of directors of AADUNA, Inc., and secretary of the Minority Professionals Association. Mr. Hernández is enrolled in the Executive Leadership doctoral program at St. John Fisher College.



Gliset Colón, PhD
NYSABE
Delegate-at-Large

Gliset Colón is an Assistant Professor with the Exceptional Education Department at SUNY Buffalo State. She is also the Coordinator for the Bilingual Graduate Certificate Program. Dr. Colón teaches courses on topics related to bilingual special education, behavior and classroom management, and foundations of special education. In addition to teaching, Dr. Colón has research interests and expertise in literacy and language outcomes for multilingual students with and without disabilities, multi-tiered systems of support, disproportionality, culturally relevant and sustaining pedagogy, and intersectionality. Dr. Colón is actively involved in several professional organizations including the Council for Exceptional Children (CEC), CEC Teacher Education Division (TED), National Association for Bilingual Education (NABE), and the New York State Association for Bilingual Education (NYSABE).

OUR STUDENTS' VOICES

Why I went to the Climate Strike in New York City? ¿Por qué yo fui a la protesta sobre el Clima Global en Nueva York?



Mateo Hanmer, Age 9
Dual Language Student at
PS 149 Queens, New York

My name is Mateo Hanmer and I am 9 years old. I live in Jackson Heights, Queens, NYC. I am in fifth grade. I am in the bilingual program at P.S. 149Q.

Mi nombre es Mateo Hanmer y tengo 9 años. Vivo en Jackson Heights, Queens, NYC. Estoy en quinto grado. Estoy en el programa bilingüe en P.S. 149Q.

September 18, 2019: I heard about the Climate Strike when I overheard my

parents talking about Greta Thunberg and her activism in stopping world climate change.

Septiembre 18, 2019: Escuché acerca de la protesta sobre el clima en Nueva York cuando escuché a mis padres hablando sobre Greta Thunberg y su activismo sobre el cambio del clima global.

September 19, 2019: While I was at school, I heard one of my classmates saying that tomorrow she was going to miss school and go to the Climate Strike. When I got home from school, again I heard my parents talking about it and I asked if they were going and if I could join them. My mom said that she would try to go.

Septiembre 19, 2019: Mientras yo estaba en la escuela escuché a una de mis compañeras de clase diciendo que ella no iba a venir a la escuela mañana porque ella iba a la protesta sobre el clima global. Cuando llegué a casa otra vez escuché a mis padres hablando

sobre el tema y pregunté si ellos iban y si yo podía ir con ellos. Mi mamá dijo que trataría de ir.

September 20, 2019: I got to school. Earlier that morning, my mom said she might be able to take me to the climate march. Later that day at school, my mom picked me up early and then we went to her office and I made posters while she had a meeting. My poster said "There's No Planet B" and on the other side "No Hay Un Planeta B." Then, we went to the climate march. The first thing I noticed was that a lot of people cared about the environment. I also noticed that many of the people there were at least 3 years older than I, like 12 or 13+. The majority of the people there were children/teenagers (they were all missing school).

Septiembre 20, 2019: Llegué a la escuela. Temprano esa mañana, mi mamá dijo que quizás ella podría llevarme a la protesta. Durante mi día en la escuela mi mamá vino y me recogió para ir a la protesta. Pero antes,

teníamos que ir a su oficina por que ella tenía una reunión. Durante su reunión hice carteles. Mi cartel decía "There is No Planet B" y en el otro lado decía "No hay un Planeta B." Después fuimos a la protesta. La primera cosa que noté fue que a muchas personas les importaba el planeta tierra. También noté que muchas de las personas ahí eran al menos tres años mayores que yo, como 12 o 13+. La mayoría de las personas allí eran niños/adolescentes (todos estaban faltando a la escuela).

The reason why I was interested in going to the climate strike was that I was worried about our planet and I

was hoping that the government would listen to us and put into action what we were saying.

La razón por la que yo estaba interesado en ir a la protesta sobre el clima global fue porque yo tenía miedo sobre nuestro planeta y esperaba que el gobierno nos escucharía y pondría en acción lo que nosotros estábamos diciendo.

About the author: Mateo Hanmer is 9 years old and a 5th grader in the dual language bilingual program at PS 149Q in the New York City neighborhood of Jackson Heights, Queens. His hobbies are playing soccer and reading books.



Why I participated in the Climate Strike



Nuala Naranjo, Age 18
Freshman at
Hunter College, CUNY

We are at a pivotal point in our life, and the decisions that we and our elected officials make are going to affect us for generations. On September 20th, 2019, I, like millions of other students, woke up wondering if we were going to be able to shout loud enough so that our voices could be heard. I had the privilege to be able to march with Team AOC and advocate for the Green New Deal.

Personally, I think that the decision to

participate in the Climate Strike was a no-brainer. The government wasn't listening to us or any scientists about the urgency of the situation; climate change is real, and it is affecting us, and we need to do more. There is no planet B, we don't have a backup for this. Climate change is a hard thing sometimes for people to see in their day to day lives especially when we aren't seeing the arctic melt in real time. And the misinformation spread by the people on the other side of the issue isn't helping either.

But the real issue is that all the things that individuals try to do like: not using plastic bags, plastic containers, or plastic straws, and trying to recycle isn't helping enough. The reality is that the biggest polluters like the United States Military, are the people that we need to be holding accountable for climate change. But we can't. Not until our electorate stands up and repeats the message, we are screaming. That is why I skipped school this year, and why I did it the year before. Because people need to be held

accountable for polluting our earth and for refusing to listen to us. Students today will inherit the Earth tomorrow and we want it to be left better than the generation that found it.

About the author: Nuala Naranjo is 18 years old and lives in Jackson Heights, NY (Queens). She is a graduate of bilingual education programs at PS 149 and IS 145. She attended high school at The Brooklyn Latin School, an IB School where she studied Latin and World Religions. She is currently a freshman at Hunter College, CUNY.



FIHS Students come together for Climate Strike



Lisbeth Cheng, 12th Grader Student at Flushing International High School, New York

It was Friday morning when students from Flushing International High School decided to leave the school and be part of the citywide Climate Strike because they thought this was their fight and their future. Days before, teachers had organized a trip to take 12th graders and themselves to be part of it. Unfortunately, just a day before the event, the NYC Department of Education denied schools the ability to go out and take students to the protest. They said climate change was a political issue.

At the start of the day, teachers and students felt disappointed, sad, angry and useless when they learned about the NYC DOE's decision. However, resignation soon turned into resilience. "I wasn't sure if I wanted to go earlier this week, but once I received the notice about teachers being banned I got so angry that it gave me the courage," one student said.

Together, 12th grade students decided to go even if it was by their own, as Greta Thunberg once said, "If the adults won't take the responsibility, then we will have to do it." Seniors became the new leaders of the school, and in less than 2 hours, desperate and anxious students leaders met in the school auditorium,

this time with students of all grades to organize a trip together, representing the school at the strike.

Since the teachers couldn't go, the plan was that students would be divided into groups, 10-14 students per group. Each group would have at least 2 student leaders, who would be in charge of keeping students together and safe, as some students did not have much experience in traveling on the train. On the same day, students also made posters to express how they felt, most of the signs were about our world being destroyed and how the adults had not done anything about it.

Once students arrived at the Climate Strike site at City Hall Park and they were surprised to see many people, especially students and kids; all were excited and ready to make a change. "What do we want- Climate Justice! When do we want? - Now!" was a phrase that started with a small group of kids and became a louder and extended phrase for all the people who were there. Reporters,

writers, recorders from all over were intrigued about what was happening and desperate to catch every single moment.

At the end, almost 120 students walked out from Flushing International High School, all by themselves and yet working together as a student committee. "It was hard to see them go without us, but they did it. I love them and all that they stand for," one teacher said. Teachers felt proud of all the students, not only for being in the climate strike but also for creating a better school community where most of the members are immigrants. This event proves that no matter where you come from, what you have or even who you are, the main issue that unites us is our only home, the world, and the belief that it is time to make a change before is too late.

About the Author: Lisbeth Cheng is a 12th grader at Flushing International High School.



REGIONAL NEWS

The Supporting Immigrants in Schools Series: A Resource for Educators in Turbulent Times



Tatyana Kleyn, EdD
The City College of New York
NYSABE Past-President (2014-2015)

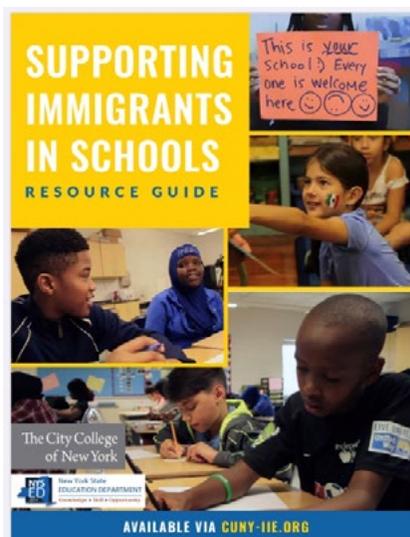
How can schools across New York state receive, educate and uplift our immigrants? This is a big question that is made even more challenging by the current anti-immigrant climate. But it is the question that the *Supporting Immigrants in Schools* series seeks to answer. The four short videos highlight key issues all schools must be aware of and then take us into an exemplary elementary and secondary schools in New York City, New Rochelle and Buffalo who are working to ensure immigrants and immigration issues are at the forefront. The videos are all accessible online for free at cuny-iae.org. Each 10-12 minute video addresses the following topics:

- Key Immigration Issues
- Approaches to Educating Refugees and Immigrants
- Elementary Immigration Issues
- Secondary Immigration Issues

The brave educators, students and families from across the State tell, and more importantly, show what they are

doing in spite of and because of the political realities they face. Their willingness to be on film is an act of resistance and love, and ultimately a gift to those who care about the right on migration and education in New York, and beyond.

The videos are accompanied by a resource guide that is also available for free online. It was created by Ashley Busone Rodríguez, a bilingual teacher at Dos Puentes Elementary, and Isabel Mendoza, a student at CUNY school of law. They put together a list of some the best children's and young adult immigration-focused literature, films, and posters available. The guide also includes resources for different stakeholders such as educators and families, information about college access and financial support – including the newly passed New York State Dream Act – and related New York State Education Department (NYSED) documents that educators must be aware of and share with families and students.



Cover art by M. Erazo

On October 15, 2019 NYSABE's Region II co-sponsored the series that was launched at the Aaron Davis Hall at The City College of New York. The theatre

was filled with hundreds of people, including elementary, middle, high school and college students, teachers, professors, counselors and administrators and families and advocates. It was a space to unite to fight and do right by our immigrant communities. Following the screening, a panel discussion, with elementary and high school students from the videos, as well as their educators (Rebeca Madrigal and Jae Berlin), an immigration lawyer (Stephanie Delia) and the series producer/director (Tatyana Kleyn), was moderated by Joe Torres of WABC News. The photos from the launch event can be accessed [here](#). A similar premiere in Buffalo will be held soon.



Students from Dos Puentes Elementary get ready to see themselves in the "Elementary Immigration Issues" Video. Photo by Nicholas Ortiz



A panel discussion was held following the screening with some of the stars of the videos. Photo by Nicholas Ortiz

The series was funded by the New York State Education Department. The work was envisioned by Angélica Infante-Green and Lissette Colon-Collins, while they were with NYSED, and supported by Khin Mai Aung and Laura Arpey in the Office of Bilingual Education and World Languages.

2019 NYSABE Zumba Fundraiser in Buffalo



Claribel González
Coordinator/Resource Specialist,
RBE-RN West



Region VI hosted their first NYSABE Zumba fundraiser to support the mission of promoting and fostering collaborative partnerships in Bilingual Education. Courageous advocates gathered on a beautiful Fall morning to make their moves count at Herman Badillo Community School #76 in the Buffalo City School District. Erica Ruiz, with her vibrant moves led the group in an exhilarating workout that had participants asking for more!



Bilingual Education Book Study

Toma la palabra! written by Dr. Monica Lara is an incredibly valuable resource for educators working in dual language programs. Dr. Lara visited Western New York during RBERN West's ELL Summer Institute and delivered a powerful and unforgettable workshop focused on linking oral language and literacy. As a follow up to the workshop, educators have gathered monthly to take a deeper dive and discuss strategies embedded within the book.



ODMAC 2019

RBE-RN West, in collaboration with NYSABE and NYS TESOL, hosted their One Day Mini Area Conference at Niagara University on Saturday, October 26, 2019. Alicia Barinas, President of NYSABE, opened the conference by welcoming all in attendance. Mrs. Barinas highlighted the power of leadership and collaboration in moving our multilingual students forward. She emphasized the critical role teachers play in the process by stating "We don't leave our teachers behind; they have to be at the table." Jeff Zwiers, the featured presenter, engaged participants in interactive activities that promoted the use of academic conversations to augment learning for ELLs.



Region I/Long Island Fall Activities



Priscilla Zárate

ENL & World Languages K-12 Coordinator
Islip Union Free School District

SUFFOLK COUNTY HISPANIC ADVISORY BOARD CHAIRPERSON

On October 23, 2019, NYSABE Region 1 Delegate, Priscilla Zárate, was elected as Chairperson of the Suffolk County Hispanic Advisory Board under the Office of Minority Affairs.

As the new Chairperson, Ms. Zárate will serve as a bridge between Suffolk County government and the county's rapidly growing Hispanic community. She will advocate on behalf of the Hispanic community as well as encourage Hispanic participation in civic life. We are confident that she will work tirelessly to improve Suffolk County and to be a model for the nation as place that welcomes all people regardless of nationality, race, religion, or language background.

"As an uncompromisingly strong advocate for Hispanic residents throughout Suffolk County, Priscilla Zárate is uniquely qualified to serve as the Suffolk County Hispanic Advisory Board Chairperson," said Legislator Tom Donnelly from Legislative District 17.

"I'm humbled and honored to represent the Hispanic community of Long Island, as Chairperson of the Suffolk County Hispanic Advisory Board, Office of

Minority Affairs under County Executive Steve Bellone," said Ms. Zárate.

"I've spent the last 23 years as an educator and leader, building bridges and creating an environment that fosters a respect for and appreciation of all cultures from around the world. I eagerly look forward to leading the mission, vision, and goals established by the Advisory in support of the Hispanic Community of Long Island."

HISPANIC HERITAGE STUDENT RECOGNITIONS



In honor of Hispanic Heritage Month, the Islip School District held its third annual Hispanic Heritage student recognition event on October 15, celebrating the culture, language, and contributions that Hispanic, Hispanic heritage, and Hispanic-American students have made to the district.

At the ceremony, held at the board of education meeting in the middle school library in front of proud families, students – one from each of the district's schools – were recognized: Jeremy Pacheco of Wing Elementary School, Joshua Trejo Jandres of Commack Elementary School, Melissa Castellanos Orellana of Maud S. Sherwood Elementary School, Nicole Matute of Islip Middle School, and Osman Marroquin-Mejia of Islip High School.

"These students' civic and community engagement contributions continue to make Islip a better place," said Priscilla Zárate, Islip's coordinator of ENL and World Languages.

ELL PARENT ORIENTATION NIGHT

To help familiarize them with the school district and its programs, the Islip School District hosted a parent orientation for its English Language Learners at Islip High School on the evening of October 22. Islip currently has students who speak 19 different languages up from 17 last year, with 82 percent Spanish-speaking.



Priscilla Zárate, the district's ENL and World Languages Coordinator, welcomed parents and students to the meeting. Ms. Zárate presented information on the district's academic offerings, programs and services available to ELL students, based on New York State Education regulations.

Following the presentation, parents and students were invited to the cafeteria, where they could visit with different school and community informational tables. The district's Parent Teacher Associations, Islip Public Library, Long Island Immigrant Student Advocates, APAC International Culinary Arts Academy and School Nutrition representatives were available to meet with parents and answer any questions. Students had the opportunity to visit different stations with books, legos and hands-on-robotics. Each student went home with a backpack filled with books and school supplies. Parents were also able to meet with ENL teachers from across the district and learn more about the specifics of each building during a breakout session later that evening. The high school's World Language Honor Society students were on hand to work with the students in the cafeteria and some served as Spanish interpreters in the parent sessions.

FOSTERING COLLABORATIVE INSTRUCTIONAL LEADERSHIP IN BILINGUAL EDUCATION: **EQUITY IN ACTION**

New York State Association for Bilingual Education
43rd Annual Conference



March, 19-21, 2020
Crowne Plaza White Plains
66 Hale Ave. White Plains, NY 10601
WWW.NYSABE.NET



New York State Association for Bilingual Education
MEMBERSHIP APPLICATION

PLEASE PRINT CLEARLY

Kindly note that this information will be used to generate your membership card and future mailings

www.nysabe.net

I was referred by: _____ NEW RENEWAL
 Name: _____ Work Phone #: () _____
 Home Address: _____ Home Phone #: () _____
 City: _____ State: _____ Zip Code: _____ Email: _____
 Languages Spoken: _____

NYSABE Dues: (please check one)

- \$35 Associate (full time student, parent, paraprofessional)
 \$45 Regular (teacher, administrator, teacher educator, researcher)
 \$75 Institutional
 \$100 Commercial

Select your local region: (check one)

- Region I-Long Island
 Region II-New York City
 Region III-Mid-Hudson
 Region IV-Syracuse/Capital District
 Region V –Rochester
 Region VI-Western New York

I would like to volunteer in:

- Advocacy
 Fundraising
 Special Events
 Membership
 Other

CONTRIBUTION: I would like to contribute to NYSABE's continuing efforts to strengthen Bilingual Education in New York State with my tax deductible contribution of:

\$25 \$50 \$100 Other \$ _____

Signature: _____ Date: _____

Please duplicate and disseminate this application among your colleagues and others.

Please make check payable to NYSABE and mail it with this completed form to:

NYSABE
NYU Metropolitan Center for Research on Equity and the Transformation of Schools
726 Broadway, 5 Floor
New York, NY 10003

THE ORGANIZATION:

NYSABE is a multilingual, multicultural professional association that promotes the academic achievement of more than 300,000 English language learners (ELLs)/bilingual students, and supports the development of biliteracy skills among all students in New York State. Founded in 1976, NYSABE unites educators, parents, community and business leaders, elected officials, researchers, members of professional organizations, educational institutions, and the news media sharing a common goal-to ensure excellence and equity for students from diverse linguistic and cultural backgrounds.

NYSABE encourages the establishment, maintenance, and expansion of quality programs in bilingual education.

NYSABE promotes bilingual education as a process by which students achieve academic success through instruction in English and a language other than English. NYSABE supports the belief that language pluralism and literacy in more than one language benefit the nation and all its citizens.

NYSABE collaborates with the NYS Education Department, school districts, and educational institutions by participating in their initiatives and ensuring excellence and equity in the education of ELLs /bilingual learners NYSABE is affiliated with the National Association for Bilingual Education (NABE) and the New York State Council of Educational Associations (NYSCEA).

MEMBERSHIP BENEFITS:

Join the NYSABE team! Through your membership dues and involvement, you will have the opportunity to make integral contributions towards positive educational change for ELLs/bilingual learners.

Membership benefits include:

NYSABE Journal of Multilingual Education Research (JMER): The yearly issue of this journal is a must for every library and member of the association. It publishes current research on best practices in instructional methodologies, optimum program models, and key elements in the implementation of successful bilingual education programs.

The NYSABE Newsletter, *The Bilingual Times*: The quarterly issues of *The Bilingual Times* offer updates on the regional and statewide activities of the association and its members. *The Bilingual Times* also provides information on current legislative and policy developments as well as articles on best educational approaches for ELLs/bilingual learners.

Professional Development: NYSABE offers local, regional, and statewide professional development activities that focus on optimum, research-based practices in bilingual education. These activities create a professional forum suitable to network with other professionals in your field of interest, to share experiences, and explore new ideas.

Advocacy and Leadership: NYSABE offers opportunities to develop leadership skills while participating in hands-on training, special committees, language group events, and advocacy activities on behalf of students, their parents, and educators.

NYSABE wishes to thank all of our contributors and supporters for lending their expertise to this publication.

NYSABE BILINGUAL TIMES STAFF INCLUDES:

Nancy Villarreal de Adler, Project Director

Dr. Heather Woodley, Editor

César Rodríguez, Project Assistant



**The New York State
Association for
Bilingual Education**