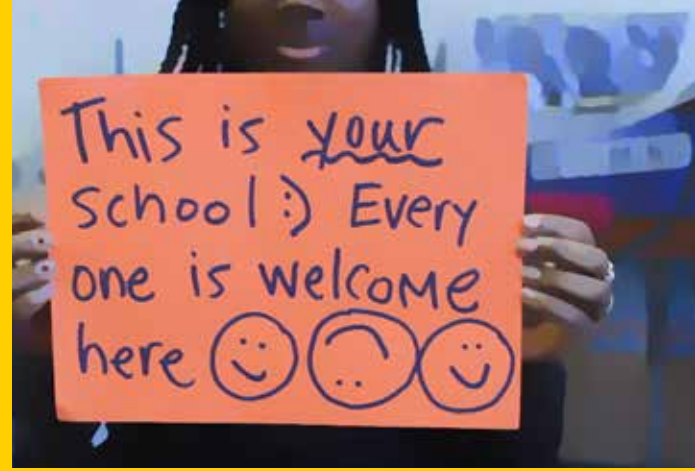


# SUPPORTING IMMIGRANTS IN SCHOOLS

## RESOURCE GUIDE



The City College  
of New York



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

AVAILABLE VIA [CUNY-IIE.ORG](http://CUNY-IIE.ORG)

**The Supporting Immigrants in Schools Video Series and Resource Guide  
have been made possible by generous funding from the New York State  
Education Department.**

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Dear New York State Educators:

Our state is home to 4.5 million immigrants, with one of every five people born outside the U.S. (American Immigration Council, 2017). These figures make it difficult to find a classroom that is not touched by immigration, whether it's someone who came as a legal permanent resident, crossed the southern border without authorization, resettled as a refugee or is a child of an immigrant. But regardless of how our students and their families migrated, where they come from, or their status, it is our responsibility to support them academically, linguistically and socio-emotionally.

We are living in times where being an immigrant means being under attack, where policies are created to decrease the numbers of people who can come or stay in the U.S. and where communities are living in constant fear and uncertainty. Our students are experiencing these tensions and often bring them to school. How we act in response to the current immigration context in the name of our students' and families' safety, well-being and education matters.

We created this guide to accompany the Supporting Immigrants in School video series because teaching about and supporting immigrants is not easy, but it is critically important. We have compiled the following resources to ensure that educators across New York are equipped to address this timely and contentious topic with all their students:

#### **Immigration Book List**

A compilation of books from PreK-12 that discuss current immigration issues that are reflective of the realities of our diverse student population.

#### **Curricular Resources**

A list of organizations and curricula to support teaching about current immigration issues.

#### **Film List**

A description of films that serve as teaching tools with secondary students.

#### **Posters and Handouts**

Artifacts to post that show commitment to supporting immigrants and inspire the creation authentic posters by school community members.

#### **Support Organizations for Educators**

Advocacy groups that provide information and support for educators working with immigrants.

#### **Resources for Families**

Organizations and documents to support families understanding their rights and planning for "worse case scenarios" with ICE and deportations.

#### **Planning and Funding College Resources**

An overview of the rights of undocumented students to attend college and options for private scholarship (public funding is not an option until the NY Dream Act passes).

#### **NYSED Documents**

Directives and resources for the safety and education of immigrants.

You play an important role in educating about immigration and supporting immigrant students. Our hope is that these resources will empower you to work toward change in your school, community, and our state.

Sincerely,

**Tatyana Kleyn** (Editor), The City College of New York

**Ashley Busone Rodriguez** (Co-author), Dos Puentes Elementary

**Isabel Mendoza** (Co-author), CUNY School of Law

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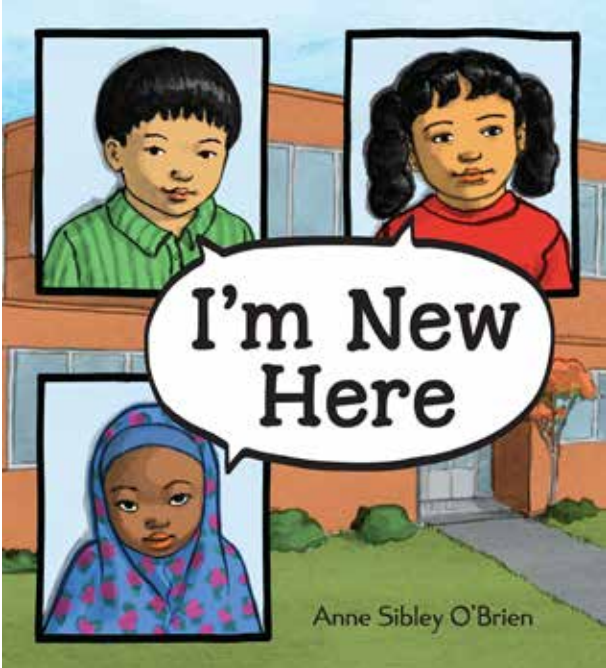
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# IMMIGRATION BOOK LIST

This list, organized by grade level, is a start to creating classroom libraries and incorporating texts into your curriculum when working with all students. Yet they are especially important for students from immigrant families, as the books provide them opportunities to see themselves represented and offers them a space to share their stories with their peers (if they feel comfortable doing so).

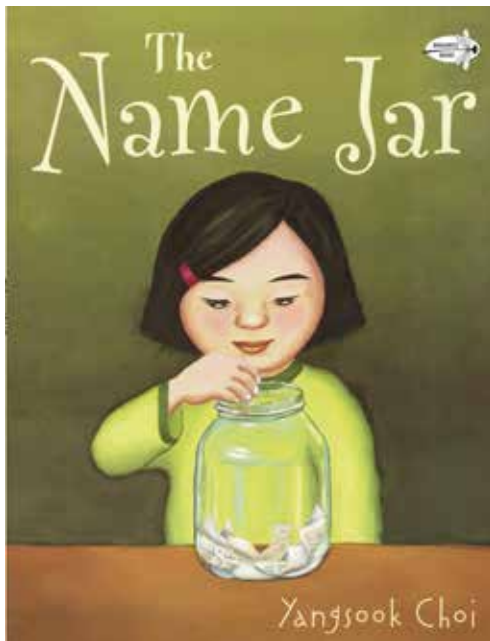
	<p><b>Title</b> Immigration Collection <b>Publisher</b> Lee &amp; Low Books <b>Grade Level</b> K-6</p> <p>This collection is an invaluable resource for educators and families alike. Lee &amp; Low provide a diverse selection of texts by authors who are immigrants, support immigrants, and are committed to teaching about immigration from a holistic and positive perspective.</p> <p><a href="https://www.leeandlow.com/collections/immigration-collection">https://www.leeandlow.com/collections/immigration-collection</a></p>
	<p><b>Title</b> I'm New Here <b>Author</b> Anne Sibley O'Brien <b>Grade Level</b> Pre-K-3</p> <p>A powerful story of three students who are immigrants from Guatemala, Korea, and Somalia who have trouble using English in their new American elementary school. With encouragement from their peers and teachers the students begin to become confident and comfortable in their new school without losing a sense of their home country, language, and identity.</p>





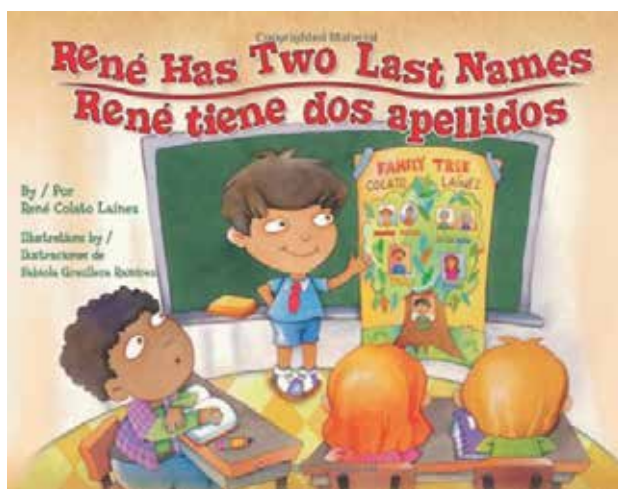
**Title** Angel Child, Dragon Child  
**Author** Michele Maria Surat  
**Grade Level** Pre-K-3

A timeless story based on a young girl's true-life experiences. Ut, a Vietnamese child, is separated from her family and tells about her journey toward coming to terms with life in a new country and reuniting with her family.



**Title** The Name Jar  
**Author** Yangsook Choi  
**Grade Level** Pre-K-3

Unhei just moved from Korea and is anxious that American kids might not like her. Imagine being new at school AND having a name that is difficult to pronounce! Instead of introducing herself with her real name on the first day of school, she tells the class that she will choose a name by the following week. Luckily, Unhei makes friends with a group of students who understand the value and meaning behind her name, encouraging her to keep her own cultural and linguistic identity after all.

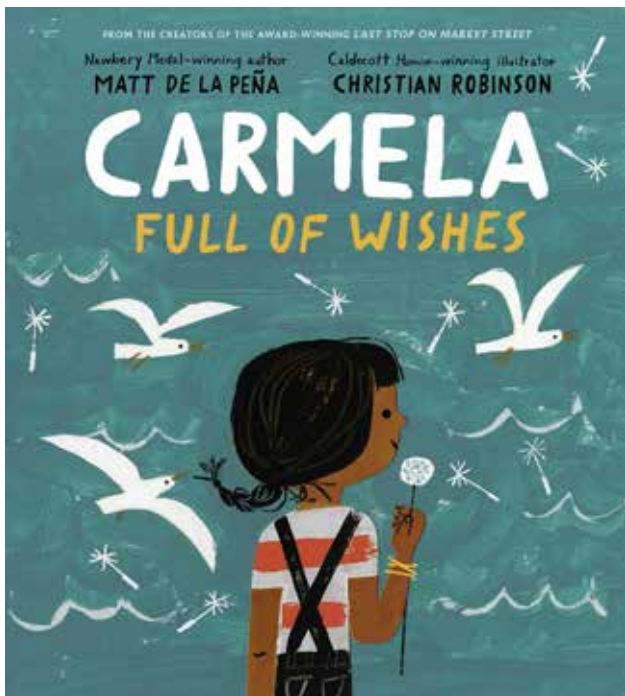


**Title** René Has Two Last Names / René tiene dos apellidos

**Author** Rene Colato Lainez  
**Grade Level** K-3

*\*Also available in Spanish*

René is from El Salvador and he doesn't understand why his name has to be different in the United States. When he writes Colato, he sees his paternal grandparents. When he writes Lainez, he sees his maternal grandparents. René isn't complete without two names- and this is the story of how he helps his teacher and his new friends understand his cultural identity.

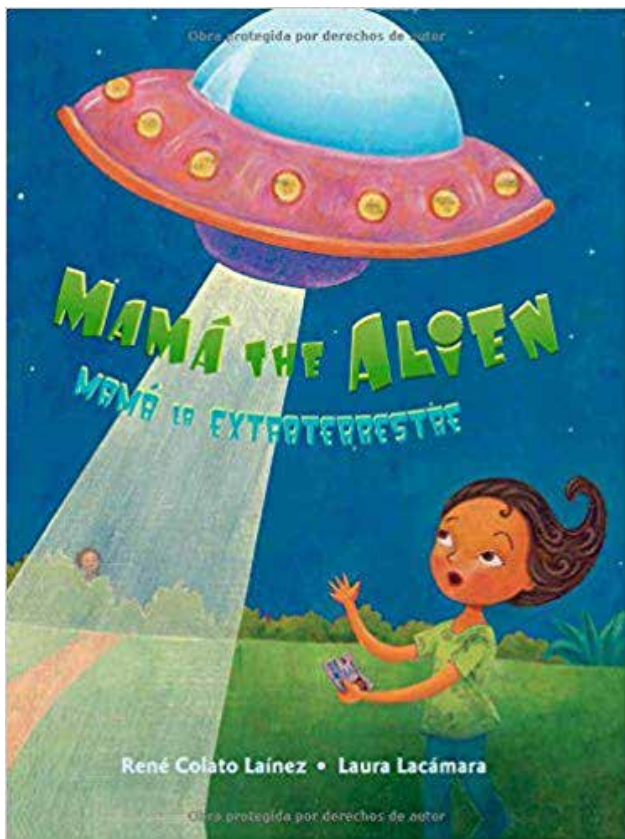


**Title** Carmela Full of Wishes

**Author** Matt de la Pena

**Grade Level** K-3

When Carmela finds a dandelion to blow, she thinks about all the wishes she could make with it. Will she wish for a toy? For her family to be richer? Or for her father's papers to be fixed so he can finally come home? A story of immigration and determination, Carmela Full of Wishes is a powerful testament to how important it is to address the social-emotional needs of immigrant children.



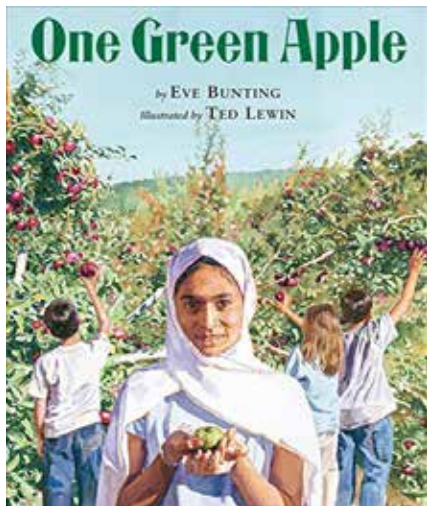
**Title** Mama The Alien/Mama la Extraterrestre

**Author** René Colato Laínez

**Grade Level** K-5

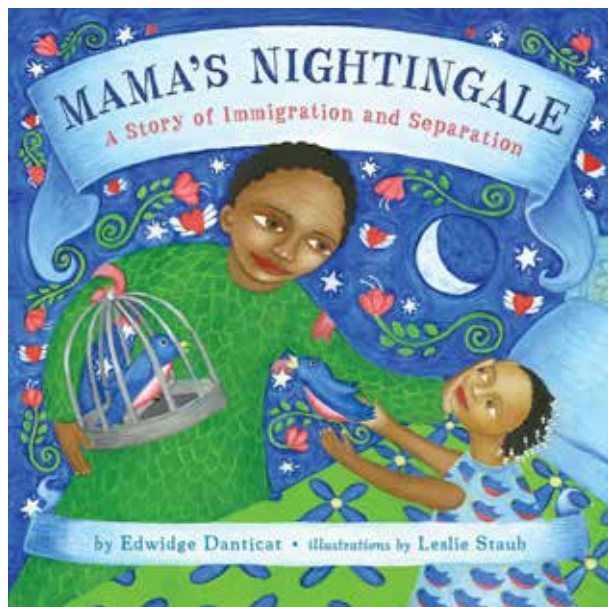
When Mama's purse falls on the floor, Sofia gets a peek at Mama's old Resident Alien card and comes to the conclusion that Mama might be an alien from outer space. Could Mama really be an alien? Sofia begins to realize that in English, an alien can be someone from another planet, and it can also be a person from another country, just like Mama! This book is a lighthearted immigration tale and a celebration of family, no matter where that family comes from.





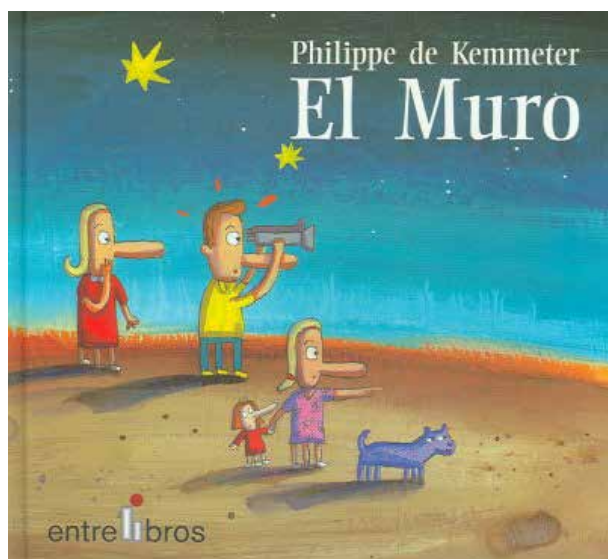
**Title** One Green Apple  
**Author** Eve Bunting and Ted Lewin  
**Grade Level** K-5

Farah, a shy, young Muslim immigrant, doesn't speak English. After a lot of effort, she finally finds a way to connect with her fellow students on a field trip to an apple orchard. Farah's story will be familiar to many immigrants – the slow but sure shift from feeling “other” to becoming a part of your new culture through the magic of friendship.



**Title** Mama's Nightingale  
**Author** Edwidge Danticat  
**Grade Level** K-5

When Saya's mother is sent to an immigration detention center, Saya finds comfort in listening to her mother's familiar greeting on their answering machine. To soothe Saya and close the gap between them while she's in detention, Mama begins sending Saya recorded bedtime stories inspired by Haitian folklore. Moved by her mother's tales and her father's attempts to reunite their family, Saya writes a story of her own—one that just might bring her mother home for good.

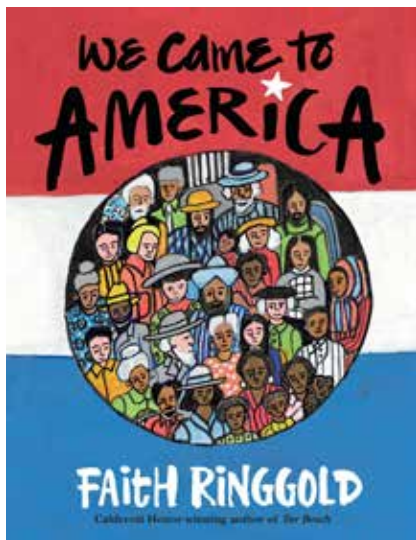


**Title** El Muro/The Wall  
**Author** Philippe de Kimmeter  
**Grade Level** K-5

*\*Also available in Spanish*

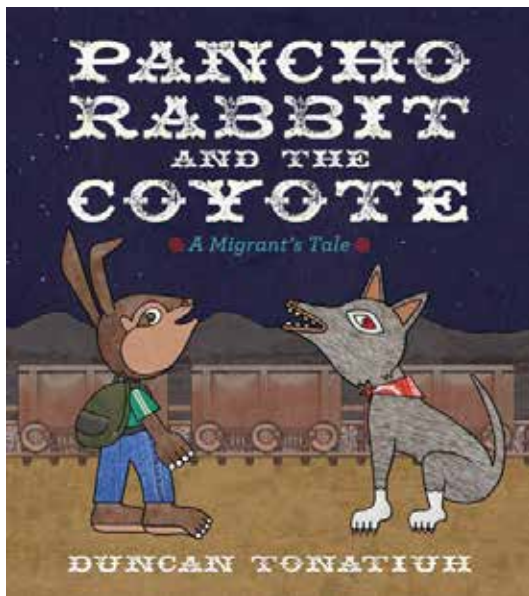
This book provides an entry point into the conversation on immigration and borders for students of all ages. Two families who struggle to understand one another build a wall to separate themselves out of fear. When their children fall in love, the wall is more of an unwanted barrier than it once was. This book helps children question the validity of borders and the meaning of differences.





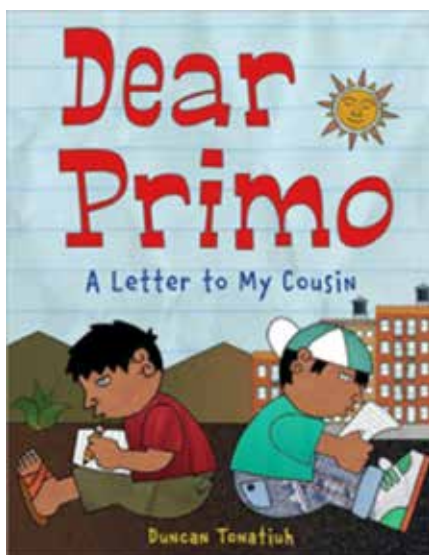
**Title** We Came to America  
**Author** Faith Ringgold  
**Grade Level** K-5

This story explores the myriad of diverse reasons for coming to the United States including those who came as refugees, those who were forced to come as slaves, and those who made the difficult choice to come as immigrants in the present and past.



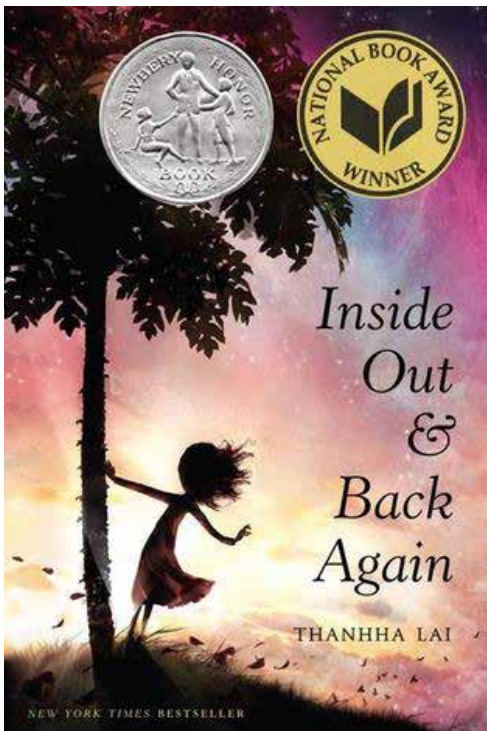
**Title** Pancho Rabbit and the Coyote: A Migrant's Tale  
**Author** Duncan Tonatiuh  
**Grade Level** K-5

This story centers on the Mexico-U.S. border: the setting for more modern version of immigration than Ellis Island. Told as a fable, Pancho Rabbit and the Coyote depicts the lengths to which families will go to find a better life in America. This book can provide an entry point into conversations about families and their goals, and what they've gone through to achieve them.



**Title** Dear Primo: A Letter to My Cousin  
**Author** Duncan Tonatiuh  
**Grade Level** 3-6

This is a story of two cousins, one in America and one in Mexico, and how their daily lives are different yet similar. This story covers the sights, sounds, smells, and tastes of two very different childhoods, while also emphasizing how alike Charlie and Carlitos are at heart.



**Title** Inside Out and Back Again

**Author** Thanhha Lai

**Grade Level** 3-7

Hà has only ever known Vietnam: its markets, its traditions, and the familiarity of her friends close by. But when the Vietnam War reaches her home, Hà and her family are forced to flee as Saigon falls, and they board a ship headed toward a new life in America. This is the important story of one girl's year of change, dreams, grief, and healing.



**Title** Refugee

**Author** Alan Gratz

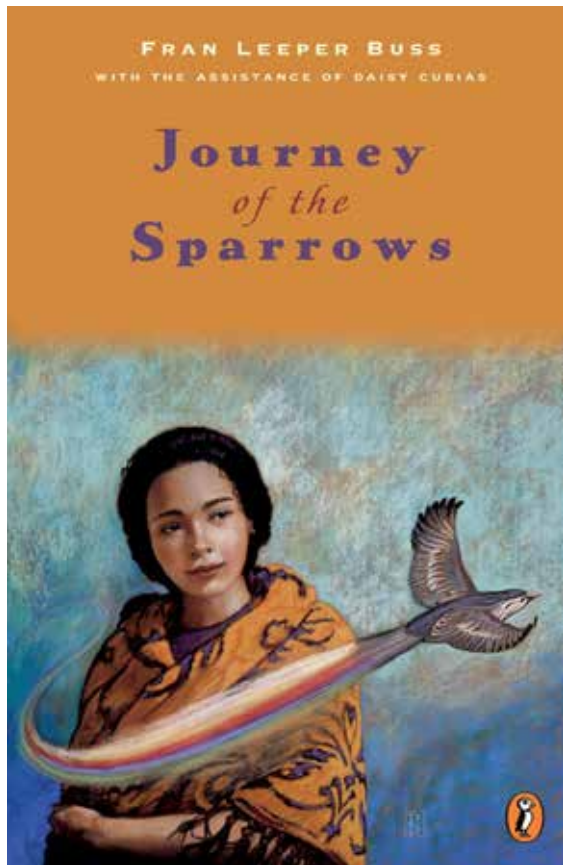
**Grade Level** 3-8

A Jewish boy lives in 1930s Nazi Germany with the threat of concentration camps looming. His family boards a ship toward the other side of the world.

A Cuban girl lives in 1994 among riots and unrest that plague her country. She and her family set out on a raft, hoping to find safety in a new land.

A Syrian boy in 2015 survives when his homeland is torn apart by violence and destruction. He and his family begin a long trek toward a new home.

Three young people on harrowing journeys in search of refuge. Despite being separated by continents and decades, shocking connections will tie their stories together in the end.

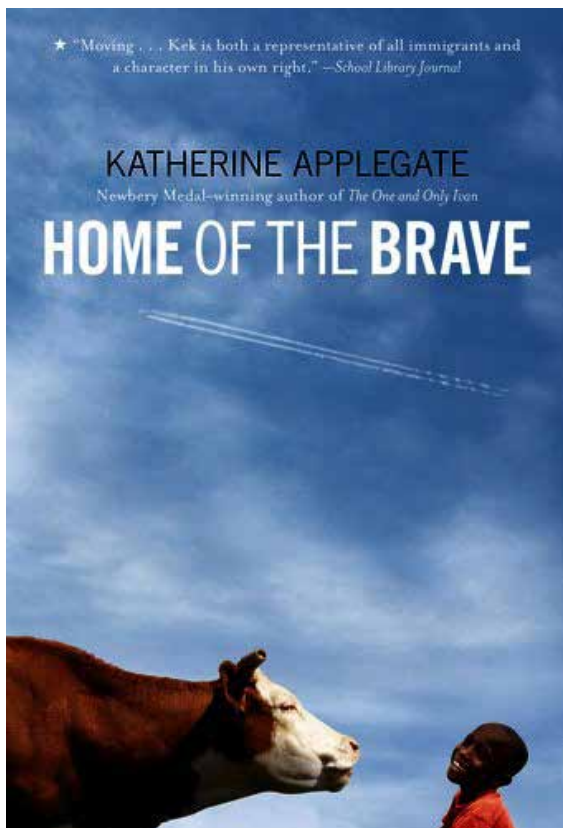


**Title** Journey of the Sparrows

**Author** Fran Leeper Buss

**Grade Level** 3-9

Crammed into the back of a truck, fifteen-year-old Maria and her siblings endure a terrifying journey across the U.S. border and then north to Chicago. There they struggle to find work: cleaning, sewing, washing dishes, and they always fear arrest and deportation back to the terrors of El Salvador.



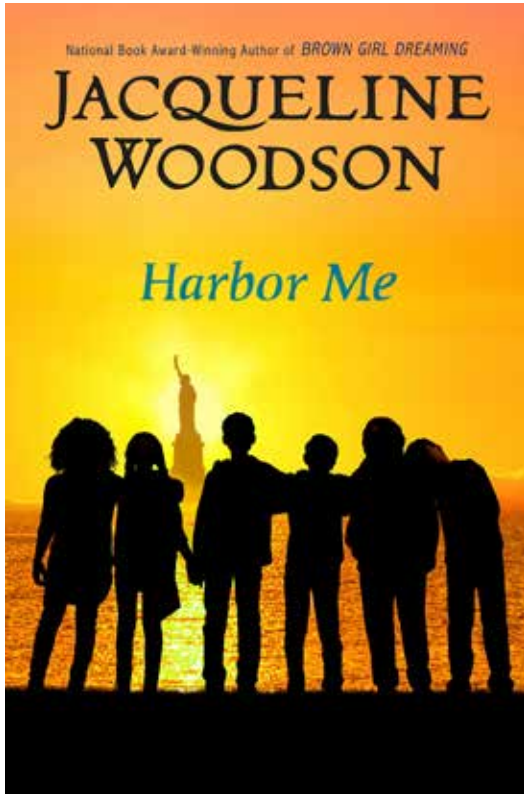
**Title** Home of the Brave

**Author** Katherine Applegate

**Grade Level** 5-9+

Kek came from Africa where he lived with his mother, father, and brother. But only he and his mother survive. Now she's missing, and Kek has been sent to a new home. Slowly he makes friends: a girl in foster care, an old woman with a rundown farm, and a sweet, sad cow that reminds Kek of home. As he waits for word of his mother's fate, Kek weathers the tough Minnesota winter by finding warmth in his new friendships, strength in his memories, and belief in his new country.



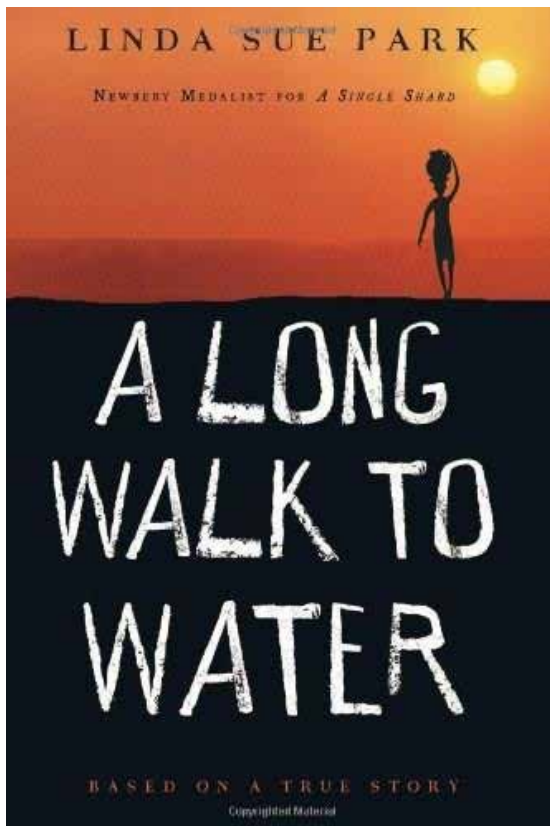


**Title** Harbor Me

**Author** Jacqueline Woodson

**Grade Level** 5-9+

It all starts when six kids decide to meet for a weekly chat by themselves, with no adults to listen in. They discover it's safe to talk about what's bothering them--everything from Esteban's father's deportation and Haley's father's incarceration to Amari's fears of racial profiling and Ashton's adjustment to his changing family fortunes. When the six are together, they can express the feelings and fears they have to hide from the rest of the world. Together, they begin to grow braver and more prepared for the rest of their lives.



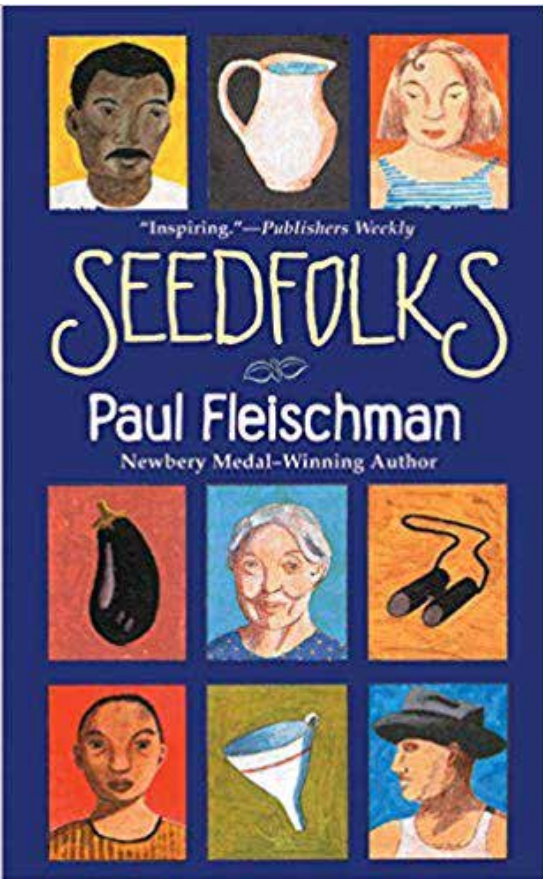
**Title** A Long Walk to Water

**Author** Linda Sue Park

**Grade Level** 5-12

This book begins as two stories, told in alternating sections, about two eleven-year-old kids in Sudan, a girl in 2008 and a boy in 1985. The girl, Nya, is fetching water from a pond that is two hours' walk from her home: she makes two trips to the pond every day. The boy, Salva, becomes one of the "lost boys" of Sudan, refugees who cover the African continent on foot as they search for their families and for a safe place to stay. Nya and Salva endure every hardship from loneliness to attack by armed rebels to contact with killer lions and crocodiles.



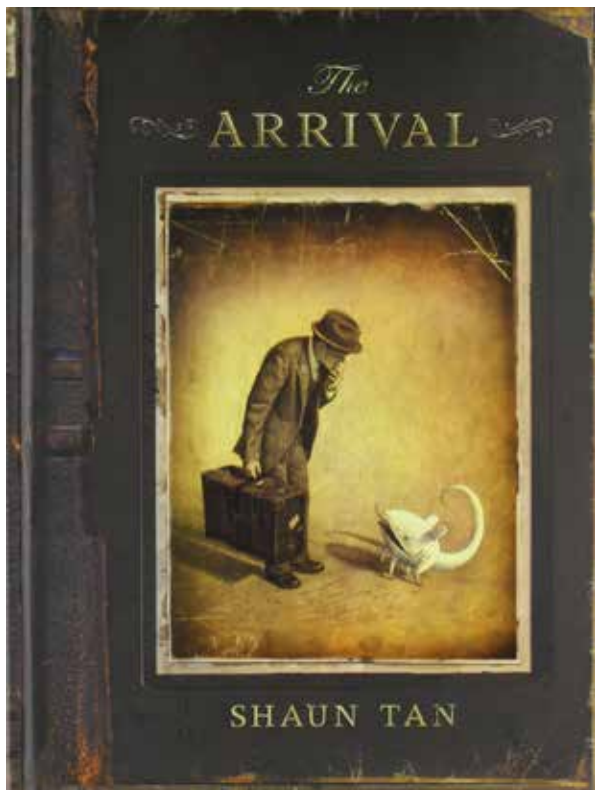


**Title** Seedfolks

**Author** Paul Fleischman

**Grade Level** 5-12

A young Vietnamese girl plants a few lima beans in a vacant lot. Looking down on the immigrant-filled neighborhood, a Romanian woman watches suspiciously. A school janitor gets involved, and soon a Guatemalan family. Soon more and more people from diverse backgrounds and all walks of life make a space for themselves in the community garden. A sense of community sprouts and spreads. This story tells the tale of so many American cities that have become multicultural mosaics: including the challenges and the beautiful growth that comes from diversity and acceptance.

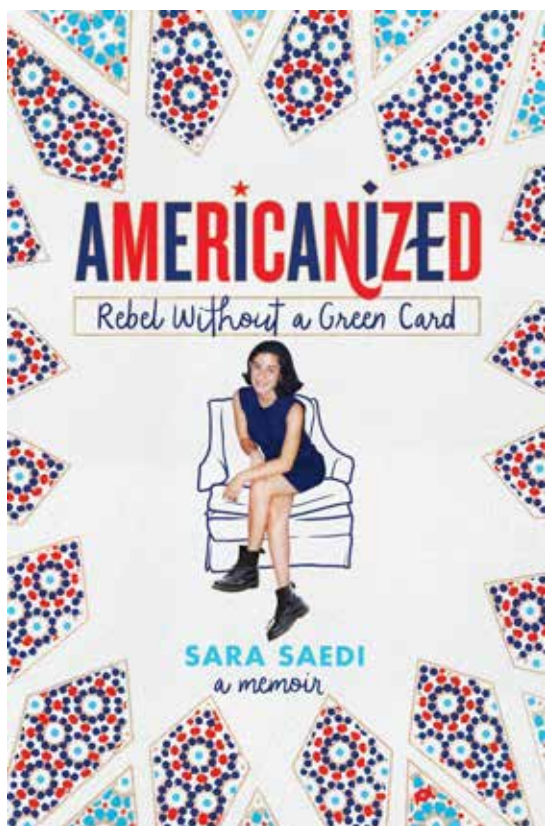


**Title** The Arrival

**Author** Shaun Tan

**Grade Level** 5-12+

A graphic novel, *The Arrival* captures the strangeness of the immigrant experience without the use of words. This is an excellent choice for any age group and any language group because the pictures are thought provoking and allow students to draw their own connections to the immigrant experience without the requirement of reading in any specific language.

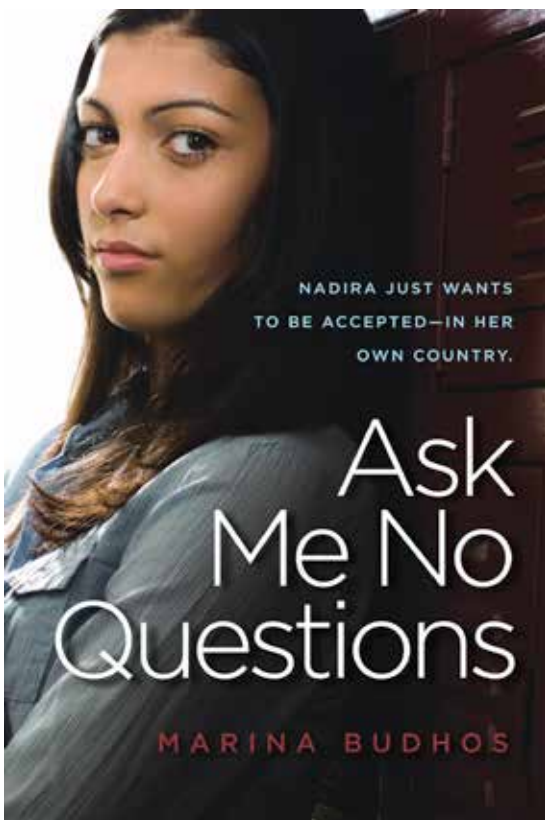


**Title** Americanized: Rebel Without a Green Card

**Author** Sara Saedi

**Grade Level** 6–12+

Sara is just a regular 13-year-old girl dealing with breakups, friendship drama, and taming her unibrow. But then she learns she's an undocumented immigrant. Through humor and emotion, Sara's memoir recounts her typical adolescent struggles alongside her fear of deportation and fight to obtain citizenship.

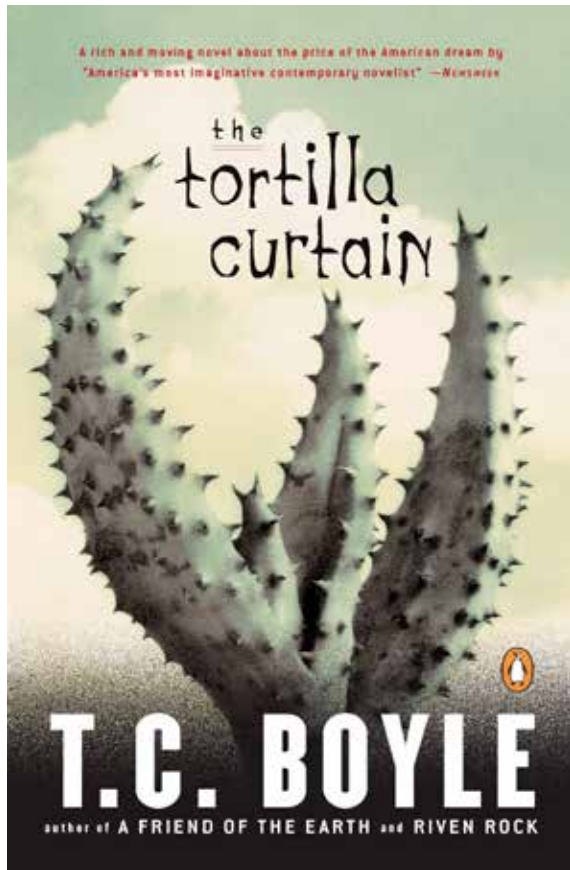


**Title** Ask Me No Questions

**Author** Marina Budhos

**Grade Level** 7–9+

Since emigrating from Bangladesh, 14-year-old Nadira and her family have been living in New York City on expired visas, hoping to realize their dream of becoming legal U.S. citizens. After 9/11, everything changes. Suddenly being Muslim means you are dangerous -- a suspected terrorist. Nadira's father is arrested and detained. Nadira and her older sister are told to carry on as if everything's the same. It's up to Nadira to be the strong one and bring her family back together again, all while attending High School.

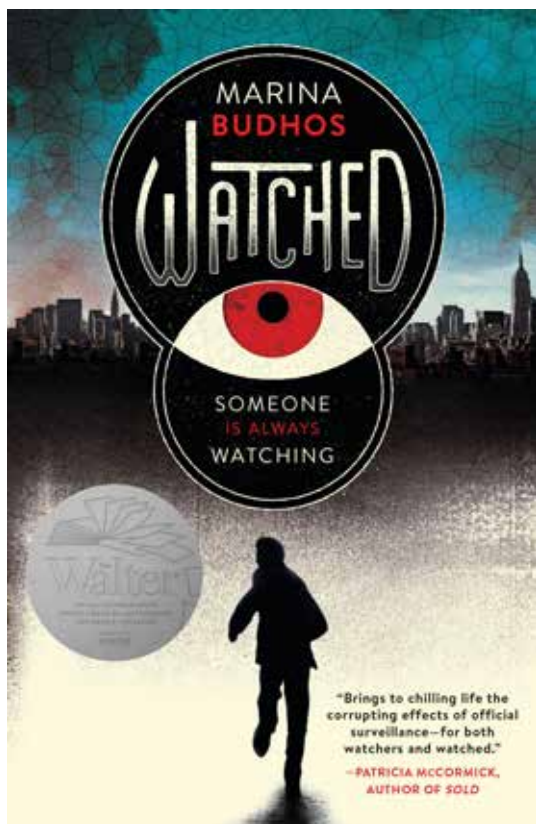


**Title** The Tortilla Curtain

**Author** T. Coraghessan Boyle

**Grade Level** 7-12

Topanga Canyon is home to two couples who couldn't be more different: two wealthy Los Angeles liberals and a pair of undocumented immigrants who desperately cling to their vision of the American Dream as they fight off starvation. From the moment a freak accident brings them into intimate contact, these four and their opposing worlds begin to intersect, forming what becomes a tragic-comedy of error and misunderstanding.



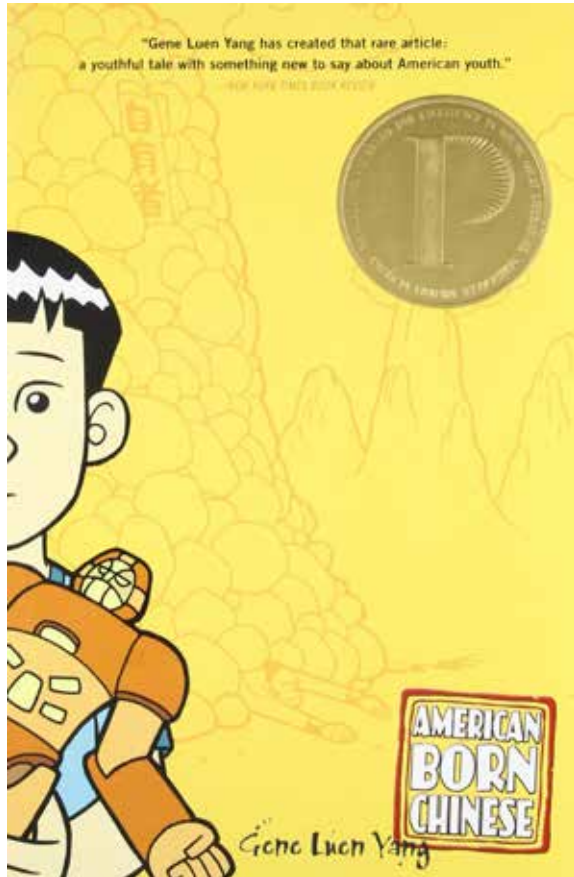
**Title** Watched

**Author** Marina Budhos

**Grade Level** 7-12+

Naeem is a Bangladeshi teenager living in Queens. Soon, a couple of cops offer him an impossible choice: spy on his Muslim neighbors and report back to them on shady goings-on, or face a police record. Naeem wants to be a hero—a protector. He wants his parents to be proud of him. But as time goes on, the line between informing and entrapping blurs. Is he saving or betraying his community? Inspired by actual surveillance practices in New York City and elsewhere, this extraordinary and timely novel examines what it's like to grow up with Big Brother always watching.





**Title** American Born Chinese

**Author** Gene Luen Yang

**Grade Level** 7-12

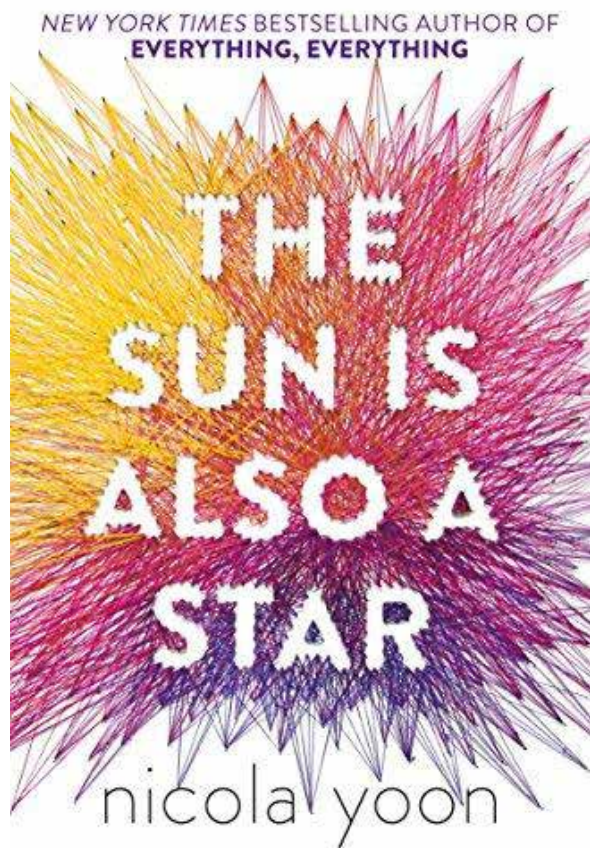
Jin Wang starts at a new school where he's the only Chinese-American student. When a boy from Taiwan joins his class, Jin doesn't want to be associated with an brand new immigrant like him. Jin just wants to be an all-American boy, because he's in love with an all-American girl.

Danny is an all-American boy: great at basketball, popular with the girls. But his obnoxious Chinese cousin Chin-Kee's annual visit is such a disaster that it ruins Danny's reputation at school, leaving him with no choice but to transfer somewhere he can start all over again.

The Monkey King has lived for thousands of years and mastered the arts of kung fu and the heavenly disciplines. He's ready to join the ranks of the immortal gods in heaven. But there's no place in heaven for a monkey.

Each of these characters cannot help himself alone, but how can they possibly help each other? They're going to have to find a way— if they want fix the disasters their lives have become.



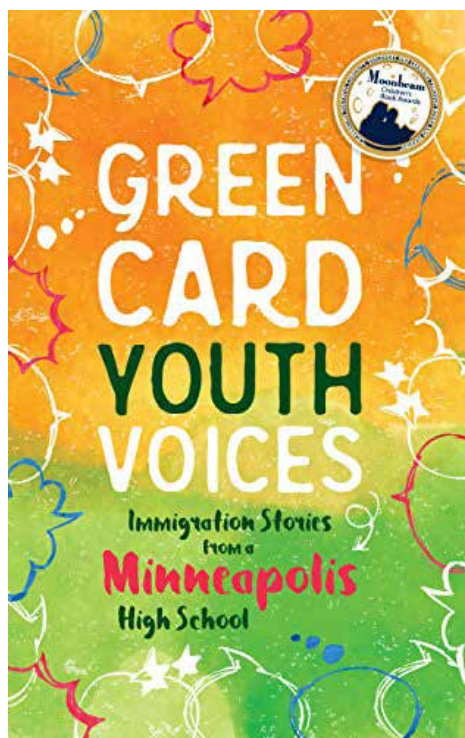


**Title** The Sun Is Also A Star

**Author** Nicola Yoon

**Grade Level** 7-12+

Fates strikes two teenagers on New York City's streets. It is Natasha's last day because her undocumented family is being deported to Jamaica after her father's recent arrest. Natasha is working hard to find a loophole: a chance to stay in the United States legally. She wants the normal teen existence of her peers. Meanwhile, poetic son-of-immigrants Daniel is on his way to an interview as part of his application process to Yale. He is under great pressure to get in because his parents, immigrants from South Korea, are adamant that he become a doctor. Events slowly conspire to bring the two together. When Daniel and Natasha meet, he falls in love with her immediately and convinces her to join him for the day. They tell their stories in alternating, grippingly emotional chapters that tell of the teenage immigrant experience.



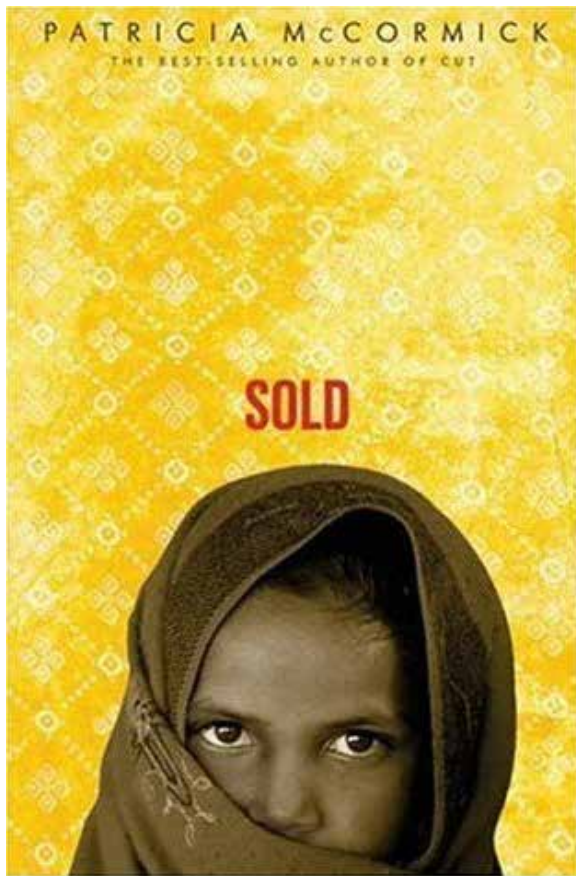
**Title** Green Card Youth Voices: Immigration Stories from a Minneapolis High School

**Author** 30 Wellstone International High School Students

**Grade Level** 9-12

This series of books contains the real life stories of high schoolers with diverse immigration stories to share. The project also contains a resource guide, videos, and curriculum, which can be found here:

<http://www.greencardvoices.com/books/>

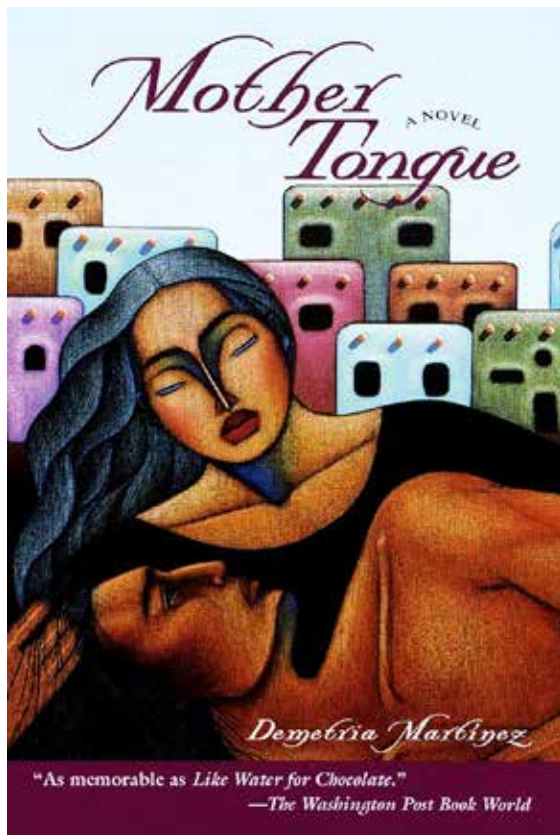


**Title** SOLD

**Author** Patricia McCormick

**Grade Level** 9-12

Lakshmi is a thirteen-year-old girl who lives with her family in a small hut on a mountain in Nepal. When the harsh Himalayan monsoons wash away all that remains of the family's crops, Lakshmi's stepfather says she must leave home and take a job to support her family. Her stepfather introduces her to an exotic stranger who tells her she will find her a job as a maid in the city. Glad for the chance to help her family, the young girl journeys to India and arrives at "Happiness House" full of hope. But she soon learns the unthinkable truth: she has been sold into prostitution.



**Title** Mother Tongue

**Author** Demetria Martinez

**Grade Level** 9-12+

Mary is nineteen and lives alone in Albuquerque. After her mother dies, she longs for something meaningful to take her over. Then José Luis enters her life. A refugee from El Salvador and its bloody civil war, José has been smuggled to the United States as part of the sanctuary movement. Mary cannot help but fall in love with the movement and the man. Little by little, Mary begins to reveal to José Luis the part of herself she has never known.



"A poignant meditation on one girl's struggle to find her way in a new world."  
—Nicola Yoon, #1 New York Times bestselling author of *Everything, Everything*

IBI ZOBOI



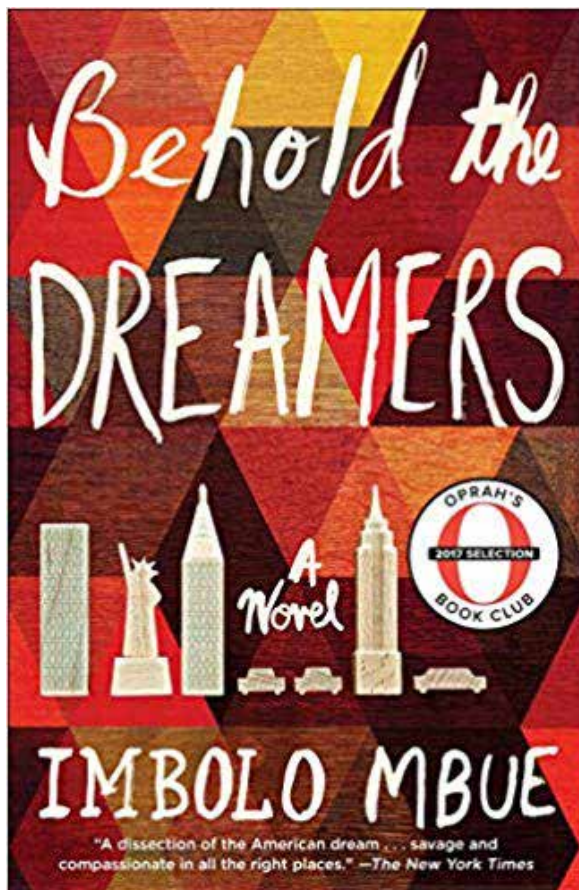
AMERICAN  
STREET

**Title** American Street

**Author** Ibi Zoboi

**Grade Level** 9–12+

On the corner of American Street and Joy Road, Fabiola Toussaint thought she would finally find *une belle vie*—a good life. But after leaving Haiti, Fabiola's mother is detained by U.S. immigration, leaving Fabiola to navigate her loud American cousins and the grittiness of Detroit's west side; a new school; and a surprising romance, all on her own.

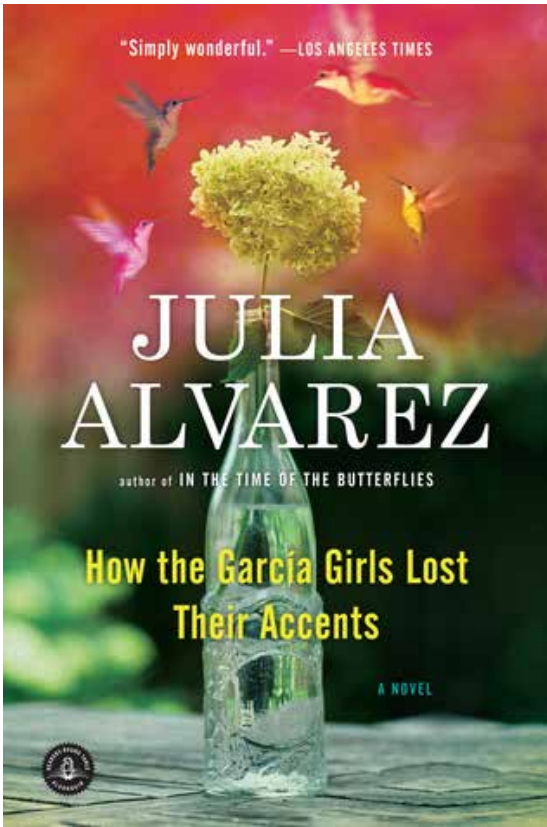


**Title** Behold The Dreamers

**Author** Imbolo Mbue

**Grade Level** 9–12+

An easy-to-read novel about marriage, immigration, class, race, and the trapdoors in the American Dream—the unforgettable story of a young Cameroonian couple making a new life in New York just as the Great Recession upends the economy.



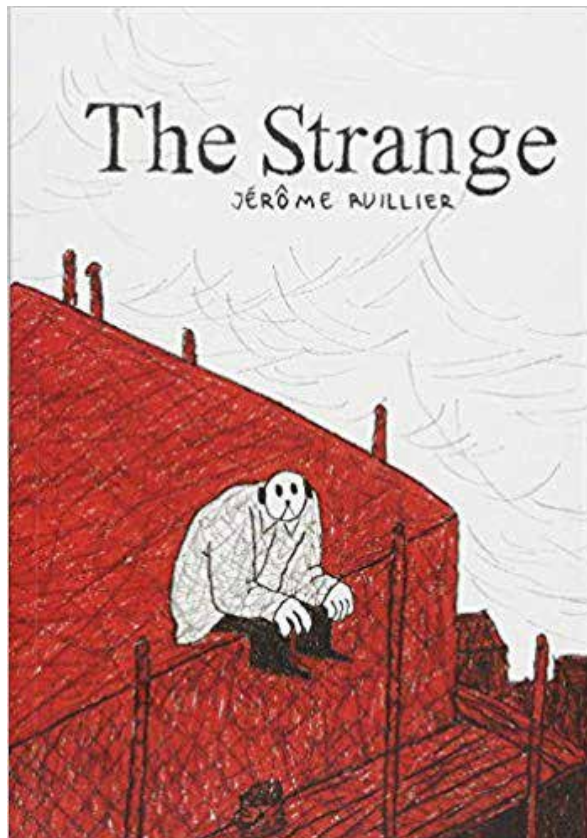
**Title** How the Garcia Girls Lost Their Accents

**Author** Julia Alvarez

**Grade Level** 9–12+

\*Also available in Spanish

The Garcia sisters and their family must flee their home in the Dominican Republic after their father's role in an attempt to overthrow a dictator is discovered. They arrive in New York City in 1960 and find a life far removed from their existence in the Caribbean. In the wild and wondrous and not always welcoming U.S.A., their parents try to hold on to their old ways, but the girls try find new lives by forgetting their Spanish and straightening their hair. For them, it is at once liberating and excruciating to be caught between the old world and the new.



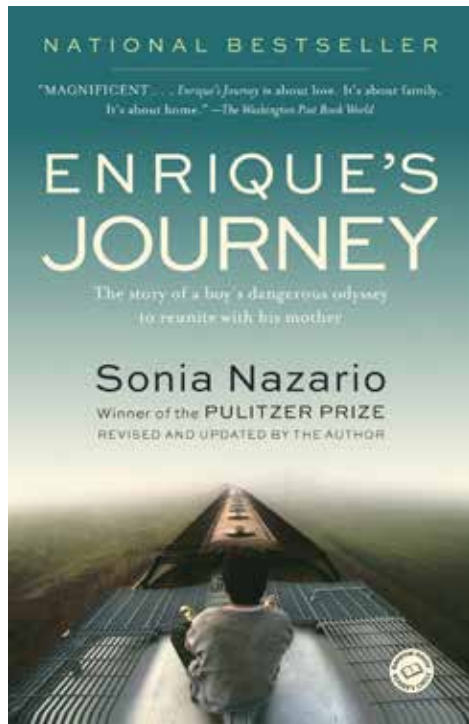
**Title** The Strange

**Author** Jérôme Ruillier

**Grade Level** 9–12+

This novel follows an unnamed, undocumented immigrant who tries to start a new life in a Western country where he doesn't speak the language. Ruillier's story is deftly told through myriad viewpoints, as each narrator recounts a situation in which they crossed paths with the newly-arrived foreigner. Many of the people he meets are suspicious of his unfamiliar background, or of the unusual language they do not understand. This creative book shows one person's struggle to adapt while dealing with the often brutal and unforgiving attitudes of the employers, neighbors, and strangers who populate this new land.





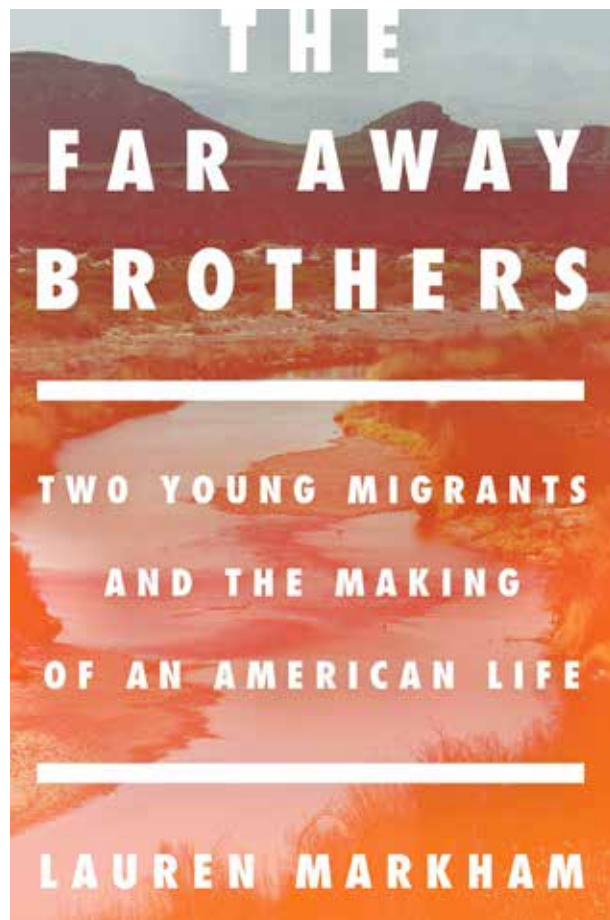
**Title** Enrique's Journey

**Author** Sonia Nazario

**Grade Level** 9–12+

\*Also available in Spanish

This powerful story recounts the unforgettable quest of a Honduran boy looking for his mother, eleven years after she is forced to leave her starving family to find work in the United States. Braving unimaginable danger, often clinging to the sides and tops of freight trains, Enrique travels through hostile worlds full of bandits and corrupt cops. But he pushes forward, relying on his wit, courage, hope, and the kindness of strangers.

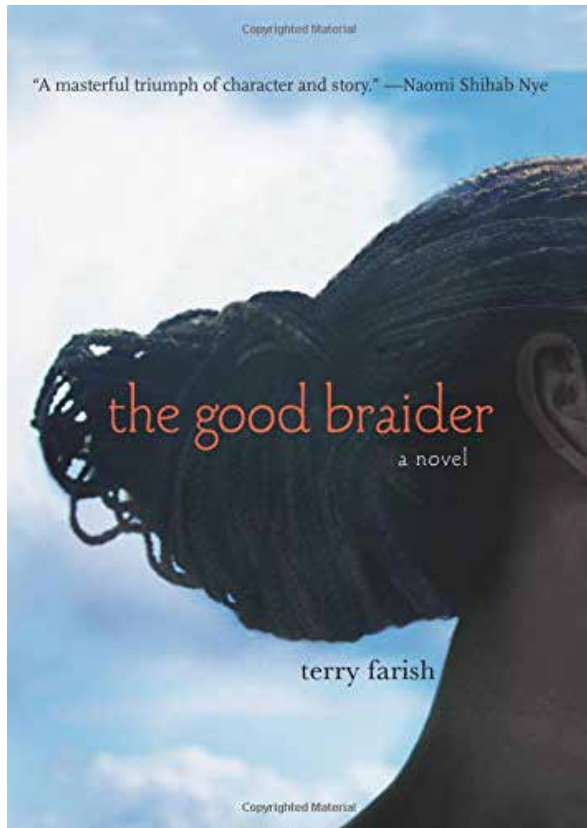


**Title** The Far Away Brothers

**Author** Lauren Markham

**Grade Level** 11+

Growing up in rural El Salvador after a devastating civil war, the United States was a distant fantasy to two identical twins—until, at age seventeen, a deadly threat from the region's brutal gangs forces them to flee the only home they've ever known. In this urgent chronicle of contemporary immigration, journalist Lauren Markham follows the Flores twins as they make their way across the Rio Grande and the Texas desert, into the hands of immigration authorities, and from there to their estranged older brother in Oakland, CA. Soon these unaccompanied minors are navigating school in a new language, working to pay down their mounting coyote debt, and facing their day in immigration court, while also encountering the triumphs and pitfalls of teenage life with only each other for support.

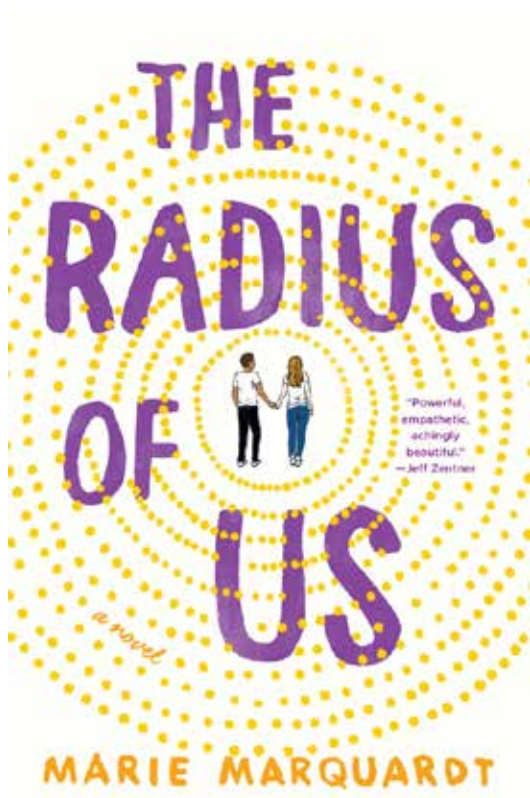


**Title** The Good Braider

**Author** Terry Farish

**Grade Level** 11+

Beautiful free verse laced with unforgettable images, this book is Viola's strikingly original voice and it sings out the story of her family's journey from war-torn Sudan, to Cairo, and finally to Portland, Maine. Viola dreams of South Sudan while she tries to navigate the strange world of America a world where a girl can wear a short skirt, get a tattoo or even date a boy; a world that puts her into sharp conflict with her traditional mother who, like Viola, is struggling to braid together the strands of her displaced life.

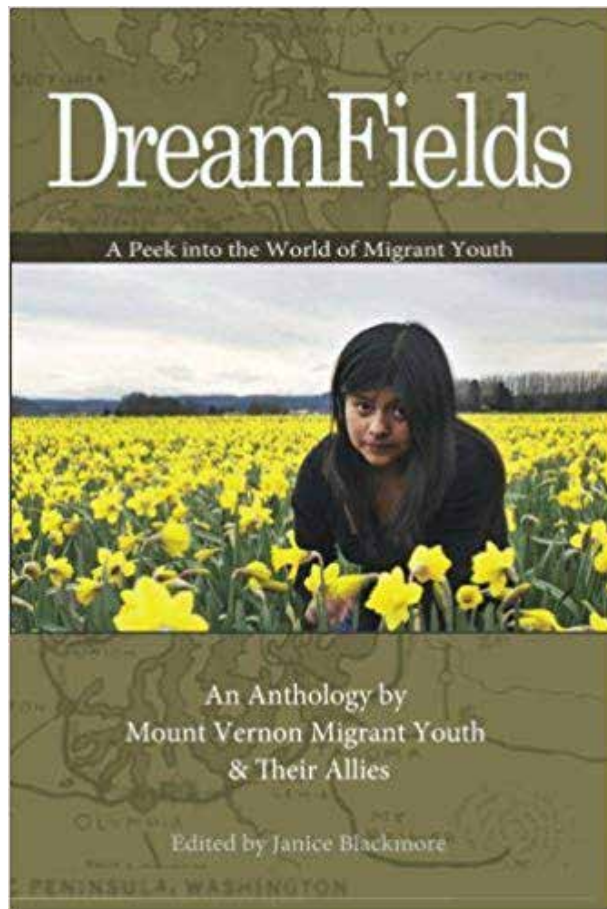


**Title** The Radius of Us

**Author** Marie Marquardt

**Grade Level** 11+

A story of love, sacrifice, and the journey from victim to survivor. This book offers an intimate glimpse into the causes and devastating impact of Latino gang violence, both in the U.S. and in Central America, and explores the risks that victims take when they try to start over.



**Title** DreamFields

**Author** Janice Blackmore

**Grade Level** 11+

A dynamic group of migrant youth in Mount Vernon, Washington, want you to understand what it feels like to walk in their shoes - shoes caked in mud from the fields, shoes scrubbed daily so they will last, shoes grown too tight, shoes carrying them from place to place. They have decided to open their lives to you in a way that they have never done before. Prepare yourself for the soulful, powerful, and sometimes awkward writing of teenagers speaking from the heart.

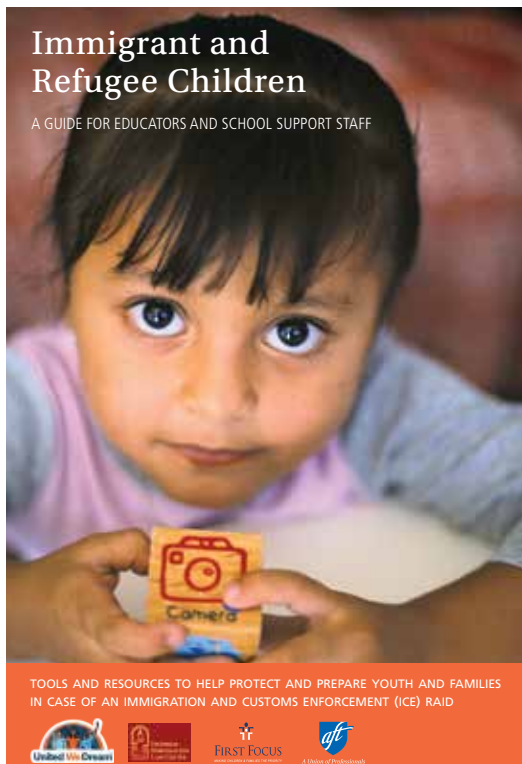
***Thanks to Read Brightly for their contribution to this list.***

***<http://www.readbrightly.com/books-about-immigration-for-kids/>***



# CURRICULAR RESOURCES

These sites and organizations can help you design, build, and tweak a curriculum that best supports all learners while teaching about issues related to immigration.



## AMERICAN FEDERATION OF TEACHERS (AFT)

### *Immigrant and Refugee Children: A Guide for Educators and School Support Staff*

#### ENGLISH

[https://www.aft.org/sites/default/files/im\\_uac-educators-guide\\_2017.pdf](https://www.aft.org/sites/default/files/im_uac-educators-guide_2017.pdf)

#### SPANISH

[https://www.aft.org/sites/default/files/im\\_uac-educators-guide\\_spanish\\_2017.pdf](https://www.aft.org/sites/default/files/im_uac-educators-guide_spanish_2017.pdf)

The AFT created this resource to support educators who work with undocumented children, unaccompanied youth and refugees currently living in the United States. This helpful resource defines key terms, outlines educator rights and responsibilities, and serves as a starting point for learning about your work as an educator in today's anti-immigrant political climate.

## COLORÍN COLORADO

<http://www.colorincolorado.org/toolkit-mexican-schools>

Curricular resources, articles, strategies, and up-to-date information on the best practices for working with Multilingual Learners and supporting immigrant families.



ELL Basics School Support Teaching ELLs For Families Books & Authors

Home > ELL Basics > Serving and Supporting Immigrant Students > New and Updated Resources: Supporting Families Navigate Migration Decisions and Schooling in a Different Country

## Toolkit: Helping Immigrant Families Navigate Migration Decisions and Schooling in a Different Country

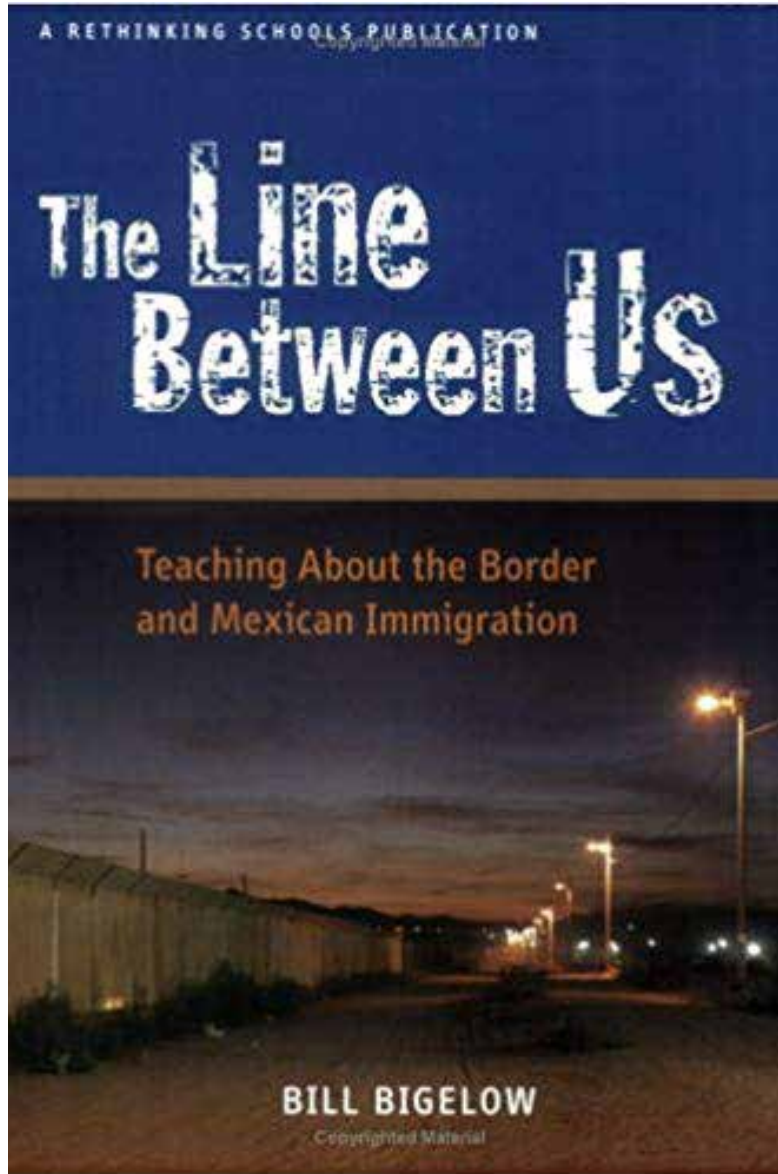


Schools play a unique role in providing support and information for immigrant students and families, many of whom are English language learners. Regardless of their own immigration status (or that of their parents), all K-12 children have a right to access a free public education across the country – a right established by the Supreme Court Case

# NEW YORK STATE UNION OF TEACHERS (NYSUT)

<https://www.nysut.org/resources/special-resources-sites/social-justice/immigration-and-daca-resources>

NYSUT offers support to educators who work toward supporting all students. Up to date research on best practices in the classroom and your legal obligations as a teacher are available via NYSUT.



# RETHINKING SCHOOLS

<https://www.rethinkingschools.org/>

A wealth of resources for teachers who want to become more aware of their own biases and develop curriculum that supports all learners in all subjects to learn about social justice. Rethinking Schools publishes books and magazines across a wide variety of topics and curricular materials.

Resources such as Rethinking Schools' author Bill Bigelow's *The Line Between Us* are especially helpful in addressing issues about immigration with secondary students.

# SHARE MY LESSON

<https://www.nysut.org/resources/shttps://sharemylesson.com/immigration>

The AFT's Share My Lesson resource offers a collection of lessons to help teachers educate all students about immigration and create inclusive school communities. Teachers, families, and immigration advocacy organizations from across the country have contributed to these resources. Anyone can access these resources designed to support all students for free.

The screenshot shows the Share My Lesson website interface. At the top, there is a navigation bar with the logo and links for 'APPLY', 'HELP', 'CONTACT US', 'FOLLOW US', and social media icons. Below this is a search bar with the text 'Find lessons fast...' and a 'SEARCH' button. The main content area features a collection titled 'IMMIGRATION RESOURCES: INCLUSIVE SCHOOL'. A featured image shows a person's profile with the text 'Immigration Inclusive School Communities'. To the right, there is a text block describing the collection, mentioning that it is part of the '#FamiliesBelongTogether' collection and addressing the humanitarian crisis on the U.S. Southern border. It also mentions that the collection is updated on October 2019 and provides links to find more resources in English and Spanish on AFT.org.

The screenshot shows the Teaching Tolerance website. The navigation bar includes 'ABOUT', 'TOPICS', 'FRAMEWORKS', 'GRANTS', and 'MIX IT UP!'. Below the navigation bar, there are several featured articles. The main article is titled 'Black Educators, Black Students, Stonewall Jackson School' and features a large image of a man in a military uniform. The text below the image reads: 'In more than 100 U.S. schools, Black educators and students see Confederate names on their walls, jerseys and diplomas. That's a problem.' To the right of the main article, there are two smaller articles: 'GENDER AND SEXUAL IDENTITY: Florida educators were targeted for LGBTQ students. Here's strong.' and 'RACE AND ETHNICITY: How inclusive is your teaching environment?'.

The screenshot shows the Teaching Tolerance website. The navigation bar is the same as in the previous screenshot. Below the navigation bar, there is a large banner for an article titled 'SUPPORTING STUDENTS FROM IMMIGRANT FAMILIES'. The banner features a large image of a person holding a sign that says 'We Are The FUTURE' with an American flag background.

# TEACHING TOLERANCE

<https://www.tolerance.org/>

An excellent source of lesson plans, professional development, teaching strategies, printables, and more resources all based on teaching for social justice.

Click the link below for lessons specifically linked to immigration.

[https://www.tolerance.org/classroom-resources/learning-plans?f%5B0%5D=facet\\_learning\\_plan\\_topic%3A5](https://www.tolerance.org/classroom-resources/learning-plans?f%5B0%5D=facet_learning_plan_topic%3A5) <https://www.tolerance.org/>

Click the link below for articles to help you support learners from immigrant families.

<https://www.tolerance.org/moment/supporting-students-immigrant-families>



## MIGRATION POLICY INSTITUTE

<https://www.migrationpolicy.org/research/educational-experiences-refugee-children-countries-first-asylum>

This report, authored by Sarah Dryden-Peterson, provides an overview of the experiences of refugee students before they are resettled in the U.S., and during their time in refugee camps. It allows educators a window into students' experiences and challenges educationally and linguistically as well as the discrimination they face.

### THE EDUCATIONAL EXPERIENCES OF REFUGEE CHILDREN IN COUNTRIES OF FIRST ASYLUM


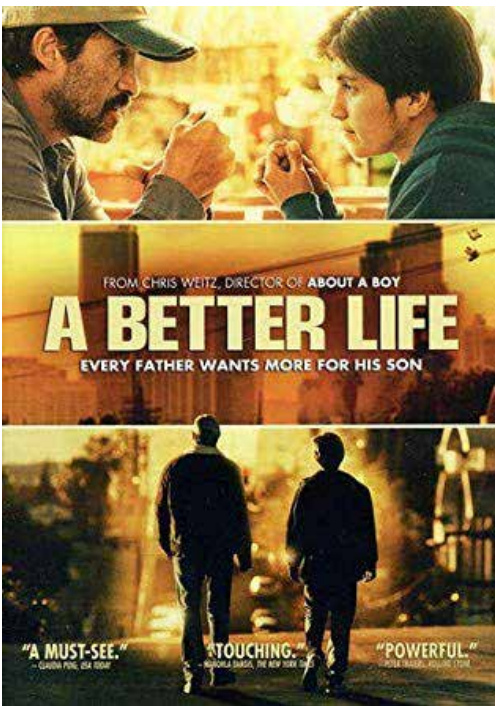


SARAH DRYDEN-PETERSON



# FILMS

Showing films in the classroom can be a powerful tool for social change and your students' learning. Before you get started, check out this guide from Teaching Tolerance with suggestions for using films as texts in the classroom setting. <https://www.tolerance.org/magazine/summer-2014/lights-camera-social-action>

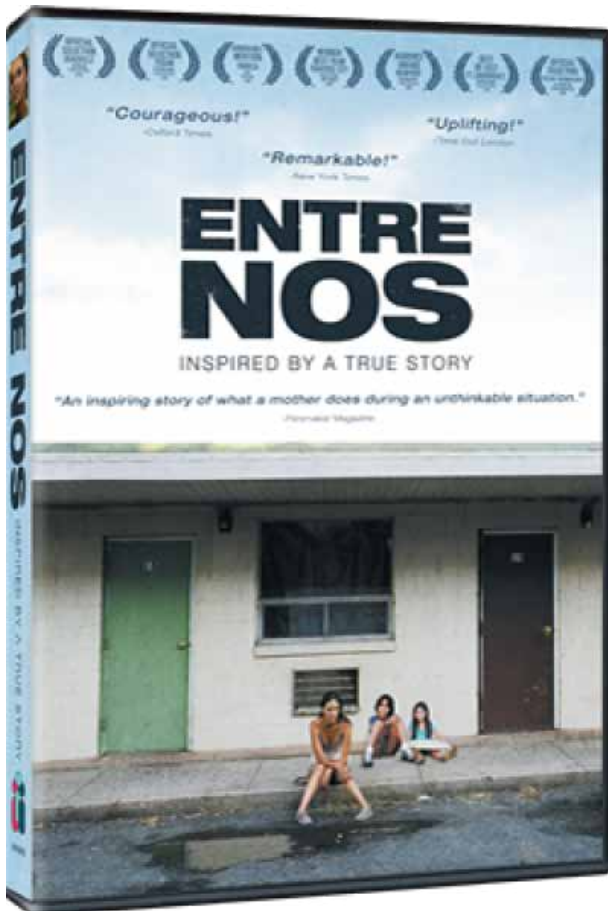
 <p>The screenshot shows the Remezcla website header with navigation links for Culture, Music, Sports, Film, and Food. Below the header is an advertisement for a film collection. The main image shows a person in a blue shirt and a white headscarf holding a sign that says "I TOO AM HUMAN". The text overlay reads: "Film These 15 Documentaries Dive Deep Into the Experience of Undocumented Immigrants".</p>	<p><b>Remezcla Collection</b></p> <p>This powerful collection of documentaries draws on many common experiences of undocumented immigrants.</p> <p><a href="http://remezcla.com/lists/film/stream-immigration-documentaries-undocumented/">http://remezcla.com/lists/film/stream-immigration-documentaries-undocumented/</a></p>
 <p>The movie poster for "A Better Life" features a close-up of a man and a young boy looking at each other. The text on the poster includes: "FROM CHRIS WEITZ, DIRECTOR OF ABOUT A BOY", "A BETTER LIFE", "EVERY FATHER WANTS MORE FOR HIS SON", and three quotes: "A MUST-SEE." from GAVIN PING, "TOUCHING." from MONIKA SARGAL, and "POWERFUL" from PEOPLE MAGAZINE.</p>	<p><b>Title</b> A Better Life <b>Director</b> Chris Weitz <b>Grade Level</b> Mature Audiences</p> <p>An undocumented Mexican immigrant has trouble connecting with his son, whose gang-affiliated girlfriend is tempting him to ignore his father's example of clean living. When tragedy strikes, the family is unable to turn to the police for help and father and son embark on a quest to find what they've lost.</p>



**Title** Caracol Cruzando  
**Director** Pamela Maria Chavez  
**Grade Level** Elementary

A series of short films debuted on PBS tells the story of one family's difficult journey to the United States from Costa Rica through the eyes of an 8-year-old girl. The family is separated and runs into trouble at the border, and they must fight for their own reunification.

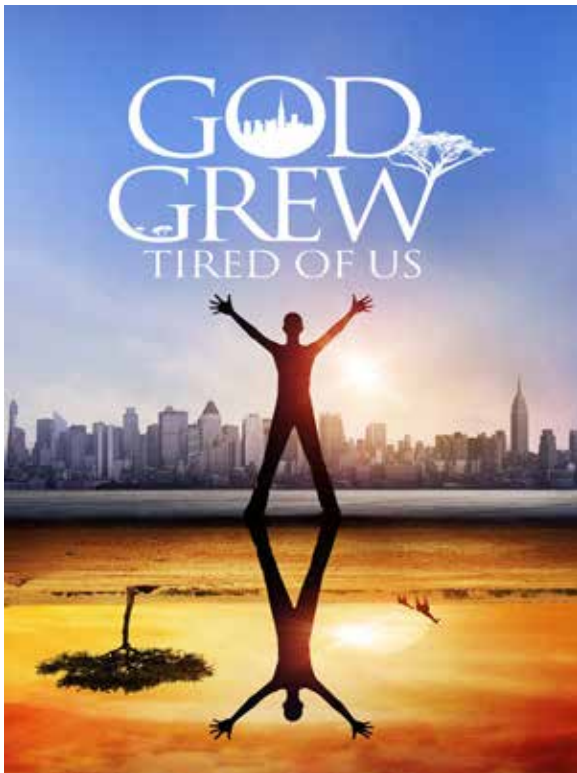
<https://variety.com/2018/film/news/pbs-animation-short-on-immigration-1202869876/>



**Title** Entre Nos  
**Directors** Paola Mendoza, Gloria La Morte  
**Grade Level** 8-12+

Set in New York City, this film tells the story of a family whose bond is tested by the challenges of living as undocumented immigrants. A mother and her children are abandoned by their husband and father, left to fend for themselves and make a new life in a new country. This is a powerful story about the bond between a mother and her children, and the lengths to which families will go to secure new futures for their children.





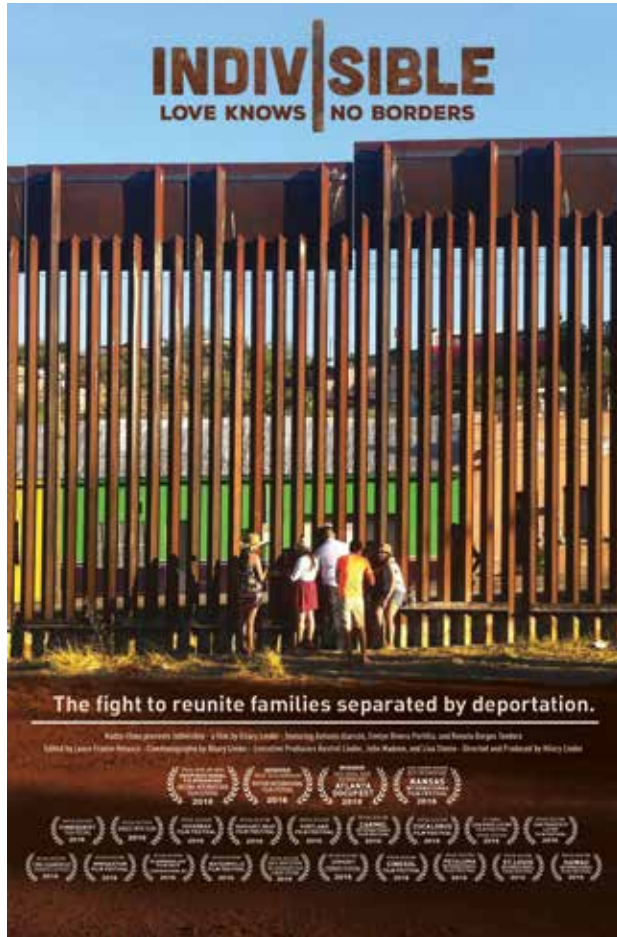
**Title** God Grew Tired Of Us  
**Directors** Christopher Dillon Quinn, Tommy Walker  
**Grade Level** 7-12+

The story of three Sudanese refugees who are coming to terms with the ordeals they have faced while adjusting to a new life in the United States. Part of the film follows a relocation to Syracuse, New York.



**Title** Lost Boys of Sudan  
**Directors** Jon Shenk, Megan Mylan  
**Grade Level:** 7-12+

This film follows two orphaned Sudanese boys whose lives have been ravaged by civil war in their country. The story starts as they travel from a refugee camp in Kenya to the United States to try to start a new life. It continues when they arrive, meet their adoptive families, begin to attend school and start working at menial jobs. Despite their new-found stability, they have difficulty adjusting to life in their new country.

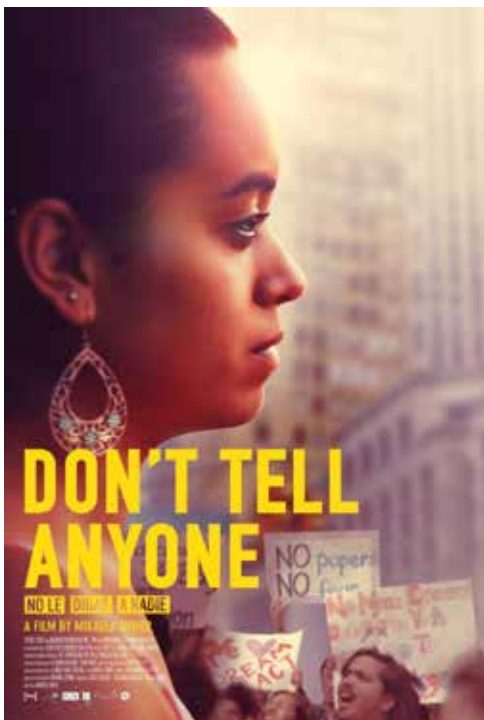


**Title** Indivisible

**Director** Hilary Linder

**Grade Level:** 5–12

A moving documentary about the real people at the heart of our nation’s immigration debate. This film follows the stories of three young immigrant activists who were teenagers when their mothers, fathers, and siblings were deported or returned to their country of origin. Indivisible shows their fight for a pathway to citizenship and a chance to be reunited with their loved ones. Frustrated with the stalled legislative process, the trio take matters into their own hands and petition for a special waiver that would allow them to leave the U.S to visit their families—and legally return. With the future of immigration reform uncertain, the three do not know if their trips are a once in a lifetime experience, or the beginning of true family reunification. This film shows students what is truly possible when young people come together to organize for a better future.



**Title** No Le Digas a Nadie

**Director** Mikaela Shwer

**Grade Level** 9–12+ (Mature themes)

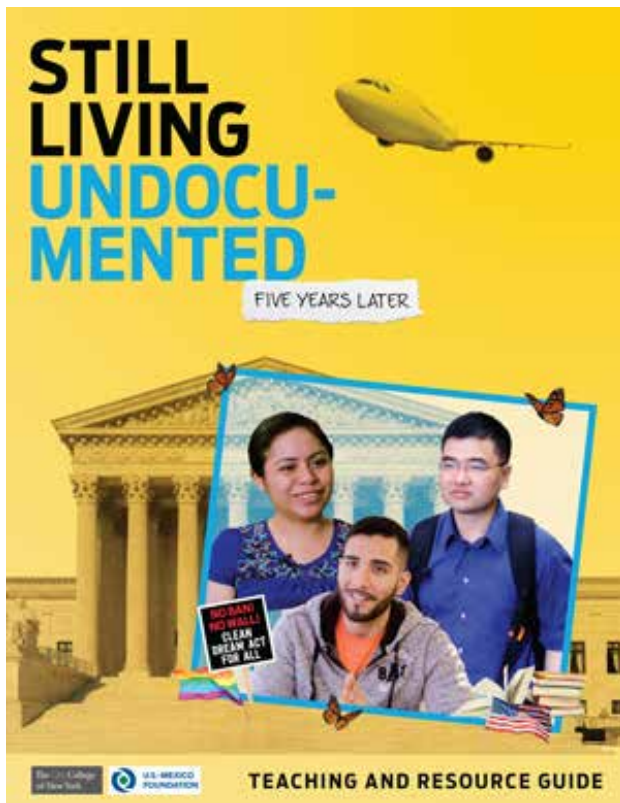
This story starts with a young Colombian girl who has lived in the United States since the age of 4 with a secret that threatens to upend her life: she is undocumented. Now 24 and facing an uncertain future, she becomes an activist for undocumented youth with a popular advice blog and an even more popular YouTube channel. She steps out of the shadows a second time to share her story of sexual abuse, an experience all too common among undocumented women.

<http://www.pbs.org/pov/donttellanyone/>



**Title** Sin Nombre  
**Directors** Cary Joji Fukunaga  
**Grade Level** 9-12+ (Mature themes)

A Honduran teen hungers for a better life and takes her chance when she is reunited with her long-estranged father. Her father intends to emigrate to Mexico and then enter the United States. The young woman's life collides with a pair of Mexican gang-members who have boarded the same American-bound train.



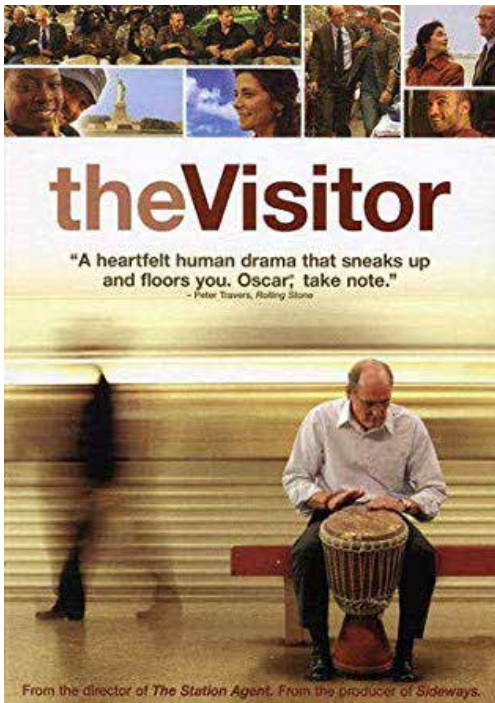
**Title** The Living Undocumented Series  
**Director** Tatyana Kleyn  
**Grade Level** 5-12+

The Living Undocumented series includes two short films. Still Living Undocumented: Five Years Later is the sequel to the 2012 documentary Living Undocumented: High School, College and Beyond. The first film captured the realities of undocumented youth in New York City. At the same time, the DACA program was announced and drastically changed the lives of some of the people in the film. Five years later DACA is in jeopardy. Still Living Undocumented follows three individuals from the first film to see how DACA has impacted some of their lives and left others outside of its reach.

Teaching and Resource guides accompany these films for classroom use.

<https://livingundocumented.com/>





**Title** The Visitor  
**Director** Tom McCarthy  
**Grade Level** 6-12+

A college professor travels to New York for a lecture and is stunned to find undocumented immigrants living in his apartment. It comes out that it was rented to them by a swindler, and the professor feels so sorry for them that he invites them to stay. After an honest mistake with the police, one of the immigrants ends up in a detention center. He risks being deported, and the professor does everything he can to prevent it.



**Title** Una Vida, Dos Países: Children and Youth (Back) in Mexico  
**Director** Tatyana Kleyn  
**Grade Level** 5-12+

Una Vida, Dos Países follows the stories of young people who were born or raised in the US. Due to their parents undocumented status, their families have been forced to return to Mexico. The film is accompanied by an English-Spanish bilingual curriculum for secondary students. The first lesson introduces the film and the following lessons address key themes addressed in the film: identity, languages, economics and policies. The five-lesson unit concludes with three options for a final project that brings together the themes and requires students to apply and extend their learning from the film and unit.

<http://www.unavidathefilm.com/>



**Title** Under The Same Moon / La misma luna

**Director** Patricia Riggen

**Grade Level** 4-12+

A single mother is forced to leave her young son in the care of his grandmother and crosses the border into the U.S., becoming an undocumented immigrant. She struggles to create a better life for her son while facing many of the hardships that undocumented people do. When her son's grandmother passes away some years later, the boy begins a difficult and dangerous journey to join her.

# POSTERS AND HANDOUTS

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Make your school and classroom a space where immigrant students and their families know they are welcome and important! Here are a few posters you can consider putting up, or have students create their own!



**UNITED WE DREAM**

<http://www.postersforprogressives.com/author/United%20We%20Dream>



# NO HUMAN BEING IS ILLEGAL

Human beings can be beautiful or more beautiful,  
they can be fat or skinny, they can be right or wrong, but illegal?  
How can a human being be illegal?

- Elie Wiesel



## JUSTSEEDS.ORG

This organization has a wealth of justice and art-related resources for the classroom!

<https://justseeds.org/product/no-human-being-is-illegal/>



# Welcoming Immigrant Students in School



## Immigrant students are guaranteed access to free public education by the U.S. Supreme Court.

Certain procedures must be followed when registering undocumented immigrant children (and those whose parents are undocumented) in school to avoid violation of their civil rights as outlined in the Plyler vs. Doe decision.



Public schools cannot deny admission to a student on the basis of undocumented status.



Public schools cannot require students or parents to disclose their immigration status.



Public schools cannot ask students or parents questions intended to expose their undocumented status.



Public schools cannot require social security numbers from students or parents.



Public schools cannot demand that parents produce driver's licenses or other identification documents that are not required.



Public schools cannot engage in any practices that "chill" or hinder the right of access to school.

All children are **required** under state laws to attend school until they reach a mandated age.



School personnel have no legal obligation to enforce U.S. immigration laws.



U.S. Immigration and Customs Enforcement (ICE) agents are to refrain from enforcement actions at certain sensitive locations, which include schools, as detailed in ICE's own policies.



The Family Education Rights and Privacy Act prohibits schools from providing any outside agency (including ICE) with any information from a child's school file that would expose the student's undocumented status.



The only exception is if an agency gets a court order (subpoena) that parents can then challenge.

## What schools can do...



Focus on teaching all students.



Pro-actively show parents that their children are welcome.



Ensure teachers and staff are properly trained about protecting the rights of children and on culturally competency.



Communicate with parents in their language.



Share information about resources for students, families and educators (in English and other languages at the school).



Review all of your enrollment and registration documents (including forms, websites, and communications with parents) to be clear that the provision of the child's social security number, birth certificate, etc., is voluntary, and that not providing such information will not bar a child's enrollment.



Adults without social security numbers who are applying for a free lunch and/or breakfast program for a student need only state on the application that they do not have a social security number.



Get more info and resources, including IDRA's School Opening Alert Flier & eBook.  
<https://idra.news/IDRAigwWelcome>

[www.idra.org](http://www.idra.org)

[facebook.com/IDRAed](https://facebook.com/IDRAed)

August 2019. Intercultural Development Research Association - 5815 Callaghan Road, Suite 101 - San Antonio, Texas 78218 - 210-444-1710



<https://www.idra.org/resource-center/idra-infographic-welcoming-immigrant-students-in-school/>

Also available in Spanish from the website above.





# Protections for Immigrant Families

Regardless of your immigration status, the New York City Department of Education (DOE) is committed to protecting the rights of all our students and families.





## **SUPPORTING ALL STUDENTS (NYCDOE INITIATIVE)**

<https://www.schools.nyc.gov/school-life/support/supporting-immigrant-families>





<https://www.raceforward.org/practice/tools/drop-i-word>

**MY NAME IS**  Your name

**I AM AN UNAFRAID EDUCATOR!**

**AS A**  Name of position

**I WORK WITH AND FOR UNDOCUMENTED STUDENTS & FAMILIES AT**

Name of institution

**#UnafraidEducator    #RiseUp    #HereToStay**

[https://www.aft.org/sites/default/files/unafraideducator\\_branded.pdf](https://www.aft.org/sites/default/files/unafraideducator_branded.pdf)

# SUPPORT ORGANIZATIONS FOR EDUCATORS

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This list of national and New York based organizations provide various resources and guides for educators to better help their immigrant students and families.



## **Topic** Immigration Fact Sheet

**Purpose** Fact sheets include: DACA Rescission Factsheet, After the Arrest, Police Encounters, Removal Defense, Immigration Opportunities Initiative, Travel Permission for Children, Emergency Plan, Advanced Planning for Non-citizens, Sanctuary Factsheet, and Travel Ban Advisory.

The Legal Aid Society has created fact sheets with information on advance planning in case of parental detention, deportation, or other immigration-related emergency. These fact sheets are available in Arabic, Bengali, Chinese, English, Farsi, French, Haitian Creole, Hindi, Korean, Portuguese, Punjabi, Russian, Spanish, and Urdu.

<https://www.legalaidnyc.org/immigration-factsheets/>

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## **Topic** National Guides and Services

**Purpose** The mission of Immigrant Rising is to “empower undocumented young people to achieve educational and career goals through personal, institutional and policy transformation.”



This is a national organization that focuses on guides and resources for undocumented students. The main goal is to empower young people. Their resources include: college access, teacher’s lesson plans on various subjects affecting undocumented students, Beyond DACA, and much more.

<https://immigrantsrising.org/>



## Topic Resources for Schools/Educators

**Purpose** Information and resources supporting immigrant students.

Resources include: general tips; mental health; prevention of bullying, harassment, intimidation; activities; higher education, know your rights; make a plan; immigration policies; bullying; Right to education for all students; NYC DOE Response; and NYSED guidance.

[www.nyic.org/2017/02/for-educators/](http://www.nyic.org/2017/02/for-educators/)

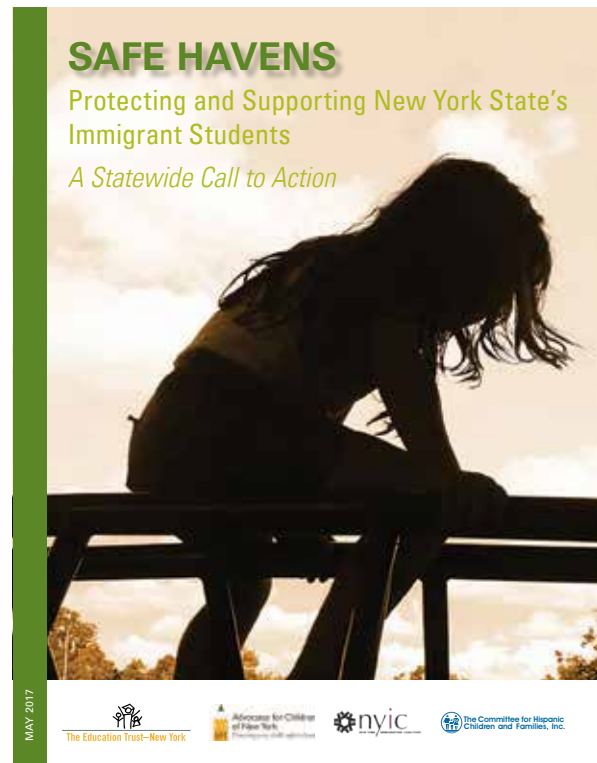
## Topic Safe Havens: Protecting and Supporting New York State's Immigrant Students

**Purpose** This report was released by The Education Trust-New York, Advocates for Children of New York, the New York Immigration Coalition and the Committee for Hispanic Children and Families, Inc. and it outlines steps districts have taken to support immigrants and provides recommendation for improvements.

This resource is divided into the following sections:

- 1) Ensuring that all students and their families are welcomed regardless of immigration status or national origin;
- 2) Handling collection, retention, storage, and release of information that includes student's and families' immigration status, place of birth, country of origin, years in the U.S. schools, and U.S entry date:
- 3) and Responding to request by federal authorities regarding enforcement of immigration laws;
- 4) supporting students and families when a parents, family member, or guardian is at risk of deportation or has been deported. .

[https://1uxzg93r9wfm26lrln198mbd-wpengine.netdna-ssl.com/wp-content/uploads/sites/5/2017/05/Safe-Havens\\_DIGITAL\\_5-17.pdf](https://1uxzg93r9wfm26lrln198mbd-wpengine.netdna-ssl.com/wp-content/uploads/sites/5/2017/05/Safe-Havens_DIGITAL_5-17.pdf)







**Topic** Standing United to Protect the Rights of Immigrant Students and Their Families: Toolkit

**Purpose** The American Federation of Teachers provides practical resources that educators, counselors, nurses and other school personnel to protect the rights of immigrant students and their families.

This toolkit is meant to help educators understand the rights of immigrant students, the obligations that school districts have towards immigrant students, sanctuary and safe zone policies, “know your right” training materials, resources for different types of immigration cases such as DACA and TPS, and other materials that help educator get involved with local officials.”

<https://www.aft.org/our-community/immigration/standing-united/standing-united-protect-rights-immigrant>

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**Topic** National Immigration Law Center

**Purpose** “Established in 1979, the National Immigration Law Center (NILC) is one of the leading organizations in the U.S. exclusively dedicated to defending and advancing the rights of immigrants with low income.”

“At NILC, we believe that all people who live in the U.S. should have the opportunity to achieve their full potential. Over the years, we’ve been at the forefront of many of the country’s greatest challenges when it comes to immigration issues, and we play a major leadership role in addressing the real-life impact of policies that affect the ability of low-income immigrants to prosper and thrive.”

<https://www.nilc.org>



# TEACH DREAM

**Topic** A collective of NYC educators who recognize their responsibility to counteract the damage that the U.S. immigration causes, with regard to educational access, community and family health.

**Purpose** Teach Dream fights against the institutionalized racism in the U.S. immigration and criminal legal systems by creating safer spaces for undocumented students, advocating for equity, opportunities, and access to resources for all students, and lifting student activism and leadership.

[www.teachdreamnyc.com](http://www.teachdreamnyc.com)

## **LISTSERV SIGN-UP**

<https://teachdreamnyc.com/join-our-listserv/>

# RESOURCES FOR FAMILIES

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This section is to help immigrant families prepare for emergencies and provide resources that can help them become better informed about their rights.



Creating a family  
immigration  
raid emergency plan

**Topic** Know your Rights Information for Students and Families

**Purpose** The American Federation of Teachers features resources such as Rights of Immigrant students, Deportation Defense, Educators Guide, Know your Rights, 15 things to protect immigrant students and their families, and a guide to create an emergency plan.

<https://www.aft.org/our-community/immigration>

**Spanish Version**

[https://www.aft.org/sites/default/files/im\\_uac-educators-guide\\_spanish\\_2017.pdf](https://www.aft.org/sites/default/files/im_uac-educators-guide_spanish_2017.pdf)

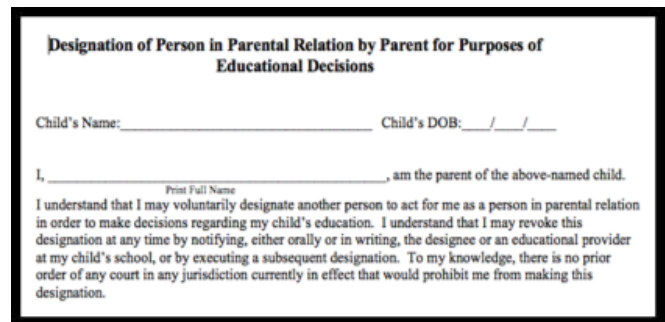
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**Topic** Designation of Person in Parental Relationship Form

**Purpose** This form gives parents the authority to give another adult the permission to care for their child in case they are not able to. The form can be used only if both parents are not able to care for the child/ren. An attorney can and should be consulted, but this form does not require being filled out by one.

This template is from the Office of Children and Family Services (OCFS), and it gives parents a wide variety of options as to what decisions and actions they want the “designee” to be involved in.

<https://nysteachs.org/resources/designation-of-person-in-parental-relation-form/>



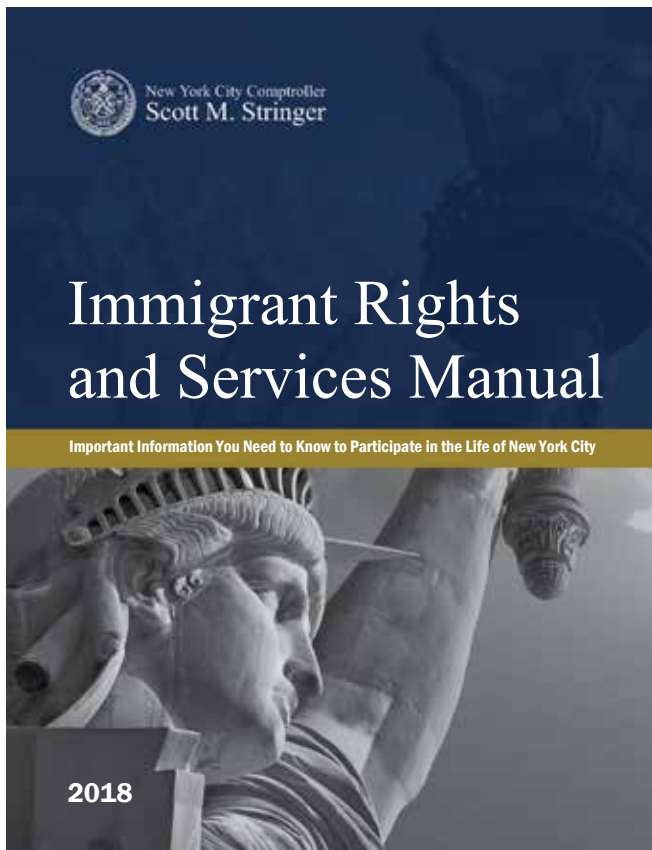
**Designation of Person in Parental Relation by Parent for Purposes of Educational Decisions**

Child's Name: \_\_\_\_\_ Child's DOB: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

I, \_\_\_\_\_, am the parent of the above-named child.  
Print Full Name

I understand that I may voluntarily designate another person to act for me as a person in parental relation in order to make decisions regarding my child's education. I understand that I may revoke this designation at any time by notifying, either orally or in writing, the designee or an educational provider at my child's school, or by executing a subsequent designation. To my knowledge, there is no prior order of any court in any jurisdiction currently in effect that would prohibit me from making this designation.





## **Topic** Immigrant Rights and Service Manual

**Purpose** This manual give an overview of the rights of undocumented immigrant and guidance on several topics, and answers questions about New York City being a “Sanctuary City.” It also includes material about resources for those fearing deportation, legal and social service providers, public benefits programs that immigrants are eligible for, workers’ rights, small business assistance, consumer rights and a range of other issues relevant to immigrants living in New York.

[https://comptroller.nyc.gov/wp-content/uploads/documents/Immigrant-Manual-2018-English\\_fv.pdf](https://comptroller.nyc.gov/wp-content/uploads/documents/Immigrant-Manual-2018-English_fv.pdf)

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## **Topic** Immigration Legal Resource Center’s Family Preparedness Plan

**Purpose** It’s important for families to have a Family Preparedness in case of any emergency. This package will help everyone create a plan. There are supplemental advice for families who have mixed immigration statues and might face additional challenges.

This resource includes: Child Care Plan, Finding out Immigration Options, Know your Rights, Talking to Your Children About Your Plan, Decide who Can Care for Your Children if You are Unable, Instructions for Medical Care of Your Children, Authorized Affidavits, Family Documentation, and Informing Friends and Family about Finding You if You Are Detained by ICE.

<https://www.ilrc.org/family-preparedness-plan>



# PLANNING AND FUNDING COLLEGE RESOURCES

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This section explains the criteria for immigrant students to be eligible for New York in-state tuition, the legislative history of how this policy came about, and provides scholarship information for students who are undocumented. It also highlights a student-based organization for support.



**Topic** New York State DREAM Act

**Purpose** The Senator José Peralta New York State DREAM Act passed in 2019. It gives undocumented and other students access to New York State-administered grants and scholarships that support their higher education tuition.

The user guide helps students step-by-step complete their New York State DREAM Act Application. Guide is available in Spanish, Chinese, Haitian-Creole, Russian, Bengali, and Korean.

<https://www.hesc.ny.gov/dream/>

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**Topic** In-State Tuition Policy

**Purpose** The state of New York has provided in-state tuition to eligible undocumented students since 2002.

This resource explains the policy, the eligibility requirements, legislative history other relevant policies, the proponents of the policy and includes other resources for undocumented students.

<https://uleadnet.org/map/new-york-policy>





**Topic** Getting Started for Undocumented Students

**Purpose** Information and Resources for Undocumented Students.

Resources include: questions and answers about paying for college, 6 things undocumented students need to know about college, undocumented students speak about applying to college, and information for parents about college.

<https://bigfuture.collegeboard.org/get-started/for-undocumented-students>

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**Topic** The CUNY/DREAMers Hub

**Purpose** The CUNY/DREAMers Hub is an online resource for students that includes news achieves regarding DREAMers news, resources, scholarship for DREAMers, and Undocumented Students FAQ.

“The CUNY/DREAMers Hub is designed to provide support for the undocumented student population at CUNY with these tools and resources to help enhance their college experience. To do this CUNY has partnered with NYC Government agencies and non-for-profit organizations to make available every possible resource.”

<http://www2.cuny.edu/current-students/student-affairs/student-services/cuny-dreamers-hub/>







**Topic** Scholarship, Financial Aid, In-State Tuition Info

**Purpose** TheDream.US resource library offers a list of links, toolkits, guides, references and other information pertinent to DREAMers. This scholarship will award and cover tuition and fees up to a maximum of \$14,500 for an associate's degree and \$29,000 for a bachelor's degree, at one of the partner colleges. Additional stipends may be available. This would be a full-ride for some colleges in New York City.

Lists of scholarships, financial aid guides, and information on in-state tuition where undocumented students are eligible to apply.

<https://www.thedream.us/resources/education/>

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### **Topic** Scholarship Resources

**Purpose** The MALDEF Scholarship Resource Guide is a free, informative resource guide for students, parents, and educators with an extensive list of scholarships for high school, college, and graduate students, many of which do not inquire about immigration status. This resource also includes a law school scholarship program for law students.

MALDEF is a civil rights organization that has fought for Latino and immigrant's rights since its founding.

<http://www.maldef.org/leadership/scholarships/>





## **Topic** Scholarship Resources

**Purpose** List of undergraduate scholarships that don't require proof of U.S. citizenship or legal permanent residency.

This is a national organization that focuses on guides and resources for undocumented students. The main goal is to empower young people. Their resources include: college access, teacher's lesson plans on various subjects affecting undocumented students, Beyond DACA, and much more.

<https://immigrantsrising.org/resource/list-of-undergraduate-scholarships/>

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**Topic** New York State Youth Leadership Council (NYSYLC)

**Purpose** The NYSYLC is the first undocumented youth led organization in New York. They work to empower immigrant youth through leadership development, grassroots organizing, educational advancement, and self-expression. Their goal is to give undocumented youth the tools and space to organize and create change in communities.

<https://www.nysylc.org/what-we-do/>



# NYSED DOCUMENTS

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The New York State Education Department has many guidelines, resources, guides to help students and their families understand their right to public education and to be safe in schools.



## A GUIDE TO understanding THE NEW RULES FOR SCHOOL REGISTRATION



### **A GUIDE TO UNDERSTANDING THE NEW RULES FOR SCHOOL REGISTRATION**

**Purpose** This quick guide offers a brief overview of the requirements around enrollment and what information schools can and cannot ask of parents/guardians.

[http://www.p12.nysed.gov/sss/documents/EnrollmentBrochure\\_English.pdf](http://www.p12.nysed.gov/sss/documents/EnrollmentBrochure_English.pdf)

Letter from NYSED to District Superintendents, Superintendents of Public Schools, and Principals of Public Schools about Residency Guidance

**Purpose** The communication reminds all school districts that the required process of student enrollment and registration—including determinations as to residency as established in the Commissioner’s Regulations.

<http://www.nysed.gov/common/nysed/files/residencyguidance-memo.7-19-18.pdf>



## A GUIDE TO COMMUNITY-BASED ORGANIZATIONS FOR IMMIGRANTS

**Purpose** A list of various organizations throughout NYS that offer various services for immigrants across seven regions of the state. Services include advocacy & community engagement, health care & insurance resources, labor and employment, legal services, public assistance, safety, and education.

### COMMUNITY-BASED ORGANIZATIONS IN

**Capital Region** <http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/capital-region-cbo-list-v7-a.pdf>

**Hudson Valley** <http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/hudson-valley-cbo-list-v7-a.pdf>

**Long Island** <http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/long-island-cbo-list-v7-a.pdf>

**Mid-State** <http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/mid-state-cbo-list-v7-a.pdf>

**Mid-West** <http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/mid-west-cbo-list-v7-a.pdf>

**New York City** <http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/nyc-cbo-list-v7-a.pdf>

**Western Region** <http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/western-region-cbo-list-v7-a.pdf>

Community-Based Organization Guide is available in Arabic, Bengali, Chinese, Spanish, English, French, Haitian Creole, Karen, Russian, Urdu and Uzbek:

<http://www.nysed.gov/bilingual-ed/guide-community-based-organizations-immigrants>



## A Guide to Community-Based Organizations for Immigrants

Capital Region  
2019



## ROADMAP TO COLLEGE FOR ENGLISH LANGUAGE LEARNERS/MULTILINGUAL LEARNERS

**Purpose** Various resources for preparing student to enter college such as: picking the right college, colleges in New York and beyond, how to apply to college step by step, and paying for your education. The brochure is available in Arabic, Bengali, English, French, Haitian, Karen, Russian, Spanish and Urdu.

<http://www.nysed.gov/bilingual-ed/roadmap-college>

## A GUIDE FOR PARENTS OF ENGLISH LANGUAGE LEARNERS/MULTILINGUAL LEARNERS IN NEW YORK STATE

**Purpose** Booklet includes program descriptions, frequently asked questions, about different programs- as well as facts, links to resources for parents/guardians of how to participate in their child's education. Guide is available in Spanish, Chinese, Arabic and English.

<http://www.nysed.gov/bilingual-ed/guide-parents-english-language-learnersmultilingual-learners-new-york-state>



New York State Education Department  
Office of Bilingual Education and World Languages



A GUIDE FOR PARENTS OF ENGLISH LANGUAGE LEARNERS IN NEW YORK STATE



## PARENT'S BILL OF RIGHTS FOR NEW YORK STATE'S ENGLISH LANGUAGE LEARNERS/MULTILINGUAL LEARNERS & PARENT HOTLINE

**Purpose** To ensure that parents of English Language Learners/Multilingual Learners know their critical rights and have a direct way to voice their questions or complaints. Guide is available in Albanian, Arabic, Bengali, Burmese, Chinese, English, French, German, Haitian Creole, Italian, Hindi, Karen, Khmer, Korean, Nepali, Portuguese (Brazil & Portugal), Punjabi, Russian, Somali, Spanish, Swahili, Ukrainian, Urdu, Uzbek, and Vietnamese.

<http://www.nysed.gov/bilingual-ed/parents-bill-rights-new-york-states-english-language-learnersmultilingual-learners-ell>

### Contact Information

**Parent Hotline (800) 469-8224**

NYS ELL Parent Website and Hotline Team  
c/o NYS Statewide Language RBERN at NYU  
Metro Center

726 Broadway – 5th Floor

New York, NY 10003

[nysparenthotline@nyu.edu](mailto:nysparenthotline@nyu.edu)

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## INFORMATION REGARDING RECENT IMMIGRATION-RELATED ACTIONS

**Purpose** Building on the Dignity for All Students Act, NYSED has issued additional guidance and resources to help staff, students, and parents report and address incidents of harassment, bullying or discrimination. The information available is available in 28 languages.

<http://www.nysed.gov/bilingual-ed/information-regarding-recent-immigration-related-actions>



STATE OF NEW YORK  
OFFICE OF THE ATTORNEY GENERAL

ERIC T. SCHNEIDERMAN  
ATTORNEY GENERAL



NEW YORK STATE EDUCATION DEPARTMENT  
THE UNIVERSITY OF THE STATE OF NEW YORK

MARYELLEN ELLA  
COMMISSIONER OF EDUCATION  
PRESIDENT OF THE UNIVERSITY OF THE STATE OF NEW YORK

February 27, 2017

Recent immigration-related actions by federal officials have created fear and confusion across the country. New York State residents, whom both of our agencies and the New York State Board of Regents have pledged to serve, have communicated directly with our agencies about the anxiety and questions these actions raised. The New York State Office of the Attorney General ("OAG") and the New York State Education Department ("SED") write today to reaffirm to students, schools, families, and communities across the State of New York that our schools will remain safe havens where all students can learn.





## CULTURALLY RESPONSIVE-SUSTAINING EDUCATION FRAMEWORK

**Purpose** The CR-S framework helps educators create student-centered learning environments that: affirm racial, linguistic and cultural identities; prepare students for rigor and independent learning, develop students' abilities to connect across lines of difference; elevate historically marginalized voices; and empower students as agents of social change.

<http://www.nysed.gov/common/nysed/files/programs/crs/culturally-responsive-sustaining-education-framework.pdf>