

Department of Bilingual Education Newsletter**Margot Wareham-Bailey, Director****TOGETHER** *Helping Children Do More, Be More***Roberta Bloom, Editor**

The Bilingual/ESL/Second Languages Department welcomes our new school Superintendent, **Dr. Patricia Watkins** to Hempstead Public Schools. We offer our pledge of support as we work even harder to make the 2009-2010 a successful school year for ALL of our students.

MESSAGE FROM MARGOT AND WELCOME BACK TO THE 2009/10 SCHOOL YEAR

It is with great anticipation that I welcome you back to the new school year. This year provides us with many challenges...more challenges than we have known in the past. Our ELL population is increasing. We've lost some of our colleagues due to elimination of certain positions. We shall miss them. I want to publicly thank Joelle Day and Delva King former (SMSs) for all the work they did on behalf of our students. There never seems to be enough space or resources to do the job we are asked to do. However, you always do come through for our students and I expect that this year will be no different. In these uncertain times, many of our students are experiencing extremely stressful lives and we ask that you to provide them with a "safe haven". Please involve your school psychologists and social workers if you feel a student needs more help than you can give.

The NYSESLAT testing dates overlap the grades 3-8 ELA and Mathematics Assessments as well as the Grade 4 Science Performance. You will be very, very busy trying to finish the administration of the NYSESLAT while implementing all the accommodations for the current ELLs as well as the FLEPs who exited in 2008 and 2009.

I really do understand how challenging a year it will be for you. I am grateful for your dedication to our ELLs, to their families, and to the Hempstead School District. I wish you a wonderful year. My door is always open to you. If you have a problem that needs my attention or if you just need "to vent", just call. Or stop by, if only to simply say hello.

*Margot***UPCOMING NOVEMBER & DECEMBER****BETAC SPONSORED WORKSHOPS**

See details posted to My Learning Plan. Register online only at www.nassauboces.org/cit/webreg

Teacher Collaboration and Co-Teaching Models presented by **Dr. Andrea Honigsfeld**

November 2, 2009. 8:30 AM - 3:00 PM. Fee \$60.00.

Grade 3-8 ELA Data-Based Strategies for LEP/ELLs presented by **Trish Iannacone and Lisa Estrada**

November 6, 2009. 8:30 AM - 3:00 PM. Fee \$40.00.

Preparing LEP/ELLs for the English Regents presented by **Heather Parris-Fitzpatrick**

November 10, 2009. 8:30 AM - 3:00 PM. Fee \$40.00.

Vocabulary Tiering and Teaching Strategies for LEP/ELLs presented by **Jackie Endres-Nenchin**

December 7, 2009. 8:30 AM - 3:00 PM. Fee \$40.00

Grade 3-8 Math Data-Based Strategies for LEP/ELLs presented by **Elaine Zseller and Lisa Estrada**

December 8, 2009. 8:30 AM - 3:00 PM. Fee \$40.00.

All workshops are to be held at the Robert E. Lupinski Center for Curriculum, Instruction and Technology, One Merrick Avenue, Westbury, NY 11590. Please note District Purchase Orders, Personal checks and credit cards are the only acceptable payment methods for all of the above workshops.

NEWS FLASH

As you all know, there is a REVISED NYS testing schedule for the 2009-2010 school year. The date for ELL/LEPs who are exempt from the ELA has changed. Please note that the new date is April 2, 2009 and number of months will now be counted so that students who were not in a school for part of the 12 months (e.g., returned to their country) will now be eligible for exemption. The notice from NYSED is below.

LEP-eligible students who on **April 1, 2010**, will have been attending school in the U.S. for the first time for less than one year (not necessarily 12 consecutive months) may use the NYSESLAT once in lieu of the 3-8 NYSTP in ELA to meet the accountability participation requirement in 3-8 ELA."

REVISED 2009—10 SCHOOL YEAR ASSESSMENT ADMINISTRATION DATES

Test	Administration Dates	Make-up Dates	Scoring Dates	Final Dates to submit Answer Sheets to Scanning Centers
NYS Alternative Assessment (NYSAA)	Monday, October 5— Friday, February 12	Not Applicable	Monday, March 15- Thursday, May 6	Thursday, May 6
Grade 5 Social Studies	Monday, November 16- Tuesday, November 17	Tuesday, Nov. 17- Thursday, Nov. 19	Scoring may start immediately following administration	Thursday, Dec. 3
NYSESLAT: Speaking	Wednesday, April 14- Tuesday, May 25	Not applicable	Speaking is scored as it is administered	Thursday, June 3
Grades 3-8 English Language Arts	Monday, April 26- Wednesday, April 28	Tuesday, April 27- Wednesday, May 5	Friday, April 30- Thursday, May 13	Thursday, May 13
Grades 3-8 Mathematics	Wednesday, May 5 - Friday, May 7	Thursday, May 6- Friday, May 14	Tuesday, May 11 - Thursday, May 20	Thursday, May 20
NYSESLAT: Listening, Reading and Writing	Monday, May 17- Tuesday, May 25	Tuesday, May 18- Tuesday, May 25	Wednesday, May 26- Thursday, June 3	Thursday, June 3
Grade 4 Science Performance Test	Monday, May 24- Thursday, June 3	Tuesday, May 25- Thursday, June 3	Scoring may start immediately following administration	Thursday, June 17
Grade 8 Science Performance Test	Monday, May 24- Thursday, June 3	Tuesday, May 25- Thursday, June 3	Scoring may start immediately following administration	Thursday, June 17
Grade 4 Science Written	Monday, June 7	Tuesday, June 8- Wednesday, June 9	Following administration, but no later than Thursday, June 17	Thursday, June 17
Grade 8 Science Written	Monday, June 7	Tuesday, June 8- Wednesday, June 9	Following administration, but no later than Thursday, June 17	Thursday, June 17
Grade 8 Social Studies	Monday, June 14-Tuesday, June 15	Tuesday, June 15- Thursday, June 17	Following administration, but no later than Thursday, June 24	Thursday, June 24

Professional News

Most U.S. Hispanic Kids Have Immigrant Parents

By N.C. Aizenman
Washington Post Staff Writer
Friday, May 29, 2009

A majority of Hispanic children are now U.S.-born children of immigrants, primarily Mexicans who came to this country in an immigration wave that began about 1980, according to a report released yesterday.

The analysis of census data by the nonpartisan, Washington-based Pew Hispanic Center charts a substantial demographic shift among the nation's 16 million Hispanic children, who constitute one of the fastest growing child populations in the United States and account for more than one of five U.S. children. As recently as 1980, nearly six of 10 Latino children were in the third generation or higher, meaning that their parents, and often their grandparents and great-grandparents, were native-born U.S. citizens. Only three of 10 were in the second generation -- born in the United States to parents who immigrated.

Now those U.S.-born children of Latino immigrants account for 52 percent of all Latino children, according to the study.

The share of first-generation Latino children, meaning those who were born abroad and immigrated themselves, has dropped from 13 percent to 11 percent since 1980.

The findings are particularly significant because by many measures second-generation Latino children face significant challenges compared with their third-generation peers and non-Hispanic whites. Forty percent have parents who have less than a high school education, compared with 16 percent of third-generation Latino children and 4 percent of non-Hispanic white children, according to the study.

Similarly, 21 percent of second-generation Latino children are not fluent in English, compared with 5 percent of third-generation Latino children. And 40 percent of second-generation Latino children have at least one parent who is in the country illegally.

However, the study found almost no difference between the poverty rates of the second and third generations: About one in four such children live in poverty. And the second generation is more likely than the third to live in married-couple households: 73 percent, compared with 52 percent.

The nation's 1.7 million first-generation immigrant Latino children, who are more likely to be in their early teens, tend to fare the worst: One-third live in poverty, 43 percent are not fluent in English and nearly half were born to parents who did not finish high school.

But although the total number of first-generation Latino children is likely to increase, study co-author Jeffrey S. Passel projected that their share of the total Latino child population will remain low in coming decades, as more second-generation Latinos are born and today's second-generation Latino children start having children of their own, creating a third-generation boomlet.

By 2025, nearly one in three children in the United States will be Latino, according to Passel.

DEPARTMENT NEWS!

MONTHLY REPORTS

Monthly reports are due to the bilingual office on the last day of each month. Full reports are to be submitted for **September, January and June**. Drop/add forms are to be submitted for the other months. If there are no changes, please submit a form with "NO CHANGES" noted for that month. Please make sure to submit these forms **monthly** in order to maintain continued efficient communication and data. You may e-mail the forms to Marcela at

mmoran@hempsteadschools.org. If you have any questions or problems, please call the bilingual office at ext. 1416.

Save the Dates!

NYS TESOL Fall Conference 2009

November 13 & 14th—Crown Plaza, White Plains, New York

"Critical Literacy: Opening Words and Worlds to English Language Learners"

Visit nystesol.org to download the form or register right on line.

American Council on the Teaching of Foreign Languages (ACTFL)

Nov. 20-22, 2009 - San Diego, CA

(Pre-Convention workshops, November 19, 2009)

www.actfl.org

2010 NYSABE Conference

"Bilingual Education: Pathway to Multicultural and Multilingual Learning Communities"

March 11-14, 2010 - Huntington Hilton, Melville, New York

The Long Island ESOL Institute at Molloy College

"An Afternoon of Puerto Rican Culture" - **October 23, 2009 from 4:00-6:00 PM**

Multipurpose Room of the Wilbur Arts Building at Molloy College

The event will include a look at Puerto Rican culture with Bomba & Plena music/dance and refreshments.

There will be on-site registration, the cost of which is \$5 per person.

For further information, contact our very own Meredith Van Schuyler at Jackson Annex School.

LATINO Students Face Barriers to School Success

"At a time when Latinos are celebrating new Supreme Court Justice Sonia Sotomayor as the first Hispanic to achieve this position, educational success remains elusive for too many Latinos", according to two new reports summarized in the October/November issue to **American Teacher**. Please read the entire article at http://www.aft.org/pubs-reports/american_teacher/index.htm.

UPDATE ON THE SUPREME COURT DECISION

Flores v. State of Arizona

A 17-year-old legal and political dispute over Arizona's school programs for students learning English will start anew after a U.S. Supreme Court decision that threw out years of previous rulings.

The high court ordered U.S. District Judge Raner C. Collins in Tucson to consider just how much the state's efforts to improve its teaching methods have come toward meeting federal laws that require equal education for all students.

Before the June 25 Supreme Court ruling, Collins had ordered increased spending for the more than 100,000 students learning English in K-12 public schools. But state officials argued that new daily four-hour instruction periods and other changes could meet the requirements of the Educational Opportunities Act.

The Supreme Court ruled that the state was entitled to a fresh legal review of the case, which was originally filed in 1992 on behalf of parents and students in a southern Arizona school district, Nogales Unified.

The justices' 5-4 decision said the educational landscape has changed significantly since a now-retired judge ruled in 2000 that Arizona wasn't providing the money for English language learners to get an appropriate education.

Since 2000, the two sides have fought over what constitutes compliance with the order. At one point, Collins imposed over \$20 million in daily fines on the state for noncompliance. The fines were later rescinded on appeal.

The Supreme Court's ruling sent the case back to Collins, and a recent joint filing by lawyers for the class-action plaintiffs and for state officials defending the program outline what will happen next.

The Supreme Court said the case should no longer apply statewide unless the plaintiffs can show there are statewide violations, so plaintiffs attorney Tim Hogan said his first order of business is to show that the Nogales district's programs are inadequate.

Key elements of the district's programs are mandated by the state, so any legal shortcomings apply statewide, he said. That includes the recently adopted four-hour instruction periods and exit tests used to determine whether a student is proficient in English.

"It's changed from a funding case to a programmatic case," Hogan said. "The Supreme Court has kind of laid out the road map for what we do now and what we do now is address the adequacy of the education that these kids are receiving and that's a good thing."

Hogan's motion to expand the case statewide is due Sept. 30, while state officials defending the program intend to seek a hearing showing compliance with the Equal Educational Opportunities Act.

State Superintendent of Public Instruction Tom Horne, who is allied with Republican legislative leaders in defending the ELL programs, said he's confident that the state can demonstrate that its revamped program will pass muster.

The four-hour daily instructional periods have proven to be effective in providing students with the necessary education so they can be reclassified as proficient in English, he said.

"I cannot guess how long it may take but I believe what the Supreme Court has done with it has made it almost impossible for the plaintiffs to win the case," Horne said. "Their burden is going to be to prove that the actions that we're taking to teach students English are not appropriate actions."

Horne said he didn't know if he and Republican legislative leaders would oppose expanding the case statewide. "I think we're equally strong regardless," he said.

Note: emphasis added by editor

Professional Development

ERIC Identifier: ED317087

Publication Date: 1989-12-00

Author: Oxford, Rebecca

Source: ERIC Clearinghouse on Languages and Linguistics Washington DC.

The Role of Styles and Strategies in Second Language Learning. ERIC Digest.

WHAT ARE LEARNING STRATEGIES?

Language learning strategies are the often-conscious steps or behaviors used by language learners to enhance the acquisition, storage, retention, recall, and use of new information (Rigney, 1978; Oxford, 1990). Strategies can be assessed in a variety of ways, such as diaries, think-aloud procedures, observations, and surveys. Research both outside the language field (e.g., Brown, Bransford, Ferrara, & Campione, 1983) and investigations with language learners (see reviews by Skehan, 1989; Oxford 1989; Oxford & Crookall, 1989) frequently show that **the most successful learners tend to use learning strategies that are appropriate to the material, to the task, and to their own goals, needs, and stage of learning. More proficient learners appear to use a wider range of strategies in a greater number of situations than do less proficient learners, but the relationship between strategy use and proficiency is complex.** Research indicates that language learners at all levels use strategies (Chamot & Kupper, 1989), but that some or most learners are not fully aware of the strategies they use or the strategies that might be most beneficial to employ.

Many different strategies can be used by language learners: metacognitive techniques for organizing, focusing, and evaluating one's own learning; affective strategies for handling emotions or attitudes; social strategies for cooperating with others in the learning process; cognitive strategies for linking new information with existing schemata and for analyzing and classifying it; memory strategies for entering new information into memory storage and for retrieving it when needed; and compensation strategies (such as guessing or using gestures) to overcome deficiencies and gaps in one's current language knowledge (see Oxford, 1990).

Language learning strategy research has suffered from an overemphasis on metacognitive and cognitive strategies, which are admittedly very important, at the expense of other strategy types that are also very useful.

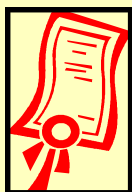
Some preliminary research suggests the existence of sex differences in strategy use (see review by Oxford, Nyikos, & Ehrman, 1988). Choice of language strategies also relates strongly to ethnicity, language learning purpose, the nature of the task, and other factors (see Politzer, 1983; Politzer & McGroarty, 1985; Oxford, 1989). As noted earlier, one of these related factors is, no doubt, learning style.

Important effects of training in the use of language learning strategies have been discovered by a number of researchers (see Atkinson, 1985; Bejarano, 1987; Chamot & Kupper, 1989; Cohen & Hosenfeld, 1981; Oxford, Crookall, Lavine, Cohen, Nyikos & Sutter, forthcoming). It is clear that students can be taught to use better strategies, and research suggests that better strategies improve language performance. Just how language learning strategies should be taught is open to question, but so far it has been confirmed that strategy training is generally more effective when woven into regular classroom activities than when presented as a separate strategy course.

Language learning styles and strategies appear to be among the most important variables influencing performance in a second language. Much more investigation is necessary to determine the precise role of styles and strategies, but even at this stage in our understanding we can state that teachers need to become more aware of both learning styles and learning strategies through appropriate teacher training. Teachers can help their students by designing instruction that meets the needs of individuals with different stylistic preferences and by teaching students how to improve their learning strategies.

Note: emphasis added by editor

Bilingual Student Wins Award!



Elizabeth McDermott, Bilingual ECC, reported that her last year's student, **MELBIS VILLALTA**, received an award in May 2009 from Delta Sigma Theta Sorority as part of their "Arts in April" community service project. Melbis was given a certificate acknowledging him as a promising young artist. He also received a gift basket full of art supplies. He was recommended for this honor by the ECC art teacher, Diann McCabe. We expect to hear good things about Melbis in the future.

Our ELL students are on the move!

IMMIGRATION ISSUES

Debate Tied to Rise in Hate Crimes

By Spencer S. Hsu - Washington Post Staff Writer - Wednesday, June 17, 2009

U.S. civil rights leaders said yesterday that an increase in hate crimes committed in recent years against Hispanics and people perceived to be immigrants "correlates closely" to the nation's increasingly contentious debate over immigration.

Hate crimes targeting Hispanic Americans rose 40 percent from 2003 to 2007, the most recent year for which FBI statistics are available, from 426 to 595 incidents, marking the fourth consecutive year of increases.

The Leadership Conference on Civil Rights Education Fund issued a report that faulted anti-immigrant rhetoric in the media and mobilization of extremist groups on the Internet. The conference said that some groups advocating for tighter immigration laws have invoked "the dehumanizing, racist stereotypes and bigotry of hate groups."

"Reasonable people will disagree . . . but the tone of discourse over comprehensive immigration reform needs to be changed, needs to be civil and sane," said Michael Lieberman, Washington counsel for the Anti-Defamation League.

The FBI reported in October that the number of hate crimes dropped in 2007 by about 1 percent, to 7,624. But violence against Latinos and gay people bucked the trend. The number of hate crimes directed at gay men and lesbians increased about 6 percent, the FBI reported.

Mark Krikorian, executive director of the Center for Immigration Studies, which was criticized in the LCCREF report, said it was "another salvo against free speech by the pro-amnesty coalition . . . to delegitimize any critic of mass immigration."

Children sue over parents' deportations

Thursday, June 18, 2009

ASSOCIATED PRESS

MIAMI (AP) | Ronald Soza celebrated his 10th birthday Wednesday with cake and a serenade by more than 100 other children and their parents.

His own family: absent. His mother was recently deported back to Nicaragua. His father rarely ventures out in public in fear of a similar fate. Now Ronald and the other children -- all U.S. citizens whose parents could be or have been deported -- are demanding a say in the immigration debate.

They are suing President Obama, asking a court to halt the deportations of their parents until Congress overhauls U.S. immigration laws.

The children, who gathered Wednesday at the Miami nonprofit American Fraternity to draw attention to their cause, say their constitutional rights are being violated because they will likely have to leave the country if their parents are forced to go.

Some children said their families didn't have enough money to pay for school supplies because the bread-winning parent had been deported, and some are at risk of losing their homes. They also say they are suffering psychological and physical hardship.

IMMIGRATION ISSUES *continued*

Children sue over parents' deportations *Continued from previous page*

Thursday, June 18, 2009 ASSOCIATED PRESS

"My grades went from As to Cs when my mom had to leave," Ronald said.

Nora Sandigo, the head of American Fraternity, originally brought the case on behalf of the children against the Bush administration. She refiled it in January in Miami and a hearing is scheduled for August.

Ms. Sandigo said she is frustrated that the Obama administration hasn't done more to address immigration reform.

"Today these children's voices are not heard," she said as dozens of youngsters squirmed and twirled their flags on a rug before her, "but tomorrow these U.S. citizens will be voting."

Perhaps not literally, but many of the more than 100 children who gathered Wednesday are already in their teens and will be voting age by the next presidential election.

Ms. Sandigo said many of the children's parents came to the U.S. before 1996 immigration changes made it more difficult for them to become legal residents. When they came, they had a valid expectation that if they stayed out of trouble for seven years, they could eventually become legal residents, she has argued.

Immigration experts said the case has a rough road in the courts because Congress explicitly made the law retroactive.

But the lawsuit may help get attention for the issue in the political arena, said immigration scholar Louis DeSipio of the University of California at Irvine.

"It's a very conscious decision of the immigrant advocates to focus on this issue," he added, "to disabuse Americans of the images we have of men in their 20s and 30s running across the border, showing instead that it's a family affair."

Power to Learn Presents their Second Annual

Essay Contest

What does it mean to be a Latino

WHO CAN ENTER: 6th, 7th and 8th graders attending a school in an area serviced by Cablevision

PRIZES

Grand Prize: \$5000 Saving bond

First Prize: Laptop Computer

Second Prize: IPOD iTouch

Third Prize: Portable DVD Player

HOW TO ENTER:

- Submit an original essay on what it means to be a Latino
- Essays must be written in English, typed and not be longer than 1,000 words.
- For complete contest rules go to: http://www.powertolearn.com/pdf/HHM_Contest_Rules_2009.pdf

Great websites for students and teachers!

Published: September 23, 2009

ELL 2.0: How to Make the Most of the Web

By Larry Ferlazzo

I don't believe educational technology is a magic bullet for our students. At the same time, I do believe the Internet can be an incredibly beneficial supplement to effective classroom instruction for English-language learners. Consider, for example, the thousands of free Web sites that offer audio and visual supports for written material. That's a huge asset if you don't happen to have a one-to-one tutor-to-student ratio (and not many of us do!). The Internet also provides a place for ELL students to take risks, make mistakes, and learn from them without fear of public embarrassment.

The Web offers direct advantages to teachers, too. I've read many books on teaching ELL students, but in my mind very few of these costly texts rise above the best free Internet resources in providing sound ideas on how to work effectively with ELL students.

Of course, the sheer number of ELL resources available on the Web can be intimidating. I have 9,000 categorized links on a site that I've set up for students to self-access, and more links appear every week. So, in an effort to lower the intimidation factor and give ELL resource-hunters a good starting point, I've pulled together my 13 favorite free Web sites for ELL teachers and their students.

My list includes Web sites that provide activities where ELL students can practice speaking, listening, reading, and writing English. Two of these sites provide students with an opportunity to be creators, rather than just consumers, of online content. Though I'm identifying these resources specifically for English-language learners, certainly several of the student sites can also be useful for native English speakers, as well. For teachers, I've recommended several sites that can help improve teaching skills and several others that can relieve you of some of the burden of daily lesson preparation.

FOR STUDENTS

U.S.A Learns is an incredible Web site to help users learn English. Even though it's primarily designed for older learners, it seems very accessible to all but the very youngest ELLs. It's free to use and is appropriate for both beginning and intermediate ELLs. In order to save their work and evaluate their progress, students must register on the site. Teachers can also create their own "virtual classroom."

Henny Jellema's Online TPR Exercises is a site you have to see to believe. I can't imagine the amount of work that went into creating these exercises, which use the technique of "Total Physical Response"...virtually.

Starfall is a well-established primary school site that is without rival when it comes to providing accessible literacy activities for beginning English-language learners. Although it's maintained by a vendor, there are lots of free tools and activities.

Mingoville is a site from Denmark designed to teach beginning English-language learners. There are many interactive exercises and games. It's very colorful, and there are both listening and speaking activities, including a voice-recording feature. You can experiment with it as a guest for a few minutes, but then you have to register. It's completely free; registration takes about 20 seconds.

The Everyday Life Project is sponsored by the Goodwill Community Foundation in North Carolina and has interactive exercises for intermediate and advanced English-language learners. Its activities on food, money, work, shopping, and maps are excellent. Registration is required, but is free and easy.

BITS Interactive Resources is another good site for intermediate ELLs. It has 19 "sets" of five different and excellent reading activities focusing on "signs, details, matching, gist, and gap."

Into The Book is an absolutely incredible resource designed to help students learn reading strategies, including visualization, prediction, and summarization. The site has been under construction for several years, but now all of its exercises are fully developed. Users are led through learning each reading strategy with interactive exercises.

Dvolver Moviemaker his a great way for students to easily and quickly make an animated film.

VoiceThread allows you and your students to upload or grab pictures from the Web, and create an audio narrative to go along with them. In addition, audio comments can be left by visitors--a great way to raise student interest and engagement.

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JUST FOR TEACHERS

Teaching English As a Foreign or Second Language and Teaching English As A Foreign Language To Large, Multi-Level Classes are two PDF downloads developed by the **Peace Corps**, which has some of the best professional development resources for teaching ELL students.

English Raven, created by teachers, is one of my favorite sites—among many—for great printouts. Not only are the materials particularly engaging but you'll find excellent ideas about how to use them. I don't say this too often, but using their site has made me a better teacher. Most of the resources are free, but by making a donation (the amount is self-determined) you can access even more.

EFL Teaching Recipes is a brand new resource with an extremely accessible design. Teachers can share their lessons, including video and images, and also rate their site favorites. It's just beginning, and I'm sure it'll be brimming with ideas quickly. Go over and contribute a recipe of your own and rate what's already there!

EFL Classroom 2.0 is a social-networking site, using the free NING engine. In keeping with the spirit of its motto—"when one teaches, two learn"—you'll find teachers posting lots of their resources and encouraging you to do the same. You have to join to access the conversations and content, but registration is free and takes less than a minute.

These are my "lucky 13." Feel free to share your favorites in the comments section below.

*Larry Ferlazzo teaches English and social studies to English-language learners and mainstream students at Luther Burbank High School in Sacramento, California. His ELL book, **Organizing To Learn: The Art Of Teaching English Language Learners**, will be published by Linworth Publishing next year. His first book from Linworth, **Building Parent Engagement in Schools**, will be available September 30*

TEACHING TOLERANCE

A PROJECT OF THE SOUTHERN POVERTY LAW CENTER

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

Hispanic/Latino Heritage Month

Sonia Nieto reflects on the nomination of the first Latina to sit on the U.S. Supreme Court.

Their new lesson plan on **Hernandez v. Texas** explores the court case that set the stage for the Latino Civil Rights Movement.

"**A boy's toy or a girl's toy?**" Visit their blog and join the conversation about gender role conformity at the takeout window.

In Teaching Tolerance Magazine

Children with disabilities lead active, funny, adventurous lives. These books show them as they are.

Why "I don't see color" is not the right answer.

Mix It Up at Lunch Day: Nov. 10, 2009

Don't let cliques and social divisions define your class for the rest of the school year. **Get our FREE Mix It Up Organizer's Guide** and register now to get your school on the Mix It Up map.

Too Young for Tolerance?

It's never too early to start teaching children how to get along. Check out our FREE kit Starting Small for Pre-K and early grades teachers.

Country of Origin Profiles

<http://pewhispanic.org/data/origins/>

Browse detailed demographic and economic profiles of Hispanics in the United States by their countries of origin.

Mexican-Americans in the United States, 2007

This statistical profile describes the demographic, employment and income characteristics of the Mexican-American population in the United States. The characteristics of Mexicans are contrasted with the characteristics of all Hispanics and the U.S. population overall. The profile uses data from the Census Bureau's 2007 American Community Survey.

Puerto Ricans in the United States, 2007

This statistical profile describes the demographic, employment and income characteristics of the Puerto Rican population in the 50 U.S. states and the District of Columbia. The characteristics of Puerto Ricans are contrasted with the characteristics of all Hispanics and the U.S. population overall. The profile uses data from the Census Bureau's 2007 American Community Survey.

Cuban-Americans in the United States, 2007

This statistical profile describes the demographic, employment and income characteristics of the Cuban-American population in the United States. The characteristics of Cubans are contrasted with the characteristics of all Hispanics and the U.S. population overall. The profile uses data from the Census Bureau's 2007 American Community Survey.

Salvadoran-Americans in the United States, 2007

This statistical profile describes the demographic, employment and income characteristics of the Salvadoran-American population in the United States. The characteristics of Salvadorans are contrasted with the characteristics of all Hispanics and the U.S. population overall. The profile uses data from the Census Bureau's 2007 American Community Survey.

Dominican-Americans in the United States, 2007

This statistical profile describes the demographic, employment and income characteristics of the Dominican-American population in the United States. The characteristics of Dominicans are contrasted with the characteristics of all Hispanics and the U.S.

Nassau Digital Doorway

A site available on the Nassau County Library System. You can checkout audiobooks for download on your computer or iPod directly from the site - for FREE! Check out how many books are available. It is a great resource for teachers. Go to link:

<http://nassau.lib.overdrive.com/C314A2ED-C8A8-49E4-8A65-53E64880E910/10/418/en/Default.htm>

Literature in Languages Other than English

The **International Children's Digital Library Foundation** can be a great help for educators looking for literature in languages other than English. Their website, <http://en.childrenslibrary.org/> features thousands of books in about 54 different languages. Some of the texts are older, out-of-print books; many are contemporary. All the books are complete and available to read online at no cost. The public libraries have found the ICDL a tremendous resource.

United Health HEROES

UnitedHealthcare and Youth Service America have created a new service-learning module that helps classroom teachers, service-learning coordinators, students in health professions and staff in community and youth-development organizations engage middle and high-school age youth as **first responders to the critical American issue of childhood obesity**. The module uses service-learning to move beyond the textbook. Explore real world issues and address systemic factors that contribute to childhood obesity. Visit www.SemesterOfService.org to download First Responders: Youth Addressing Childhood Obesity through Service-learning.

Personal News



On June 9, 2009 **Susan Gregori, ESL Barack Obama**, gave birth to a **new daughter, Sarah Lucia**. Sarah weighed in at a healthy 8 pounds, 5 ounces. We congratulate the entire Gregori family on their new daughter and sister. Our wish for Sarah is that she grows up healthy and happy. If Sarah has her mother's genes, we know, without a doubt, that she will be absolutely stunningly beautiful! Congratulations to the entire Gregori family. And by the way, Susan, thank Sarah for being so considerate in waiting for the completion of the NYSESLAT scoring at Hofstra before she made her entrance.



ARCE WEDDING



Nancy Arce, ESL ECC, has provided us with a brief summary of the wonderful events that occurred in her life this past year.

It's been an exciting year at the Arce Home; first there was her firstborn, Armando's *Engagement bash*, then the future Mrs. Arce's *Bridal Shower*, then finally **Armando's** Wedding. He took his vows with **Stephanie Vampas** and she became Mrs. Arce this past summer. There was a beautiful *Destination Wedding* in the Caribbean, Punta Cana, Dominican Republic. The Arce family's closest friends and family were present. They celebrated for an entire week basking in the sun, sporting on the beach, and participating in all of the water events. Thankfully the weather was perfect. The happy couple now live (Nancy's jealous) in sunny Tampa, Florida. Mazel Tov to the entire Arce family!



It is with great pride that we announce that our very own, **Phyllis Leff, Fulton School Bilingual**, has published another article. This one is entitled **STUDENT SUCCESS** and appears in the NYS TESOL *Idiom* magazine, Volume 39, No. 3 (Fall 2009). Phyllis writes of her pleasure in watching two of her students soar, both academically and socially. Phyllis concludes the article with the following "So for all the educators of ELL students reading this article, celebrate your students' success. It is not only our goal to reach English language skills, but for our students to use these skills and to become a productive part of both the school community and society. **KUDOS to PHYLLIS. You inspire us all!**"

Gangs of Garden City: How Immigration, Segregation, and Youth Violence are Changing America's Suburbs

by Sarah Garland.

Sarah Garland has reported on crime, immigration and education for the *New York Times*, *Newsweek International* and the *New York Sun*. This is her look at the rising Central American gang problem in Long Island. [Much attention is given to Hempstead Schools and the Village of Hempstead](#). For all of us who work and/or live in Hempstead, **this is a must-read**. It will give you insight into the gang problems in our community and in our nation.