The Village

Deferred Action for Childhood Arrivals

Co-hosted by Dr. Bev Bell and Lily Eisermann

Technical Support provided by Lauren Jones, current MAT student at Amherst Regional High School
Deferred Action for Childhood Arrivals (DACA)
Eduardo Samaniego-Amaya is an organizer with the Pioneer Valley Workers Center building power with youth, immigrant and low wage workers and a Hampshire College Student Trustee. As an immigrant himself, he has worked at both the local and national level advocating for the Dream Act before DACA, then DACA and now immigration reform. He concentrates on federal regulation but also local policies that affect diverse immigrant populations. Much of his work has also been to advocate for access to education for undocumented youth.
Alicia Lopez is an ELL teacher and assistant principal at Amherst Regional Middle School. This is her 22nd year of teaching. Alicia is a member of the Western Mass. Writing Project, and uses writing often in her teaching. She often reflects on teaching and education through her blog, http://www.maestrateacher.com/. She is in the process of co-authoring a book about teaching across generations with her mother. She received her B.A. in French and Anthropology at Wellesley College and her Master’s in Bilingual, Multicultural and ESL Education at the University of Massachusetts.
Dr. Marta Guevara joined the district in 1999 as a Spanish teacher at Amherst Regional High School. Since that time, she has served in various roles including Assistant Principal of ARHS, Student Services Administrator and as a District Director. Dr. Guevara has been a member of the MSAN Research Practitioners Council for the past 10 years, presenting at various conferences for both adults and students. She holds an Ed. D. in Educational Leadership from the University of Massachusetts, Amherst. Dr. Guevara believes education is the key to opportunity and freedom and is committed to removing obstacles for students to succeed.
Grace Cornell Gonzales is a bilingual educator who has taught at the elementary level in Oakland, San Francisco, and Guatemala City. She is currently located in Seattle, Washington, where she works as the submissions editor for *Rethinking Schools* magazine. She is the co-editor of *Rethinking Bilingual Education*, published in 2017.
• DACA – Brief overview of the program
  • historical overview
  • who is affected
  • how they are affected
• Teachers are affected too!
Dr. Marta Guevara

- Community and Family Resources
  - Fractured families, trauma
  - Different stories, similar dreams
  - Success after high school
  - No Longer Invisible
Civil Rights. Immigration Policy 2017

• Immigration and Customs Enforcement (ICE) personnel, or employees of any other agency acting as immigration agents, will be refused entry to District property or access to students in the Districts’ custody unless

• The Superintendent and District Counsel are provided with a warrant signed by a judge or magistrate

• The Superintendent makes the determination that the ICE agent is allowed on the property and the limits of their access

• Amherst, Pelham and Amherst-Pelham Regional Public Schools staff will not refer students or families to ICE if they inadvertently or intentionally disclose their immigration status. Pursuant to FERPA and state records law, Amherst, Pelham and Amherst-Pelham Regional Public Schools staff shall not disclose, without parental consent, the immigration status of any student
Civil Rights. Immigration Policy 2017

• Immigration Practice if an ICE representative makes a request about access to a student or student data

• “Our district policy and guidance from the Massachusetts Attorney General's instructs me to not allow you access to students, student information, or staff members. The only person who has the authority in the district to provide you access is the Superintendent.

• I will contact him/her now so that you can communicate with him/her directly about your request.”
Alicia Lopez

• Post 2016 Election

• The day after the election in 2016, I faced very upset students, especially a student in tears
• 2 things happened immediately:
  • I prepared curriculum to help students process
  • My principal offered to visit class
• Curriculum: Election Results Debrief
• We followed this with letters to the president - did not send them, but it was a good outlet
• Template for letter to president
• My principal visited my class to reassure my students that they were SAFE in our school and that she would not let anything happen to them
• Parent outreach: I reached out to a few parents to reassure them they live in a safe community
• Current Projects and Curriculum
  
  • Immigration Stories - a project I launched with my students last year
  • Building Bridges and AEF grant: we received a grant to design a photo/text exhibit with Family Diversity Projects
  • Exhibit scheduled for May at our school
  • We can’t ask students their immigration status but:
    • this is one way to make our undocumented students feel visible without singling only them out - this project is for everyone (everyone has immigrant roots, unless they are Native American)
What can YOU DO?

- **Educate yourself first**: about DACA, about documented vs. undocumented, about your district policy. Don’t assume students are documented or undocumented.
- **Don’t be afraid to talk about the issues**. Teaching is a political act, like it or not. You can remain neutral about your own politics and still talk about the issues with your students.
- **Check out some go-to websites** such as: Teaching Tolerance, Anti-Defamation League, Read Write Think, and Rethinking Schools for curriculum, resources, books, etc.
Grace Cornell Gonzales
Rethinking Schools

- RS Website: https://www.rethinkingschools.org/


- Rethinking Bilingual Education: A book about bringing our students' languages and cultures into the classroom, and building community
  - https://www.rethinkingschools.org/books/title/rethinking-bilingual-education

- The Line Between Us: A curriculum sourcebook for teaching about immigration and its root causes
  - https://www.rethinkingschools.org/books/title/the-line-between-us

- Rethinking Schools' Spanish articles
  - https://www.rethinkingschools.org/articles/spanish

- Submissions Guidelines for anyone interested in writing about the wonderful work they're doing in their classrooms!
  - https://www.rethinkingschools.org/pages/writers-guidelines