



## President's Message – April 2017



Tim Dalby: WITESOL President

In the last few months WITESOL members and members of your board have been busy with WITESOL-related projects.

My thanks go to Anjie Kokan, Rossitza (Rossi) Ivanova, Brianna Deering, Pam Dennis and Lorraine Best for running a hugely successful writing contest this year. We had 69 entries and will be announcing the winners in this newsletter. I am excited to announce that the theme for 2018 is “Everyone is Important”.

My thanks also to Katie Vernezze and Amitha Gone of MSOE University, who have taken on the task of organizing a WITESOL Spring Conference. The theme of the conference is “English Language and STEM Literacy: Convergent Zones”. It will be held on May 13<sup>th</sup> from 8:00am to 12:30pm at the Todd Wehr Conference Center on the MSOE campus. This is for **all** ELL educators with a connection to STEM subjects. My hope is that specialized conferences like this will provide you with the tools you need to develop personally and professionally. By attending these events you encourage us to put on other, similar events in future years. I hope you can find time to attend and support this conference. Click [here](#) for tickets and more details.

WITESOL is a long-standing affiliate of TESOL International Association, which held its Convention in Seattle from March 21-24. I was there to represent WITESOL at the Affiliates Council, along with Sheryl Slocum, your President-Elect. Each year we send two representatives to TESOL, and provide three travel awards to WITESOL members. Our travel award recipients have each written about their experiences at TESOL in this newsletter. Sheryl and I spent much of our time talking with other affiliates, from the US and abroad, about the challenges they face attracting members and engaging volunteers. I was encouraged by the

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fact that both our membership and the number of active volunteers has been increasing in recent years. By far the most enjoyable part of the week was getting together with fellow WITESOLers for dinner, where we discussed, among other things, the three ways to pronounce WITESOL. How do you say it?



*From left to right: JoEllen Christians, Cheryl Kirchner, Jennifer Hornbaker, Doug Margolis, Melanie Schneider, Sheryl Slocum, Cecile Despres-Berry, Rhonda Petree, Tim Dalby, Kristin Dalby*

While in Seattle, Sheryl and I took the opportunity to spend time with our Fall Conference Keynote Speaker, Thomas Farrell, and one of our two closing plenary speakers, Tim Boals. Tim will be accompanied by Mariana Castro in November. You will have received details about the 2017 Fall Conference by now. Please consider submitting a proposal by clicking [this link](#). The deadline for proposals is June 2<sup>nd</sup>. My thanks go to Heather Linville for organizing this year's conference program.

As I said in January, WITESOL is very much more than the board; it is all about you, our members. If you have an idea, suggestion, or you want to be more involved, please contact me, Tim Dalby, at [witesol.president@gmail.com](mailto:witesol.president@gmail.com).

Remember, **you** make up the **we** in **WITESOL** (that's how I pronounce it).

WITESOL is proud to announce details for this year's fall conference, which is being held in Madison, Wisconsin, on Saturday, November 4th! Please help us share this exciting news! You can learn more at [witesol.com](http://witesol.com) #WITESOL17

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English as a Second Language  
UNIVERSITY OF WISCONSIN MADISON



Wisconsin Teachers of English to Speakers of Other Languages



PRESENTS

# WITESOL FALL CONFERENCE

REFLECTIVE TEACHING, TEACHING REFLECTION:  
MEETING THE NEEDS OF LANGUAGE LEARNERS

Saturday, November 4th

Concourse Hotel in Madison, Wisconsin

Opening Keynote Speaker:

Dr. Thomas S.C. Farrell  
Brock University



Closing Plenary Speakers:

Dr. Tim Boals & Dr. Mariana Castro  
WIDA

Plus Fabulous Concurrent Sessions

[witesol.com](http://witesol.com)  
[#WITESOL17](https://twitter.com/WITESOL17)



WITESOL invites all professionals working with English language learners in any context to submit session proposals for the annual WITESOL Fall Conference. In addition, this year we invite undergraduate or graduate students in TESOL or a related field to submit session proposals. The WITESOL Fall Conference will take place on Saturday, November 4th at the Madison Concourse Hotel. The Conference theme is: Reflective Teaching, Teaching Reflection: Meeting the Needs of Language Learners. Please note: you must be a member of WITESOL to present at the conference (but you do not need to be a member to submit a proposal).

<http://witesol.com/fall-conference/proposals/> **#WITESOL17**



WITESOL is proud to announce a regional spring conference, to be held in association with MSOE University in Milwaukee, on Saturday, May 13 from 8:00am to 12:30pm. This spring conference is for STEM and ELL instructors for students of all ages. The conference theme is: English Language & STEM Literacy: Convergent Zones

This spring conference is offered for only \$20 for WITESOL members. Find more event details and register at

<http://witesol.com/spring-conference/>



Join us for the Spring WITESOL  
Regional Conference:



# English Language & STEM Literacy: Convergent Zones



**Saturday, May 13th**  
**8:00 am to 12:30 pm**  
**Todd Wehr Conference Center**  
**1047 N. Broadway Milwaukee, Wi**  
(Free Parking in Lot across from the Center)

\$25: Early Bird Rate (before 4/14)  
\$30: Regular Rate  
\$20: WITESOL Member and Student Rate

Hosted by MSOE's ESL Program    Sponsored by WITESOL

WITESOL awarded three of our members with a \$1,000 TESOL Travel Award to help them attend this year's convention in Seattle. Enjoy reading about their experiences and what they were able to learn at the convention.

## Technology at TESOL: Reflections from the 2017 TESOL Convention in Seattle, Washington

Rhonda Petree, English Language Transition Program Director,

## University of Wisconsin-River Falls

It is a good thing that there is a Starbucks on every street corner in Seattle (seriously!) because I needed the caffeine to take in all that I did from the 2017 International TESOL Convention and Expo. I attended sessions, participated in networking opportunities, and listened to speakers, from morning to night while at the Convention. A highlight for me this year was attending the Electronic Village. Recently I have been focusing on developing my technological skills and incorporating more student technology-use into my teaching and I was eager to explore this aspect of the Convention. In this article I will share information from the Electronic Village and other Convention highlights.

### **Electronic Village**

If you are not familiar with the Electronic Village (EV) at TESOL here are the details: The EV is essentially a mini-conference within the Convention. This year, for the first time, there was a \$10 registration cost. I paid the \$10 when I registered for the Convention, but you could also pay on-site. The day was divided into a variety of sessions of varying lengths and focus. I attended the “Technology Fair: Classroom Tools” session. The Technology Fair took place in a large room containing 20 computers/work stations. Each presentation time was 50 minutes and subdivided into two sessions. Presenters sat at a computer station and attendees choose what sessions they wanted to attend and either stayed for the whole demonstration/presentation or wandered around to different presentations. The presenters were very informative, knowledgeable, and generous about sharing their knowledge and skills. Here is a link to the full program: [http://call-is.org/ev/ev\\_program\\_2017.pdf](http://call-is.org/ev/ev_program_2017.pdf). Check it out if you’re considering attending the EV at TESOL in the future!

### **Technology Resources**

I left the EV inspired to enhance some of my existing class projects

and to use tech tools to be more efficient with my teaching. I am always on the lookout for the newest and easiest infographic tool (I am impatient) and learned of easel.ly ([www.easel.ly](http://www.easel.ly)) and Canva ([www.canva.com](http://www.canva.com)). I saw great examples of student projects where students summarized topics in a TESOL Method course through infographics. Imagine the Grammar-Translation approach and the Audio-Lingual Method represented visually! I was also reminded of the easy, fast, and free screen-recording capabilities in Screencast-o-matic ([www.screencast-o-matic.com](http://www.screencast-o-matic.com)) and the video and presentation options in Powtoon ([www.powtoon.com](http://www.powtoon.com)). I plan on using these tools to add short-videos for flipped classes and in on-line courses and for student summary projects in reading and writing classes. I already use Google Forms ([www.google.com/forms/about/](http://www.google.com/forms/about/)) for gathering student information and for student surveys, but I left the EV inspired to use Google Forms for more instructional purposes and to make fewer paper copies of assignments and assessments. Additionally, I plan on incorporating more exit-slip activities through Google Forms and using the analytics to inform my instructional practices. For more ideas about incorporating Google Forms into the classroom take a look at this blog:<http://blog.whoosreading.org/5-more-ways-to-use-google-forms-in-the-classroom/>.

### **Sessions**

Not only did I learn of practical tools and become inspired by the EV at TESOL, but I also attended many useful presentations and poster sessions. As a Program Administrator (PA) of an academic English language program at a university, I was eager to learn from other PAs as to how they are keeping their programs afloat during this time of declining student enrollment and changing political climate. It was striking to me how genuinely supportive and helpful the presenters and participants alike were while sharing strategies and ideas for attracting international students. Some ideas that were shared included:

- Developing unique partnerships;
- Offering specialized classes such as English for Specific Purposes in hotel management, engineering, business, nursing, etc.;
- Offering short-term programs and expanding on the relationships that develop through those programs;
  - Combing courses and levels;
- Using data to demonstrate the value of and the revenue generated by English language programs

Not only did I attend sessions, but I also co-presented two presentations in the Program Administrator Interest Section area. The titles of my presentations were titled, “Engaging and empowering program administrators: An interactive workshop” and “Maintaining Morale in Difficult Times.” The sessions were well-received and were fantastic collaborative projects. I highly recommend seeking out colleagues whom you admire and working on joint conference presentations.

### **Networking**

I am fortunate to have great colleagues in both WITESOL and MinneTESOL and I used this time to catch-up with old friends, grad school classmates, and current colleagues. Over dinner we exchanged ideas and learned of new positions, programs, and family members! Organizing the state affiliate social events help make the sometimes overwhelming Convention experience a bit smaller and intimate. They also help make a new city more enjoyable. While one could probably enjoy the fantastic seafood, coffee, and microbrews alone, partaking in those delights with colleagues from around the state is definitely much nicer!

My final reflection is about Sherman Alexie who was the keynote speaker on Tuesday evening. His story-telling is just powerful in

spoken form as it is in written or screen-play form. In anticipation of his talk I read and reread many of his stories and books. *The Absolutely True Diary of a Part-Time Indian* is an incredible story enhanced by cartoons. Great for adults and English language learners alike!

I am incredibly grateful to WITESOL for granting me a travel-grant in support of my TESOL Convention attendance.



Good people, good food, and good conversation at the WITESOL dinner in Seattle.

**TESOL 2017 International Convention & English Language Expo 21-25 March 2017 • Seattle,**

# Washington, USA

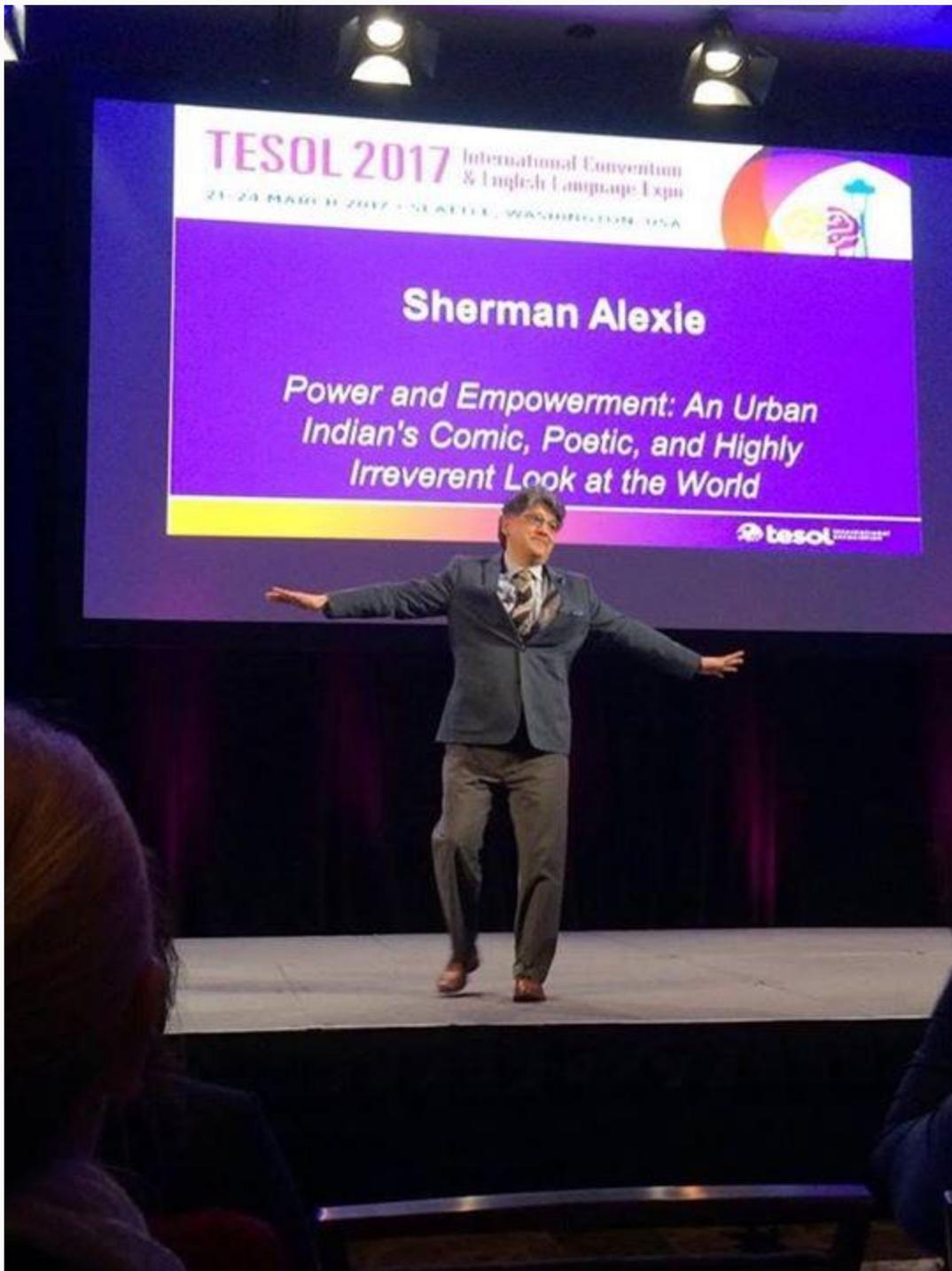
By: Sarah Mankowski

My colleague, Charlie Davison, best described the experience of actively participating in an international convention which hosts more than 6,500 people annually from around the world, when he aptly stated, “It’s like trying to drink from a fire hydrant.” Over the course of those four action-packed days, attendees could choose from nearly 1,000 educational sessions and visit the more than 120 exhibitors in the English Language Expo. Here are a few highlights I managed to take away from this extraordinary event.

At first glance, the website <http://www.tesol.org/convention2017> seems somewhat intimidating, with its plethora of engaging options and innovative ideas, but I quickly latched onto the pre- and post-convention institute offerings, including a Pre-K-12 Day, which featured over two dozen sessions, aligned with six thematic strands, ranging from Dual Language and Multilingualism, and Refugee Concerns to Coteaching, Collaboration, and Coaching – just to name a few. Choosing these options, I felt, would help me to more deeply probe into these areas, rather than half-listening to a simple 45-minute overview on the topic. Therefore, I began my journey into the depths of the 2017 TESOL Convention with a full-day institute that addressed the “Essentials of Pronunciation Teaching and Learning.” I felt this would be an appropriate session as it applied to all TESOL professionals who wished to expand their preparation in teaching pronunciation. The institute featured several distinguished presenters from across the country, who engaged participants in thorough explanations and demonstrations of a wide variety of instructional techniques on this topic, such as “mirroring” and “collaborative storytelling,” that comprised a broader “communicative framework for teaching pronunciation in the 21<sup>st</sup> century.” We were also familiarized with the

core features of pronunciation (i.e. segmentals, stress, rhythm, etc.) along with techniques for addressing those elements of speech that have the most impact on overall intelligibility. Consequently, my fellow participants and I successfully enhanced our instructional skill sets and confidence in meeting the challenges of teaching pronunciation to learners from a variety of backgrounds upon returning to our respective classrooms.

Nevertheless, I need to mention that one of the driving forces behind my intense desire to attend the 2017 TESOL Convention was the Opening Keynote Speaker, Sherman Alexie – one of my all-time favorite authors and poets, who my mother and I met at a book signing at the now-defunct Schwartz Bookstore in Milwaukee many years ago. Needless to say, my fellow Peace Corps – Poland cohort member, Sarah – who just happened to be the first person I saw at the TESOL check-in counter, after a lapse of 17-plus years, and I hurried back to the Washington State Convention Center (WSCC) Ballroom, traversing Seattle’s notorious plunging sidewalks to snag a second-row seat miles away from the podium. But we made it – whew. And as we were mopping our brows, we were also dabbing away the tears because, as Mr. Alexie’s son described him best, listening to – and reading his words elicits “Smiles and tears together.” Speaking about power and empowerment from the perspective of an urban Indian, Mr. Alexie truly inspired me to integrate more of a comic, poetic (as this month is National Poetry Month!), and most importantly irreverent perspective in my language teaching, while promoting cultural expression and social change within my students. Afterwards, the book-signing and photo-op (including a shout-out to Milwaukee, “I love Milwaukee!”) were absolutely priceless.



The next few days of the conference encompassed a whirlwind of morning keynote speakers and a multitude of awards and recognitions – too many to name. My big takeaway, however,

was observing the persuasive power of an engaging speaker, who truly connected with the audience members, as well as the opposite.

So, while there were many distinguished individuals, such as Guadalupe Valdés, whose credentials ran a mile long and accomplishments reached far beyond what many of us could ever dream of achieving in one lifetime, their ability to connect with their listeners fell surprisingly flat. On the other hand, Yong Zhao instantly warmed to early-morning attendees clutching their pricey Starbucks coffees by showing us his own shortfalls as well as “ah-ha!” moments on the path to enlightenment in “the age of smart machines.” (Note to reader: Don’t worry – teachers will not be autotomized anytime soon.)

Therefore, I made a mental note to become more aware of – and striving towards – genuinely connecting with my students, through inquiry-based activities, interest surveys and other learner-engagement techniques.

Another conference offering, of which I took advantage, were the afternoon coffee talks, which gave participants an opportunity to talk to a leading TESOLer about critical issues in ELT, such as “Using Collaborative Writing Activities in EFL Contexts,” “Exploring the Teaching of Speaking” and, not surprisingly, “Integrating Humor into the L2 Classroom: How and Why.” Tasty treats and much-needed caffeinated libations aside, these intimate sit-down-roundtable talks were just what an overwhelmed first-time attendee such as myself was seeking. In other words, these sessions allowed me to actively engage in a personal conversation with a distinguished veteran instructor about how I can integrate more collaborative activities into my classroom to give my students project-based learning experiences, rather than simply asking them to complete isolated tasks.

In conclusion, the channels I would look towards building to share the knowledge, ideas, resources and contact information gleaned from my 2017 TESOL Convention experience range from local sources,

such as my schools, to district, statewide and even perhaps regional or nationwide outlets. The first places I would seek avenues for conversation around the topic would be right within my schools. I plan to engage in sharing my convention takeaways with my colleagues at both my schools' weekly operational meetings and/or Professional Learning Community (PLC) meetings. I could also submit a request to my principals for presenting a professional development session after school that involved the other classroom teachers, support staff and specialists to discuss the content and pedagogical knowledge from the 2017 TESOL Convention more in depth.

Furthermore, I will also inform members of ESL departments at bi-monthly district meetings and the Milwaukee Public Schools ESL Curriculum Specialist, Sarah Borges, of all new information regarding standards-based instructional principles and practices to prepare mixed-ability classes for the myriad demands of English language learning and articulation.

Another benefit of this experience was interacting with other ESL teachers from across the world to create learning networks for continued growth. Ergo, I firmly believe that networks which expand beyond our district directly support professional growth for everyone involved. Consequently, another channel I would like to strengthen - as well as create new outlets - on the statewide, regional and perhaps even nationwide level is the myriad number of professional language teacher networks. For example, as I am a card-carrying member of the Wisconsin Teachers of English to Speakers of Other Languages (Thank you, WITESOL!!), your 2017 Annual Conference would be a natural channel into which to tap for soliciting a presentation proposal to share classroom resources, skills and knowledge explored in the 2017 TESOL Convention with fellow language educators. In fact, this option opens a huge range of affiliates to contact in this regard, from the regional Midwest Regional TESOL organizations to even the national level at the 2018 TESOL

Annual Convention and World Languages Expo in Chicago – the possibilities are endless!



WITESOL President, Tim Dalby, and our opening keynote speaker, Dr. Tom Farrell - a leader in the realm of reflective teaching practice, meet up at the TESOL Convention.

Tough Times Draw Inspiration at the International Convention

Jennifer Hornbaker - WESLI (Madison)

Not unlike my flight home from the 2017 TESOL International Convention in Seattle, this year has been

marked by turbulence for many members of the TESOL community. The stormy national and international climate has strained educators, administrators, and especially our students. Upon my arrival at the convention, I was expecting to see traces of these tensions, both in the content of the presentations and on the faces of my colleagues. I wasn't wrong. The session schedule was peppered with titles like "...Innovative Ways to Keep Your Program Afloat," "Candid Conversations about Race...", "Selling Your Program: How to Communicate Your Value...", and "Professional Development on a Shoestring." Unfortunately, these were some of the most well-attended sessions. Yet, taking in such sessions, I was struck not by an ominous undercurrent but rather by a sense of hope in the presenters and their audiences. The world over, TESOLers are not buckling in the face of political, economic, and social animosity; they are embracing these challenges as an opportunity to cultivate meaningful conversation and innovative solutions to both perennial and emerging issues.

As a slightly seasoned teacher—or, at least, more seasoned than I have ever been before—in a new administrative role, my focus for this conference was less so on classroom activity ideas and more so on big-picture strategies for developing curriculum, marketing, professional growth, and an environment of inclusivity. I attended sessions with themes relating to student learning outcome creation and assessment, teacher trainee mentorship, leadership, professional development under time and financial constraints, and openness about racism. From these presentations, a common thread was resiliency through creativity. Lower student numbers have demanded resourcefulness in the classroom as we combine classes yet

adhere to the same standards of quality education for each of our students.

In short, falling enrollments mean teachers must muster up some magic to keep classes productive, which means increased prep time on a tighter budget. This trend in turn leaves little room for professional development. Nonetheless, it is now, with a greater and greater demand for ingenuity being placed on teachers, that professional development is most crucial. Thus, I believe the most valuable takeaway from my convention experience was the bank of professional development ideas that I was able to compile, adapt, and construct. Some in the list below come from convention presentations; others merely found their inspiration there and in conversations with other attendees. Among them I hope lies at least one spark to help all of us squeeze meaningful professional development in to the reality of tight budgets and tighter schedules.

- **Walk and talks.** Spend the five-minute walk back from class on focused talk with a colleague. Share an activity that went well. Or one that didn't go well. Brainstorm solutions for supporting a struggling student. Propose changes to an assignment. We all do this informally; it takes just one more small step to jot down ideas when you return to your desk and act on those ideas. ("The Mentoring Process: Enriching Individual Professional Growth." Speakers Karen Johnson, Mary Black, Megan Lynch, Paula Golombek, Sharon Childs, Stacy Suhadolc.)

- **Reading groups.** Pick a day to hold a lunchtime brownbag discussion in which teachers share the conclusions and implications of an article they read or presentation they watched. Themes can be assigned based on a particular problem to be solved or left open to teacher interest. The time investment to participate is minimal, especially compared to the takeaway potential. (“Professional Development on a Shoestring.” Speaker Nikki Ashcraft.)
- **Team teaching.** Let small class sizes work to your advantage. Combine classes and work as a team to teach them. This strategy gives teachers valuable opportunities to observe our peers and borrow from their arsenal of techniques without setting aside time outside of our own classes to do so.
- **Free stuff.** Take advantage of free and low-cost seminars and webinars. TESOL offers free webinars to members, and of course the upcoming WITESOL conference will offer insightful opportunities without the price tag of the international convention.
- **In-house expertise.** We all have our strengths and weaknesses in the classroom. Choose someone who excels in teaching a particular skill or class and let him/her demonstrate one activity, technique, or

strategy.

- **Online PD space.** Make an online space where teachers can post ideas, questions, and concerns. Such an online space draws upon our natural inclinations to problem-solve and support each other. The digital factor allows this to happen at everyone's convenience. ("Professional Development on a Shoestring." Speaker Nikki Ashcraft.)
- **Peer mentoring.** Establish a mentorship program with your faculty. Not only do novice teachers benefit from a little veteran guidance, but also the process pushes even the most experienced teacher to reflect on his/her own purposes and practices. ("The Mentoring Process: Enriching Individual Professional Growth." Speakers Karen Johnson, Mary Black, Megan Lynch, Paula Golombek, Sharon Childs, Stacy Suhadolc.)

While not all of these ideas will work in every setting, implementing even one can help satisfy our desire for professional growth, refresh our routines, and open our perspectives. I left Seattle inspired by the resolve of my colleagues and motivated to find inventive ways to help students reach their goals. As I am reminded by my students every day, English serves as a powerful, unifying communicative device. Now, more than ever, we could use the diversity in thought that springs from welcoming more people to the English conversation.

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**WITESOL is excited to announce the winners of the 2016-2017 Writing/Art Contest! This year's theme asked students, "What does the world need more of?" Thank you to our judges and contest committee for all of their hard work with the contest! Below, you can read the list of student winners, followed by the name of the WITESOL member who is the winner's teacher. All winning entries will be available at [witesol.com](http://witesol.com) very soon.**

**Grand Prize Art Winner:  
Ulices Antonio Palacios (Kari Johnson)**

**Grades K-2 Writing**

- 1. Zajjailia Xiong (Kathy Lloyd)**
- 2. Jaelyn Zuniga (Kari Johnson)**
- 3. Luz Maria Gonzalez Comi (Kari Johnson)**

**Grades K-2 Art**

- 1. Francisco de Jesus Calderon Pena (Kari Johnson)**

**Grades 3-5 Writing**

- 1. Nigel Thao (Kathy Lloyd)**
- 2. Daniel Perez Martinez (Kari Johnson)**
- 3. Evelin Velazquez (Kari Johnson)**

**Grades 3-5 Art**

- 1. Aidan Hernandez (Kari Johnson)**

### **Grades 6-8 Writing**

1. Sahra Ahmed (Oksana Kobzar-Schweiner)
2. Daniel Samano (Vickie Hang)
3. Wa Xiong (Vickie Hang)

### **Grades 6-8 Art**

1. Lydia Nordyke Larsson (Oksana Kobzar-Schweiner)

### **Grades 9-12 Writing**

1. Emily Laredo (Lori Menning)
2. Kaoxue Vang (Vickie Hang)
3. Jennifer Hernandez (Lori Menning)

### **Adult Education Writing**

1. Ziyu Li (Emilia Oswald)
2. Tory Gruenbacher (Rossitza Ivanova)
3. Qi Deng (Emilia Oswald)

### **Adult Education Art**

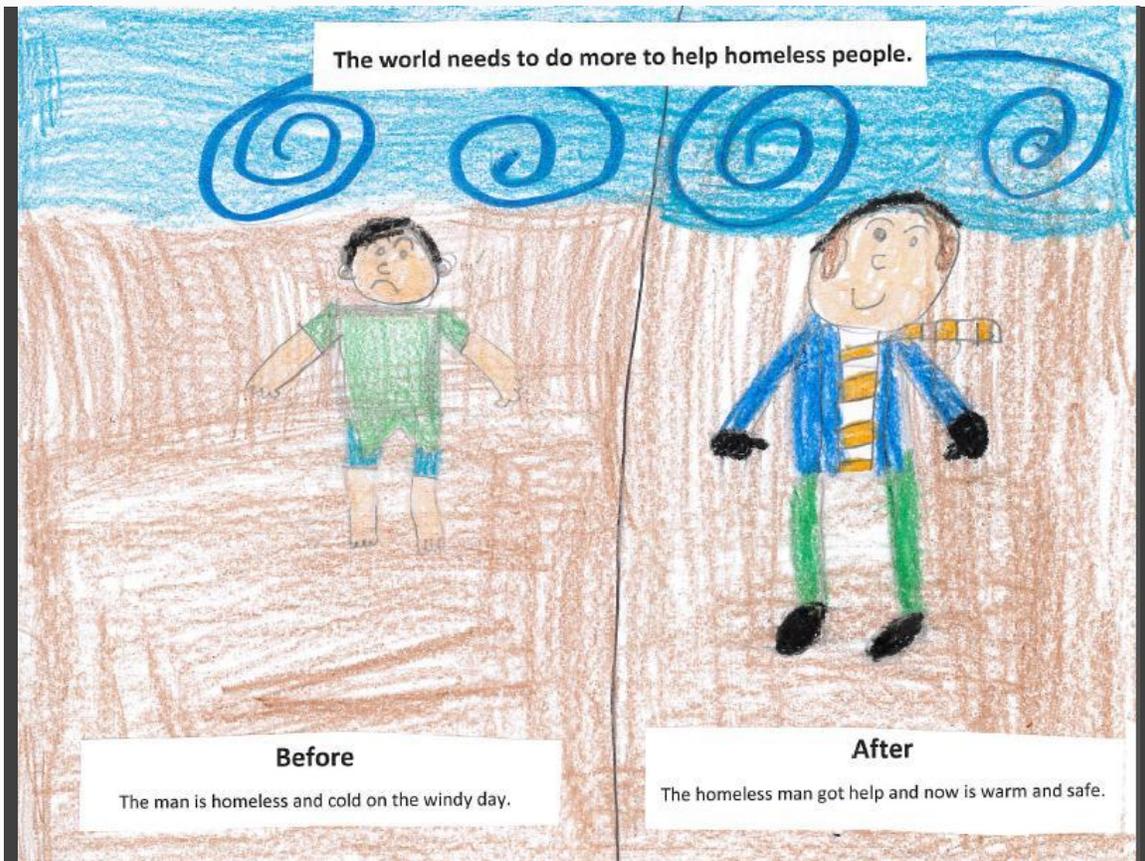
1. Ibeth Vanessa Casas Ruiz (Anjie Kokan)
-

The world needs more healthy food, farms,  
plants, and bees to help people who are hungry.

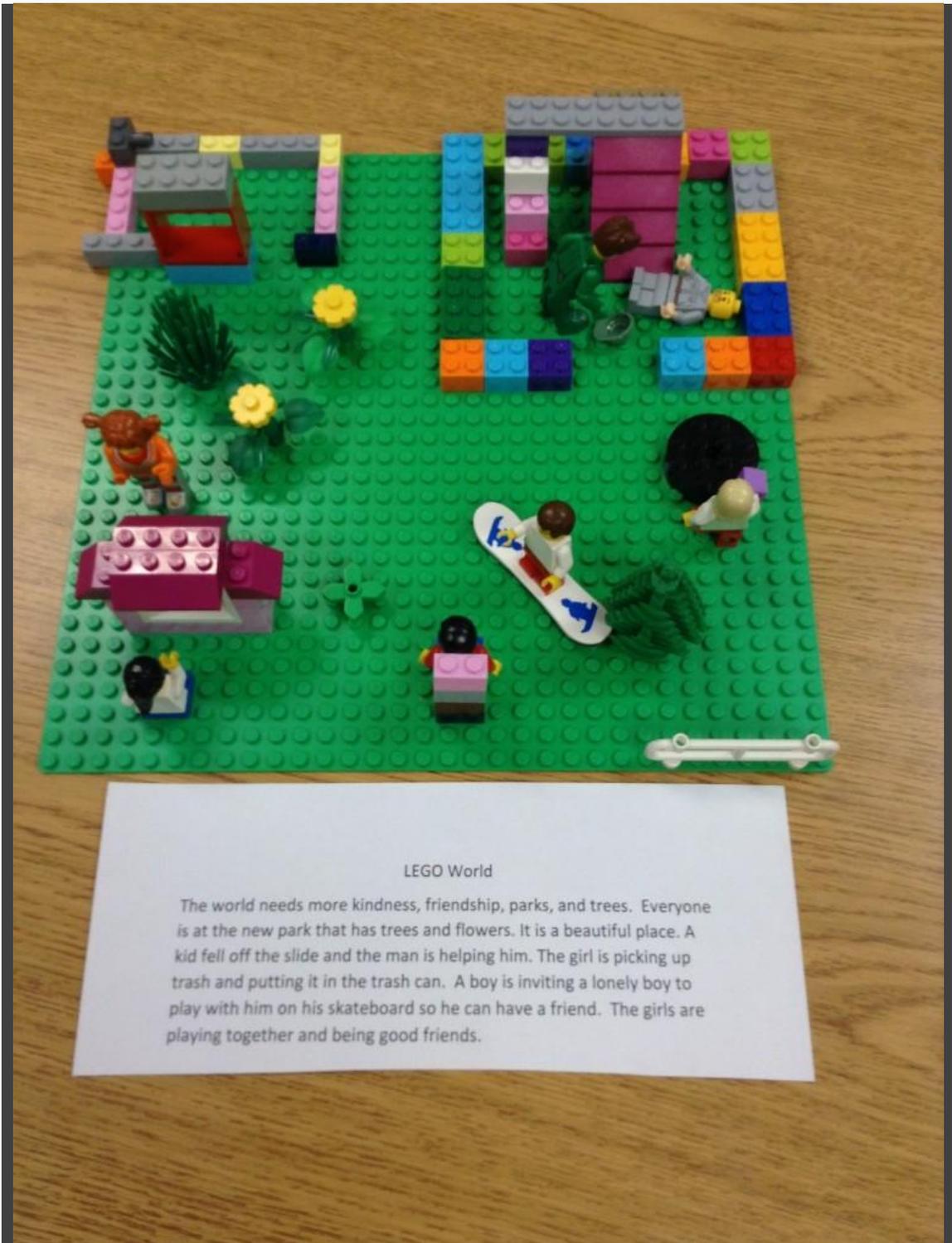


Grand Prize Art Winner  
Healthy Food

Ulices Antonio Palacios (Kari Johnson)



1st Place Art Winner, Grades K-2  
Help the Homeless  
Francisco de Jesus Calderon Pena (Kari Johnson)

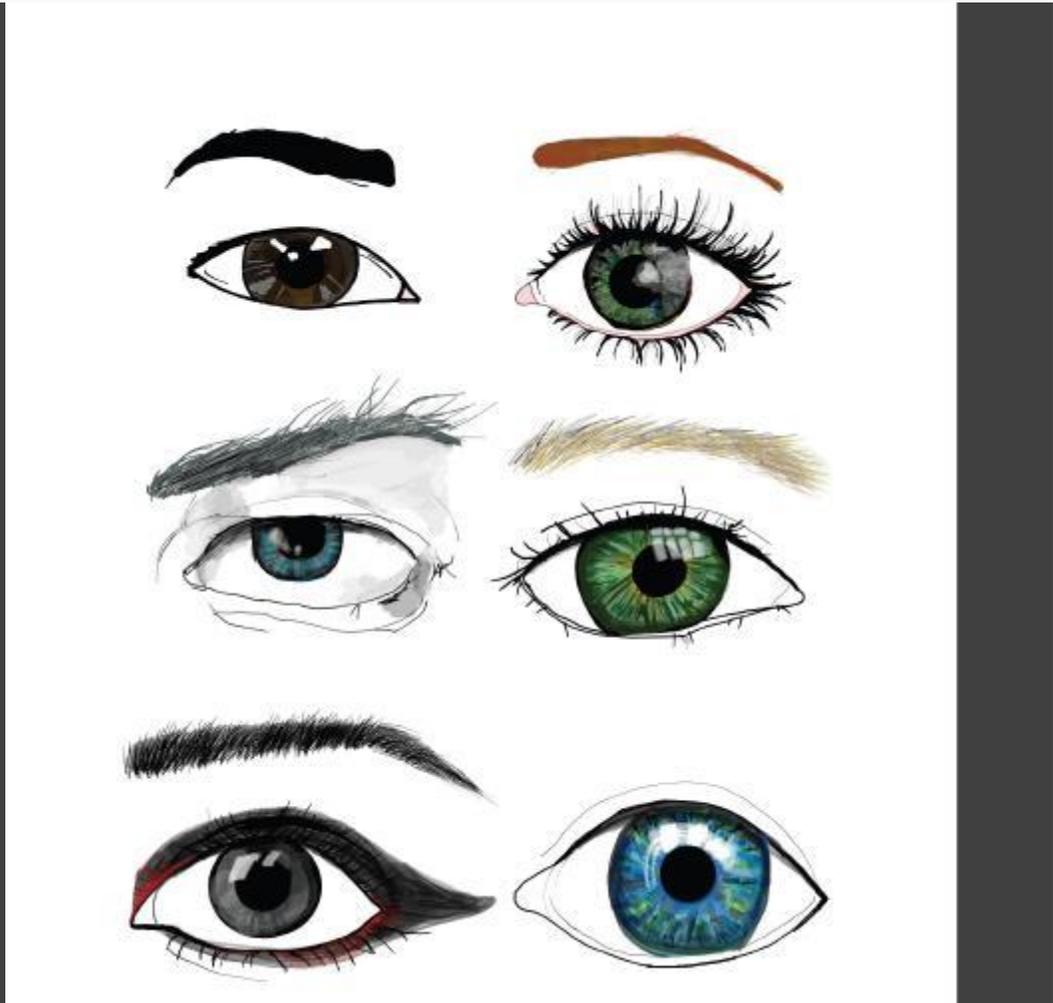


#### LEGO World

The world needs more kindness, friendship, parks, and trees. Everyone is at the new park that has trees and flowers. It is a beautiful place. A kid fell off the slide and the man is helping him. The girl is picking up trash and putting it in the trash can. A boy is inviting a lonely boy to play with him on his skateboard so he can have a friend. The girls are playing together and being good friends.

Lego World

Aidan Hernandez (Kari Johnson)



1st Place Art Winner, Grades 6-8

More Than Meets the Eye

Lydia Nordyke Larsson (Oskana Kobzar-Schweiner)

"My drawing represents what the world needs more of because  
it's showing the beauty of the eye. Everyone has different

experiences and different stories, we have all seen things from our point of view. We should all treat each other just as humans. We are all seeing our world from our experiences and it's important that everyone can see people for them, the person they are. No matter the background, race or religion we are all just humans who want to have a world wereeveryone can have there happy ending."



1st Place Art Winner, Adult Education  
"Adaptability"  
Ibeth Vanessa Casa Ruiz (Anjie Kokan)

## Ask the Readers

**By: Adela Larson, Member-at-Large**

Since Trump started his term as President, there has been an increase in Immigration and Customs Enforcement's (ICE) presence and activity throughout Wisconsin and nationwide. I would like to know:

1. How have your students and their families been handling the changes?
2. Has there been an increase in racist incidents in your school or community?
3. Are your students scared to come to school or to live their normal lives?
4. What support or information do you need in order to be able to best help your students? Please send your response to Adela at [adela.larson@my.uwrf.edu](mailto:adela.larson@my.uwrf.edu). I look forward to hearing from you!

**Visit [witesol.com](http://witesol.com) to stay up-to-date on the latest!**