

MEMBER HIGHLIGHT

GLORIANNE RUSATE

Glorianne teaches English learners at Sheehan High School in Wallingford where she is also the facilitator of the Bilingual/EL Department. An ESL teacher for more than 30 years, she has taught all levels in K-12 and in adult education. Glorianne has also taught ESL in Meriden and at Pratt & Whitney.

She became involved in ConnTESOL thirty years ago after attending a state workshop when she first started teaching. The presenter was ‘recruiting’ board members. So, considering herself a novice teacher, and the only ESL teacher in the district, she was hoping to connect with others in the field. Glorianne attended the next board meeting and immediately got involved. She began helping out in the annual conference and has been involved ever since.

“Did you know in the early days, it was a two day event complete with Friday night dinner, dancing, and entertainment?” she asked. Her roles have varied from working on conference registration, liaison to publishers, membership secretary, and even president.

Glorianne says she has been proud to serve as the chair of the Scholarship Committee for the last 7 years. ConnTESOL board members wanted to recognize their students from the beginning. Sometimes they were showcased at the conferences, or their work was featured in the newsletter. Finally, after the efforts of many board members, scholarships were established. It’s a privilege to introduce the winners at our annual conference.

“Because of my involvement in ConnTESOL, I’ve made many special friends over the years. I’m so lucky to be able to have a job I absolutely love.”

FRONT: Member Highlight Glorianne Rusate

PAGE 2 Malloy Administration Issues Guidance To Law Enforcement And School Districts Regarding Immigration Matters

PAGE 3 Trump's planned measures against illegal immigrants have drawn protests
By Julia Edwards Ainsley REUTERS

PAGE 4 Resources on Immigration and Refugee Concerns

PAGE 5-7 “Against All Odds”

PAGE 8-10 ConnTESOL Scholarship

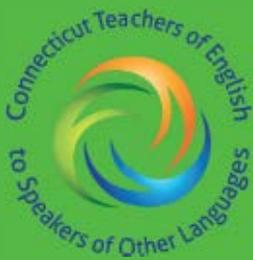
PAGE 11 Contests and Conferences,

PAGE 12 Board

“Language is the road map of a culture. It tells you where its people come from and where they are going.”

Rita Mae Brown”

CONN TESOL
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or via email, at
ConnTESOL@Gmail.com



Malloy Administration Issues Guidance to Law Enforcement and School Districts Regarding Immigration Matters

Recent Presidential Executive Orders Prompt Requests for Guidance on Certain Operations

(HARTFORD, CT) – Governor Dannel P. Malloy and the commissioners of the Department of Emergency Services and Public Protection, the Department of Correction, and the State Department of Education today announced that – in response to increasing concerns regarding the impact that a recent presidential executive order on immigration matters and corresponding implementation memos from the U.S. Department of Homeland Security will have on the operations of local law enforcement and school districts – they are sending recommendations to every school superintendent and police chief in the state outlining suggested protocols to help these jurisdictions inform local decision making and communication efforts with families in their respective communities.

The recommendations includes, but are not limited to, the following:

- Local law enforcement should not take action that is solely to enforce federal immigration law. The federal government cannot mandate states to investigate and enforce actions that have no nexus to the enforcement of Connecticut law or local ordinances.

- ICE detainer requests are requests, they are not warrants or orders and this should only be honored as set forth in Connecticut law, unless accompanied by a judicial warrant.

Law enforcement should not provide access to individuals who are in law enforcement custody for purposes of questioning by ICE and any such request, as noted above, should be referred up the chain of command for evaluation.

If an ICE agent approaches a school asking for student information or for access to a student, that agent should be referred to the Superintendent's Office or to the office of an appropriate administrator designated by the Superintendent.

The Governor explained that enforcement of these federal actions will likely result in a host of constituent concerns and legal questions that are thrust upon local communities, and with that in mind he is encouraging town and city officials to give due consideration into these matters so that a sound, comprehensive plan can be in place should these issues abruptly arise in their respective communities. Ultimately, local law enforcement agencies determine whether, and to what extent within the parameters of the Connecticut Trust Act, they assist the Immigration and Customs Enforcement (ICE) federal agency.

“Putting all opinions about this presidential executive order aside, its enforcement is going to have a local impact, especially given the constrained resources and financial impact this will have on state and municipal budgets, which we already know are stretched to their limits, in addition to giving rise to serious concerns in affected communities,” Governor Malloy said. “Above all, we are obligated protect the rights afforded to all our residents and ensure that students attend safe, welcoming schools. The best approach for local communities is to have a plan in place so that everyone in our state, including young students, are supported respectfully and fairly under the laws of our state and our nation.”

<http://portal.ct.gov/Office-of-the-Governor/Press-Room/Press-Releases/2017/02-2017/Malloy-Administration-Issues-Guidance-to-Law-Enforcement-and-School-Districts-Regarding-Immigration>



Trump's planned measures against illegal immigrants have drawn protests

ISSUE 11 SPRING 2017

By Julia Edwards Ainsley, Reuters

WASHINGTON, Feb 21 (Reuters) President Donald Trump's administration plans to consider almost all illegal immigrants subject to deportation, but will leave protections in place for immigrants known as "dreamers" who entered the United States illegally as children, according to official guidelines released on Tuesday.

The Department of Homeland Security guidance to immigration agents is part of a broader border security and immigration enforcement plan in executive orders that Republican Trump signed on Jan. 25.

Former President Barack Obama, a Democrat, issued an executive order in 2012 that protected 750,000 immigrants who had been brought into the United States illegally by their parents. Trump has said the issue is "very difficult" for him.

Trump campaigned on a pledge to get tougher on the estimated 11 million illegal immigrants in the United States, playing on fears of violent crime while promising to build a wall on the border with Mexico and to stop potential terrorists from entering the country.

Trump's planned measures against illegal immigrants have drawn protests, such as an event last week that activists called "A Day Without Immigrants" to highlight the importance of foreign-born people, who account for 13 percent of the U.S. population, or more than 40 million naturalized American citizens.

A banner declaring "Refugees Welcome" was posted on the base of the Statue of Liberty, a symbol of American acceptance of immigrants, before park rangers removed it on Tuesday, WABC television reported.

DHS officials, on a conference call with reporters, said that although any immigrant in the country illegally could be deported, the agency will prioritize those deemed a threat.

These include recent entrants, those convicted of a crime and people charged but not convicted of a crime. Some details of the guidelines were detailed in a draft memo seen on Saturday.

The guidance also calls for the hiring of 10,000 more U.S. Immigration and Customs (ICE) agents and 5,000 more U.S. Customs and Border Protection (CBP) agents.

The DHS will need to publish a notice in the Federal Register subject to review in order to implement one part of the plan that calls on ICE agents to increase the number of immigrants who are not given a hearing before being deported.

The new rules would subject immigrants who cannot show they have been in the country for more than two years to "expedited removal." Currently, only migrants apprehended near a U.S. border who cannot show they have been in the country more than 14 days are subject to rapid removal.

The memos also instruct ICE to detain migrants who are awaiting a court decision on whether they will be deported or granted relief, such as asylum. DHS officials said they are reviewing what jurisdictions may have laws in place that prevent the amount of time immigrants can be held.

The agency also plans to send non-Mexican migrants crossing the southern U.S. border back into Mexico as they await a decision on their case. The DHS officials said this plan would be dependent on partnerships with the Mexican government and would not be implemented overnight.

The guidelines were released a day before U.S. Secretary of State Rex Tillerson and Homeland Security Secretary John Kelly were due in Mexico City for talks with President Enrique Pena Nieto and Mexican officials.



Trump's planned measures against illegal immigrants have drawn protests

Continued from p. 3

An official from Mexico's Foreign Ministry said the government would tell Kelly's team to that it was "impossible" for Mexico to accept deportees or asylum applicants from foreign countries, and would ask them to explain their plan.

The deportation of Mexicans would be one of the government's major concerns at the meeting, said the official, who declined to be named.

A spokeswoman from the Foreign Ministry did not immediately respond to a request for comment.

Thomson Reuters Foundation, the charitable arm of Thomson Reuters, that covers humanitarian news, women's rights, trafficking, property rights, climate change and resilience.

Visit <http://news.trust.org>

Resources on Immigration and Refugee Concerns

[Legal Assistance: American Civil Liberties Union](#)

[Immigrant and Refugee Children: A Guide for Educators and School Support Staff](#) (AFT)

[What Do I Say to Students About Immigration Orders?](#) (Teaching Tolerance)

[10 Ways to Support Students Facing Immigration Crises](#) (Inside Higher Education)

[American-Arab Anti-Discrimination Committee Toolkit](#)

[Immigrant and Refugee Children: A Guide for Educators and School Support Staff](#) (Teaching Tolerance)

[After the Election: Ideas for Teachers of ELLs](#) (Colorin Colorado)

[Colorin Colorado Guides and Toolkits](#)

[Educational Resources for Immigrants, Refugees, Asylees, and other New Americans](#) U.S. Department of Education)

[What You Need to Know About Colleges and the Immigration Ban](#) (Chronicle of Higher Education)

[Being There for Immigrant and Refugee Students](#) (Teaching Tolerance)

[TESOL Diversity Collaborative Forum: Resources](#) - See more at: <http://www.tesol.org/advance-the-field/advocacy-resources/resources-on-immigration-and-refugee-concerns#sthash.EsWLVlbg.dpuf>



ConnTESOL member Barbara McCleary shared Sowin Kong's story. She was his English professor when he attended Central Connecticut State University.

AGAINST ALL ODDS

This is an inspirational story written by Sowin Kong who fled Cambodia as a young boy with his family after it fell to the Khmer Rouge. Sowin and his family suffered being forced from their home and lived through hell for five years as refugees. As a young boy he witnessed and personally suffered the atrocities of the war, but as Sowin says in his biography he "lived to tell about it." The following are excerpts from his 112 page biography. Sowin's story remains unpublished.

The communist regime (Khmer Rouge) took over the country from 1975 until 1979. Cambodia fell under the control of the communist guerrilla group led by Pol Pot. He immediately put into action a ruthless program to "purify" Cambodian society of capitalism, western culture especially the American, all religion, and all foreign influences.

Pol Pot wanted to turn Cambodia into an isolated, totally self-sufficient, and totalitarian, an agrarian state. All foreigners were expelled from the country, every embassies closed, and the currency abolished. Markets, schools, newspapers, religious practices, and private property were forbidden. Any other political opposition and especially members of the Lon Nol government, public servants, police, military officers, teachers, ethnic Vietnamese, Christian clergy, Muslim leaders, and members of the Cham Muslim minority, members of the middle-class, intellectuals, and the educated were identified and executed.

Anyone who even dared to oppose or go Pol Pot views was killed.

Like everyone else, my family had no choice but to pack up our personal belongings. We had to evacuate as quickly as possible or else be shot and killed like many of those that had refused.

These ruthless communists started clearing out village to village, and house to house. They were burning down homes and private properties after homes were emptied out.

Our nearly five year journey began by marching on this dusty dirt road toward the countryside.

We've been trudging on this very road for many nights now and it was only going to get worse.

My brothers, sisters and I were now completely separated from our parents and from each other. All of us will be forced to go live and work among strangers.

The Khmer rouge sent us away to work in labor camps. We'll be forced to work all day and night without food or water. We weren't allowed to visit or communicate directly to each other at all. No writing or mailing to one another.

The Khmer rouge started to do head counts. They put all of us into a category by age and gender. We have been counted, categorized and selected.

Now, they will direct and tell us where to go and what type of work we will perform. Luckily, since I was the youngest in my family, the communist allowed me to stay close to my parents.

“
***They were burning down
homes and private properties
after homes were emptied out.***”

Continued



“After going through many hardships in Cambodia and five years of being humiliated inside the refugee camps, finally, we were able to come to America.”

We were finally saved by the United Nation (American Red-Cross). It was five years of living inside refugee camps (Thailand). Life in the refugee camps were subpar, less than the accepted standard but it definitely was much better compared to the life that we had escaped previously. Unfortunately, the refugee camp was still a miserable life with inadequate food, clean water and unhealthy conditions. We were treated like those criminals and prisoners. There were barb wired fences and barricades blocking us inside these camps. We were not allowed to travel outside of the perimeter. No traveling outside or wandering around into nearby Thailand's villages or come in contact with the Thai population.

After going through many hardships in Cambodia and five years of being humiliated inside the refugee camps, finally, we were able to come to America.

“It was night time when we first landed at the Bradley International Airport, Hartford CT. I can't even start to describe the feeling that I had bottled inside of me.”

On November 11, 1983, my entire family was seeking a new life in America. When we first arrived in the U.S., we lived in West Haven, Connecticut. I was about fourteen years old and just skinny body to go with it. My skinny body resulted from those years being abused and lacked of nourishment. I was deprived from food, water and proper medical care by the evil communist for so long. But I wasn't about to let my physical stature interrupt my first taste of America.

I've been dreaming about coming to America for a long time and it's finally here. I can't wait to see what this big country is all about in the morning because we've arrived to America at night.

It was night time when we first landed at the Bradley International Airport, Hartford CT. I can't even start to describe the feeling that I had bottled up inside of me. The emotional feelings of happiness and excitement converged into one. It was something that I've always dream about for so long and it's finally a reality. It was too much for me to take in at one time but I'll handle it. I had to calm myself down and not get overly excited. I couldn't hold it in any longer especially when our plane touched down on the runway.

The Airplane had landed full of passengers, including my family. Many of them were as eager to get off the plane as well, but I don't think anybody on that plane was more excited than me.



Editor's Note:

The Khmer Rouge government was finally overthrown in 1979 by invading Vietnamese troops, after a series of violent border confrontations.

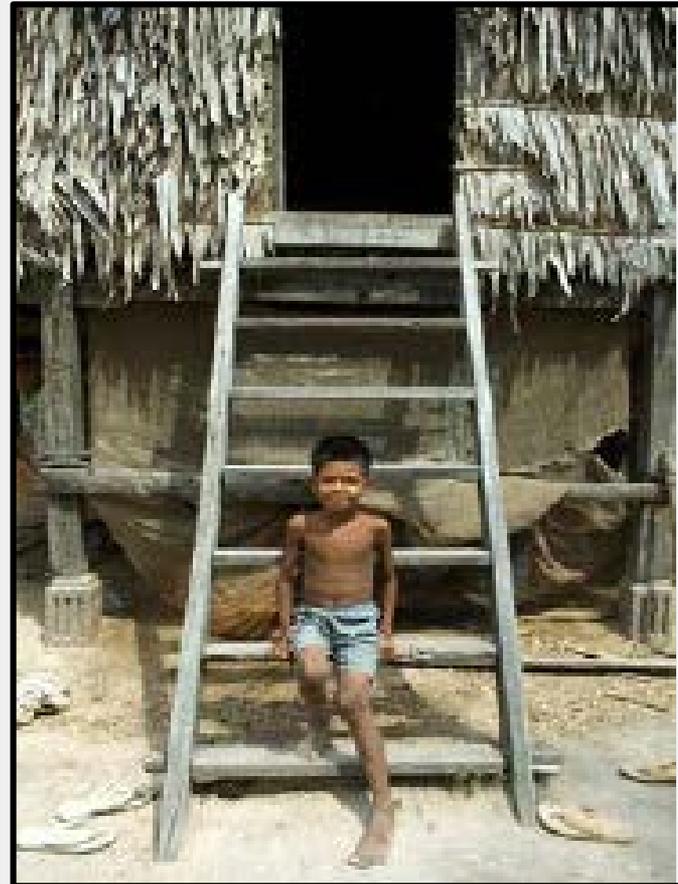
The higher echelons of the party retreated to remote areas of the country, where they remained active for a while but gradually became less and less powerful.

In the years that followed, as Cambodia began the process of reopening to the international community, the full horrors of the regime became apparent.

Survivors told their stories to shocked audiences, and in the 1980s the Hollywood movie *The Killing Fields* brought the plight of the Khmer Rouge victims to worldwide attention.

Pol Pot was denounced by his former comrades in a show trial in July 1997, and sentenced to house arrest in his jungle home.

This originally appeared on the BBC



A young Sowin King in Cambodia during the rule of the Khmer Rouge

Sowin Kong graduated from Central Connecticut State University with a Bachelor of Science in Mechanical Engineering and Technology, he is currently working on an MBA at Southern Connecticut State University. Sowin is the Quality Manager/Operational Excellence Leader at Rea Magnet Wire in Guilford, Ct



CONN TESOL QUARTERLY

The Connecticut Affiliate of the National TESOL Association

ConnTESOL Scholarship

To: Adult Education Directors and ESOL Teachers and Students

The deadline for receiving completed applications is April 30, 2017. It is our hope that the winners, their families, and teachers will be able to attend the award ceremony at our fall conference. The money will be available upon receipt of the student's proof of enrollment for the **spring** 2018 semester. Winning essays will be published in ConnTESOL's newsletter and on our website. This year Connecticut TESOL (Connecticut Teachers to Speakers of Other Languages) will be awarding a \$1,000 scholarship to an adult education student whose first language is not English and is going on to a community college or 4-year college in the fall.

The purpose of this award is to encourage English Language Learners to expand their horizons, define their dreams and attend college. Please encourage qualifying students to apply. If you have more than one applicant, please feel free to make copies of the enclosed packet. Be advised that **ONLY** the requested documentation will be reviewed.

The deadline for receiving the essay is April 30, 2017

PLEASE RETURN ONLY COMPLETE APPLICATION TO:

Grusate@hotmail.com or

Glorianne Rusate
Scholarship Committee Chairperson
46 Marlson Rd.
Meriden, CT 06450

If you have any questions please feel free to e-mail me at grusate@hotmail.com

Thank you for your cooperation and good luck to your applicants.

Sincerely,

Glorianne Rusate, Scholarship Chairperson



Connecticut TESOL Adult Education Scholarship Application

Dear Applicant,

This year Connecticut TESOL (Connecticut Teachers to Speakers of Other Languages) will be awarding a \$1000.00 scholarship to an adult education student who is going on to a community college or 4-year college in the fall. The purpose of this award is to encourage English Language Learners to expand their horizons, define their dreams and to further their education.

The application for the Connecticut TESOL Scholarship has three components: an information form, an essay, and a reference letter. Please complete all the information and return all three parts to the scholarship committee chairperson.

The essay topic is:

“A different language is a different vision of life.”

(Federico Fellini)

Explain how learning English has influenced your life and your future plans.

This 250 – 500 word essay must be typed. Winning essays will be published on the ConnTESOL website and in our newsletter.

Select one teacher whom you know well and ask him/her to write you a short reference letter. **There is no reference letter form included in this packet. A personal letter is fine.**

Important:

- a) All information requested must be included: **your essay, a letter of reference and the information form.**
- b) All information must be returned in one packet
- c) Return packets by **April 30, 2017.**

Please send completed packet to:
grusate@hotmail.com or
Glorianne Rusate, ConnTESOL Scholarship
Chairperson
46 Marlson Rd., Meriden, CT 06450



ConnTESOL Adult Ed. SCHOLARSHIP APPLICATION Information Form **Please print all information**

Name _____

Home address _____

Telephone number _____

Email address _____

Adult Ed. class now attending _____

College(s) you have applied to: _____

In what field do you plan to study? _____

Describe any jobs you held, activities, community service, or clubs that you
have participated

in: _____

First Language _____

Years in country (if applicable) _____

Years studying English _____

Occupation and yearly income: _____

Please list any dependents and their ages _____

Student signature _____



CONN TESOL QUARTERLY

The Connecticut Affiliate of the National TESOL Association

ISSUE 11 SPRING 2017



The 36th Annual CAACE Conference

March 30th & 31st at the
Mystic Marriott, Groton, CT.

CAACE (CT Association for Adult and Continuing Education), the leader in advocacy for adult education and in providing ongoing support and professional development for Connecticut adult educators, provides leadership in advancing the concept of lifelong learning.

At the annual CAACE conference scholarship and awards are given to outstanding students, teachers and administrators.

<http://caace.org>

Poster Contest for 2017

Theme: *World Languages: A CAN DO Mindset*

Deadline: March 10, 2017

Chairperson: Lisa Urso (lurso@reg4.k12.ct.us)

Materials to Download:

[Guidelines and Registration Form and Rubric](#)

http://www.ctcolt.org/pages/poster_contest.asp

Essay Contest 2017

Theme: *World Languages: A CAN-DO Mindset*

Deadline: April 6, 2017

Co-Chairs: Christine Dombrowski, John R. Rook

Materials to Download:

[Rubric and Instructions](#) (Both the teacher and the students should read these instructions very carefully and follow all directions.)

Featured Events:

[2017 CT COLT Rhyme Celebration](#)

April 5, 2017 More

2017 CT COLT Poetry Recitation Contest

April 25, 2017 - Bristol Central High School More.



CONN TESOL QUARTERLY

The Connecticut Affiliate of the National TESOL Association

ISSUE 11 SPRING 2017

GET INVOLVED! It's never too late to become more active in ConnTESOL. Our ConnTESOL organization has vacant positions that may be of interest to you. Please consider joining our team to support Connecticut Teachers of English to Speakers of Other Languages.

[CLICK HERE TO VIEW OUR ConnTESOL BOARD](#)

[CLICK HERE TO SELECT A VACANT POSITION](#)

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Past Chair: Maggie Stevens Lopez

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Vocational Education Representative: Laura Vega

Bilingual Education Representative: Pedro Mendia-Landa

IEP Representative: Meg Cooney

Community College Representative: Vacant

Teacher Ed. Representative: Joy Jo

Elementary Ed. Co-Representative: Violeta Kovaci & Susan Miller

Higher Ed. Representative: Barbara McCleary

Secondary Education Representative: Marcia Guedes Baird

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Elizabeth Tavares, Miriam Yeung

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CT Administrators of Programs for ELLs Liaison: Sally Vernaglia

Student Representative: Vacant

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Webmaster: Jennie Farnell

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