



Happy New Year!

Did you get any new books over the holidays? Did you dive into your “stack” yet?

Maybe you are like me, and wanted to keep your fare on the lighter side lately. With a large number of professional resources and theoretical reading

around me at all times, I took the holidays to enjoy magazines.

I always find myself drawn to magazines in stores, and the majority of the ones that make it to my house are seldom even perused. I also have a few subscriptions, but it sometimes feels like an act of indulgence to sit on my couch with a cup of coffee and enjoy them.

Magazines can serve as a great “palate cleanser,” in my opinion. Depending on what you are flipping through, they have started to become a guilty pleasure for me. Because of this, I am resolving to include them in my self-care rituals for 2020.

This also got me thinking of my role as a literacy educator. Too often we are focused on putting *literature* in the hands of younger readers. I have heard more than a few educators guffaw at popular kids’ book series. But I would suggest that kids need to be encouraged to enjoy all reading that speaks to them, not just the tomes that qualify as children’s literature.

Case in point: I read many different types of books to my two sons, but my older son has really enjoyed independently reading the Dog Man series. I will admit, it was one of the first holiday gifts I purchased. (I pre-ordered his copy through Scholastic at the end of the summer.) Not only was he elated to open the gift, he devoured the book in one fell swoop. Granted, he is a solid reader, but his enthusiasm and raw energy towards that particular text was palpable.

I suggest we open our awareness to what our younger readers are enjoying, and be careful not to discourage them from something that interests them,

Spotlight

Volume LXII, No. 2 – Winter 2020
ILA Honor Council - #35575

or that they enjoy. It can be the “gateway” to many other series, genres, and sophisticated material.

Outside my office, I have a Dav Pilkey quote that says “Reading is about love, not levels.” If you have been following Fountas and Pinnell, Donalyn Miller, etc. – you know that children need to enjoy reading, not fixate on their running record result.

How are you diversifying your reading? I encourage you to share what you are reading with us on our social media. On Twitter and Instagram, you will find us at @NFRCCreads. Please also follow/like us on Facebook too.

We have fresh new ideas for NFRC programming this year, and I personally invite you to be involved. In this edition of the *Spotlight*, you will find information about events, membership, and awards nomination forms. I invite you to join our council if you have not already, and nominate a colleague or group that are making strides for the cause of literacy in Western New York.

I wish you all of the best in 2020. It is a chance to open new worlds and ideas for ourselves, our children, students, and Western New York community!

As always, reach out with comments, questions, or interest in being on our NFRC leadership!

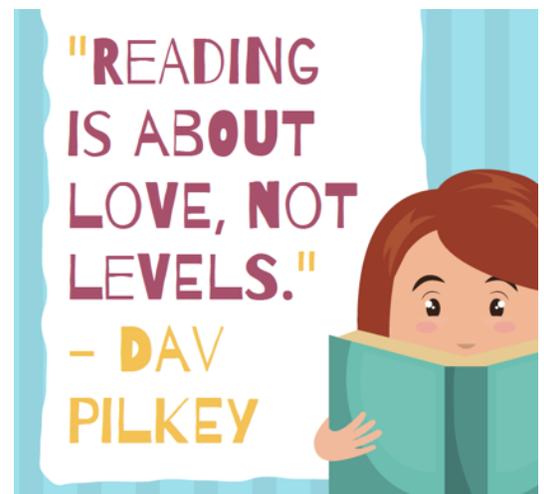
Yours in literacy,

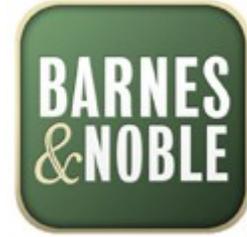
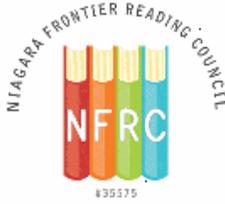
Kirsten Burke Smith

President, Niagara Frontier Reading Council 2019-2020

kirstenburkesmith@gmail.com

@kirstenbsmith





NFRC Members and Friends!

Join us for a **Free** Event at

Barnes and Noble

Niagara Falls Blvd., Amherst

Saturday, January 18, 2020

9:00 AM – Noon

- 9:00** NFRC Book Club: ***What's the Best That Could Happen*** by Debbie Miller
- 10:00** B&N Staff will present the best in new literature, primary to HS
- 11:00** **Build Your Stack!** NFRC Members will present favorite books and activities



CTLE hours available for members

Free hot coffee and great camaraderie

25% Discount on all purchases

With Educator Card

Use your holiday gift cards for best deals!

Online Book Discussion Group

Email notices went out to all members with an invitation to our Google Classroom online book discussion for Debbie Miller's *What's the BEST That Could Happen?* Please check your spam folder if you did not notice getting an invite. Google Classroom will not work with professional work email domains, so an email went out to those members that only had a school email listed as their contact. A personal or different email was requested so that you don't miss out on our online discussion. If you did not respond with a new email yet, please contact Michele Montoro at:

nfrcbookgroup19@gmail.com

Don't miss out on the CTLE credit you can earn from being a part of this professional development opportunity!

Using Sarcasm

“(U)sing sarcasm or ironic speech acts in the secondary classroom can allow for deeper comprehension of text and open language to all levels of students – with the caveat that teachers are not free to be sarcastic with the intent to hurt students’ belief in learning.” (*Sarcasm and Language Development*, by Timothy Morris and Kristen Shaw; *Literacy Today*, Nov/Dec 2019)

I am a fan of sarcasm...in the comedic sense. I used it in my classroom and the humor enhanced my teaching. We see a lot of sarcasm on TV and hear the audience laughter that follows. We are entertained. But it is often used negatively to put down

characters. The objects of negative sarcasm can be antagonists, but main characters are also targeted. Here is an example of appropriate sarcasm from the episode of “I Love Lucy” entitled ‘Ethel’s Birthday.’ Lucy buys a gift for Ethel for her husband, Fred, since he is not sure what to get her. Ethel finds the box and peeks. She finds a bizarre pair of hostess pants of Capri length with a garish diamond pattern. Ethel asks what they are. Lucy happily responds that they’re hostess pants; you wear them when you give smart dinner parties. Ethel, who isn’t rich enough to entertain that way, says, “Oh, I was wondering what I was going to wear at all those smart dinner parties I give!” Those exposed to sarcasm use find this funny because of the tone Ethel uses; it’s a gift she cannot really use; she doesn’t ever have smart dinner parties; and we know it never even occurred to her to wonder what to wear. There can be useful points of discussion when sarcasm appears in novels, short stories and plays leading to better comprehension of literature. The humor aspect certainly increases interest, attention and motivation. Use of sarcasm can help in understanding irony. Discussion can also clear up confusion for struggling readers and ELLs.

Note that sarcasm may not be appropriate for younger students who may focus more on literal meaning, but as authors incorporate more complex thinking into their works, clarifying explanations may be necessary.

Jack Agugliaro

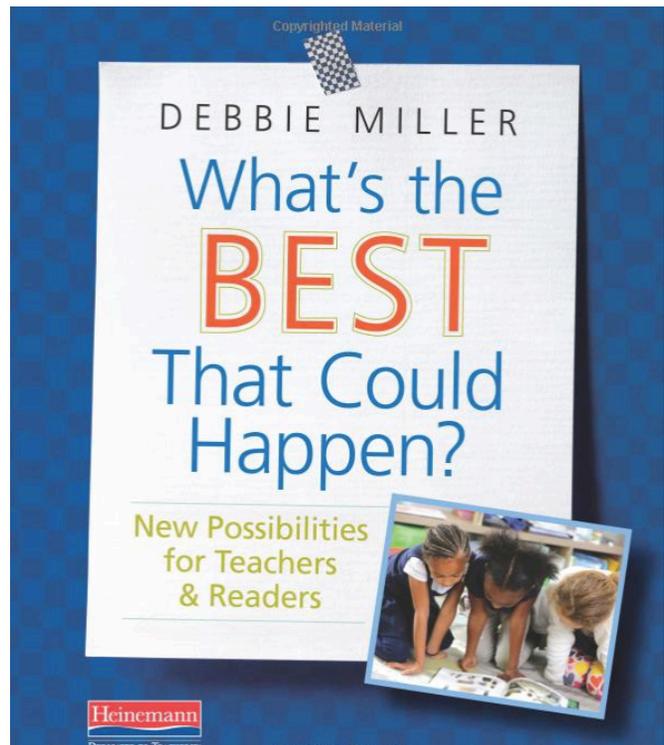
Mark your Calendars!

*****Remember** to put the 2020 NFRC Professional Book Discussion Group meetings on your calendar! Two remain as we continue our discussion. Our NFRC Professional Book Selection, **What's the Best That Could Happen?**, by Debbie Miller, asks that question in regard to our students. *But what's the best that could happen when educators who never want to stop learning get together to collaborate?*

Join us on Saturday, January 18, 2020, from 9 am to 10 am at Barnes and Noble in the Target Plaza on Niagara Falls Boulevard for our Professional Book Club meeting. We'll explore our mindset for teaching with the end in mind, our experience with readers' workshop and how we can help each other grow as teachers of reading! **One hour of CTLE credit** will be given for this meeting! We can't wait to hear your perspective on Chapter 2 of this great resource.

The spring, and final face-to-face meeting will be held at Medaille College. Also, be sure to check out the NEW online component of our book group. You should have received an invitation as a member of our organization. If you did not, please contact mmontoro@hcsdk12.org. Both facets of the PBDG earn CTLE credits. Join in the discussion!

As always, we appreciate your feedback and suggestions on both elements of this perk to membership. Also, let us know if you have a book you'd like to be considered for future discussion. Email Judy Bradbury at judybradburywrites@gmail.com.



Respect, a Necessity

All teachers should know that if students are relatively happy with their environment, learning can occur. And it behooves teachers to treat students properly and respectfully, even when they misbehave and are disruptive.

So, if you want students to learn to read, or to do just about anything else, they need to know you are on their side. Robert Jackson in his article *Respect from Day One* ([Educational Leadership](#), September 2019), said the most important thing he learned as a new teacher was how to treat disruptive students with “respect and compassion.” He told his students he was a new teacher and didn’t know it all, but that he did care about them. By sharing that he cared and by being authentic, he got his students’ attention.

Jackson stated that all did not go well, but he had set the tone and basis for the year. Students were still going to have their moments and disrupt. But it is always important to think and then speak – many students will misbehave, but it’s very often because of something that occurred outside the classroom or the school. Family problems weigh in here.

I had this in mind when I was still working as a teacher. There were times when students would act up and I didn’t understand why. Rather than respond with “sit down and be quiet,” I would ask if something were wrong. Some students would respond with their reasons and situations in class would defuse.

Jackson offered some rules:

Establish rules early and stick to them. Keeping them short and few, and having students help develop them produced “our rules” as opposed to the teacher’s rules.

Stand by your plan. All must follow the rules, and the teacher must be firm and consistent.

Communicate wisely. Choose your words carefully. Keep the language supportive, caring and encouraging.

Understand your students and what they face. Some will have trauma in their lives. You will learn more about your students as you speak one on one with them. “To educate any student’s mind, you must capture his or her heart.”

Jackson also said it is an important idea to keep control of your emotions. We all have knee-jerk reactions, but the more control we exert on ourselves, things will play out well. In the process of education, a teacher should be a positive force in the school.

Personally, I have always felt that a teacher’s attitude in the classroom makes more difference than the latest strategies. And I think Jackson said it best in his last statement:

“Students may not always remember what you taught them, but they will always remember how you made them feel.”

Jack Agugliaro

Literacy House on the Niagara Frontier

with @NemoReads



Welcome to the Literacy House! This column is dedicated to offering Niagara Frontier Reading Council (NFRC) members helpful information about literacy, highlighting current best practices in our field, and providing tips and resources you can use to promote the literacy development of your students and their families at home.

Growing Successful Readers

Literacy is a complex skill involving much more than just reading. However, learning to read well is a primary focus of literacy instruction in school. By the time children are in the middle grades, they've been able to read on their own for some time. But just because they *can* read, doesn't mean kids *will* read. Not everyone who is able to read enjoys it in the same way or likes to read the same things. Independent reading, however, is important. It keeps a child's mind active, engaged, and ready to learn. Reading improves comprehension, builds vocabulary, and promotes critical thinking.

So, how can we encourage our kids to become better readers even if they are not wild about it?

Research shows that providing students with time to read and giving them opportunities to talk about books with friends and adults are essential parts of growing successful readers. As literacy specialists, we are committed to developing successful readers while striving to give our students literacy-rich experiences every day. However, successful readers aren't created *only* at school. Rather, successful readers develop as a result of support both at school and at home.

After the rush and excitement of the holidays, getting kids back into the regular routine and keeping them motivated to read can be a

tricky business. The weeks drag on endlessly, everyone busy with work and school. Weekends present families with wonderful opportunities to relax, regroup, and squeeze in some much-needed family time. Entertainment is often an important part of our weekends. Although you may not realize it, many of our recreational choices - music, sports, and films - lend themselves quite naturally to literacy activities.

In fact, these long, cold, dark winter nights are perfect for settling down together in comfy clothes with some yummy snacks to watch a good movie. It is easy for families to take advantage of natural opportunities like this to reinforce literacy with their children by promoting critical thinking skills, learning new vocabulary, and identifying story elements and character traits.

Literacy Link: Books & Movies

Watching a movie adaptation of a book and also reading the book itself is a wonderful way to encourage students to think critically about how each version presented roughly the same information. Help parents find a book, a comic book, or graphic novel for their child that has also been made into a movie. Or, pick a family movie that is based on a book. It doesn't matter what parents choose to do first, read the book or view the movie. There really is no *right* order - the important thing is the idea that families can use movies to motivate their children to read.

Sometimes, watching the movie adaptation together is the perfect reward for finishing the book. Other times, the movie version of a story generates strong interest for reading the book as a follow up. Either way, once the book has been read and the movie watched, parents have an important chance to engage their

children in meaningful, literacy-based discussions.

NYS NG-ELA Connection

Literacy activities involving books and movies reflect the recently approved Next Generation English Language Arts Learning Standards. Students across NYS will be held accountable to these new standards once they are fully implemented by school districts. [Reading Anchor Standard 7](#) asks students to “integrate and evaluate content presented in diverse media and formats.” The individual K-8 grade level strands specifically call for identifying how illustrations support the comprehension of a text, analyzing how visual and multimedia elements contribute to the meaning of a story, or comparing and contrasting the written version of a story with its audio or video version. Parents can easily reinforce these important skills, as well as help their child practice critiquing, analyzing, and summarizing at home, by simply talking about what they read and watched together.

Book-Movie Options

There has been an amazing explosion of readers of all ages over the past several years, as massively popular books for older students such as [Percy Jackson and the Olympians](#), [The Hunger Games Trilogy](#), and [The Twilight Saga](#) hit the big screen. Upper elementary students can enjoy the [Harry Potter Series](#) by J.K. Rowling, and [The Tale of Despereaux](#) or [Because of Winn-Dixie](#) by prolific children’s author Kate DiCamillo. Or how about revisiting that beloved childhood classic, [Charlotte's Web](#)? There are even options for younger elementary students, including [Cloudy With A Chance of Meatballs](#), [Mr. Popper's Penguins](#), and [Alexander and the Terrible, Horrible, No Good, Very Bad Day](#). Parents can capitalize on the many book-movie options available [here](#) or [here](#) and keep

their family reading throughout the winter doldrums.

For more ideas, check out these suggestions based on popular [children's books](#) or these, based on current [Young Adult Books](#). Here is another [resource](#) that you may find helpful when helping parents choose books/movies - this one includes trailers to help make the decision even easier!

There are many movies based on books that are appropriate for family viewing. Remind parents that the local neighborhood library is the perfect place to find both.

Book-Movie Talking Points

So, the family has watched the movie together and the student has read the book. What next? Here are some questions you can pass on to parents to get the discussion going:

- Think about the setting of the book. Was the movie setting similar to or different from how you imagined the setting while reading the book? Explain.
- Think about the main characters in the film. Were the main characters similar to or different from how you imagined them while reading the book? Explain.
- Were there any character changes between the book and the movie? Why do you think particular characters were added, left out, or significantly changed?
- What parts were in the book but not in the movie? Why do you think those parts were left out?
- What parts were in the movie but not in the book? Why do you think those parts were added?
- Was the movie a good adaptation of the book? Why?
- Which did you enjoy more, the book or the movie? Why?

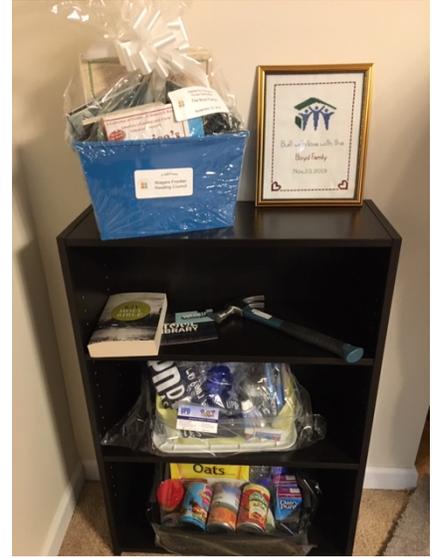
Let's keep our families turning pages together...

Mrs. Gina R. Niemel is a Title I Literacy Specialist at Maple West Elementary School in Williamsville. She is reading and writing with kids every day, and has a ball. Follow her on Twitter @NemoReads



NFRC Outreach Programming

NFRC helped to make the holidays a little brighter when they presented a bookcase and basket of books to the Boyd family in November.



Many thanks to Susan Busch, NFRC Outreach Chair, the committee, and all who support NFRC Outreach!



The NFRC will once again be participating in the Buffalo Zoo Earth Day event. We will be giving away free books to zoo attendees on **April 25, 2020**. If you would like to donate books or funds to supply books for the giveaway, or would like to volunteer your time to help distribute books to children that day: please contact Kirsten Burke Smith (kirstenburkesmith@gmail.com). Thank you in advance for your support!

Partnership Continues with WNY Children's Book Expo



The 5th annual WNYCBE Educator Event sold out! 150 educators from across WNY registered for the event held in November featuring a panel of 15 nationally-acclaimed children's authors and illustrators. Thirty-three of those who attended were NFRC members, and five of those were new members who joined the NFRC in order to take advantage of our reduced fee for the Expo Educator Event. Partnering with the WNYCBE brought visibility and bolstered NFRC heft among educator colleagues in addition to generating new memberships. Best of all, participation in this event supports the mission of NFRC: *"The mission of The Niagara Frontier Reading Council is to promote literacy education, encourage professional development and provide community service that fosters literacy within Western New York. We hope to instill a passion for lifelong learning and to encourage readers to build a vision of the future."*

Thanks to all who assisted in this effort! Patty Oliphant oversaw CTLE (4 hours of credit were awarded to each attendee); Carol Bush kept records of NFRC members who registered throughout the many months prior to the event; also, Mary Beth Scumaci, Kirsten Smith, Jack Agugliaro, Gina Niemel, Pat Pearce, Sue Busch, Liz Bystrak,

Sierra Chojnacki, and Michele Montoro assisted in various, valuable ways to help make this event a success. As an organization, we all can be proud of the partnership and the outcome.

In addition to the Expo Educator Event, throughout the day (10am-3pm) the NFRC provided families attending the Expo with handouts about bringing literacy into the home and ways to support literacy through action. Children were invited to write letters to their favorite authors and illustrators and share their letters with the authors/illustrators at their Expo tables. Thanks to Jack Agugliaro for leading this outreach; also Kirsten Smith, Liz Bystrak, Gina Niemel, Patty Oliphant, and Pat Pearce for assisting at the table. We also had aid from the Expo volunteer community. This outreach afforded much visibility to NFRC throughout our community.

The Expo Educator Event received outstanding reviews. Of those who submitted evaluations, 97/104 rated the event 5/5; 6/104 rated the event 4/4; 1 person rated the event 3/5. No evaluations were lower.

Thank you to all members who attended the Expo Educator Event and to all who assisted with this WNY region event! Please enjoy photos from the event on following pages.

Judy Bradbury

Rochester Area Literacy Council
PRESENTS...



www.rochesterarealiteracycouncil.org

Live Local Literacy:

Area Educators Sharing Best Practices

Saturday, February 8, 2020 @ 9:00 am - 12:00 pm

French Road Elementary School, Brighton, NY

RALC is a NYSED CTLE Provider

Registration Due by Feb. 5

Presentations:

- 1. What Educators Need to Know About Dyslexia: Definition, Prevention, and Treatment (for K-12 Parents, Teachers, Coaches, Administrators)**
 - Presented by Dr. Mary Lion, 1st Grade Teacher, Williamson Central School District
- 2. Reading Engagement for All (K-12 Teachers)**
 - Presented by Cindy Schwind, Reading Specialist, Greece CSD
- 3. Getting Kids to Read and Write Nonfiction: A Children's Author's Perspective (for Elementary Teachers)**
 - Presented by Kevin Kurtz, Children's Author
- 4. Global Children's Literature Book Tastings: Exploring Meaningful Ways to Promote Diverse Perspectives (K-12 Teachers, Librarians, School Counselors, Administrators)**
 - Presented by Dr. Kathleen Olmstead & Dr. Kathleen Colantonio-Yurko, Assistant Professors of Literacy, The College at Brockport, SUNY
- 5. Fostering Advanced Literacies in the Classroom (for K-12 Educators, Administrators)**
 - Presented by Christine Treasure, Director of School Improvement, Monroe 1 BOCES
- 6. How Now Brown Cow? The Importance of Phonemic Awareness (for K-5 Teachers, Reading Teachers, Special Educators, Interventionists)**
 - Presented by Kelly Keenan, K-12 Instructional Coach & Betsy Fitzpatrick, K-12 Instructional Coach for Inclusive Education
- 7. Elementary grades K-5 Literacy and Social Studies Integration Through the Lens of the History of Segregation & Resistance to Racist Policy in Rochester**
 - Presented by Shane Wiegand, 4th Grade Teacher, Rush Henrietta Central School District
- 8. Secondary grades 6-12 Literacy and Social Studies Integration Through the Lens of the History of Segregation & Resistance to Racist Policy in Rochester**
 - Presented by Shane Wiegand, 4th Grade Teacher, Rush Henrietta Central School District

REMINDER: JEFF WILHELM
THURSDAY, MARCH 26 @ 4:30-7:30
ST. JOHN FISHER'S CLEARY AUDITORIUM



Rochester Area Literacy Council PRESENTS....

February 8 – LIVE LOCAL LITERACY!

Registration Form DUE by February 5

Saturday, February 8, 2020
9:00 to 12:00 p.m.
French Road School
488 French Road
Brighton, NY 14618

Return this completed form to
Karen_Speciale@eastiron.monroe.edu
or Karen Speciale, 600 Pardee Road,
Rochester, NY 14609

- Light Breakfast Treats Provided
- RALC is a NYSED CTLE Provider

Name _____
Mailing Address _____
Email Address (required) _____
District/Position _____

RALC Member: FREE Non-member Fee: \$10.00 Student Fee: \$5.00

Method of Payment: Personal check (made out to RALC)
 District Purchase Order # _____
 PayPal (please add \$1.50 for S&H)

NOTICE: In the event of a cancellation due to weather, you will be notified through email.

PLEASE bring your confirmation email with CTLE forms to check-in the morning of the event.

Please indicate your **FIRST CHOICE (1st)**, **SECOND CHOICE (2nd)**, and an **ALTERNATE CHOICE (Alt.)**

- These sessions MAY be presented twice, if enrollment shows the need.**
- 1. What Educators Need to Know About Dyslexia: Definition, Prevention, and Treatment** (for K-12 Parents, Teachers, Coaches, Administrators)
 - Presented by Dr. Mary Lion, 1st Grade Teacher, Williamson Central School District
 - Dyslexia, a specific reading disability, affects an estimated 1 in every 5 children in the United States. Children with this disability require specialized instruction to help prevent and remediate this condition about which many educators are unaware. This session will discuss early identification, its emotional impact on students who are diagnosed, prevention and treatment, and definitions. The information in this session is vital to help educators and parents understand the importance of early identification in hopes of lessening the emotional effects and improving the chances of a child with dyslexia becoming a competent reader. Be sure to come prepared with a device to play a game of Kahoot! to test your own knowledge of what students with dyslexia need to succeed.
 - 2. Reading Engagement for All** (for K-12 Teachers)
 - Presented by Cindy Schwind, Reading Specialist, Greece CSD
 - In this session, teachers will walk away with 20 ways to promote reading engagement in their classrooms. The Next Generation Standards state that we grow lifelong readers yet every year we get some students who do not like to read. What can we do about it? During this hour, we will talk about ways to create a community of readers!
 - 3. Getting Kids to Read and Write Nonfiction: A Children's Author's Perspective** (for Elementary Teachers)
 - Presented by Kevin Kurtz, Children's Author
 - Kevin Kurtz is a nonfiction children's author (www.kevkurtz.com) who regularly talks to elementary students about nonfiction. Kevin will share some of his observations about what works when engaging kids with nonfiction. He will also lead participants through a condensed version of the writing nonfiction workshop he does with elementary students to share some of his teaching methods.
 - 4. Global Children's Literature Book Tastings: Exploring Meaningful Ways to Promote Diverse Perspectives** (for K-12 Teachers, Librarians, School Counselors, Administrators)
 - Presented by Dr. Kathleen Olmstead & Dr. Kathleen Colantonio-Yurko, Assistant Professors of Literacy, The College at Brockport, SUNY
 - Stories are intrinsic to students' development of positive self-identities and worldviews, yet we know only some stories are represented in our classrooms today. While many educators question "whose stories count?" (Cunningham, 2015, p 21), it is widely acknowledged that the diversity of texts on our bookshelves does not align with the diversity of languages, cultures and lived experiences of our students. This needs to change – all students deserve life-affirming texts. Drs. Olmstead & Yurko conduct global children's literature "book tastings" and explore meaningful ways to promote diverse perspectives and equity in literacy education (Labadie, Wetzel & Rogers, 2012).

WNY Children's Book Expo – Buffalo, NY

November 9, 2019



WNY Children's Book Expo – Buffalo, NY

November 9, 2019





WNY Children's Book Expo – Buffalo, NY

November 9, 2019



Happy NFRC Board Members!



Photography: [Mary Beth Scumaci](#)

The Niagara Frontier Reading Council 2019-2020

NFRC Officers for 2019-2020:

President - Kirsten Burke Smith
Vice President for Programming - Gina Rose Niemel
Treasurer – Susan Busch
Recording Secretary - Jack Agugliaro
Director of Membership - Carol Bush
Corresponding Secretary - Heidi Clarke

Board Members, 2018-2020:

Judy Bradbury
Lindsey Buck
Kaitlyn Gardner-Capriotto
Patricia Oliphant

Board Members, 2019-2021:

Elizabeth Bystrak
Sierra Chojnacki
Michele Montoro
Mary Beth Scumaci

2019-2020 Committee Chairpersons

Council Awards Chair - Elizabeth Bystrak & Patricia Oliphant
CTLE Chair/ Mini Grants Chair - Patricia Oliphant
Fall Event Chair/ CTLE Professional Development Chair - Judy Bradbury
Finance / Budget Chair – Kirsten Burke Smith and Pamela Garabedian
History Chair- Pamela Garabedian
Nominating Chair – Board of Directors
Outreach Chair - Susan Busch
Spotlight Editor - Jack Agugliaro
Social Media Network/ Web Co-Designer & Editor - Kristin Riley
Web Co-Designer & Editor - Mary Beth Scumaci
Liaison Chair - Jack Agugliaro
Western Regional Director 2018-21, NYSRA - Cherie Gerych



Find us online:

www.thenrfc.org

Facebook, Twitter, and Instagram
[@NFRCreads](#)

About the NFRC:

- We are non-profit educational organization chartered by The International Reading Association since 1958.
- We are dedicated to the professional development and enhancement of literacy in our community.
- We are involved in professional issues affecting literacy.

NFRC Mission: Our mission is to promote literacy education, encourage professional development, and provide community service, which fosters literacy within Western New York. We hope to instill a passion for lifelong learning and encourage readers to build a vision of the future.

Get involved with the NFRC!

If you are interested in a leadership position with the NFRC, please contact:

kirstenburkesmith@gmail.com



NFRC SERVICE TO READING AWARD NOMINATION FORM

The **Service to Reading Award** will be given to a person, involved in literacy education, who has made a significant contribution to promoting literacy in the community. ***The recipient should be a member of the Niagara Frontier Reading Council.*** This award will be presented at the Spring Brunch by the **Awards Chair**.
The deadline for nomination submission is March 20, 2020

Submit completed form to: Elizabeth Bystrak
elibystrak@gmail.com (Please list NFRC Awards in the subject line)
or by mail at 6 Knob Hill Road, Orchard Park, NY 14127

Person Submitting Nomination

Name: _____
Address: _____

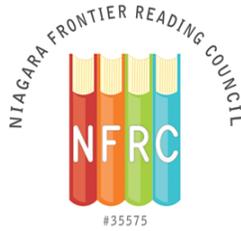
Phone: _____
Email: _____

Nominee Information

Name: _____
Address: _____

Phone: _____
Email: _____
Institutional Affiliation: _____
Position: _____

Please provide a description of the nominee's contribution to promoting literacy in the community (please limit description to one page, single, spaced, 12pt font).



NFRC CERTIFICATE of RECOGNITION AWARD NOMINATION FORM

A **Certificate of Recognition** will be given to a person or a group not affiliated with the Niagara Frontier Reading Council and ***not a paid, professional educator***. The Certificate of Recognition is for service to, or promotion of, the council's purposes. This award will be presented at the Spring Brunch by the **Awards Chair**.

The deadline for nomination submission is March 20, 2020

Submit completed form to: Elizabeth Bystrak
elibystrak@gmail.com (Please list NFRC Awards in the subject line)
or by mail at 6 Knob Hill Road, Orchard Park, NY 14127

Person Submitting Nomination

Name: _____
Address: _____

Phone: _____
Email: _____

Nominee Information

Name: _____
Address: _____

Phone: _____
Email: _____

Institutional Affiliation: _____
Position: _____

Repeat the above information for each person if a group is being nominated.
Please provide a description of the nominee's service to, or promotion of, the council's purposes.
(Please limit description to one page, single spaced, 12pt font.)



An ILA Honor Council
First-Year Teacher Complimentary Membership

First-Year Teacher: _____

Position: _____

School District: _____

I acknowledge that the teacher listed above has been appointed to his/her first full-time position in this school district. I understand that in order to receive a complimentary membership to the Niagara Frontier Reading Council, the position must be a full-time probationary position. Long-term substitute teaching, changes in school districts, buildings, and/or grade levels are **not** included in this offer.

Administrator's Signature: _____

Administrator's Title: _____

Date: _____



An ILA Honor Council

Full-Time College Student Membership Rate

Name _____

Degree Program: _____

College/University: _____

***I acknowledge that the student named above is a full-time college student at the college or university, named above, where I teach.

Instructor Signature: _____

Instructor's Title: _____

Date:

Please note: In addition to this signed letter, the full-time college student must include a copy of his/her current and valid college identification card to be eligible for the student membership rate.