

Office of Bilingual Education and World Languages

New York State Education Department

Albany office: 89 Washington Avenue – 301EB, Albany, NY 12234, (518) 474-8775

Batavia office: 2A Richmond Avenue, Park Lewis Hall, Batavia, NY 14020, (585) 344-2002

Brooklyn office: 55 Hanson Place, Rm 594, Brooklyn, NY 11217, (718) 722-2445

[OBEWL website](#)



In This Issue:

- Letter from the Associate Commissioner 1
- Patchogue-Medford Union Free School District Teaching as a Profession Program 2
- Native American Indian Education Association of New York State (NAIEA/ NY) Spring Gathering..... 3
- Long Island Regional Bilingual Education Resource Network (RBERN) Provides Online Professional Learning Opportunity on the Academic and Linguistic Demands 4
- New York State Language Regional Bilingual Education Resource Network (RBERN) Provides Summer Institutes for Teachers of World Languages 5
- From Japan to New York: A Seal of Bilingual Journey 6
- 2024-25 NYSSB Book Study 6
- Summer Workshops on Assessment Guidance and Item Writing for Modern Languages 6
- Silver Creek CSD Students Earn NYS Seal of Bilingual in the Seneca Language .. 7
- Regional Events Celebrate Puerto Rican-Hispanic Youth Leadership Institute Students 8
- News from Other NYSED Offices 10

Dear Esteemed Colleagues,

As we reach the end of another productive school year, I want to take a moment to express my heartfelt gratitude for your unwavering dedication and commitment to our linguistically diverse learners. Your efforts have been instrumental in fostering an inclusive and supportive learning environment for all students, and your work has not gone unnoticed.



This year, we have made significant strides in improving our practices to ensure equitable opportunities for all our students. Our dual language immersion programs have seen remarkable growth, providing students with the unique opportunity to become proficient in multiple languages. The implementation of these programs has not only enhanced academic achievement but has also cultivated a deeper understanding and appreciation of diverse cultures among our students.

We are proud of the growing number of students earning the Seal of Bilingualism, a testament to their hard work and the high-quality instruction they receive from you. As such, your efforts in supporting our students have earned us the opportunity to be recognized by the USDE Office of English Language Acquisition and to have an aligned vision of promoting multilingualism for all.

As you prepare for the new year, we recognize the importance of continuing to enforce the civil rights of our English Language Learners (ELLs). It is imperative that we uphold key elements such as:

- **Access to Quality Education:** Ensuring that all ELL students receive instruction from qualified teachers and have access to the same rigorous curriculum as their peers.
- **Cultural Competence:** Fostering an environment where cultural differences are respected and valued, and promoting a sense of belonging for all students.
- **Family and Community Engagement:** Actively involving families and communities in the educational process, and recognizing their crucial role in supporting student success.

- **Assessment and Accountability:** Implementing fair and accurate assessment practices in your district to monitor student progress and inform instruction, and ensuring that ELL students are not left behind.
- **Support Services:** Providing necessary resources and support services to address the unique needs of ELLs, including language development programs and academic interventions.

As we look forward to the upcoming school year, let us continue to build on the progress we have made. Your dedication to our students' success and well-being is the cornerstone of our efforts to provide a world-class education for all. Thank you for your tireless work, your passion for teaching, and your commitment to creating an equitable and inclusive learning environment.

Wishing you a restful and rejuvenating summer break. We look forward to another year of growth and achievement together.

Yours in Unity,

Elisa Alvarez

Patchogue-Medford Union Free School District Teaching as a Profession Program

Three years ago, Long Island's Patchogue-Medford Union Free School District (PMUFSD) launched *Teaching as a Profession (TAAP)*, an innovative home-grown teacher training program created for high school juniors and seniors that offers great promise for ELLs hoping to enter the field of education. Raymond Ruiz, Director of Career and Technical Education, Business, and Technology (CTE) started TAAP as part of a district-wide CTE initiative, joining other programs including College Business Accounting, Law Enforcement, Clinical Medical Assisting, Computer Technology, Cosmetology, Construction Trades, and Fashion Design/Merchandising.

Of the twenty students enrolled in the TAAP CTE program, half are bilingual Spanish speakers, six of whom are focusing their efforts of English as a New Language and Bilingual Education. With its project-based curriculum, TAAP features strong written and practical applications; the program measures student progress via local evaluations such as observations and group projects and also by a final Tech Assessment.

Offered to provide students with alternate pathways to graduation and to help the district and state address the ever-increasing teacher shortage, TAAP provides theoretical and practical experience to students with an interest in pursuing careers as teachers, administrators, counselors, paraprofessionals, school aids, and social workers. The goal of the program is the earning of a certificate or degree that will ultimately lead to a career in elementary, middle, or high school settings. PMUFSD is also committed to recruiting graduates of the program to return and serve their community

TAAP students identify their content area of interest and focus on classroom observations and student teaching opportunities while receiving instruction on pedagogical theory and best practices. TAAP Head Instructor Teresa Perez works with two cohorts making sure each student is paired with a mentor teacher for the best classroom teaching experience. The program works with multiple district schools to identify and place students. Students also have the opportunity to participate in college credit courses with Long Island University (LIU).

In addition to the opportunity at LIU, Ms. Perez and Mr. Ruiz have coordinated community partnerships with Junior Achievement and The NY Early Childhood Professional Development Institute. The program has received funding from Teachers Federal Credit Union through their *Take a Look at Teaching Initiative* which sponsored TAAP student attendance at the 2024 Long Island Teacher's Institute, at which they delivered a presentation on the program. According to Mr. Ruiz and Ms. Perez, future goals include growing the program and forging more relationships with local colleges and universities to provide more PMUFSD students with more avenues for post-secondary success on the teaching and education field.



Native American Indian Education Association of New York State (NAIEA/NY) Spring Gathering

On June 7th, the Native American Indian Education Association of New York State (NAIEA/NY) held their annual Spring Gathering at the beautiful Ganondagan Historic Site in Victor, NY. The theme of this year's conference was Education Sovereignty in New York State. The event brought together hundreds of Indigenous Language educators, students, parents, Nation representatives, and community members to engage in professional learning promoting tribal sovereignty in education and best practices in providing inclusive and affirming educational experiences for Indigenous students.

The mission of the NAIEA/NY is to develop the knowledge, skills, and abilities of educational personnel and the leaders and members of the Native American Indian community to affect a holistic quality education and academic excellence for Native people. Their goals are to promote academic achievement and excellence, to ensure adequate and equitable resource distribution, and to ensure sufficient use of resources by education agencies, programs, and personnel within their prescribed programs.

The event was organized by Conference Chair, Dr. Hugh Burnam (Mohawk), and the conference planning committee consisting of Monica Antone-Watson (Mohawk), Tammy Bluewolf-Kennedy (Oneida), Denise Goñez-Santos, Dr. Christina Mulé, Tianna Porter (Mohawk), and Brandon VanEvery (Cayuga).



The event began with a traditional Haudenosaunee opening delivered by internationally celebrated artist and founding manager of the Ganondagan State Historic Site, Pete Jemison (Seneca). Following that, opening remarks were offered by NAIEA/NY Chair, Dr. Hugh Burman (Mohawk); Ganondagan Historic Site Manager, Michael Galban (Seneca); NYSED Indigenous Education Coordinator, Clarissa Jacobs (Mohawk); Assistant Commissioner, NYSED Office of Education Policy, David Frank; Associate Commissioner, NYSED Office of Bilingual Education and World Languages, Elisa Alvarez; and St. John Fisher University Librarian, Michelle Price.

A poignantly rousing and honest keynote address was jointly offered by Niagara University Professor of Leadership and Policy, Dr. Lori Quigley (Seneca); Native American Curriculum Team Instructional Coach, Andrea Jimerson Cooke (Onondaga); and University at Buffalo Professor and Director of Undergraduate Studies in the Department of Indigenous Studies, Dr. Jason Corwin (Seneca). Dr. Quigley spoke about reclaiming Indigenous perspectives, the importance of Indigenous Nations exercising their own agency in making decisions about how to best address the needs of Indigenous students, and supporting the preservation and flourishing of Indigenous languages. Mrs. Cooke described her own journey from being raised in a Longhouse to becoming a respected Indigenous language educator. Dr. Corwin described his educational journey and addressed significant developments in higher education, including the upcoming formation of an Indigenous Studies program at SUNY.

The rest of the day was filled with a variety of impressive breakout sessions and a ceremony that bestowed awards on Indigenous educators and advocates for their work. For more information on NAIEA/NY and future events, please visit their [website](#).



Keynote speakers Dr. Jason Corwin, Dr. Lori Quigley, and Andrea Jimerson Cooke

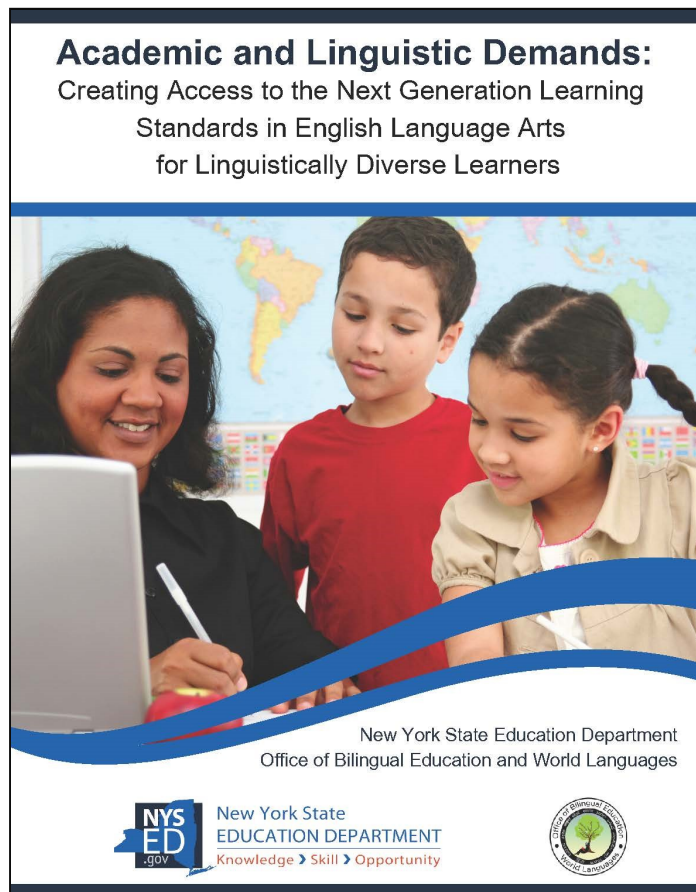
Long Island Regional Bilingual Education Resource Network (RBERN) Provides Online Professional Learning Opportunity on the Academic and Linguistic Demands

This summer, the Long Island Regional Bilingual Education Resource Network (RBERN) is providing educators the opportunity to engage in an online introduction to the [Academic and Linguistic Demands of the NYS Next Generation Learning Standards for English Language Arts \(ALDs\)](#). This self-paced course will develop participants' familiarity with the layout, structure, and implementation of the ALDs and will guide them through the tools that help identify the words, phrases, and language structures embedded in the NYS English Language Arts Next Generation Learning Standards. As a result, participants will be better equipped to provide equitable access to standards-aligned, grade-level instruction to English Language Learners (ELLs). Successful participants will gain insight into the use of this essential resource for planning successful and targeted instruction for ELLs while earning a certificate for 6 hours of CTLE upon course completion.

In this online, asynchronous (self-paced) course, participants will:

1. Read and analyze The Academic and Linguistic Demands: Creating Access to the Next Generation Learning Standards in English Language Arts for Linguistically Diverse Learners (ALDs);
2. Discuss why and how the ALDs provide access to standards aligned instruction for Linguistically Diverse Learners;
3. Identify and apply the appropriate resource and tool during instructional planning; and
4. Explore additional resources

Participants are provided six weeks to complete the training. Delivered on the Long Island RBERN's Canvas learning management platform, the training modules and assessments include engaging Edpuzzle presentations; interactive questions, activities, and opportunities for reflection; and tools and resources for supporting implementation of the ALDs document.



Academic and Linguistic Demands:
Creating Access to the Next Generation Learning Standards in English Language Arts for Linguistically Diverse Learners

New York State Education Department
Office of Bilingual Education and World Languages

NYS ED
New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

Educators should also continue to check the [RBERNs professional learning calendar](#) to find trainings on the ALDs and other important topics offered online and in person at their local RBERN. Over the coming year, New York State's RBERNs will continue to deliver training sessions that will provide an opportunity for practical application of the ALDs for the full K12 continuum.

Some of the specific areas of focus to be featured will include:

- Unpacking the Academic and Linguistic Demands
- Use of the ALDs in Home Language Instruction
- Grade K-2 Lesson Planning with the ALDs
- Grade 3-6 Lesson Planning with the ALDs
- Grade 7-12 Lesson Planning with the ALDs
- Using the ALDs to Create Equitable Access for ELLs

New York State Language Regional Bilingual Education Resource Network (RBERN) Provides Summer Institutes for Teachers of World Languages

The New York State Language Regional Bilingual Education Resource Network (RBERN), in collaboration with the New York University (NYU) Project Developing Chinese Language Teachers (DCLT), and NYU Steinhardt’s Department of Teaching and Learning, is providing three summer institutes for teachers of World Languages. These institutes are offered free of charge and will be delivered remotely. These institutes include:

The Early Career Institute for Teachers of World Languages


This institute is provided for new professionals who have taught for three or fewer years. Topics include an overview of the NYS Learning Standards in World Languages, checkpoint proficiency targets, and language functions; strategies for using authentic resources; strategies for teaching culture; using the NYSED lesson plan template; and participation in lesson study.

The Continuing Career Institute for World Language Teachers

This institute is provided for professionals who have taught for four or more years. Participants will receive guidance on how to take existing units of study and develop thematic unit plans aligned with proficiency targets based on the NYS Learning Standards for World Languages. Additional topics include strategies for creating interpretive, interpersonal, and presentational tasks based on authentic resources, and strategies for using authentic resources to enhance student engagement, speaking, and writing.

The Home Language Arts Institute

This institute is provided to Home Language Arts (HLA) teachers in a Bilingual or Dual Language Program at the secondary level (Grades 7-12). Topics include the role of the World Language teacher in a Bilingual program; the characteristics and different assets of Language 2 and Home Language Learners; tools for determining students’ home language proficiencies; supports for students in a mixed ability HLA class; selecting and using authentic materials for home language learners; practices that create spaces to nurture and expand students’ cultural and sociolinguistics skills; using media to support writing in the HLA classroom, and content area strategies to support ELLs in the HLA class.

	
The NYS Statewide Language RBERN at Metro Center Department of Teaching and Learning	
<p>Institute for Teachers of World Languages</p> <p>Summer 2024</p> <p>TASK FORCE MEMBERS</p> <p>Irma Evangelista Bill Heller Erica Saldívar García Robin Harvey Gloria Ortiz Rosa R. Pietanza Francesco Pignatosi Clotilde Santana Vivian Selenikas Ron Woo</p>	<p>Dear Teachers of World Languages,</p> <p>We are announcing Summer Institutes:</p> <p style="text-align: center;">Early Career Summer Institute Continuing Career Institute HLA Institute</p> <p>The Institutes are offered free of charge through a collaboration among New York University Steinhardt’s Department of Teaching and Learning, NYU Project Developing Chinese Language Teachers (DCLT) and the NYS Statewide Language Regional Bilingual Education Resource Network (RBERN) at Metro Center. The Institutes are offered remotely.</p> <p>Please review the specific requirements and dates for each Institute:</p> <p><u>Early Career Institute (July 10-12, Wed-Fri), 9:00 am to 2:00 pm.</u> New York State Teachers of World Languages who have completed 3 or fewer years by the end of June 2024 are eligible.</p> <p><u>Continuing Career Institute (July 8-9, Mon-Tue), 9:00 am to 2:00 pm</u> New York State Teachers of World Languages who have completed 4 or more years by the end of June 2024 are eligible.</p> <p><u>Home Language Arts Institute (July 15-16, Mon-Tue), 9am to 2pm</u></p> <ul style="list-style-type: none"> • Home Language Arts in a Bilingual or Dual Language Program Educators at the secondary level (Grades 7-12) are eligible. • Additional guidelines: • Candidates are required to attend all days of the Institute in order to receive CTLE hours. • Enrollment will be limited to applicants who meet program eligibility and requirements.

From Japan to New York: A Seal of Biliteracy

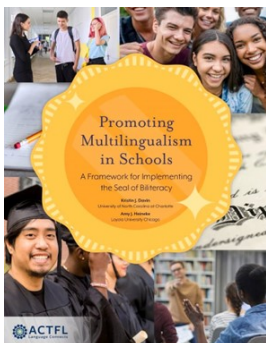
The language journey of Vernon Verona Sherrill High School (VVS HS) student Takeshi Hashimoto embodies the spirit of the NYS Seal of Biliteracy: recognizing the value of language instruction and affirming the value of diversity in a multilingual society. Takeshi could have ended his educational journey two years ago when he received his graduation certification in Japan, but he chose to move to America and continue his English language journey as a high school junior.

For Takeshi, biliteracy is a family tradition. He grew up in a bilingual home where they spoke English and Japanese, and he attended Seiryō High School in Tokyo, Japan until his sophomore year. He then relocated to America to complete his English education in Sherrill, NY, at the same high school his mother attended, Vernon-Verona-Sherrill High School. Takeshi also grew up hearing Spanish and German, the languages that are spoken in his mother's childhood home. Although Takeshi is fluent in speaking English, he didn't start learning to read or write English until 7th grade. However, that has never held him back in taking full advantage of all the opportunities at VVS.



Takeshi's drive to excel has led him to the NYS Seal of Biliteracy, which he received for his English and Japanese language skills. This is the second year that VVS has offered the seal, with five previous recipients. Takeshi believes that being bilingual will help him in the workforce, where he plans to find a career in economics and/or business. While he wishes he had invested more time in language earlier in his academic career, he stated that he "is very happy with his walk of life." We are very excited to see what the future holds for this talented and hard working young man.

2024-25 NYSSB Book



The Office of Bilingual Education and World Languages (OBEWL) is proud to announce the first ever book study on Promoting Multilingualism in Schools: A Framework for Implementing the Seal of Biliteracy. Educators from schools that have previously offered the New York State Seal of Biliteracy (NYSSB) or that wish to offer the NYSSB in the future are invited to participate. Educators from district, charter, religious, and independent schools are welcome. This book study will be facilitated by the authors, Dr. Kristin Davin and Dr. Amy Heineke. All book study meetings will be conducted via Zoom from 4:00-5:30 pm EST.

Participants may earn up to 27 hours of CTLE credit (1.5 hours for each of 9 meetings and 13.5 hours for reading the book and preparing for meetings). Participants must attend at least eight (8) of the nine (9) meetings in order to receive credit, a certificate of attendance, and a digital badge for their participation. The book will be distributed to all participants, free of charge, by early September. There is no cost to participate in this book study.

To register for this book study, click [here](#). For more information on this book study, click [here](#).

Summer Workshops on Assessment Guidance and Item Writing for Modern Languages

OBEWL is offering free a two-day, in-person workshop in nine regions throughout the state (Capital, Hudson Valley, Long Island, Mid-State, Mid-West, New York City, Northern NY, Southern Tier, and Western NY) to support NYS world language educators understanding and application of the Principles and Guidelines for Adopting or Creating Locally Developed Benchmark Assessments for Checkpoint A (Modern Languages). Workshop presenters will explain the guidelines outlined in the aforementioned documents and will guide participants in designing assessment items that adhere to these guidelines.

Silver Creek CSD Students Earn NYS Seal of Biliteracy in the Seneca Language

Silver Creek High School enrolls just over 300 students in Chautauqua county, on the shores of Lake Erie. Students can study both Spanish and Seneca, the local Indigenous language. This year is the first year that Silver Creek is implementing the New York State Seal of Biliteracy (NYSSB), supported by Seal Coordinator and Seneca language teacher Anne Tahamont. Anne recently returned to teaching after a sabbatical to further her studies in the Seneca language. Anne shared, "I knew upon my return that I had wanted to pursue the NYSSB for my students. It had been on my radar after serving on the World Languages Standards Committee," a group which assisted the Department in revising the NYS Learning Standards for World Languages, adopted by the NYS Board of Regents in 2021.

Assisted by the district curriculum coordinator, Michelle Helmer, and the high school's Seal of Biliteracy Committee, Anne established the steps to implement the Seal and identify possible candidates. All five students who pursued the Seal of Biliteracy accomplished their goal and will be awarded this distinction upon graduation. Two students, Timothy Williams and Lucille Jimerson, have the unique distinction of being the first two students in NYS history to earn the Seal of Biliteracy in the Seneca language. In the following paragraphs, we are sharing information about the journey of these two students to the Seal, as well as descriptions of their Culminating Projects.

Timothy Williams (Hagöyö'sgwa') expressed what an honor it is to be among the first students to earn the NYS Seal of Biliteracy in Seneca. While the number of speakers of this Indigenous language are decreasing, public and reservation schools across the state are supporting the language through coursework and immersion programs. Timothy offered that "earning the Seal of Biliteracy is a symbol of resilience. It wasn't too long ago that the government of the United States tried to do away with my people, culture, and language. This may be the truth; however, I didn't earn my Seal in spite of this. I did it to show my peers, elders, and community that it can be done, and that there is hope for our language." For his Culminating Project, Timothy wanted to do something that combined his passion for cooking (he likes to see the joy on people's faces when he makes something delicious) and the language and culture of his people. Timothy shared that he was able to work alongside his classmate and cousin Lucille, his teacher, who he affectionally calls "Miss T", and Viola Lay, a Seneca Elder who works at the Stanley Sully Huff Heritage Center located on the Cattaraugus Reservation. Timothy summed up his experience in the following way: "Viola Lay is one of the last first language speakers that we have left. Not everyone will have the opportunity that we did so I will cherish these memories forever."

Lucille Jimerson decided to pursue the Seal of Biliteracy because embracing the Seneca culture has always been important to her since she was a young child. She told us, "It's who I am. It's who my family is." Lucille knows all too well that the number of first language speakers of Seneca is decreasing with each passing year. She shared that "generational trauma has caused a decrease in people willing to learn [the Seneca language], and seeing this has motivated me. Having the opportunity to learn Seneca at my school is a privilege, knowing it's not a common language, and is hardly ever an option." Earning the NYS Seal of Biliteracy in Seneca was made that much more special to Lucille because she was able to earn this award with Timothy, her classmate and cousin. She reflected on this experience, expressing that "knowing we accomplished this together is an indescribable feeling."

For her culminating project, Lucille created and presented a beaded keychain. "Beading has become one of my favorite hobbies and it has helped me feel even more connected to my culture," she offered. Lucille worked directly with her Seneca language teachers, Ms. Tahamont and Ms. Smith, to learn both the language and technique for this beading. Like her cousin, Lucille also had the opportunity to work with Seneca Elder, Viola Lay. Lucille shared that "getting the chance to learn from a first language speaker is something not every language learner gets to do, especially since there aren't many left. And it was easily the highlight of this project. Spreading and learning the language is immensely important, and a little goes a long way."

For more information on the Seneca Language, please visit the [Seneca Nation website](#). For more information on the NYS Seal of Biliteracy, please visit our [website](#).



From left to right: Lucille Jimerson, Seal Coordinator and Seneca language teacher Anne Tahamont, and Timothy Williams

Regional Events Celebrate Puerto Rican-Hispanic Youth Leadership Institute Students

Mid-State 2024 Puerto Rican Hispanic Youth Leadership Institute Gala

The Mid-State Regional Bilingual Educational Resource Network (RBERN) hosted the 2024 Puerto Rican Hispanic Youth Leadership Institute (PRHYLI) Gala for the Syracuse Delegation in collaboration with OCM BOCES, SOMOS, Inc. and OBEWL on April 13th at the DoubleTree by Hilton Hotel in East Syracuse. The event celebrated its largest delegation of Hispanic and Puerto Rican high school students who completed the PRHYLI Leadership Program, where they learned advocacy and legislative deliberation skills. Delegates from 11 school districts, accompanied by guests including family members, administrators, local leaders, and PRHYLI alumni, gathered for a night of cultural performances featuring Borinquen Dance Theater and classical guitarist Isaac Sharp. Associate Commissioner Elisa Alvarez delivered inspiring opening remarks with the main message of “¡Si se puede!”, followed by master of ceremonies Mario Palma and keynote speaker C. Sonia Martinez from Somos, Inc. The gala highlighted the students' achievements and advocacy efforts, symbolizing the impactful PRHYLI initiative in the Mid-State region of New York.



Capital District PRHYLI Delegation and Hudson Valley Community College Speaking Event

The recent Capital District PRHYLI delegation came together for an end-of-year reunion and to witness the Hudson Valley Community College Public Speaking Course Final Speeches on May 9, 2024. The event was a resounding success, showcasing the incredible talents and achievements of our community. Students gathered to reconnect and celebrate their shared experiences while supporting the latest cohort of public speaking students. Additionally, the students were able to see the artwork they created during the sessions, further enhancing their sense of accomplishment. The final speeches were a testament to the students' hard work and growth throughout the course, as they confidently addressed a captivated audience on a variety of thought-provoking topics, including the Art of Democracy. The event fostered a strong sense of comradery and enthusiasm, leaving attendees inspired and excited for future opportunities to engage and learn together. Pictured below are delegation leaders Ricardo Estremera and Dr. Juanita Reyes, from the Capital District RBERN, along with regional delegates Erika M., Joselin C., Isabella W., Alexa M., Isaias R., Adbias V., Miguel C., Jessed C., Ruth R., Myasia R., Leanny C., Franklin N., Guadalupe M., Ms. Theresa L., Valeria C., Montserrat C., Saori C., Jenifer P., Maisha P., and Issany C.



Hudson Valley Puerto Rican Hispanic Youth Leadership Institute

On April 30, 2024, Manhattanville University was adorned with the vibrant energy of the Hudson Valley PRHYLI Celebration, as over 50 enthusiastic students gathered to commemorate their transformative experiences during their delegation training sessions and at the weekend institute. Joined by delegation leaders Beverly Guity, Christine Olsen, Vanessa Gulfo of the Hudson Valley RBERN, participants engaged in a dynamic fusion of cultural expression, immersing themselves in a captivating painting and poetry session that echoed the diversity of their backgrounds. Through strokes of creativity and verses of passion, they shared narratives that spoke to the essence of their journey. Additionally, the event pulsated with rhythm and movement as attendees grooved to the infectious beats of Zumba, uniting in a spirited celebration of community and empowerment. With each brushstroke, each stanza, and each dance step, the celebration echoed the resilience and unity of the Hudson Valley PRHYLI family, leaving an indelible imprint of inspiration and comradery.





Graduation Measures Update

During the recent meeting of the Graduation Measures Initiative, Department staff shared four key transformations that establish the proposed vision for implementing the [Blue Ribbon Commission on Graduation Measures recommendations](#). In an effort to continue gathering stakeholder feedback, the Department encourages you to share your thoughts on these four proposed transformations by participating in the current [ThoughtExchange](#). Additional information, including [frequently asked questions](#) related to the New York State Graduation Measures Initiative may be referenced on the [Graduation Measures Webpage](#).

Building Emergency Response Plans (ERP)

School districts, BOCES, and charter schools are required to revise their building emergency response plans (ERP) and district-wide safety plans (DWSP) annually and submit them to the Department's SED Monitoring application through the [New York State Education Department \(NYSED\) Business Portal](#) by October 1. *For questions on ERP and DWSP please contact the Office of Student Support Services at SafetyPlans@nysed.gov or 518-486-6090.*

New NYSED Green Ribbon School Application

The U.S. Department of Education Green Ribbon Schools (ED-GRS) program recognizes schools taking a comprehensive approach to greening their school. The 2024-2025 NYS Green Ribbon School application is now open. The deadline to apply is November 15, 2024. The new application simplifies and clarifies questions, provides applicants with more multiple-choice options, and allows applicants to save their work along the way. If your school is working toward a greener, more sustainable future, we want to hear about it. *For more information, visit [NYSED P12 Green Ribbon Schools](#) or contact Kateri Sargen at NYSGREENRIB@nysed.gov.*

Youth Justice Institute Lunch & Learn: AFFIRM Interventions for LGBTQ+ Youth

The [New York State Youth Justice Institute](#) hosted a lunch & learn on June 20, 2024, from 12:00 pm to 1:00 pm EST titled "[Lessons from the AFFIRM Youth and AFFIRM Caregiver Interventions for LGBTQ+ Youth, their Caregivers, and Providers](#)" presented by Dr. Ashley Austin and Dr. Shelley Craig. *If you have any questions, please email youthjustice@albany.edu for assistance.*

Educator Guides for the Regents Examination in Life Science: Biology and Regents Examination in Earth and Space Sciences

The Educator Guides for the [Regents Examination in Life Science: Biology](#) and [Regents Examination in Earth and Space Sciences](#) are now posted. These examinations will be administered for the first time in June 2025. The Guides provide specific information about the test development process, learning standards that the tests are designed to measure, test specifications, test design, and other important material for science educators. The [Earth and Space Sciences Reference Tables](#) are described in the [Educator Guide](#). Schools will need to begin integrating these tables into instruction in Fall 2024. *Questions about the new Science Regents Examinations may be directed to the Office of State Assessment at 518-474-5902 or emscassessinfo@nysed.gov.*

Request for Bids (RFB) Issued for PLAN Mentor Schools

The New York State Education Department through the University of the State of New York – Regents Research Fund (USNY-RRF) has issued a Request for Bids (RFB). NYSED, through USNY-RRF, seeks to engage exemplary Mentor Schools that are systematically implementing an evidence-based approach or model of performance-based learning and assessment (PBLA) that is available to all students enrolled in the school (or, in the case of a BOCES, all students enrolled in the program). The RFB is posted to [NYSED’s Applying to Become a PLAN Mentor School webpage](#).

A New York Minute In History Podcast

Congratulations to [A New York Minute In History podcast](#), a production of the New York State Museum, WAMC, and Archivist Media, with support from The William G. Pomeroy Foundation. The podcast is being recognized by the New York State Broadcasters Association with a 2024 Excellence in Broadcasting 'Best Podcast' award. This podcast has won six award including two Regional Edward R. Murrow Awards, a Journalists Association of New York Award, and three New York State Broadcasters Association Awards. Continuing Teacher and Leader Education credits (CTLE) is offered asynchronously for a select number of podcast episodes!

It's Here! Summer Reading at New York State Libraries

Are you looking for ways to promote fun and educational adventures and activities for Summer Reading to students and families this year? These short and entertaining PSAs in English and Spanish on YouTube are now available to help with outreach! These resources can be used to promote Summer Reading participation and programs throughout your community by posting on different platforms like websites, YouTube, Facebook, and Instagram. Check out the variety of promotional resources provided through the [CSLP YouTube Channel](#), the [Smokey Bear Reading Challenge toolkit](#), and the [Summer Reading at New York Libraries site](#) on the State Library’s Youth Services pages. Questions? Contact NYSLYouth@nysed.gov.

Need local support? Contact your local RBERN!

The RBERNs support OBEWL's mission to ensure that all students' individual educational paths and socio-economical needs are met in multiple languages leading them to college, career, and civic readiness. They are NYSED's key providers of guidance, technical assistance, and support to New York State Districts, Charter Schools, Non-public Schools, and other organizations in the development of programs for MLs.

- [New York State Language RBERN \(statewide\)](#)
- [Capital District Region RBERN at Questar III BOCES](#)
- [Hudson Valley RBERN at SW BOCES](#)
- [Long Island RBERN at Eastern Suffolk BOCES](#)
- [Mid-State RBERN at OCM BOCES](#)
- [Mid-West RBERN at Monroe 2 - Orleans BOCES](#)
- [New York City RBERN at Fordham University](#)
- [West Region RBERN at Erie 1 BOCES](#)

Office of Bilingual Education and World Languages

New York State Education Department

Albany office: 89 Washington Avenue – 301EB, Albany, NY 12234, (518) 474-8775

Batavia office: 2A Richmond Avenue, Park Lewis Hall, Batavia, NY 14020, (585) 344-2002

Brooklyn office: 55 Hanson Place, Rm 594, Brooklyn, NY 11217, (718) 722-2445

[OBEWL Home Page](#)

[Bilingual Education website](#)

[World Languages website](#)

[NYS Seal of Biliteracy website](#)



The mission of the New York State Education Department's Office of Bilingual Education and World Languages is to ensure that all New York State English Language Learners (ELLs) attain the highest level of academic success and that all Multilingual Learners (MLs) – which include ELLs, Former/Ever ELLs, World Languages students, and heritage speakers of World Languages – achieve the highest level of language proficiency in English and in one or more other languages.

