

Office of Bilingual Education and World Languages

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May-June 2022 Newsletter

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Greetings from Associate Commissioner Elisa Alvarez



Dear Colleagues,

It seems that, yet again, we face new tragedies that shake us all. I begin by sending our condolences to the families, students, and school communities of our brothers and sisters of Buffalo and Uvalde, Texas. There are no words or explanations to these horrific attacks on the lives of innocent people. Rather, I wonder what questions and conversations should be held in order to ensure that our schools are safe for every child and adult alike.

I must believe that what we are living through and facing now will not be our tomorrow. I urge you to continue uniting your school community. My travels across the state have allowed me to witness first-hand the many voices that fill our schools with positive energy, creativity, and hope. Our students have a right to feel heard, a right to know that they matter, and that they belong. As do all of you, for you are the champions of hope.

We have all heard people say things such as “I learned how to share in kindergarten,” or “I learned how to play nice in the sandbox.” I wonder what our tomorrow would look like if our students could say, “I learned that diversity is beautiful.” As educators, our role is to help our students open doors to a lifetime of possibilities. Promoting diversity, equity, and inclusion is our foundation to making certain that our units of study are culturally and linguistically diverse, that they help our students learn of the various perspectives that exist, and that we continue to engage at the school level to promote a world for peace and love.

Many of our schools provide a safe platform for cultures to be seen and welcomed. Parents and educators engage in conversations to ensure that they are doing the best they can to make certain families feel included. Class lessons offer multiple perspectives, teaching our children to question and think critically and, most importantly, guiding our children to become agents of change.

We thank you for your unwavering courage, and I assure you that the State Education Department and the Office of Bilingual Education and World Languages stand firm with you.

In unity,

Elisa Alvarez

National Unity

By: Jones Very

*A nobler unity, than that which came
From out the conflict of our sires of old,
Which gave to us throughout the world a name
Shall we, our trials past, at length behold;
A unity of Justice and of Power,
As theirs of Freedom from a foreign foe;
Through the dark clouds, that o'er the nation lower,
We see its rising sun, its morning glow.
No more shall party spirit rule the land,
But One Great Thought inspire each freeman's breast,
The rock on which alone our cause can stand,
The Love of Man and Justice for the oppressed.
Arise, O sun of Freedom to restore
Their rights to all! Arise! and set no more!*



Regent-at-Large Luis O. Reyes—A Champion for Students

Perhaps no one is a bigger champion of Multilingual Learners and multilingualism in New York State than Regent Luis O. Reyes, PhD. The son of Puerto Rican immigrants, his passion for equity and innovation has spanned a career which began as a Spanish teacher in New Jersey and continues as a vital and valued at-large member of New York State's Board of Regents.

As watchdog of the 1974 Aspira Consent Decree, which established the right to bilingual instruction in New York City, Dr. Reyes was a key player in representing Aspira in various public education coalitions. In addition, Dr. Reyes administered a federal peer-counseling project for Aspira of America, Inc., which trained and engaged Latino and Haitian high school students. He served as Chair of the Education Priorities Panel (1989-1990), a city-wide coalition of government groups that monitored the NYC BOE and advocated with all levels of government on behalf of New York's public school children.



Regent-at-Large Luis O. Reyes

Following the seventh annual National Bilingual/Multilingual Learner Advocacy Month of April 2022, we applaud the man who was appointed as a Member of the New York City Board of Education for two terms (1990-1998) and who has held various leadership positions including: various leadership positions including Chair of the Board's Latino Commission on Educational Reform, Member and Chair-Elect of the Council of Great City Schools, and Member of the Steering Committee of the National School Boards Association/Council of Urban Boards of Education. Dr. Reyes coordinated the Coalition for Educational Excellence for English Language Learners (ELLs) and is a founding member of the Latino Coalition for Early Care and Education.

Dr. Reyes was first elected to the Board of Regents in 2016 and was re-elected to a second term from April 2021 to March 2026. Dr. Reyes describes his Regent duties as a capstone project to a lifetime in education. Most recently, he was part of a blue-ribbon committee that helped issue recommendations to the Board of Regents on initiatives to assist black and Hispanic boys. In the coming years, the Office of Bilingual Education and World Languages will work with Regent Reyes and Board of Regents Members on a project to help support native language learning among the Indigenous Peoples of New York state.

Thanks to people with vision, such as Dr. Reyes, New York has become a forerunner in Bilingual Education and ELL services with strong regulations and guidance to assist the field in providing support for English Language Learners and Multilingual Learners. These strong rules have allowed the Department and New York State educators to create identification protocols, language proficiency assessments, graduation pathways, units of study, and accountability structures that benefit ELLs and allow our state to provide quality English as a New Language services and bilingual programs.

It is our hope that the young leaders of today will use Dr. Reyes as an example of how educational advocacy can change the landscape for children and families. The Office of Bilingual Education and World Languages is truly fortunate to benefit from the knowledge and passion of this one-of-a-kind advocate for change.

A Flourishing New York State Seal of Biliteracy (NYSSB) Program at Yonkers Public Schools

36, 84, 145, 265... No, this isn't the Fibonacci Sequence, but rather the explosive growth of students earning New York State Seal of Biliteracy (NYSSB) in Yonkers Public Schools since 2018.

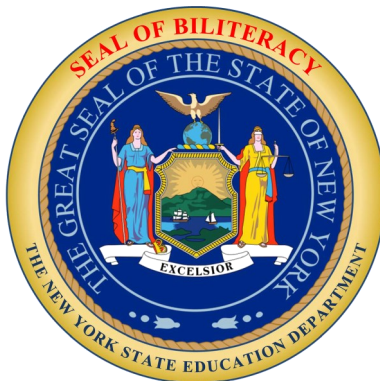
In the current school year, Yonkers Public Schools began its fourth year of offering the NYSSB, with over 300 interested students applying. This heightened interest is creditable to the multiple administrators, counselors, world language teachers, English Language Arts teachers, and English as a New Language teachers who have laid the groundwork since the district first offered the NYSSB four years ago. While the high number of interested applicants gives educators a big reason to celebrate the multilingualism that students and families bring to the schools, we also want to celebrate the students who bring to light the ways in which biliteracy improves their own lives and the lives of others. In the words of one such twelfth grader:



“Growing up in a Hispanic household, Spanish was always spoken. However, throughout my elementary years in school, English became my dominant language, and I noticed my Spanish was slowly, but surely diminishing from my vocabulary. It came to the point where I couldn’t speak it as well as I understood it. At home, English was the only language I spoke fluently, which made it difficult to communicate with family members who only comprehended Spanish. Around this time, I would help my father at his job. His customers were mostly Spanish speakers, so it was difficult for me to converse with and assist them with what they needed. I remember my parents, especially my father, would tell me that I needed to learn how to speak Spanish. At first, I didn’t pay them any mind and thought to myself, why couldn’t they learn English? Yet, I realized I wouldn’t be able to communicate with my loved ones, and I felt disconnected from my culture. I felt as if I needed to reconnect with and reclaim a part of my cultural heritage, so I took that initiative. I didn’t realize how immense of a gift it was to be bilingual until my middle and high school years. I took Spanish each year, which helped improve my Spanish further.” Joselin Reynoso, NYSSB Candidate, Class of 2022, Yonkers Public Schools

The erasure of home languages is tied to familial or intergenerational fissures and a diminished cultural identity. In contrast, multilingualism goes hand-in-hand with mental agility and an expanded worldview. Just as importantly, this student — like her peers who have joined their schools’ NYSSB path — has recognized another value of multilingualism that the NYSSB reinforces: connectivity. Another Yonkers NYSSB candidate, Anduela Thaqi, sums up this concept nicely in the following quote. “As an immigrant, I needed both Albanian and English to communicate with people in my environment. At home and with family back in Kosovo, I needed to speak Albanian, and knowing Albanian kept me close to them.”

For more information on how to start a New York State Seal of Biliteracy program at your school, please visit our [website](#) or contact us at nyssb@nysed.gov.



Vestal High School's Story of Multilingual Success

On a brisk September morning at 7:30 AM, a few dozen students crowded into the Vestal High School Library to learn about the Seal of Biliteracy. After eight months, exams in 10 separate languages, numerous meetings with mentors, a lot of practice, some nerves, and 30 world language presentations, 26 students earned the Seal in English and a total of 12 world languages (Spanish, French, German, Bosnian, Croatian, Serbian, Romanian, Ukrainian, Russian, Turkish, Gujarati, and Mandarin) — an astounding accomplishment! One student, Lejla Mujakovic, earned her Seal in four separate languages in addition to English!

Now you might ask, how did one student earn her Seal in English and four world languages? Firstly, Vestal has strong world language programs in Spanish, French, and German, offering level 5 IB courses in all three languages. The district embeds the culminating Seal presentation into these courses so that all students are prepared for the Seal, if they choose to pursue it. Additionally, school staff personally invite and recruit students who come from diverse households, adding more home languages to the program. As a district, they equally validate and value the contributions that diverse home languages and cultures bring into the school. The Seal provides an opportunity for Vestal to formally recognize the home environment. In Lejla's case, she attributes her success to a combination of her family heritage, which included exposure to Bosnian, Croatian, and Serbian, but she also challenged herself to learn German in school. While New York State has about 200 students earn the Seal of Biliteracy in two world languages in addition to English, and a handful who have earned it in three world languages, Lejla is the very first student in our state to earn the Seal in four world languages in addition to English. She truly exemplifies the values of cultural and linguistic diversity that the district holds dear.

Three staff members that are intimately involved in Vestal's Seal program, Gianni Cordisco, Ingrid Constable-Clarke, and Patrick Clarke, shared with our office how the International Baccalaureate Program and the skills it instills in students has been a major factor in the success of their Seal program. "The International Baccalaureate Learner Profile aims to develop internationally minded students who strive to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. We believe this profile serves as a foundation that our students, teachers, and families stand behind. Without having students who are comfortable taking risks and venturing into a variety of cultures and languages, this program would not exist. Without our teachers serving as mentors and continually guiding our students through this process, our program would have failed. Without our families, who support our philosophy and our students in their endeavors, these success stories would not be possible." Truly, Vestal prides itself on not only what they can offer to their students as educators, but what their students and families can offer the district.

For more information on how to start a New York State Seal of Biliteracy program at your school, please visit our [website](#) or contact us at nyssb@nysed.gov.



Lejla Mujakovic, New York State's first Seal of Biliteracy graduate in English and four world languages, is a member of the graduating class of 2022 from Vestal High School.



European Day of Languages 2022—Save the Date!



The European Union National Institutes for Culture (EUNIC) is a global network of European organizations. To date, there are 125 clusters represented in 90 countries. In NYC, the EUNIC cluster consists of 22 regular members and 18 associated members. Its aim is to promote European values, share knowledge, build capacity among members and partners, and engage local partners in dialogue and common cultural projects. EUNIC is proud to announce the 2022 European Day of Languages to be held on September 30th from 10am to 2pm at the Goethe-Institut in New York City. This year's theme is "Partnering for Language: EUNIC Meets the Seal of Biliteracy." This event — part conference, part information fair, part networking event — is organized by EUNIC institutions in collaboration with the New York State Education Department's Office of Bilingual Education and World Languages and the New York City Department of Education's Division of Multilingual Learners in observance of the European Day of Languages, which is celebrated worldwide every year at the end of September. Designed to bring together stakeholders in the educational community in the tristate area (NY, NJ, PA) and representatives of EU National Institutes for Culture, the purpose of this event is to start a conversation about how we can join forces and share resources in support of the Seal of Biliteracy. Decision makers at Departments of Education, superintendents, principals, world language advisors, world language teachers, and anyone who is interested in establishing the Seal of Biliteracy at their school are encouraged to attend. For more information on this event and to register, please visit our [website](#).

A Call to Action: Our Voices, Our Stories

Now more than ever, it is imperative for educators to remember that all students, especially immigrant students, have a story and a voice of their own.

Educators that acknowledge, incorporate, and celebrate the whole child, can provide access to a world that many view as impossible. They can give light when it may seem like it is dimming.

Beverly Guity, Resource Specialist for the Hudson Valley Regional Bilingual Education Resource Network, is currently collecting immigration stories to support our families by building awareness and appreciation of the knowledge and contributions they all bring to our school communities. The intent of this project is to share the voices of those that may feel they do not have a voice so that we as educators can gain a better understanding of the needs of our students and families. Through building our own awareness and sharing these stories, we can shift from a deficit mindset and ensure that all students have access to all aspects of education and that all families feel empowered to advocate for a culturally and linguistically inclusive education.

Families who are willing to share stories of their immigration journeys and the impact that journey has had on them economically, socially, and mentally, are welcomed to reach out to Beverly via email at bguity@swboces.org.

Facts About Immigration

According to the [American Immigration Council](#), nearly a quarter of New York State residents are immigrants, while almost one-fifth of residents are native-born U.S. citizens with at least one immigrant parent.

- In 2018, 4.4 million immigrants (foreign-born individuals) comprised 23 percent of the population.
- New York State was home to 2.3 million women, 2 million men, and 206,980 children who were immigrants.
- The top countries of origin for immigrants in New York State were the Dominican Republic (11%), China (9%), Mexico (5%), Jamaica (5%), and India (4%).
- 3.6 million people in New York State (18 percent of the state's population) were native-born Americans who had at least one immigrant parent.



Korean Festival

Korean Festival at the South Bronx Academy for Applied Media

Why would a middle school in the South Bronx with a zero percent Asian scholar population have a world language program focused around the Korean language? How better to ensure that our educational system continues to move forward on our question for culturally responsiveness and equity.

The 8th grade scholars at the South Bronx Academy for Applied Media (SBAAM), who were all programmed to take Korean for a year, recognized the relevancy almost immediately. Under the tutelage of their instructor, Ms. Minyoung Lee, these scholars quickly understood that acquiring a language is bigger than just the ability to speak the language fluently. Students used the content and context of learning Korean to discover more about a culture, traditions, and customs of a part of the world which may be unfamiliar; hence strengthening their conceptual understanding of language(s), culture(s), tradition(s), and custom(s). Quite simply, they used the acquisition of Korean to also learn more about themselves!

The image shown below was taken at the First Annual SBAAM Korean Festival, easily one of the highlights of the academic year. Mr. Sean Brock, Assistant Principal of South Bronx Academy for Applied Media, described the event as “a culmination of what scholar-led, inter-disciplinary, culturally responsive practices can be when you believe in all of your stakeholders.” In Mr. Brock’s words, we encourage schools to ask “Why not?” expand their diverse language offerings to promote multilingualism for tomorrow’s graduates.



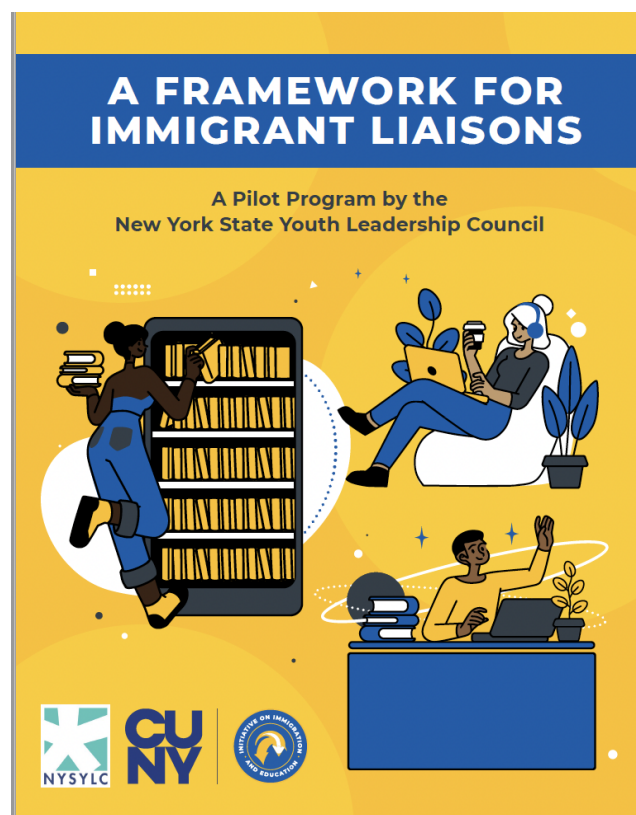
A Pilot Program for Immigration Liaisons in Secondary Schools

The CUNY Initiative on Immigration and Education ([CUNY-IIE](#)) is a NYSED funded project that brings together educators, researchers, families, and local leaders. Together, they work to learn about, from, and with immigrant communities, to act in ways that center our shared humanity regardless of legal status, and to advocate for equitable policies and opportunities. The project includes an Immigrant Liaison working group, also known as "ImmLiaison." It was created through CUNY-IIE's collaboration with the New York State Youth Leadership Council ([NYSYLC](#)) and their educator team, Teach Dream, to start the first immigrant liaison pilot program in New York. To that end, the group has created a soon-to-be-released document to share their work and to lay the framework for schools to develop immigrant liaison positions to support the needs of immigrant students, families, and caregivers across the state, especially those who are undocumented.

An immigrant liaison is a part-time (or possibly full-time, if needed) position in a school created to offer support for immigrant, and especially undocumented, students and their families and caregivers. What that support can look like will be detailed throughout this guide. We argue that immigrant liaisons are needed in districts with immigrant populations, such as New York City, as well as in other districts with significant immigrant populations, because schools are still not sufficiently welcoming spaces for immigrant students, families, and caregivers. There are many reasons for this, including that teachers in public schools do not reflect the student body; school environments and curricula need to improve their cultural responsiveness; and high schools in particular are not prepared to support undocumented students in post-secondary planning. The NYSYLC is asking the New York City Department of Education to create an immigrant liaison position in every New York City public school.

The ImmLiaison team spent the 2020-2021 school year developing the immigrant liaison position and, in the spring of 2021, implemented a pilot program with immigrant liaisons in three NYC public high schools. In the spring of 2022, the team expanded the program to two NYC public middle schools. This guide includes a description of the pilot program, examples of the work done, and how that work was supported by the NYSYLC through monthly meetings and a youth fellowship. This guide also includes recommendations for schools that want to create their own immigrant liaison position, particularly regarding hiring and funding, with a priority placed on hiring immigrants and especially non-citizens.

A variety of support materials are included in the appendix, including a glossary that we encourage the reader to check out if unknown terms related to the intersections of immigration and education come up while reading this guide. The guide was compiled by Jennifer (Jenna) Queenan, with support from Anna Meixler, Madison Koenig, Jessica Rofé, Maria Fernanda Vera, Cynthia Carvajal, Farrar Cooper, Jae Berlin, Guadalupe Ambrosio, Angy Rivera, Ariana Mangual Figueroa, Tatyana Kleyn, and Nancy Stern, as well as the Spring 2021 immigrant liaison team: Laura Pamplona, Juan Carlos Perez, Katharina Kempf, Emilia Fiallo, Dennise Palacios, and Ariada Silva. The guide will be available via the [CUNY-IIE website](#) by mid-June 2022.



ELLs in the Classroom: Southgate Elementary School

In the North Colonie Central School District, as a part of their biography unit, third grade ELL students of Southgate Elementary independently selected an important individual to research.

They recorded notes based on research questions, located key information using a variety of resources, and organized the information collected. Through the writing process, students constructed an engaging introduction and supported their topic with relevant details by dividing their writing into purposeful paragraphs. Then they crafted a conclusion related to the information presented.

The students were supported in a co-taught writing environment which contained a classroom teacher, ENL teacher and a special education teacher. Their final project was published to the web using Calameo.

Introduction

Harriet Tubman is remembered for her bravery and helping more than 70 slaves to escape to freedom. Harriet was a conductor on the Underground Railroad. She often risked her life helping others escape. This brave woman also helped the North army as a nurse and acted as a spy. Harriet was even the first woman to lead an armed group into war! After slavery ended, Tubman continued helping others. She is a hero who is celebrated for her courage!



Harriet Tubman helping to lead people to safety as a conductor on the Underground Railroad.

Harriet

Introduction

Wilma Rudolph was a famous track star that despite having polio at a young age achieved great success throughout her running career. She became the first woman to win three gold medals in a single Olympiad in 1960. The talented athlete went on to mentor and train young black athletes from poor communities. Wilma Rudolph inspires future athletes to work hard to achieve their goals.



Wilma setting a world record for the indoor 60 yard sprint.

Martin Luther King, Jr was an important person in the history of America. He will always be remembered for fighting for the civil rights of all African Americans, as well as trying to end segregation. Martin Luther King, Jr. was a person who never stopped working for the rights of all people, and even died while still working to help everyone. Martin Luther King, Jr. was a civil rights activist who is celebrated for his bravery and using words to bring about change. He continues to be admired by many people today.



MLK, Jr. wanted people to use love not hate to change unfair laws.

Introduction

Simone Biles is the most decorated American gymnast and is considered by many to be one of the best. She has won five Olympic medals and 25 World Championship medals. The talented gymnast is known for her fun and entertaining routines. She performs some of the most difficult routines of any gymnast and reaches incredible heights during her tumbling routines. Simone has worked hard to become a professional gymnast, never losing sight of where she came from. She is an outstanding gymnast that acts as a model for little girls who hope to one day compete professionally.



Social Emotional Learning

*"You may shoot me with your words,
You may cut me with your eyes,
You may kill me with your hatefulness,
But still, like air, I'll rise."*

~ Maya Angelou

Today, more than ever, there is a need to wrap our arms around one another...and around our children. Our English Language Learners (ELLs) have unique stories and journeys which have caused them to suffer from high levels of stress and anxiety. Now we are adding the events that have recently occurred to their "plates."

Social Emotional Learning is the process of developing one's ability to integrate thinking, feeling, and behavior in order to achieve important goals in life (Zins, 2004). It centers around the learner's cognitive ability in association with physical, social, and emotional systems.

Research shows that although ELLs may be exposed to the same instruction, they individually process information differently, which results in different language learning experiences. One of the main factors in learning another language is motivation. The socio-educational model of language learning states that, "integralization and attitude towards learning situations are two correlated variables that support individual motivation to learn another language, but motivation is responsible for the results in learning another language" (Henter, 2014, p. 374).

In recent weeks many educational stakeholders, especially teachers, have been working to keep motivation at the forefront of their classrooms, while tending to the hearts of our New York scholars. It has been a balance, as they prepare for a successful close to the school year, while answering difficult questions and dealing with issues of racism, violence, politics, and unanswered questions (an example of these letters is shown on the next page).

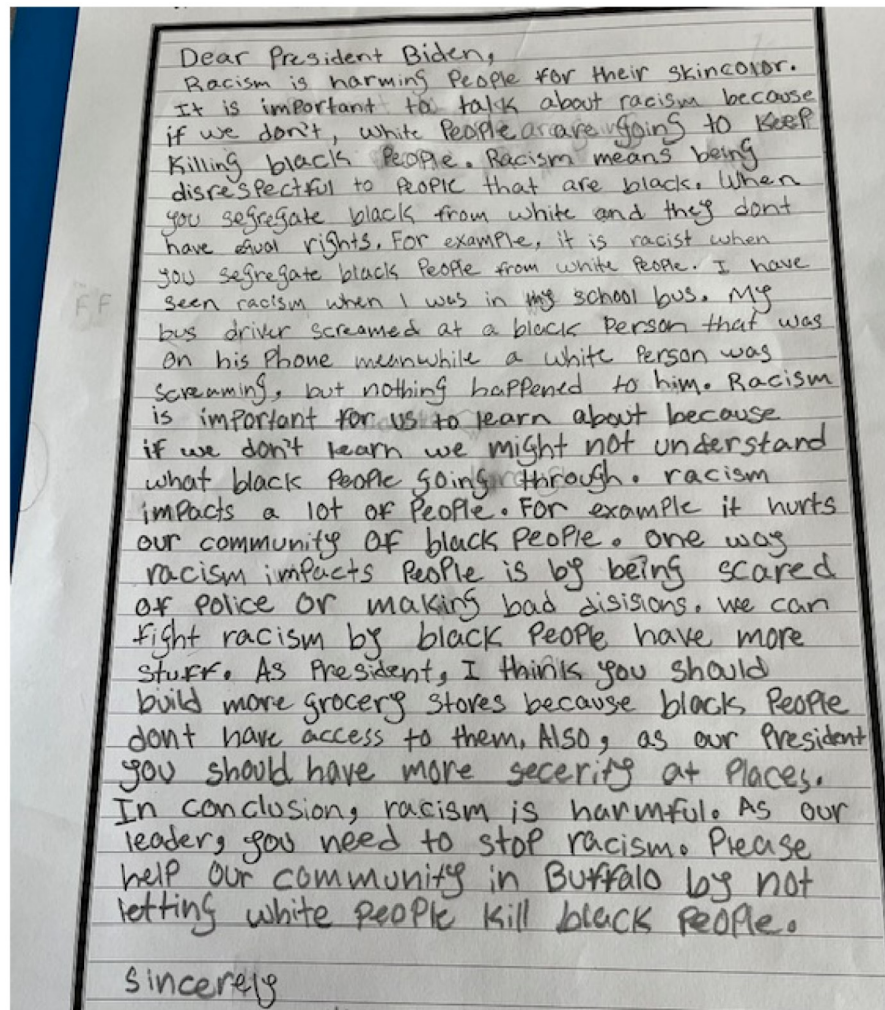
A dual language classroom in Buffalo, New York – home to the ten victims who were violently shot down due to the color of their skin, decided to put pencil to paper! They used their bilingual voices to write letters to President Biden regarding gun control and what they experienced in their very own neighborhood. Students also worked hard to create signs in both Spanish and English for the memorial outside of the site – which is found minutes from their school. The hearts of these students are aching for their community and country. Their teacher, Ms. Borek, knew that their questions, fears (for their own lives), voices, and heartache needed to be tended to as soon as possible. This was their way of discussing the real issues while continuing to shine hope and love in Buffalo.

Continue to remember that SEL allows ELLs to link their cognitive and affective (motivation, attitude, anxiety) skills while developing language; this relationship is vital to the achievement of language learners.

Henter, R. (2014). Affective factors in learning a foreign language. *Procedia-Social and Behavioral Sciences*, 127, 373-378.

Zins, J. E. (2004). *Building Academic Success on Social and Emotional Learning : What Does the Research Say?* Teachers College Press.

Messages to President Biden and Community from Buffalo Public Schools Dual Language Students



Letter from a Fifth Grade student to President Biden.



Student-made signs displayed in tree by site of memorial for victims of Buffalo hate crime.
This location is only minutes away from the students' school.

Summer Professional Learning Opportunities

Throughout the summer New York State's Regional Bilingual Education Resource Networks (RBERNs) will continue to provide professional learning opportunities to support educators' instruction of English Language Learners (ELLs) and Multilingual Learners. These trainings often provide CTLE credit.

Featured below are some of this summer's workshops. Information on all RBERN trainings can be found on the [OBEWL website](#).

Digital Age Teaching for English Learners: A Guide to Equitable Learning for All Students

Presenter: Heather Rubin

Date/Time: June 27, 28, and June 29, 2022 10:00am-12:00pm

Location: Zoom

[**Register Online**](#)

This 3-session workshop (6/27, 6/28, 6/29) is based on the new [co-authored publication](#) by Heather Rubin, Dr. Andrea Honigsfeld, and Lisa Estrada. Join author Heather Rubin as they discuss ways to leverage technology to best support English Language Learners (ELLs) in every classroom. Explore student centered lessons that are infused with digital learning resources, and design your own project based learning activities using the template and resources from the book. Strategies for in-person, remote, and hybrid models of instruction will be included. The book will be mailed to participants.

ELL Identification Process: From HLQ to Informed Placement

Presenter: Dr. Jordan Gonzalez

Date/Time: July 7 and August 25, 2022 9:00am-12:00pm

Location: Zoom

[**Register Online**](#)

This interactive 3-hour virtual workshop will review the ELL Identification Process as outlined by the Commissioner's Regulations Part 154 (CR-Part 154) which establishes the legal requirements for the education of ELLs in New York State, including the Language Proficiency Team (LPT) for students with an IEP or 504 Plan, as well as Students with Interrupted/Inconsistent Formal Education (SIFE). We will provide opportunities for collaboration, questions and answers, and discussions of scenarios and best practices to provide individualized support and guidance. We will also review resources from the NYSED Office of Bilingual Education and World Languages (OBEWL) to support the ELL Identification Process and beyond. The audience for this workshop includes Central Registration Personnel, ELL Administrators, ENL/Bilingual teachers, and Special Education Teachers participating in the LPT.

News from Other NYSED Offices

Two New York State mathematics teachers and two science teachers are state-level finalists for the 2022 Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST) at the elementary level. The PAEMST, one of the most prestigious honors in the nation for teachers, recognizes exemplary teaching and leadership in mathematics and science education. A [biography for each finalist](#) can be found on the Department's website.

The New York State Education Department (NYSED) awarded nearly \$95 million in subgrants to school districts, not-for-profits, institutions of higher education, and other community-focused organizations to establish or expand 21st Century Community Learning Centers (21st CCLC) across the state. The funds will support 136 programs and will be used by the districts and organizations to provide supplemental services and enrichments for students most in need of additional supports. [For a full list of school districts and organizations receiving awards, please visit the Department's website.](#)

NYSED is accepting stakeholder input on possible modifications to the New York State accountability plan for determining school accountability based on results from the 2021-22 school year. An [informational webinar and survey](#) is now available.

NYSED and New York State United Teachers [congratulated 51 teachers](#) from across the state who have achieved National Board Certification from the National Board of Professional Teaching Standards, the "gold standard" in the education profession.

The New York State Education Department [proposed regulations](#) regarding the statutory requirement for substantial equivalency of instruction for students attending nonpublic schools to ensure that all students receive the education to which they are entitled under the law.

Pediatric mental health experts, including the American Academy of Pediatrics, recently declared pandemic-related decline in child and adolescent mental health a national emergency. The [Guide for Suicide Prevention for School Personnel](#) provides tools to help administrators, teachers, and school staff identify and react to students' anxiety, depression, and suicidal ideation.

988 is the new three-digit number that connects callers with behavioral health crisis counselors. Once it goes live on July 16, 2022, callers who dial 988 will be connected to the National Suicide Prevention Lifeline call centers. This easy-to-remember number will change the way we address behavioral health crises in New York State. The New York State Office of Mental Health has created a monthly newsletter that will provide updates, education, and information on 988. To stay current on the development and implementation of 988 in New York, [sign up for the 988 Updates and Education newsletter](#).

The [@nysarchives](#) and the Archives Partnership Trust are accepting entries for the 2022 NYS Student Research Awards program until July 1. The program is a statewide historical research competition for students in grades 4-12. Learn more at their [website](#).

The Board of Regents has recognized two outstanding New York State students receiving Vice Chancellor Emerita Adelaide L. Sanford Scholarships, named for the first African American and the first woman to serve as Vice Chancellor of the Board of Regents. The scholarships are awarded annually to exceptional My Brother's Keeper (MBK) Fellows and graduating high school seniors. This year's recipients are Anderly Burgos Terrero of Yonkers City School District and Matthew Worrell of Newburgh City School District. Visit the Department's [My Brother's Keeper](#) website for details on this movement and information on how to [subscribe to the MBK Newsletter](#).

Gale OneFile: Informe Académico features a Spanish interface providing access to Spanish- and Portuguese-language scholarly journals both from and about Latin America. Share and save articles with integrated tools! Start your search at <http://novelnewyork.org/subjects.php>. [@NYSLibrary](#)

